



Academy Priorities 2023/24	Key Performance Indicators	Impact
<p>Priority 1</p> <p>Developing & establishing leadership at all levels</p>	<ul style="list-style-type: none"> • New Headteachers appointed • Local Governance Committee formed and roles & responsibilities established • New Headteachers CPD – NPQH • Mentoring & coaching of new headteachers / AHT established • Deputy Headteachers appointed • Senior Leadership Team established • Year Group Leader positions reviewed and new middle leader team established • Roles & responsibilities of SLT and ML reviewed and expectations documented • Leadership skills audit completed • Leadership training programme established to develop leadership skills • Increased knowledge and understanding for leadership team • TA action plan and CPD plan established • Local Governance Committee formed & roles & responsibilities established 	<p>Effective headteachers in role, leading successful SLT, DHT, AHT, middle leaders and staff team who are empowered to lead in their chosen field of expertise with a clear understanding of leadership versus management skills</p> <p>LGC effectively supporting the school and bringing challenge to the Senior Leadership team</p>
<p>Priority 2</p> <p>Adapting & developing to meet the needs of our changing demographics</p>	<p>Attendance</p> <ul style="list-style-type: none"> • Attendance Policy Reviewed and targets set • Identified Attendance officers • Appointment of HSSW to share with Hacton and Ardleigh Green <p>Behaviour</p> <ul style="list-style-type: none"> • Member of SLT to lead on behaviour • Behaviour action plan completed <p>Pedagogy</p> <ul style="list-style-type: none"> • Teaching & Learning Policy reviewed • Learning Principles and key indicators in place and evident in BLINKS • Selected staff complete NPQs 	<p>Children attending school regularly and on time</p> <p>Behaviour policy clear to all stakeholders - rewards and sanctions - with less behaviour incidents recorded and positive behaviour celebrated</p> <p>Outstanding Quality First teaching for all.</p> <p>NPQ Courses completed by staff and knowledge used to improve children’s learning.</p>

	<p>Curriculum</p> <ul style="list-style-type: none"> • Provision across both schools reviewed to ensure lessons meet the needs of all learners • Outdoor provision sourced and purchased for KS2 • Member of staff identified as Outdoor Learning Lead. • Curriculums reviewed to ensure the maximum opportunities for outdoor learning. <p>Parent Engagement</p> <ul style="list-style-type: none"> • SLT to audit parent engagement and action plan in place • Programme of parent events drawn up and implemented <p>EAL</p> <ul style="list-style-type: none"> • Establish a clear induction policy for new EAL arrivals (use of PAWS model) • Consistent use of EAL Assessment Framework to assess EAL learners <p>SEND</p> <ul style="list-style-type: none"> • Establish a dedicated SEND area for children in KS2 for withdrawal to self regulate and where real learning opportunities take place • To plan a curriculum that meets the needs of high-need SEND pupils giving maximum learning opportunities and high expectations. 	<p>Increased use of outdoor learning and children maximising these opportunities</p> <p>Increased parental engagement with parents empowered to support their children with all aspects of school life and learning</p> <p>EAL children arrive at school fully supported with all stakeholders understanding their role and ensuring that children and families settle quickly and make maximum progress. Teachers will understand the next learning goal for EAL learners SEND children are able to regulate quickly to ensure maximum inclusion and better outcomes. High-need SEND children receive high quality teaching and provision to support their individual needs.</p>
<p>Priority 3</p> <p>To raise achievement in writing across the school</p>	<ul style="list-style-type: none"> • Subject leader to lead whole school CPD with particular focus on genres • Focused interventions with specific year groups as necessary • High quality writing opportunities planned and supported by teaching of different genres following the INVESTIGATE, IMITATE and where appropriate, the INVENT approach to pull apart how writing is built. • Year Group writing targets to be reviewed to ensure they are being used effectively and children understand expectations • Increased opportunities for cross curricular writing to ensure maximum opportunities to write • Regular monitoring through STARE to ensure assessment is driving the learning forward 	<p>Children will understand and be able to describe the key features of each type of writing they study. They will be able to identify those key features in their own writing.</p> <p>All children throughout the school are supported to make maximum progress with their writing, resulting in an increase in end of KS2 achievement so children leave as able writers</p>