

**HIGHFIELD ELY ACADEMY**

**SCHOOL IMPROVEMENT AND  
DEVELOPMENT PLAN**

**2023/24**

**LAST UPDATED 03.04.24**

**ADAM DAW (HEADTEACHER)**

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

Area of Improvement	OFSTED Inspection ( <b>GOOD</b> ) – Areas for Improvement October 2018 (previous framework – individual areas not graded)	Current Evaluation – Trust Review March 23	Priorities 23/24
<b>Safeguarding</b>	Effective	Effective	1. Ensure that new staff understand and demonstrate best practice
<b>Quality of Education</b>	Further strengthen the curriculum content and embed the new curriculum pathways model	<p>English lead has a rigorous view in terms of phonics and English. Sequencing of Communication is evident. Clear curriculum plan in Maths; Leader has a clear picture of next steps.</p> <p>Next steps Transition from Storytime Phonics to Little Wandle. Embed this through training and follow up.</p>	<p>2. Continue to review and refine the curriculum in non-core subjects. Invite external subject specialists to provide feedback</p> <p>3. Review assessment model for Yellow Pathway subjects, balancing breadth and depth of assessment with teacher workload</p> <p>4. Embed the “Little Wandle” phonics system and ensure standards achieved this year remain or further develop.</p> <p>5. Investigate CPD and resourcing opportunities offered by established Maths programmes and consider buying into one of these</p>
<b>Behaviour and Attitudes</b>	Not reviewed as a separate area in 2018 framework – no areas for improvement noted	Leaders and staff know their children individually extremely well. There is a detailed understanding of behaviour management. Strategies are in place to check attendance. Paperwork is rigorous. Break time is well organised. Good relationships with adults and staff seen over the course of the day.	6. Maintain current high level of expertise with new staff
<b>PD</b>	Not reviewed as a separate area in 2018 framework – no areas for improvement noted	Staff know pupils well. Individual programmes which meet needs highlighted by EHCPs are in place. Good ethos, calm environment and culture for learning in place. School meets all Gatsby benchmarks. 4 clear work-related learning areas outlined.	
<b>Leadership and Management</b>	<p>Further refine assessment systems linked to the new pathways so that all pupils make consistently strong progress</p> <p>Review strategies to ensure that teachers get the training they require to build upon their already strong practice.</p>	<p>Develop clarity of curriculum across all Pathways, adding another level of detail and demonstrating a more strategic approach.</p> <p>Ensure that all subject leaders can speak with confidence about all aspects of their subject.</p>	<p>7. Ensure that all senior, middle and subject leaders can confidently demonstrate and discuss their areas of responsibility</p> <p>8. Recruit and retain sufficient support staff so that levels do not drop below 98%</p> <p>9. Ensure that all areas of the curriculum have a place on the school website, demonstrating their intent, implementation and impact</p>

<b>Early Years</b>	Not reviewed as a separate area in 2018 framework – no areas for improvement noted	N/A	
<b>Sixth Form</b>	Students in the sixth form are provided with more personalised opportunities to gain experience of the world of work and to link their learning to real life.	N/A	

### Accountability Map

Individual/Group	Accountable for	Reporting to
Middle Leaders (ML)	Standards in areas of responsibility	AH/HoS
Assistant Head (AH)	Standards and KPIs	HoS
Head of School (HoS)	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

<b>Completed/on track</b>	<b>Underway but incomplete</b>	<b>Overdue</b>	<b>Not Yet Due</b>

## Safeguarding

**Objective:** Ensure that new staff understand and demonstrate best practice

Actions	Success Criteria	Outcomes Completed by	Owner/Accountability
HoS 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 Half term 2 Half term 3 Half term 4 Half term 5 Half term 6	HoS/All staff
HoS 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 Half term 2 Half term 3 Half term 4 Half term 5 Half term 6	HoS/Leaders (DDSLs)

**Commentary:**

- Every weekly briefing this academic year has contained a specific focus on an area of safeguarding. These briefings are minuted and emailed to staff in case of absence.

- Practice reviewed and minuted in every Leadership meeting and individually. Also peer reviewed with Trust Safeguarding hub

## Quality of Education

**Objective:** Continue to review and refine the curriculum in non-core subjects. Invite external subject specialists to provide feedback

Actions	Success Criteria	Outcomes completed by end of	Owner/ Accountability
<b>Art</b>			Subject Leader
Review rationale to ensure it explains what we do and why? What is the aim of the curriculum? Discuss with colleagues, review with HoS. Refer to/review National Curriculum guidelines.	SL will be able to explain the aims of the subject across the Pathways with greater confidence.	Half Term 1	
Provide a clear description of how your subject is delivered in each Pathway	SL will be able to explain practices within the subject across the Pathways with greater confidence.	Half Term 1	
Create a progression plan to demonstrate how 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	
Create a long term plan (3-5 years) for delivery	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 4	
Describe how learners are assessed in your subject	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 3	
Describe the impact that your subject curriculum has on learners	SL will be able to explain and demonstrate the impact of the subject across the Pathways.	Half Term 3	
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 5	
Create Learning Organisers for each topic	Learning organisers will help teachers with planning, highlight common misconceptions for learners and improve consistency.	Half Term 6	
<b>Careers</b>			Subject Leader/HoS
KS4OS website to be launched	The website being launched will allow students to begin the KS4OS project and start to explore elements such as marketing, costing, profit and loss etc	Half Term 6	
Pond area to be landscaped so that all can access it	The pond area will be easily accessible to all students and form a part of the wider farm. Our Uppers students will lead sessions with younger learners.	Half Term 6	
Farm maintenance team to be created	The farm will be maintained outside of school hours/days by a team of risk assessed volunteers	Half Term 2	Subject Leader
<b>Communication</b>			Subject Leader/Communication specialist TA
Review rationale to ensure it explains what we do and why. What is the aim of the curriculum? Discuss with colleagues, review with HoS.	SL will be able to explain the aims of the subject across the Pathways with greater confidence.	Half Term 1	
Provide a clear description of how your subject is delivered in each Pathway	SL will be able to explain practices within the subject across the Pathways with greater confidence.	Half Term 1	
Create a progression plan to demonstrate how 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	

Create a map for delivery 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	
Describe how learners are assessed in your subject	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 1	
Describe the impact that your subject curriculum has on learners	SL will be able to explain and demonstrate the impact of the subject across the Pathways.	Half Term 1	
<b>Cooking</b>			Subject Leader
Review current provision across the Pathways	SL will have a clear understanding of how the subject is currently delivered, what resources are being used, teacher confidence and what is required to move the subject forward.	Half Term 3	
Review rationale to ensure it explains what we do and why. What is the aim of the curriculum? Discuss with colleagues, review with HoS. Refer to/review National Curriculum guidelines.	SL will be able to explain the aims of the subject across the Pathways with greater confidence.	Half Term 3	
Provide a clear description of how your subject is accessed in each Pathway	SL will be able to explain practices within the subject across the Pathways with greater confidence.	Half Term 3	
Create a progression plan to demonstrate how learners progress in your subject	SL will be able to confidently demonstrate how learners progress through the subject in the different Pathways.	Half Term 3	
Create an annual plan for delivery 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 4	
Create a longer term plan (3-5 years) for delivery	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 4	
Describe how learners are assessed in your subject	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 4	
Describe the impact that your subject curriculum has on learners	SL will be able to explain and demonstrate the impact of the subject across the Pathways.	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 5	
Create Learning Organisers for each topic	Learning organisers will help teachers with planning, highlight common misconceptions for learners and improve consistency.	Half Term 6 onwards	
<b>English</b>			Subject Leader
<b>Phonics</b> Make smooth transition from Storytime Phonics to Little Wandle programme, ensuring staff have training and resources they need	All staff will be confident in their practice. Teaching and learning will not be affected.	Half Term 3	
Set up staff logins.	Staff will be easily able to access the Little Wandle system	Half Term 1	
Train all staff in the planning, teaching and assessment of Little Wandle Phonics.	Staff will be confident in all aspects of the Little Wandle system and delivering it to a high standard	Half Term 1	
Undertake learning walks to monitor progress and delivery.	Leaders will be able to highlight any gaps in practice/understanding and delivery will be of a high standard, positively impacting progress in reading.	Across year	
<b>Assessment</b> Develop a clear strategy for assessing and monitoring reading, taking into account Little Wandle and PM benchmark.	Our assessment system will be clear, effective, understood and well executed by all student-facing staff.	Half Term 1	
Recruit to "Reading Assessor" TA role. Train new post-holder	Our capacity to assess progress in reading will be greatly improved.	Half Term 1	HoS

Ensure teacher confidence in the use of Little Wandle assessment tools.	Teachers will be confident in using the new system. Leaders will be confident in teacher judgements of progress.	Across year – reviewed half termly	Subject Leader
Deliver a staff meeting to teachers on the use and interpretation of PM Benchmark.	Teachers will be confident in using the new system. Leaders will be confident in teacher judgements of progress.	Half Term 3	
Moderation and discussion re AQA Step Up with KS3 teachers.	Subject leader and Leaders will be confident in effectiveness of the new course. Judgements will be ratified, any gaps highlighted. Student progress in English will be considered at least good.	Half Term 4	
Join moderation and discussion re ASDAN short course with KS4 teachers.	Subject leader and Leaders will be confident in effectiveness of the new course. Judgements will be ratified, any gaps highlighted. Student progress in English will be considered at least good.	Half Term 5	
Liaise with mainstream Primary English lead for review of practice/sharing of best practice	Subject leader and Leaders will be confident that our curriculum has been externally reviewed and shown to be at least good. We will receive useful feedback and act on it as appropriate. Student progress in English will be good.	Half Term 3	
Investigate e-Library option for reading at home	Pupils' reading will be improved as reading at home with parents/carers will be considerably easier	Half Term 3	
Investigate "Power of Reading" programme	Subject leader will have a clear understanding of the programme and will be able to decide whether it would benefit our pupils if we followed it	Half Term 4	Subject Leader
<b>Geography</b>			
Review current provision across the Pathways	SL will have a clear understanding of how the subject is currently delivered, what resources are being used, teacher confidence and what is required to move the subject forward.	Half Term 1	
Review rationale to ensure it explains what we do and why. What is the aim of the curriculum? Discuss with colleagues, review with HoS. Refer to/review National Curriculum guidelines.	SL will be able to explain the aims of the subject across the Pathways with greater confidence.	Half Term 1	
Provide a clear description of how your subject is accessed in each Pathway	SL will be able to explain practices within the subject across the Pathways with greater confidence.	Half Term 1	
Create a progression plan to demonstrate how 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	
Create an annual plan for delivery 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 a longer term plan (3-5 years) for delivery	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 1	
Describe how learners are assessed in your subject	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 1	
Describe the impact that your subject curriculum has on learners	SL will be able to explain and demonstrate the impact of the subject across the Pathways.	Half Term 2	
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 5	
Create Learning Organisers for each topic	Learning organisers will help teachers with planning, highlight common misconceptions for learners and improve consistency.	Half Term 6	
<b>Maths</b>			
Investigate external providers of Maths programmes for CPD and resourcing opportunities	Joining an existing programme will provide us with high quality, ready to use CPD and resources	Half Term 3	

Join Cambs Maths Hub	We will benefit from shared best practice, support and challenge, new ideas to take Maths forward	Half Term 3	
Deliver staff training – Maths across the Pathways (inc White Rose introduction)	All student facing staff will have a clear understanding of how Maths is applied within their Pathway.	Half Term 4 Half Term 5 Half Term 6	
Assess staff confidence with their own Maths	Subject leader will have a clear picture of staff confidence in supporting Maths. This will inform next steps for training.	Half Term 6	
<b>PSHEE</b>			
Re-work the annual plan so that identified classes revisit online safety every year, throughout the year	As an identified school priority, Online Safety will be well understood by learners and regularly re-visited to give students the best chance of developing understanding	Half Term 1	Subject Leader
Prioritise Learning Organisers for Online Safety in Uppers, then KS3, KS2	Teachers will have a clear set of learning objectives and resources that have been quality assured by the PSHEE lead. We will target the highest risk group first and then move onto the next.	Half Term 1	
Put together resources for Parents/Carers re online safety	We will have a bank of resources we can share with parents as general good practice and also following any incidents of unsafe behaviour.	Half Term 1	
Create Learning Organisers for other PSHEE topics, staying one half term ahead of the annual plan	Teachers will have a clear set of learning objectives and resources that have been quality assured by the PSHEE lead. This will ensure consistency, improve teaching and learning and help with teacher workload.	Half Term 4-6 onwards	
<b>PE</b>			Subject Leader
Review H+S of pupil use of school gym with an external expert	We will have external validation that all activities are well delivered and that we are meeting our statutory duties	Half Term 1	
Join Cambs PE Hub	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 individual student programmes for gym use	Students will make better individual progress and this will be easier to assess	Half Term 5	
Create lesson guides for staff in all topics	Standardised expectations for staff will develop their confidence; students will make better progress	Half Term 6 onwards	
<b>RE</b>			Subject Leader
Review current provision across the Pathways	SL will have a clear understanding of how the subject is currently delivered, what resources are being used, teacher confidence and what is required to move the subject forward.	Half Term 1	
Review rationale to ensure it explains what we do and why. What is the aim of the curriculum? Discuss with colleagues, review with HoS. Refer to/review National Curriculum guidelines.	SL will be able to explain the aims of the subject across the Pathways with greater confidence.	Half Term 1	
Provide a clear description of how your subject is accessed in each Pathway	SL will be able to explain practices within the subject across the Pathways with greater confidence.	Half Term 1	
Create a progression plan to demonstrate how 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	
Create an annual plan for delivery 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 2	
Create a longer term plan (3-5 years) for delivery	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	
Describe how learners are assessed in your subject	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	

Describe the impact that your subject curriculum has on learners	SL will be able to explain and demonstrate the impact of the subject across the Pathways.	Half Term 2	Subject Leader
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 4	
Create Learning Organisers for each topic	Learning organisers will help teachers with planning, highlight common misconceptions for learners and improve consistency.	Half Term 4-6 onwards	
<b>Science</b>			
Review current subject booklet	Subject booklet will be accurate and up to date, providing an excellent description of provision.	Half Term 3	
Create Learning Organisers for each topic	Learning organisers will help teachers with planning, highlight common misconceptions for learners and improve consistency.	Half Term 5-6 onwards	

**Objective: Review assessment model for Yellow Pathway subjects, balancing breadth and depth of assessment with teacher workload**

Actions	Success Criteria	Outcomes Completed by	Owner/ Accountability
Yellow Pathway leader to meet with Yellow Pathway teachers to put together a suggested solution.	Solution will allow for progress to be tracked in non-core Yellow Pathway subjects without impacting workload or detracting from assessment of core subjects. Teachers and leaders will have a clearer idea of progress.	Half Term 1	ML (Yellow) Teachers (Yellow)
Embed the Little Wandle phonics system and ensure good progress through high standards.	Yellow Pathway leader to meet with HoS and AH to agree changes	Half Term 1	ML (Yellow) AH/HoS
AH to put changes into effect through E4L software	Evidence will begin to build in non-core subjects	Half Term 4-6	AH

**Objective: Improve use of "Insights" software so that leaders are more easily able to evidence progress in each Pathway**

Actions	Success Criteria	Outcomes Completed by	Owner/ Accountability
AH and HoS to review system and identify necessary changes	AH and HoS will have a clear understanding of necessary changes	Half Term 3	AH/HoS
AH to make necessary changes to the software	We will have a useful, easy to use system for reviewing progress across different cohorts	Half Term 5	AH

**Commentary:**

- Good progress being made in almost all subjects – see RAG rating for task completion. Music and History have been temporarily put on hold (Music lead on MAT leave/History lead also Maths lead and Maths CPD has been prioritised due to White Rose introduction)
- HoS meets half termly with all subject leaders to discuss progress and next steps
- Necessary changes to the assessment system frameworks mean that "Insights" is not yet able to perform as we want it to. We are working on this.



## Behaviour and Attitudes

**Objective: Maintain current high level of expertise, develop new staff**

Actions	Success Criteria	Outcomes Completed by	Owner/Accountability
AH to oversee training of all new staff in Cams Therapeutic Thinking	All staff will have a clear understanding of the CTT approach and practice	Across year	AH/HoS
AH 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.	Across year	AH/HoS

### Commentary:

- All CTT training up to date
- Staff practice reviewed on a daily basis through reflective incident forms. We pick up any issues with individuals/class teams as needed. Practice is very good across the school
- Weekly behaviour review meetings on Thursdays is driving improvement
- Incidents with RPI vastly reduced year on year

## 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	Owner/Accountability
HoS to meet with all subject leaders to review Subject Development plans and agree targets	Every subject will have a clear plan for 2023/24 with agreed targets and timeframes	Half Term 1	HoS/AH/Subject Leaders
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	To begin from 2 <sup>nd</sup> Oct 2023 with reviews at each Governors' meeting	HoS/LGB/Subject Leaders
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	To run between 8 <sup>th</sup> Jan 2024 and 15 <sup>th</sup> July 2024	HoS/AH/Subject Leaders/CET

**Objective: Recruit and retain sufficient support staff so that levels do not drop below 98%**

Actions	Success Criteria	Outcomes Completed by	Owner/Accountability
Review staffing levels, advertise when necessary	The school will be staffed between 98-100% throughout the year	1 <sup>st</sup> Dec 2023 with weekly reviews of needs	AH/HoS

Re-launch staff wellbeing team	The staff wellbeing team will be self-supporting and able to plan and oversee staff wellbeing events	Half Term 1	HoS
Remind staff of Employee Assistance Programme (briefings/flyers)	All staff to be aware of the EAP	Half Term 1	HoS
		Half Term 2	
		Half Term 3	
		Half Term 4	
		Half Term 5	
Exit interview paperwork to be sent to all leavers, reviewed upon receipt	Senior Leaders will have a clearer understanding of the factors affecting retention	Across year	AH/HoS
Review Jul 23 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.	Half Term 1	HoS/AH

**Objective: Ensure that all areas of the curriculum have a place on the school website, demonstrating their intent, implementation and impact**

Actions	Success Criteria	Outcomes Completed by	Owner/ Accountability
Update/create webpages for every curriculum area	Any visitors to the website will be able to understand the depth, breadth and detail of all areas of our curriculum:	Across Year	HoS
	English	Half Term 1	
	Maths	Half Term 1	
	PSHEE	Half Term 2	
	Careers	Half Term 2	
	PE	Half Term 3	
	Geography	Half Term 3	
	Communication	Half Term 4	
	RE	Half Term 4	
	Science	Half Term 4	
	LINC	Half Term 4	
	Art	Half Term 5	
	Music	Half Term 5	
Cooking	Half Term 6		

**Objective: Embed subject oversight programme for Governors**

Actions	Success Criteria	Outcomes Completed by	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	Half Term 3 and ongoing	HoS/CoG

**Objective: Appoint to vacant roles**

Actions	Success Criteria	Outcomes Completed by	Owner/ Accountability
Identify any vacancies and recruit new Governors swiftly	The school will have enough Governors to provide support and challenge across all areas of our provision	Across Year	HoS/CoG/ALT

**Commentary:**

- Visits in H/T 2 and 3 from external reviewer have been very positive. 5 leaders have now led successful review visits
- Staffing levels currently stable but constantly under review
- Staff wellbeing team is active – recently held very well attended Quiz Night
- EAP discussed during briefings – posters up
- Website progress is good. Lots of new content being added as subjects are developed
- 2 potential new Governors – discussions in place with CoG
- PSHEE/Safeguarding lead Gov stepped down
- Subject links are an ongoing focus at Govs meetings. English/Maths and Safeguarding are secure.
- Governor advert has gone out to local area