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Highfield Ely Academy

SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN

2024/25

Last updated 02.01.25

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**Chronology of Inspection Findings, Most Recent Evaluation and Priorities**

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| **Area of Improvement** | [**Ofsted Inspection May 2024 (Sec 8 Good - improving)**](https://www.highfieldschoolely.co.uk/recent-ofsted-reports) | **Priorities 24/25** |
| **Safeguarding** | Effective | 1. Ensure that new staff understand and demonstrate best practice in safeguarding |
| **Quality of Education** | No recommendations for improvement made | 1. Continue to review and refine the curriculum in some non-core subjects. Invite external specialists to provide support and challenge 2. Create “Unit Overviews” for every topic in every subject 3. “Enrichment plans” to be created for every subject 4. Embed the “White Rose” maths programme and ensure standards achieved last year further develop 5. Develop staff expertise in use of communication devices 6. Review assessment model for Green and Blue Pathways, balancing breadth and depth of assessment with teacher workload |
| **Behaviour and Attitudes** | No recommendations for improvement made | 1. Maintain current high level of expertise and develop new staff |
| **PD** | No recommendations for improvement made | 1. PD area on website developed to reflect quality of provision |
| **Leadership and Management** | No recommendations for improvement made | 1. Ensure that all senior, middle and subject leaders can confidently demonstrate and discuss their areas of responsibility 2. Recruit and retain sufficient support staff so that levels do not drop below 98% of target 3. All areas of the curriculum to have a place on the school website, demonstrating their intent, implementation, impact and quality 4. Recruit and retain new Governors and ensure that they are providing a consistent level of support and challenge through regular visits/conversations with leaders 5. Develop and implement a training programme for new TAs to develop expertise 6. Review and develop the Learner on the Page (LOTP) moderation process 7. Annual Review paperwork to include internal assessment data for Reading and Maths 8. Review and further develop the QA system to ensure the highest quality support and challenge |
| **Early Years** | No recommendations for improvement made |  |
| **Sixth Form** | No recommendations for improvement made |  |

**Accountability Map**

|  |  |  |
| --- | --- | --- |
| Individual/Group | Accountable for | Reporting to |
| Subject Leaders (SL) | Standards in areas of responsibility | HT |
| Middle Leaders (ML) | Standards in areas of responsibility | DHT/HT |
| Deputy Head (DHT) | Standards and KPIs | HT |
| Headteacher (HT) | Standards and KPIs | LGB and CET |
| Local Governing Body (LGB) | Improvement | Trustees |
| Central Education Team (CET) | Standards and KPIs | CEO |
| Chief Executive Officer (CEO) | Standards and KPIs | Trustees |

**RAG RATING KEY**

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| --- | --- | --- | --- |
| **Completed/on track** | **Underway but incomplete** | **Overdue** | **Not Yet Due** |
|  |  |  |  |

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| --- |
| **Safeguarding** |
| **Objective: Ensure that new staff understand and demonstrate best practice** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/Accountability** |
| HT to highlight best practice with all staff during weekly briefings across the year | | All logs of concern will include job roles; clear descriptions of actions taken and conversations; protective and educative actions. | Half Term 1 | HT/All staff |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| HT to continue to develop best practice within leadership (DDSL) team through individual feedback and Leadership meetings | | DDSLs will be consistently pushing for best practice in their departments. Best practice will be evident in all logs of concern. | Half Term 1 | HT/DDSLs |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| **Commentary:**   * Weekly briefing focuses and leadership meeting reviews of all open cases | | | | |
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| **Quality of Education** |
| **Objective: Continue to review and refine the curriculum in non-core subjects. Invite external subject specialists to provide feedback**  **Objective: Create “Unit Overviews” for every topic in every subject**  **Objective: “Enrichment Plans” to be created for every subject**  **Objective: Embed the “White Rose” maths programme and ensure standards achieved last year further develop**  **Objective: Develop staff expertise in use of communication devices** | | | | | |
| **Actions** | | | **Success Criteria** | **Outcomes completed by end of** | **Owner/**  **Accountability** |
| **Art (MD)** | | | | | Subject Leader |
| Review and adjust long term plan to ensure best fit for all Pathways. Liaise with Pathway leaders to achieve this. | | | SL will be able to demonstrate how the subject is being delivered across Pathways over an extended period. This will ensure agreed sequencing and avoid unintentional repetition. | Half Term 2 |
| Liaise with Pathway leaders to create an assessment framework | | | New framework will allow us to track, demonstrate and improve progress | Half Term 4 |
| Provide a statement for the website that explains assessment in Art | | | SL will be confident that assessment is sufficient across the Pathways – any gaps will be exposed and rectified. SL will be able to confidently discuss assessment methods. | Half Term 2 |
| Create an “Enrichment plan” for Art | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 4 |
| Organise meetings with a mainstream subject specialist for review/feedback | | | This external view will give us the confidence that our curriculum is of a high quality in order to ensure maximum student progress and the best possible outcomes. | Half Term 6 |
| Create Unit Overviews for each topic | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| **Careers (RB)** | | | | | Subject Leader |
| Enterprise project SOWs to be created (Foodwise, Muddyboots Farm) | | | Staff delivering these projects will have a clear framework for delivery, which will drive teaching and learning | Half Term 3 |
| Review and update Careers page on website | | | The careers page will reflect the high level of quality within our careers programme | Half Term 3 |
| Create an “Enrichment plan” for Careers | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 4 |
| Create Unit Overviews for each topic | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| **Communication (YG)** | | | | | Subject Leader |
| Liaise with Communication lead TA and staff to understand what the challenges are around using devices | | | SL will understand what areas staff training needs to cover | Half Term 1 |
| Develop a plan for increasing staff expertise and confidence around use of communication devices | | | We will be able to train staff in a more methodical manner, giving them greater confidence and ability to support pupils with communication | Half Term 1 |
| Train staff based on findings and plan (see above) | | | Staff will be highly proficient users of communication devices and will be able to confidently support pupils to make better progress with communication. | Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Carry out an audit of the use/equipment and staff expertise linked to Omi room. If there are areas where we do not have expertise knowledge, seek external support | | | SL will understand how the room is currently being used and what level of expertise we currently have in school. We will know how to get the best out of every piece of equipment. | Half Term 2 |
| Develop a plan to train teachers and L3s in best practice use of Omi equipment (where relevant) | | | We will be confident that all relevant staff will be trained by Easter | Half Term 3 |
| Train teachers and L3s in best practice use of Omi equipment (where relevant) | | | Teachers using the room will be doing so at a “best practice” level. Equipment will be well utilised and students will make better progress as a result. | Half Term 4 |
| Create “Unit Overviews” for each piece of equipment | | | Unit Overviews will help teachers with planning, highlight common misconceptions and improve consistency, delivery and progress | Half Term 5 |
| Half Term 6 |
| **Cooking (LH)** | | | | | Subject Leader |
| Take responsibility for the cooking room including cleanliness and stock levels | | | The cooking room will be well stocked, well organised and fit for purpose. | Half Term 1 |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Consult with teachers and Dept Leaders to agree a timetable for the kitchen | | | The room will be available to more classes, more pupils will access a room with specialist equipment and make better progress as a result | Half Term 1 |
| Create an annual plan for delivery across the Pathways | | | We will be confident that all areas of skills and knowledge are being taught and learned in line with planned progression steps. | Half Term 1 |
| Create a cooking framework for assessment of skills and knowledge | | | SL will be confident that assessment is sufficient across the Pathways – any gaps will be exposed and rectified. SL will be able to confidently discuss assessment methods. | Half Term 2 |
| Create a longer term plan (3-5 years) which provides a range of recipe/skill options | | | This will ensure that any repetition is avoided unless intentional. It will provide teachers with lesson direction and recipes, reducing their workload and supporting them as non-specialists | Half Term 3 |
| Create Unit Overviews for each topic | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| **English (AR)** | | | | | Subject Leader |
| Deliver phonics refresher training in September | | | All staff will be reminded of expectations and best practice. Delivery and support will be of a consistently high standard | Half Term 1 |
| Review teaching, assessment and staff understanding of phonics through learning walks | | | SL will be confident that teaching and support are of the highest quality. Progress will be very good | Term 1 |
| Term 2 |
| Term 3 |
| Create a “new to phonics” recorded training session for new TAs | | | New TAs will start their roles with an improved understanding of how to support teachers/students with phonics | Half Term 2 |
| Further strengthen practice in delivery of ASDAN lifeskills challenges | | | SL will be confident that delivery is pushing progress as far as possible | Half Term 3 |  |
| Review teaching of SPAG | | | SL will be able to identify next steps in further refining our practice | Half Term 4 |  |
| Research opportunities to further strengthen writing curriculum | | | SL will be able to identify next steps in further refining our practice | Half Term 5 |  |
| Review take up of e-library use and develop where opportunities are highlighted | | | We will see increasing numbers of children reading outside school | Term 1 |  |
| Term 2 |
| Term 3 |
| **Geography (RB)** | | | | | Subject Leader |
| Review website page – refresh as needed | | |  | Half Term 4 |
| Create an “enrichment plan” for Geography | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 5 |
| Organise meeting with a mainstream subject specialist for review/feedback | | | This external view will give us the confidence that our curriculum is of a high quality in order to ensure maximum student progress and the best possible outcomes. | Half Term 4 |
| Create Unit Overviews for each topic | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 4  Half Term 5  Half Term 6 |
| **History (CS)** | | | | | Subject Leader |
| Review NC History KS1 and 2 | | | SL will be in a position to review our content/aims and will remain confident that all is in line with the National Curriculum. | Half Term 1 |
| Review webpage and identify gaps/areas to be explained in more detail | | | The school website will contain a page for History that describes intent, implementation and impact and demonstrates the quality of our curriculum | Half Term 1 |
| Meet Pathway leaders and teachers to review current History | | | SL will have a clearer understanding of current History content/delivery across the Pathways | Half Term 2 |
| Create rolling annual plan for 3-5 years across the Pathways | | | SL will be confident that all planned content is delivered in a way that allows for building on prior knowledge and no unintentional over learning | Half Term 2 |
| Create an “Enrichment plan” for History | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 3 |
| Liaise with History lead from another Special school for review | | | An external view will provide support/challenge and highlight areas we can develop further | Half Term 3 |
| Create Unit Overviews | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| **Maths (NL)** | | | | | Subject Leader |
| Embed White Rose maths programme into everyday practice (incorporate into Unit Overviews, review through learning walks and conversations with Teachers). Share fortnightly videos of resources with teachers | | | All staff will be confident and competent in use of White Rose. Pupils will make improved progress as a result | Half Term 1 |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Create an “Enrichment plan” for Maths | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 3 |
| Develop Unit Overviews for every topic/Pathway | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 1 |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Attend all Cambs Maths Hub meetings (to be reviewed if no other Special schools join) | | | SL will receive support/challenge/new ideas. This will keep our curriculum as strong as possible | Term 1 |
| Term 2 |
| Term 3 |
| Develop staff confidence and knowledge in their own maths skills (fortnightly clinics) | | | All staff will be able to confidently support learners in all areas of maths | Term 1 |
| Term 2 |
| Term 3 |
| **Music (HC)** | | | | | Subject Leader |
| Create a Music Development Plan (statutory) | | We will be compliant with Dfe requirements | | Half Term 1 |
| Examine NatCurr KS1 and 2/EYFS Music for ideas | | SL will be in a position to begin reviewing our content/aims and will be confident that they are in line with the National Curriculum. | | Half Term 1 |
| Contact local Music Hub | | SL will receive support/challenge/new ideas. This will keep our curriculum as strong as possible | | Half Term 1 |
| Review current music plans with Pathway leaders and assess if/where development is needed | | SL will have a clearer understanding of current content/delivery across the Pathways | | Half Term 2 |
| Create a rationale for our music curriculum | | SL will have a basis from which to begin reviewing content | | Half Term 3 |
| Create an overview of how music is delivered in the different Pathways | | The school website will contain a page for Music that describes intent, implementation and impact and demonstrates the quality of our curriculum | | Half Term 3 |
| Summarise the impact of our music curriculum | | The school website will contain a page for Music that describes intent, implementation and impact and demonstrates the quality of our curriculum | | Half Term 3 |
| Create a 3-5 year rolling plan for music across the Pathways | | SL will be confident that all planned content is delivered in a way that allows for building on prior knowledge and no unintentional over learning | | Half Term 3 |
| Create a music assessment framework | | All pupils will be consistently assessed across the Pathways | | Half Term 4 |
| Create an “Enrichment plan” for Music | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | | Half Term 4 |
| Create Unit Overviews for every topic/Pathway | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | | Half Term 4 |  |
| Half Term 5 |
| Half Term 6 |
| **PSHEE (JE)** | | | | | Subject Leader |
| Create Unit Overviews for upcoming half terms with sufficient lead time for teachers to plan ahead | | | Teachers will have a clear set of learning objectives and resources that have been quality assured by the PSHEE lead. | Half Term 1 |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Regularly share resources with Parents/Carers re online safety | | | Parents and carers will be well informed and incidents of unsafe online behaviour will reduce | Half Term 1 |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Create an “Enrichment plan” for PSHEE | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 3 |  |
| **PE (CB)** | | | | | Subject Leader |
| Explore further training from Cambs PE Hub around use of Gym | | | We will have additional external support and challenge and an opportunity to work with subject specialists from different settings. This will challenge our thinking and our practice and | Half Term 3 |
| Create Unit Overviews for each PE area | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Create individual student programmes for gym use | | | Students will make better individual progress and this will be easier to assess | Half Term 3 |
| Create an “Enrichment” plan for PE | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 4 |  |
| **RE (BC)** | | | | | Subject Leader |
| Create a progression plan to demonstrate how Yellow Pathway learners progress in your subject | | | SL will be able to confidently demonstrate how learners progress through the subject in the different Pathways. | Half Term 1 |
| Review and update annual plan across the Pathways | | | SL will be able to demonstrate how the subject is being delivered this academic year. This will ensure agreed sequencing and avoid unintentional repetition. | Half Term 1 |
| Create an “Enrichment” plan for RE | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 3 |
| Create Unit Overviews for each topic | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners, share resources and improve consistency. | Half Term 4-6 onwards |
| **Science (LC)** | | | | | Subject Leader |
| Review website and update/amend | | | The school website will contain a page for Science that describes intent, implementation and impact and demonstrates the quality of our curriculum | Half Term 1 |
| Create an “Enrichment plan” for Science | | | An enrichment plan will highlight opportunities to deepen learning through engaging visits and activities (in and out of school) | Half Term 4 |
| Create Unit Overviews for each topic | | | Unit Overviews will help teachers with planning, highlight common misconceptions for learners and improve consistency. | Half Term 1 |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| **Commentary**   * Good progress being made against targets. Some targets have been moved back to reflect changing priorities in school and to allow for changes in individual circumstances | | | | | |
|  | | | | | |
| **Objective: Review assessment model for Green and Blue Pathways, balancing breadth and depth of assessment with teacher workload** | | | | | |
| **Actions** | | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Green/Blue Pathway leaders to meet with teachers to put together a suggested solution. | | | Solution will allow for progress to be tracked without impacting workload or detracting from assessment of core subjects. Teachers and leaders will have a clearer picture of progress. | Half Term 1 | ML (Blue/Green)  Teachers (Blue/Green) |
| DHT to put changes into effect through E4L software | | | Evidence will begin to build in non-core subjects | Half Term 1 | DHT |
| **Commentary**   * Completed | | | | | |
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| **Behaviour and Attitudes** |
| **Objective:** **Maintain current high level of expertise and develop new staff** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/Accountability** |
| DHT to oversee training of all new staff in Cambs Therapeutic Thinking | | All staff will have a clear understanding of the CTT approach and practice | Half Term 1 | DHT |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| DHT to work with class teams to maintain high levels of expertise | | New and experienced staff will develop their understanding of the Steps process. Behaviour will improve – evidenced through fewer significant incidents and reduction in RPI. | Half Term 1 | DHT |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| **Commentary:**   * Ongoing – all on target | | | | |
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| **Personal Development** |
| **Objective**: **PD area on website developed to reflect quality of provision** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/Accountability** |
| Enrichment maps to be created by all Subject Leaders. | | Every subject area will include engaging opportunities for students’ personal development | Term 3 | Subject Leaders |
| Website to be updated with a new PD page | | The very high quality of personal development at HEA will be easy to demonstrate with clear examples | Half Term 4 | HT |
| **Commentary:** | | | | |
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| **Leadership and Management** |
| **Objective: Ensure that all senior, middle and subject leaders can confidently demonstrate and discuss their areas of responsibility** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| HT to meet regularly with all subject leaders to review Subject Development plans | | Every subject will have a clear plan for 2024/25 with agreed targets and timeframes being achieved. | Half Term 1 | HT/Subject Leaders |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Link Governors to work with subject leaders to review subject development and leaders’ ability to confidently articulate | | Governors will have a very clear understanding of how their link subject works across the Pathways. Subject Leaders will be able to discuss their subject with confidence | Term 1 | LGB/HT/Subject Leaders |
| Term 2 |
| Term 3 |
| External leadership expert to work with Senior Leaders, Middle leaders and Subject Leaders to develop confidence in articulating different areas of our provision | | All leaders will be able to confidently articulate provision in their own areas of responsibility and across the school | Term 1 | Subject Leaders/CET/HT |
| Term 2 |
| Term 3 |
| **Commentary:**   * Head and Chair of Govs working to recruit Governors | | | | |
|  | | | | |
| **Objective: Recruit and retain sufficient support staff so that levels do not drop below 98% of target** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Review staffing levels, advertise when necessary | | The school will be staffed between 98-100% throughout the year | Term 1 | DHT/HT |
| Term 2 |
| Term 3 |
| The staff wellbeing team will continue to support staff through organised events and contact with individual staff members as needed | | Staff morale will be good. Retention will improve. | Term 1 | HT |
| Term 2 |
| Term 3 |
| Remind staff of Employee Assistance Programme (briefings/flyers) | | All staff to be aware of the EAP (VIVUP) | Half Term 1 | HT |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Exit interview paperwork to be sent to all leavers, reviewed upon receipt | | Senior Leaders will have a clearer understanding of the factors affecting retention | Half Term 1 | DHT |
| Half Term 2 |
| Half Term 3 |
| Half Term 4 |
| Half Term 5 |
| Half Term 6 |
| Review employee survey and act on/respond to any issues raised | | Senior Leaders will have a clear picture of staff views regarding a range of issues highlighted through the ALT survey. Staff will report job satisfaction. | Term 1 | HT/DHT |
| **Commentary:**   * Active Learning Trust is now sending exit interview paperwork * Staff survey very positive – feedback results to staff. Acting on a couple of action points | | | | |
|  | | | | |
| **Objective: All areas of the curriculum to have a place on the school website, demonstrating their intent, implementation, impact and quality** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Update/create webpages for every curriculum area | | Any visitors to the website will be able to appreciate the depth, breadth and detail of curriculum in History, Art, Music and Cooking | Term 2 | HT/Subject Leaders |
| **Commentary:** | | | | |
|  | | | | |
| **Objective: Recruit and retain Governors and ensure that they are providing a consistent level of support and challenge through regular visits/conversations with leaders** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Review vacancies throughout the year. If they appear, link Governors to core subjects and provide guidance on support, challenge and expectations | | All core subjects will have a named Governor who visits regularly and who can provide a good level of support and challenge | Term 1 | HT/CoG |
| Term 2 |
| Term 3 |
| **Commentary:**   * Seeking support from ALT | | | | |
|  | | | | |
| **Objective: Develop and implement a training programme for new TAs to develop expertise** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Establish/agree priority areas for training | | Leaders will have a basis from which to plan training | Half Term 1 | HT/Leaders |
| Create plan for delivery | | New TAs will have a clear, planned training programme | Half Term 3 | HT |
| Create training videos for each area | | Videos will remove the need for teachers to leave class to deliver content. They will also ensure consistency of content | Half Term 3 | HT/Leaders |
| Half Term 4 |
| Deliver training to any new TAs or those who have joined in previous 6 months | | New TAs will develop greater confidence and competence more quickly | Half Term 5 | HT/Leaders |
| Half Term 6 |
| Review success/areas to develop | | Leaders will have a clear understanding of successes and any areas that require improvement | Half Term 6 | HT |
| **Commentary:** | | | | |
|  | | | | |
| **Objective: Review and develop the Learner on the Page (LOTP) moderation process** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Work with Teachers and Leaders from HEA and HLA to establish areas for improvement | | DHT will have a clear picture from which to begin planning changes | Half Term 1 | DHT |
| Create new format for LOTP | | New format will be used in LOTP meetings | Half Term 3 | DHT |
| Review successes/identify areas for further improvement | | Leaders will be in agreement that the LOTP system is providing excellent data and helping us to assess pupil progress | Half Term 4 | DHT/Leaders |
| **Commentary:** | | | | |
|  | | | | |
| **Objective: Annual Review paperwork to include internal assessment data for Reading and Maths** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Establish what each Pathway should most appropriately report through meetings with Pathway leads | | HT will have a clear expectation to share with teachers | Half Term 4 | HT |
| Inform teachers and admin team of changes | | Teachers and admin team will understand new expectations and annual review paperwork will contain more useful data | Half Term 4 | HT |
| Monitor implementation through Annual Review meetings | | HT/DHT will have a good understanding of how the new system is working | Half Term 5 | HT/DHT |
| Half Term 6 |
| Review success/areas to develop | | Leaders will have a clear understanding of successes and any areas that require improvement | Half Term 6 | HT |
| **Commentary:** | | | | |
|  | | | | |
| **Objective: Review and further develop the QA system to ensure the highest quality support and challenge** | | | | |
| **Actions** | | **Success Criteria** | **Outcomes Completed by end of** | **Owner/**  **Accountability** |
| Review strengths and weaknesses of the current system with school leaders | | Leaders will have a clear idea of the changes required to further improve our QA process | Half Term 1 | HT |
| Agree new format for QA process with leaders and share with Teachers | | All leaders will have had input into the new system. Teachers will understand what to expect moving forward | Half Term 2 | HT |
| Use new system and review improvements/areas to develop | | Leaders will identify what is working well and what needs refinement. The process will further drive teaching standards | Half Term 3 | HT/Leaders |
| **Commentary:** | | | | |
|  | | | | |