2018 – 2019

TEAM Multi Academy Trust

Improvement Plan

At Team Academy Trust we set out the following principles that underpin the way we nurture our children as learners and citizens of the world.

Educating for wisdom, knowledge and skills

Enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration

Enabling healing, repair and renewal, coping wisely with things and people going wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together

A core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect

The basic principle of respect and the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Vision

At TEAM, children are at the heart of everything we do. We will do our utmost to foster a love of learning and make learning fun and memorable through our approach to a creative and vibrant curriculum.

We recognise that each child is unique and celebrate the success of all.

We will promote tolerance and mutual respect as part of a global community.

We will encourage our children to learn to think for themselves, challenge and question and have confidence to shape their world. We want them to thrive and lead happy lives. Our children will have a voice.

Our Curriculum Plan

The context of our curriculum for the coming year will continue to revolve around our core commitment to our teaching and learning ethos that gives a focus to active and real learning alongside or 'Big Event' theme. This is designed to engage and motivate the children and provide enjoyable and immersive learning experiences.

	Autumn Term	Spring Term	Summer Term
2018 - 2019	Lest We Forget	Whizz, Bang Pop!	On Safari
2019 - 2020	Life Underground	From Farm to Fork	We are the Champions!

What We Plan To Achieve

Priority Summary	Success criteria
Trustees	- Trustees have a clear cycle of monitoring and evaluation. - Role of LGB well defined and aligned with articles of delegation.
Leadership	- Middle leaders have the capacity and skills to monitor the work of teachers so that individual pupil progress is more rapid and teaching is consistent - Further develop the roles of subject leaders
Assessment	- To maximise the use of data to show the impact that strategies for improvement have on different groups - Data is used to determine teaching strategies and the implementation of intervention.
Marking and Feedback	- Marking provides quality feedback to pupils whilst maintaining teacher work/life balance. - Teachers give pupils clear guidance as to what constitutes good quality writing as a reference point when completing work independently.
Reading	- By the end of the Year at KS2 80% of pupils achieve national scaled scores, with at least 30% achieving higher levels. - Throughout the TRUST, all children are making progress against their beginning of year baseline. - Monitoring of class reading sessions show children well engaged and reading with enthusiasm and at an age appropriate level.
Writing	By the end of the Year at KS2 80% of children are writing at the expected standard.

	• Clear guidance from teacher, both verbal and written results in clear progression between launch task and end product.
Maths	• By the end of the Year at KS2 80% of children reach the expected standard with at least 30% achieving higher levels.
	• Pupils are provided with challenge to deepen their thinking, resulting in strong progress.
	• Cross curricular maths sessions result in more proficient reasoning skills and understanding of maths in real life contexts.
Pupil Premium children	• Accelerated progress for PP children results in higher attainment and narrowing of the attainment gap between the group and non-pupil premium children
Progress	• The progress scores between Year 2 and Year 6 outcomes are positive.
	• All children are making progress against their beginning of year baseline.
EYFS	• At least 80% of EYFS achieve good level of development at the reception year.
	• Children demonstrate good levels of independence across a range of curriclum activities.
Building Learning Power	• BLP strategies used in the classroom have a positive impact on pupils' engagement with learning.
	• Pupils demonstrate high levels of independence and the ability to contribute to their learning and that of their peers.
Mantle of the Expert	• Teachers are confidently able to plan a fictional context to generate engaging and purposeful activities for learning.
Safeguarding	• Children know how to stay safe on-line

Summary of Ofsted findings – common areas for development

Leadership: Develop the skills of middle leaders.

Maths: Secure level of challenge for more able to ensure higher percentage of pupils achieve a higher standard.

Pupil Progress: Ensure pupils' progress as well as attainment and act quickly to identify those at risk of falling behind.

Teaching and Learning: Improve quality of teaching so that it is consistently good or better.

Key priorities

Leadership and Management

- Trustees, through a clear cycle of monitoring will challenge and support leaders to secure standards are improved and hold leaders to account.
- Senior leaders to increase the impact that middle leaders have on improving the quality of teaching, learning and assessment, enhancing their capacity to lead the school and ensuring that % of children achieving the expected standards in reading, writing and maths combined is at least in line with the National average in KS1 and KS2 by July 2019

Teaching, Learning and Assessment

- Teaching meets the differing learning needs of pupils from their various starting points by:
1. providing first quality teaching in the first instance.
2. developing the skills of teachers so that they more consistently use their assessment of learning to identify and act upon pupils' needs
3. more precisely matching learning tasks to the appropriate level of challenge
4. securing timely and appropriate intervention is in place for children at risk of falling behind.

Curriculum

- Ensure our curriculum is both inspiring and personalised to the needs of our children and will play a part in preparing them for the future.
- Build positive attitudes to learning through Building Learning Power principles.
- Provide opportunities for children to develop their independence by leading their own learning.

Personal development, behaviour and welfare

- Continue the drive to ensure children are safe whilst engaging in on line activity and using social media sites.

Outcomes for pupils

- All children make progress from their starting points.

Aim: The Board of Trustees will be rigorous in its challenge to check the impact of leaders' actions in improving outcomes for children.	Strategic lead Chair of Trustees CEO	Link Trustee/Governor Members of Scrutiny and Standards committee

- **Outcomes:** There will be an agreed cycle of monitoring and evaluation throughout the year. Trustees have a greater understanding and insight into individual schools through quality of feedback provided by the Head of School.

Objective	Actions	Monitoring	Evaluation
To create and implement a schedule of monitoring	Timetable drawn up to include: Joint lesson observation/learning walks Joint 'book look' Evaluation of test results and standards with individual Heads of School; Meetings with children Briefings with subject leads		
To strengthen understanding of strategic role.	Trustees to devise their own training schedule to improve understanding of monitoring role.		

Aim:	Strategic lead	Link Trustee/Governor
To develop the role of middle leaders. Leaders at all levels have clear understanding and expectations of their responsibilities for improving teaching, learning & assessment which are regularly reviewed.	CEO and Heads of School/SLT	

• **Outcomes**: Middle leaders have the capacity and skills to monitor the work of teachers to ensure consistency and secure children's progress.

Objective	Actions	Monitoring	Evaluation
To create curriculum teams throughout the Trust to promote and facilitate professional dialogue. Clarify roles and responsibilities of subject leads.	SLT decide curriculum teams and organize meeting dates – 1 per half term Performance management interviews focusing on Teacher Standards take place before end of October. Subject leads to draw up Curriculum action plans: to include arrangements for monitoring subject through teacher observation, learning walks, book and planning scrutinies and evaluation of data. Findings fed back to staff at staff meetings.	CEO to attend team meetings. Heads of School to meet with subject leads for termly updates. Heads of School/ trustees to join subject leads on learning walks/book trawls. Subject leads invited to Trustees meetings to present information on subject development (according to priorities)	

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Objective	Actions	Monitoring	Evaluation
	Subject leads attend meetings and subject briefings organized by Dartmoor Teaching School Alliance or Babcock. Knowledge cascaded to staff at staff meetings.		

Aim: Ensure teaching meets the differing learning needs of pupils from their individual starting points so progress is evident.	Strategic lead	Link Trustee/Governor

Outcomes:

• Teachers use assessment accurately to identify and act upon pupils' learning needs

• Teachers precisely match learning tasks to the correct level of challenge.

Objective	Actions	Monitoring	Evaluation
To quickly identify children at risk of falling behind and plan appropriate intervention. To further develop the deployment of support staff to ensure children make the best possible progress.	Teachers to identify gaps in knowledge and understanding, for key/target children (not only SEN), within the first half term. Heads of School to support teachers' use of target tracker (termly) so that it can be used to identify target pupils. All TEAM schools use same assessments at the same time for each cohort – to include NGRT reading tests (September and March), NFER test (December) Optional SATS – AQA (June) Accelerated Reader Star Assessments used in September to identify pupils.	Pupil Progress reviews after each data drop with Target Tracker data and pupil books. SENCo to be included for children on SEN register wherever possible. Monitoring by senior & middle leaders • Learning walk • Book scrutiny • Planning scrutiny • Pupil conferencing • Analysis of data • Lesson observation Analysis of pre and post assessment data from Intervention programmes (including Accelerated Reader) shows that progress is accelerating for children who are working below their	

| | Middle Leaders (inc SENCo) to follow up the analysis of data with planning support to focus teaching and ensure curriculum meets the specific needs of the cohort.

English and Maths leaders to lead cross trust moderation sessions (half termly). Follow up with staff training as required.

Support staff have access to weekly planning and are clear on the activities they will lead in and out of class planned by the teacher.

Performance management of support staff used to identify training needs. | chronological age. | |
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Aim: To ensure the teaching throughout TEAM schools is consistently good or better.	Strategic lead CEO/ Heads of Schools	Link Trustee/Governor

• **Outcomes:** As above

Objective	Actions	Monitoring	Evaluation
To ensure all teaching is at least good and a significant proportion is outstanding.	Lesson observations as part of performance management reviews will highlight areas for development and targets will be set with individual teachers as part of the process. Differentiated support as necessary. Pupil progress meetings to facilitate discussion around potentially vulnerable children. Close monitoring of NQTs throughout TEAM with participation in teacher induction programme through Dartmoor Teaching School Alliance.	Formal lesson observations Learning walks Scrutiny of work Talking with children Planning scrutiny	

Aim: To raise achievement for pupils eligible for Pupil Premium	Strategic lead CEO/Heads of School/ Subject leads	Link Trustee/Governor

• **Outcomes:** Accelerated progress results in a narrowing of the attainment gap between PP and non PP children

Objective	Actions	Monitoring	Evaluation
To increase the percentage of pupil premium children meeting age related expectations at the end of each year.	Identify barriers to learning for vulnerable children and implement provisions to overcome them eg social/emotional needs, behaviour and welfare issues. All leaders regularly share data with class teachers to show where PP gaps are and which children need targeting. All pupil premium children are highlighted in planning. Questioning in lessons is targeted to support and challenge pupil premium children.	Scrutiny of planning Learning walks Lesson observations Book scrutiny Talking to children	

	Priority given to pupil premium children to attend after schools clubs and enrichment programmes.		

Aim: To maximize the progress and attainment of pupils identified as having high baseline entry scores – more able pupils	Strategic lead CEO/ Heads of School/ Maths and literacy subject leads	Link Trustee/Governor

Outcomes: A greater percentage of children exceed national expectations at the end of the key stage – at least 30% in all areas at end of KS2

Objective	Actions	Monitoring	Evaluation
To ensure children reach full potential, particularly in core areas.	Data on entry is scrutinized and children baselined to agree accuracy of prior assessment. Individuals and groups targeted from outset. Planning, particularly in maths and literacy, shows appropriate level of challenge for identified children. Cross MAT able and talented maths and writing group created. Engagement in Able and Talented/ enrichment programme led by Exeter University. Access to Mathletics throughout TEAM schools and clubs set up.	Monitoring by senior & middle leaders • Learning walk • Book scrutiny • Planning scrutiny • Pupil conferencing • Analysis of data • Lesson observation	

<table>
<tr><td colspan="2">Aim:

To promote a greater independence that encourages children to contribute to their own learning and prepares them for future endeavors.
Children will understand their role in the learning process and actively engage in determining aspects of learning and how they approach new and challenging tasks.</td><td>Strategic lead

CEO/Heads of School</td><td>Link Trustee/Governor

Sue Davies</td></tr>
<tr><td colspan="4">Outcomes: Children to become 'experts' with opportunities where they can share their knowledge and learning with an audience (e.g. parents, peers, teachers, classes)</td></tr>
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Objective	Actions	Monitoring	Evaluation
To provide teachers with another resource to add to teacher 'toolkit'. To develop teacher confidence in drama based initiative. To provide opportunities for children to lead their own learning. To ensure that the curriculum is both inspiring and personalised to the needs of our children.	Whole staff INSET day – Mantle of the Expert training to launch initiative. Session led by Midland Actors company (accredited providers). Teachers jointly plan 'Mantle' sessions to 'hook' children at the beginning of the topic. In planning, and in conversations with children, teachers make reference to aspects of Building Learning Power so children understand how characteristics such as perseverance, resilience and collaboration fit in and are necessary	Scrutiny of planning Lesson observation Talking to children Learning walks	

Objective	Actions	Monitoring	Evaluation
	in ensuring success. Teachers allow children to make decisions based on areas of interest and agree next steps in learning. Parents invited at end of topic for presentation led by children.		

Aim: To ensure children have an excellent understanding of how to stay safe online and the dangers of inappropriate use of mobile technology and social networking sites.	Strategic lead JH Heads of School	Link Trustee/Governor Sue Davies

• **Outcomes:** Children know how to stay safe on line

Objective	Actions	Monitoring	Evaluation
To update the SWGFL on line safety audit. To fully establish on line safety group to include all stakeholder groups across TEAM	On line safety group made up of pupils, teachers, trustees and parents. e safety day/week in school with aspects to involve parents as part of Anti Bullying week. Weekly newsletters signpost parents to articles regarding on line games eg. Fortnite and agencies eg NSPCC.	Evidence through: Discussions with pupils Observations of group	

MONITORING AND EVALUATION CYCLE

	Performance Management	Monitoring	Assessment	Action planning and Evaluation	Stakeholders
AUTUMN	CEO Appraisal and objective setting Heads of School reviews and target setting Teacher performance management Support staff appraisal and objectives set	School reviews Trustee visits Teacher lesson observations Learning walks Weekly and medium term planning scrutiny Book scrutiny	KS1 and 2 SATS analysis EYFSP analysis Baseline Assessments Reading age testing NFER English and Maths test (KS2) EYFS analysis Pupil progress reviews Data analysis	SIP published and implemented SIP progress review Subject leader action plan SENCo action plan SENCo Information report Safeguarding audit	Parent consultation evenings Half termly reports Board meeting
SPRING	Teacher mid-year review	Trustee visits Teacher lesson observations Learning walks Weekly and medium term planning scrutiny Book scrutiny	Data analysis Pupil progress reviews EYFS moderation 2nd reading age testing English and Maths test (KS2)	SIP progress review Subject leaders' evaluation and action plan update	Parent consultation Evenings Half termly reports
SUMMER	Support staff appraisal review Teacher end of year review	School reviews Trustee visits Teacher lesson observations Learning walks Weekly and medium term planning scrutiny Book scrutiny	Data analysis Pupil progress reviews EYFS moderation SATS, Optional Sats EYFSP Phonics check	SIP progress review New SIP drafted English and Maths subject leader question level analysis Subject leaders' evaluation	Parent, Pupil, Staff surveys completed and analysed. Annual pupils reports SATS results