

Kates Hill Primary Academy
Academy Development Plan 2019-2020

Our children will experience:

1. **Access** – offering a rich, relevant, experiential and wholehearted approach to learning for all LLMAT children which they can engage with, are motivated by and that prepares them well for the next steps in their lives. Passionately believing that this is supported by ensuring access to integrated and joined up services including social care and health.

At Kates Hill we take this to include the following: pitch and expectation, curriculum development, SEN IEP implementation, learning environment, Teaching and Learning, vulnerable groups tracking, cpd.

2. **Aspiration** – promoting aspiration across the LLMAT learning community by sharing with children and their families and with our colleagues, opportunities to experience the best provision and settings locally, regionally, nationally and internationally and by fueling a desire to be their best, providing social mobility and social capital.

At Kates Hill we take this to include the following: enrichment programmes, clubs, academy values development, pupil careers and vocational training, expectations, experiences, community links and involvement, staff CPD, professional and pupil portfolios, pupil and stakeholder engagement.

3. **Achievement** – being passionate that outcomes are improving to ensure that standards are at least in line with if not above national averages (2019) and are clearly on an upward trajectory so that all LLMAT academies can be compared to the top 20% of academy's nationally (2020) and internationally, and not with the top 20% locally or regionally.

At Kates Hill we take this to include the following: Monitoring of teaching and learning through observation, book scrutiny, progression in books, tracking and monitoring of pupil performance – data, target setting and getting.

LLMAT will provide:

4. **Acceleration** – needing to move with pace and knowing exactly what direction we are heading in. At this stage, moving more quickly and in the right direction to establish better central team capacity and services and in order to do this being more realistic about the size of top-slice from each academy's core budget and more urgent in securing efficiency and effectiveness.

At Kates Hill we take this to include the following: Clear targets and trajectories (evaluation), Intervention planning and delivery, In class support (TAs) Organisation, PACE of lessons, learning, questioning and deeper thinking opportunities, targeted and measured outcomes.

5. **Autonomy** – believing in the need to be clear about what type of MAT are we - one pursuing alignment or one pursuing autonomy? Understanding that where a competency is judged as orange (in need of repair) or red (in need of stabilising) or has an orange border (medium risk) or a red border (high risk) then there is a potential move from autonomy to centrally directed alignment.

At Kates Hill we take this to include the following: Implementation of agreed programmes: 4MAT, MyPLans etc, Nurturing and growing leadership, developing champions, encouraging independence and research, succession planning and CPD

6. **Accountability** – being driven by the belief that the LLMAT corporate governance structure, being based on the 4MAT, offers comprehensive and rigorous accountability for Academy and LLMAT leaders at all levels in order to drive forward the vision.

At Kates Hill we take this to include the following: Rigorous appraisal processes, high levels of staff accountability for progress and attainment, evidentiary measurement approaches to improvement programmes - prove it! Clear roles and responsibilities, distributed leadership, clear lines of communication and reporting.

2019-20 ACADEMY PRIORITIES FOR RAPIDLY IMPROVING ATTAINMENT AND PROGRESS	
1. ACCESS	<ul style="list-style-type: none"> I. To create and embed a bespoke curriculum containing breadth and depth enabling all pupils to have fun whilst progressing their skills and knowledge. II. To embed communication friendly spaces across the school to improve learning environments, greater educational opportunities and life experiences. III. Develop further the use of the new LLMAT system for SEN, ensuring that pupil's targets are clear and acted upon by staff, delivering better progress and attainment as a result.
2. ASPIRATION	<ul style="list-style-type: none"> I. To embed an educational culture formed by repeated practice, good habits, high expectations and clear vision. II. Ensure through the teaching coaches programme that the standard of teaching and whole academy direction is set towards raising aspiration for pupils and their families. III. To ensure all staff are motivated and challenged to improve themselves and their contribution to LLMAT through the revised appraisal process, this must be rigorous, robust and accurately implemented.
3. ACHIEVEMENT	<ul style="list-style-type: none"> I. To develop confident teachers in order to impact on learning outcomes II. To ensure that at least 60% of pupils in Year 6 achieve at least 'expected' levels in the 2020 KS2 tests, whilst also accelerating progress in EYFS and KS1. III. To ensure that at least 70% of pupils achieve expected results in Reading and Mathematics, and at least 60% in writing in the KS2 tests in 2019-20. IV. To ensure that at least 60-65%+ of pupils in all year groups achieve at least age related attainment and progress by the end of the academic year. (See year group targets) V. To ensure vulnerable groups such as SEN and PP achieve at least as well as other pupils in the academy in terms of progress. VI. To ensure Phonics results improve with the full introduction of RWI to at least 75%
4. ACCELERATION	<ul style="list-style-type: none"> I. To ensure through the rigorous implementation of the new assessment and monitoring systems/cloud school that a significant proportion of pupils are making greater than expected progress towards their targets, and the necessary reporting tools are used to benefit pupils and parents. II. To ensure that at least 20% of pupils in each class and year group are targeted to achieve greater depth by the end of Key stage 2. III. To ensure that progress measures improve upon previous years and move towards being above national averages.
I. AUTONOMY	<ul style="list-style-type: none"> II. To nurture and grow through the curriculum to take ownership and responsibility for developing key areas of academy improvement through effective CPD. III. To ensure all stakeholders understand the new corporate governance arrangements for the 4 academies and make sure that these systems are robust and reliable. IV. To ensure alignment with LLMAT expectations through collaboration and effective distributed leadership.
5. ACCOUNTABILITY	<ul style="list-style-type: none"> I. To robustly monitor the performance of new and emerging leaders as well as established ones to ensure accountability and delivery of key performance indicators. II. To portray and evaluate academy performance accurately through the 4MAT canvas. III. To ensure a robust approach to safeguarding/compliance/budget