DUDLEY ACADEMIES TRUST
2021/22 SCHOOL IMPROVEMENT PLAN
Kates Hill

Updated: September 2021

1) Pupil Progression and Outcomes
Improving Standards and Attainment in EYFS, Phonics, KS2
Integris MIS system fully embedded
Assessment (GL Assessments, PUMA/PIRA) leading to improved outcomes
Introduction of RAG to foster progress
Improving Whole School Writing

2) Behavioural Culture
Fearless Culture Canvas Embedded
Behaviour Audit Completed
New behaviour approach implemented
School offer and opportunities enhanced
Aspiring Attendance targets
Whole school Wellbeing predominant

3) Curriculum Development.
New Curriculum Design Created

Intent, Implementation and impact monitored
Effective and fair Resourcing the Curriculum
Maintaining and increasing innovative approach to the curriculum/STEM innovative curriculum opportunities developed
Opportunities for community partnerships explored

4) Leadership Growth
Leadership enhanced and enpowered.
Leadership Opportunities developed
Quality and nationally recognised CPD provided
Coaching and mentoring enhances pupil outcomes
Monitoring and Evaluation to improve standards

Milestone Action	Action Outcome	Due Date	Responsible	Academy Lead	Progress Term 1	Progress Term 2	Progress Term 3
1. Pupil Progression and Outcomes							
Kinetic Letters is rolled out across the school, leading to the promotion of presentation.

All teachers trained and sufficient resources bought | Improvement in presentation across the school in all year groups

Teachers empowered to utilise their training to improve standards

Best books identified termly

Praise used to reflect improvements | Oct 2021

Dec 2021

Termly

Fortnightly | JM

JM | JM

KH

KH | | | |
| Improved attainment to be close to National Average + in Year 1 phonics screening through the embedding of RWI

By the end of year 2 more children not requiring a retake in phonics | 84% in Year 2

78% in Year 1 by the end of the year

Less pupils requiring phonics intervention in Year 3/4 | Dec 2021

July 2022 | RB | JM | | | |
| Year 1 bridge the gap between EYFS age related | Progress in Phonics, English, Maths and Writing | July 2022 | RB | KH | | | |

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expectations and the end of KS1	Improved from EYFS baselines. Learning gaps identified and close monitoring enhanced progress		ZM				
Ks2 Combined Results are aspirational	KS2 Combined to reach 65% Writing Data 75% Reading Data 75% Maths Data 65% Close the gap between PPG and Non PPG pupils	July 2022	JM LW KO AS	JM/KH			
Mastery Maths embedded into daily planning and lesson delivery.	Maths lead works alongside DAT to drive standards External reviewer to review mastery approach Mastery approaches evidenced books and lessons	Ongoing	LW BH	LW/KH			
Increased opportunities for writing enhance writing skills in all year groups. SPAG explored and fully embedded in writing with new skills taught explicitly in order for pupils to develop throughout the wider curriculum	More children able to edit work independently Teachers apply writing skills across all areas of the curriculum Children to understand the context of their SPAG and use this to improve writing	Ongoing	All staff	JM			
Whole school Writing attainment is improved	For writing to improve in Year 6 to 75% to enable combined target of 65% All year groups 1-6 to improve by 10% More opportunities across the curriculum to evidence writing Small group intervention in Year 6		JM KO AS Tutors	KH			

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	EYFS writing to improve 1-1 editing intervention in Year 6						
Further Transform the schools reading for pleasure	Training And resources accessed through TSRO course High quality training and advice Opportunities and ideas to improve reading attainement						
EYFS progress enhance from baseline scores- implementing the necessary interventions to promote good learning	All pupils to make progress from baseline Pupils to have Welcomm/Neli intervention to plug gaps Shapes and Number intervention to improve maths scores	Nov 2021 July 2022	LW MW	MW MW			
Opportunities for more focused learning in quiet spaces throughout EYFS planned and implemented.	Precision teaching enhances progress for specific pupils Timetables reviewed for more opportunities Use of the space reviewed in line with baseline scores to make improvements Through observations to see all areas of the EYFS area and beyond utilised to aid outcomes	Ongoing	LW/MW TA's	MW			
High quality intervention across the school, diminish gaps in English and Maths.	Tutors used for precision teaching to recap gaps taught in the lessons immediately 40 minute lessons after school provided in Maths /English for 4/5/6/learners target to achieve 'at expected' High quality first teaching bridges gaps	October 2021 October – December 2021	JM/LW	KH			

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Science Quality Mark Round 2 accreditation achieved	Science is seen as a growing strength of the school STEM projects with external providers enhance learning opportunities	Jan 2022-July 2022	KO	KO KH			
Data analysed at each AP point to inform change/intervention	Improved average effort grades for learners. Interventions implemented for targeted pupils	Reported each half-term	Teachers and SLT	As above			
Collaborative learning ensures that all learners are actively involved in lessons	All teachers undertake training in collaborative structures.	Reported each half-term to SLT	CEO	KH JM			
An aspirational flightpath for all learners provides clarity about the steps required to achieve.	The Flightpath forms the basis of all tracking of learner progress and is used to report to the Local Advisory Committees and the Trust Board. Pupils progress meeting and AP points inform flightpath	ongoing	JM	KH			
A teaching and learning model: 'Every Lesson Expectations' (ELE) is further developed and implemented. Implementing Tom Sherringtons 4 strands of instructional planning into pedagogical practice	All teachers comply with the model and a consistently good teaching is evident in all academies.	Ongoing Sept 2021	In partners hip with DAT ALL STAFF	JM/KH			
Praise assemblies fortnightly, are well ordered and high quality	All rewards assemblies attended by no less than 25% of parents/carers	ongoing	RV/DC	KH			

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Student council meet and discuss the rewards they want	Rewards asked for by student leaders are evident in the academy						
RAG meetings happen every AP point.	Present accurate moderated data and outcomes are improved. RAG meetings are challenging and actions from meetings are consistently implemented and have a positive impact upon outcomes.	Nov 2021 March 2022 July 2022	JM/KH/LW	JM/KH			
Key assessments are completed and moderated	Accurate predictions and current performance is at least in line with the national benchmark. Moderations exercises ensure accuracy across the school/DAT	RAG meetings	Teachers SLT	JM/KH SLT			
Book monitoring undertaken regularly. Books are checked on learning walks and during QA Any inconsistencies are challenged by SLT	Books show consistent and appropriate learning and development across the curriculum	ongoing	SLT	JM/KH			
2. Behavioural Culture							
Culture canvas designed with staff, that creates a behaviour culture of expectation and ownership based on Gustavo Razzettii "fearless culture"	A culture of expectation is present across the school The culture in school motivates and replenish staff The culture in school supports collaborative goals	Ongoing Dec 2021	All staff	KH			

Milestone Action	Action Outcome	Due Date	Responsible	Academy Lead	Progress Term 1	Progress Term 2	Progress Term 3
Behaviour management reviewed through an audit	Policy to be strengthened based on positive practice	Dec 2021	SLT/DAT	KH			
	New sufficient policy focuses on Early Help and identification of pupils	Ongoing	MH/DC				
A reviewed behaviour approach trialled in Kates Hill to align with DAT academies/primary phase	Phase 1 KH new policy internally written	Sept 2021	DC/KH	KH			
	Strategies and key principles explained through CPD opportunities and coaching instructions through the use of WALKTHRUs.	Oct 2021					
	A tight reward system is maintained/improved	Ongoing					
	Improved behaviour enhances outcomes						
A school offer of enrichment activities offering breadth and depth across vast range of opportunity	A range of pupils across all year groups taking part in enrichment opportunities	Half termly	GJ/ZM	KH			
	To produce a case study to share positive experiences and statistics						
	Pupils express their needs and where appropriate pupils provided for						
	Records of pupil voice encouraged to provide evidence of the impact of enrichment						
HAF funding used after school to provide alternative clubs for pupils to access	A range of providers used for alternative sports opportunities Kates Hill do not offer	Oct 2021	GJ ZM MH AS	KH			
	Counselling and family therapy opportunities for vulnerable pupils/adults in place	Jan 2022					
	Support mechanisms for pupils/families to support improvement in mental health	Ongoing					
New SENCO trained and supported	SENCO enrolled successfully into their course	Ongoing	LW	KH			

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	and complete the first 12months SEND pupils receive their entitlement through intervention, funding and quality first teaching CPD opportunities provided for SENCO to experience good practice by collaboration Recovery money to support our learners with EBD needs to succeed Good links with Sycamore Behaviour Team to support evidence for EHCP whilst providing staff with appropriate strategies	All staff	MH				
Kates Hill continues to prioritise the wellbeing of staff by offering CPD in attachment and trauma. Mental health offer for staff and pupils audited for transparency and effectiveness	Wellbeing Lead to establish links with external providers Visits from PCSO and other visits plotted into a calendar Space and appropriate support to any pupils flagged up by our ambassador pupils	Sept 2021 calendar Ongoing	AS MH	AS/KH			
Aspirational whole school attendance target in place for whole school.	Regular meetings take place to improve attendance Aspirational target of 96% achieved Weekly praise encourage year group targets Class teacher responsibility for improving class attend and setting manageable targets Reward budget in place to improve attendance rates	Ongoing	All staff RV All staff	RV KH			

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Milestone Action	Action Outcome	Due Date	Responsible	Academy Lead	Progress Term 1	Progress Term 2	Progress Term 3
KH to embed their 6 school values into everyday practice whilst embracing the Five core values of DAT.	The behaviour system (VDE) charts the progress of learners and tracking provides regular reports to the Governors/Trust Board A values calendar of events and visitors	ongoing	CEO and central team SLT	Staff			
All teachers and support staff are central to the implementation of the Values Driven Expectations Behaviour Model.	VDE is consistently implemented across the Academy and clearly supports the positive climate for learning that will enable all learners to make at least good progress.	ongoing	CEO, central team, SLT, all teachers and support staff	SLT			
The implementation of a high-profile rewards programme improves behaviour	A hierarchy of rewards ensures that all learners receive appropriate rewards for their exemplary behaviours. Rewards will be tracked and analysed in order to report to the LAC and Trust Board.	ongoing	CEO/SLT teams	SLT			
A Trust wide series of celebration events will underpin the rewards programme culminating in a summer DAT fest event at Dudley College.	A clear calendar of events is established on an annual basis.		CEO/ Marketing Manager/ Exec PA	KH/SLT			
A range of student leadership opportunities across the school promote leadership and responsibility.	Increasing numbers of learners take up leadership roles. SEND and PPI learners will be encouraged to participate in leadership opportunities. Head Boy/Girl in post Anti bullying ambassadors Values Leaders Peer supporters Lunch monitors Class based monitors for all year groups	ongoing	AS DC	KH/AS SLT			

Milestone Action	Action Outcome	Due Date	Responsible	Academy Lead	Progress Term 1	Progress Term 2	Progress Term 3
Effective partnership working with parents is developed further Parents receive regular information on all aspects of their child's experience All learners will be keen to attend their academy	A calendar of key events throughout the year will ensure that parents and carers have the opportunity to understand the care and educational provision available for their child at Kates Hill. Phonics inspire workshops Maths practice Learning hub parent meetings Early Help Meetings Behaviour Conduct parental liaison 3 parental consultations a year All learners will achieve attendance levels at or above the national benchmark. The level of persistent absence will significantly reduce	ongoing	All staff	SLT As above			
All learners will wear their uniform with pride and staff will ensure that the VDE behaviour system reinforces high expectations. SLT meet and greet learners on the gate each morning and say farewell at the end of each day – this is a prime opportunity to check standards of uniform and to ensure positive relationships.	All learners start the new academic year in the new uniform. All reception pupils will be issued with a book bag and support given with uniform A civilised community where high standards are reinforced at all times. Opportunities created for parents to see all SLT and answer any questions	ongoing	CEO and Central Team All staff	KH/ SLT			
A 'growth mindset' culture promotes learners fully understanding the importance of hard work and effort.	As part of the assessment and tracking system, teachers regularly report on effort for learners in all year groups. Appropriate interventions follow.	ongoing	All staff	KH			
Growth mindset seen in classrooms consistently.	Learners talk about being able to succeed and have high aspirations.	ongoing	All teaching staff	JM/KH			

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Links with Dudley College of Technology, enable learners to develop their interests in STEM subjects, the arts, sports and digital technologies.	KH pupils will be involved in visits to the academies and college for inspire days	July 2022	Outstanding Practitioners	SLT in partnership DAT			
The Trust is fully committed to ensuring the wellbeing of staff.	A highly effective wellbeing programme is developed through a working group	ongoing	CEO/ HR manager KH				
Mental Health first Aiders produce actions which are undertaken throughout the academic year.	Well-being is prominent as an issue at the academy. Courtesy and respect is fostered throughout the academy	ongoing	SLT/ well-being champions	KH			
3. Curriculum Development							
Our new intent/curriculum promise is written for KATES Hill	For staff to have greater awareness of research Intent/implementation to be an accurate picture of what is happening in lessons The research to support coaching and questioning	Termly Ongoing	DC/Subject leaders/all teachers	DC/JM/KH			
Tom Sherringtons Four Strands as a pedagogical tool for learning are implemented and embedded	Outcomes are raised in all subjects Teaching quality improved through simple techniques – observations good or better	Ongoing July 2022 Termly	All staff	KH			
The Focus on the 4R's (Reteach, Retrieval, Remap, Recap) embeds constant building blocks	Subject leaders and curriculum lead monitor MTP to ensure learning is progressive and operates the	Termly	DC	SLT			

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to learning	pedagogy Entry/exit tickets in all books focused on 4 R's.	Learning walks					
To curriculum is rewritten with external support in order to sequence learning more fluently and create a journey of learning	The sequence of learning is evidenced through Book trawls Understanding checked through pupil voice Outcomes and understanding of topics are deeper	Ongoing	External Auditing/ Checking MDavies SLT	KH			
Big question and step questions secure learning and constantly support long term memory.	AFL activities after each step question focus on learning and constantly check knowledge	Ongoing	All staff	SLT			
Learning showcased through the pupils Subject Leaders and SLT use research "Teaching Walkthrus" to evaluate and question the curriculum	Regular book monitoring and instant feedback "Best books" showcased and shared with other year groups to model good practice Subject Leaders given time to monitor their subjects and answer key questions	Every fortnight Termly Half termly	All staff DC Subject leaders	SLT			
New improved knowledge organisers which contain all the relevant knowledge needed in the terms unit of work	INSET on knowledge organisers Key non negotiables at the start of each term to improve practice Mini test created for each unit as a revision tool	Termly Sept 2021 (1)	All staff	SLT			
A Focus on Literacy throughout the curriculum, links all texts to curriculum topics for breadth and depth	Texts to aid deeper understanding and add breadth to the curriculum Pupils encouraged to read fiction and non fiction texts	Sept 2021- July 2022	All staff	JM			
The DAT QA process ensures the new	High quality resources support staff and enable			SLT			

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curriculum is fir for purpose	them to deliver a good quality of teaching in every lesson.	ongoing					
A thread of activities across the schools encourage learners to engage in a range of cultural, sports, STEM, volunteering and community activities	Increasing numbers of learners engage in extra-curricular programmes, and whole school events developing their confidence and wider skills base. Year 6 Learners will have the opportunity to benefit from Dudley College's facilities.		CEO	SLT lead and TLR			
4) Leadership Growth							
A focus on quality texts to engage SLT and creates CPD , discussion and growth	Leaders empowered and more confident Leaders put theory into practice and gain CPD Leaders Utilise the reading to support conversations and feedback with other staff	Fortnightly July 2022	SLT ALL STAFF	KH			
Leadership opportunities developed through the National College CPD and liaison with local primary schools/networks through English/Maths/Science Hubs	Confident, knowledgeable leaders improve outcomes for pupils Supportive collaborative networks develop subject leaders	Termly	All staff JM/LW/KO	SLT			
Subject Leaders complete a course per term from National College accreditors and feedback to staff	Leaders demonstrate Deeper knowledge and understanding and decimate to others Aspiring and motivated leaders	Termly					
Teacher Coaches monitor and support staff	Enhance teaching and learning in all lessons Outcomes improved for all learners	Ongoing	SLT	KH			
Phase Leaders complete two week monitoring cycle and formulate action plans	Monitoring strong and accurate Standards and expectations raised Outcomes improved for all	Fortnightly	Middle leaders Phase leaders	KH			

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A supportive network of staff observe and coach one another. Weekly SLT discuss concerns/positives.	Strong awareness of school priorities Weekly monitoring schedule Positive communication at all levels- all leaders aware of vision and values	Weekly	All staff	SLT			
Scaffolding is an essential aspect of everyday practice so that pupils understand clear expectations	High Quality resources Modelling in lessons of high standard	Ongoing	All staff	JM			
National College Subscription creates in house CPD for all staff at every level. Handsam health and safety courses termly Staff trained in CPOMS	High Quality CPD for all Access one course per half term at least	Sept 2021		KH/NC			
A central team of highly effective support services serves the needs of Kates Hill.	High quality leaders and managers recruited to meet a range of needs including subject Outstanding Practitioners, HR, Marketing, Data and Performance, compliance and finance.		CEO	KH			
Career Development Opportunities for staff is provided in the Central team	The central team has a clear development programme. Increasing numbers of staff have 'cross Trust' roles.	ongoing	CEO	KH			
Teachers have access to comprehensive support in order to develop and strengthen their practice which is a central part of the appraisal process	All teachers take control of their professional development. Teaching is routinely good.	ongoing	Director of Teaching and Learning	AP – Teaching and learning			
To promote the Trust brand, conveying our unique visual identity and brand promise.	Increasing range of marketing strategies, including social media, are implemented and impact is evidenced.	ongoing	CEO Marketing manager	KH			

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	More first choice preferences for our academies from Year 6 parents.						
A comprehensive CPD programme responds directly to findings from QA.	Specific workshops address teachers' development needs. These are designed and delivered by the Central team to ensure a consistent high quality. This continues to be run by the Central and key staff within the academy KH to benefit from the QA approach and see it in operation	ongoing	Central team	KH/ SLT team			
Opportunities enhanced to support the visual environment of Kates Hill, creating showcases to display pupils learning	Plan implemented upgrade buildings focussing on display strategy and enhanced educational provision	July 2022 focus on EYFS	CEO Marketing manager Estates manager	Operations manager			
Classrooms all have boards which celebrate the work of learners in the academy	Greater pride in work and displays support pupil outcomes	July 2022	Teachers / JRA/ALA / Dave Cox	MBH			
The CPD programme is highly effective and responsive to meet the needs of teachers, leaders, support staff and governors.	A clear programme is in place for all key groups.	ongoing	CEO/ HR manager	KH			
Safeguarding is a top priority and features at meetings/everyday practice Safeguarding CPD to be strong and effective	DSL'S well publicised throughout the school, pupils and staff aware. Staff to receive effective CPD Good links maintained with external agencies to improve the outcomes for pupils	ongoing	MH/KH All staff	KH/MH			

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5.) Developing Highly Effective Governance							
The Governing Body members display effective governance focusing on the safety and outcomes of all pupils and staff.	100% attendance at all meetings Safeguarding training undertaken by all governors Link governors to visit the school and report back to the governing body.	Oct 21 March 21	Governors	KH/COG			
Members ensure high level representation at Trust Board level from education, the public sector and employers bringing business leadership and financial acumen.	The Trust Board actively drives improvement in all academies, clearly evidenced from Trust Board minutes and the regular evaluation of the ODP.	ongoing	Chair of the Board	CEO/ KH			
Ensure that highly effective performance management develops leaders and holds them to account thus driving improvement.	Regular reports on progress towards Trust wide PMR targets – appropriate actions taken as required to strengthen performance.		CEO	KH			
PMR to be completed according to the published schedule.	Improved quality of teaching and highly effective leadership	Ongoing and in line with LAC calendar and PMR schedule	CEO	KH			
The Compliance Officer ensures that the Trust operates with the highest standards of integrity following, in full, government guidelines for the operation of MATs.	Regular reports to Trust Board and the effective use of the 'Every' compliance tracking system.	ongoing	CEO Compliance officer				
A finance committee supports the work of the Trust Board Internal and external audit services are commissioned.	Regular financial monitoring reports are presented and evaluated.	ongoing	Finance and resources director				
Monthly finance meetings with CFO CLFP is reviewed monthly	The academy meets its needs through sound financial planning. Staffing is affordable and value for money	Ongoing. Reviewed monthly	Chris Christoforou/				

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A Principals' Board works with the CEO on a regular basis to ensure effective operational management of all academies.	The CEO monitors key indicators around performance and strategic priorities	ongoing	CEO	KH			
Local Advisory Committees ensure local monitoring of the Trust's transformational agenda Each committee is chaired by a member of the Trust Board.	Reports and minutes are presented and evaluated by the Trust Board members.	ongoing	Chairs of Local committees	KH			
Highly effective performance monitoring arrangements are implemented providing detailed reports and data on key performance indicators.	Innovative data dashboards ensure Trust Board members can access a wide range of information on all aspects of performance.		CEO	Principal/ Data manger			
Accurate and detailed reports produced and presented at LAC	LAC are fully aware of the current position of the academy. Standards are regularly reviewed and challenged in the academy	LAC meetings as calendared	IMO/SFE /MJS	IMO			