



# WCAT

High Crags Academy

AFI (Areas for Improvement)

September 2017 – July 2018

**Areas for Improvement sign off:**

Name	Signature	Date	Title
<b>Mrs J Cornelius</b>	<i>Mrs J Cornelius</i>	<b>30.06.16</b>	Headteacher
<b>Mr E Fairchild</b>	<i>Mr E Fairchild</i>	<b>20.07.16</b>	Chair LGB

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ARI WCAT Rev 002 08-2015 - University Academy Keighley

- 01 Leadership, Management and Accountability
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  - 07 Safeguarding
  - 08 Governance
  - 09 WCAT Links
  - 10 Parents, Carers and Community
- 02 Quality of Teaching, Learning and Assessment
  - 01 Planning, Implementation of CPD
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  - 03 Observation
  - 04 Teaching Development Group
  - 05 Coaching for Excellence
  - 06 Programmes of Learning
  - 07 Recording and Sharing good Practice
  - 08 Homework and self-study
  - 09 Assessment
  - 10 Performance Management
- 03 Skills Inc. Literacy, Numeracy and Oracy
  - 01 Reading development
  - 02 Engagement and cross curricular links
  - 03 Extended Writing
  - 04 Literacy marking
  - 05 Leadership
  - 06 CPD

- 04 Personal Dev. Behaviour, Attendance and Welfare
  - 01 Behaviour for learning
  - 02 Inclusion and Withdrawal
  - 03 Behaviour for Learning CPD
  - 04 Attendance challenge
  - 05 Rewards and Praise
  - 06 Personal Development and Welfare
  - 07 Careers Guidance
  - 08 Stakeholder engagement
  - 09 Student Progress and Outcomes
    - 01 OA and use of Data Collection
    - 02 CPD in the use of data
    - 03 Use of analysis systems
    - 04 Progress data to inform teaching
    - 05 Links to Performance Management
    - 06 Organisational Structure and Meetings
    - 07 Closing the Gap - All groups
    - 08 Closing the Gap - SEND
    - 09 Closing the Gap - Pupil Premium
    - 10 Progress and Achievement 8
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  - 01 Teaching, Learning and Assessment
  - 02 Study programmes
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  - 07 Attendance and attitudes to learning
  - 08 Progression and Retention
- 07 Ofsted Ready
  - 01 Overall Effectiveness
  - 02 Teaching, Learning and Assessment
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  - 05 Leadership and Management
  - 06 Governance and WCAT
  - 07 Post 16 Provision

## **Context: (including Ofsted Judgements, AFI's &/or academy self-evaluation priorities)**

High Craggs Academy is an improving school. It opened as an academy in April 2016 replacing the former primary school that went into Special Measures in June 2015.

High Craggs Academy is a vibrant and exciting place to work and learn, catering for pupils from the Shipley area. We are a converted academy, with pupils from 2 – 11 years old. The academy is a popular choice with families in the local area and is near or at capacity in almost all year groups.

At High Craggs we believe that all of our pupils should be engaged and challenged in their learning and we use a wide variety of teaching strategies, skills and innovative learning resources in order to achieve this. We place the child at the centre of every decision enabling us to cater for all pupils, offering a personalised approach to learning and providing support in academic, social and physical areas. Through a creative approach to learning, imaginative and effective teaching strategies are used to motivate the children who in turn are engaged and enthusiastic. The curriculum also provides highly positive, memorable and rich experiences and opportunities for quality learning all of which have a positive impact on pupils' behaviour and safety and contribute well to their achievement and to their spiritual, moral, social and cultural development. Throughout the school teachers have consistently high expectations for the children, they plan and teach lessons that engage the children, skilfully question them in order to deepen their understanding, promote discussion and challenge the children to develop their higher order thinking.

Community cohesion sits at the heart of our academy and in order to take full advantage of the rich and diverse nature of our community we ensure that our innovative approach includes opportunities to extend learning beyond the classroom. Wherever possible we seek to enhance learning and teaching through real, relevant and exciting events that enable the children to take full advantage of the environment they are in and all it has to offer. Deliberate and effective action has been taken to create a cohesive learning community where pupils' emotional, spiritual, moral, social and cultural developments are promoted and pupils contribute towards a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity and in lessons they demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout and the academy's practice consistently reflects the highest aspirations for all pupils and staff. It also ensures that best practice is spread effectively in a drive for continuous improvement.

As an academy we are passionate in our belief that education is also about much more than just academic achievement. The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to improve achievement for all pupils. Planned actions based on accurate self-evaluation to overcome weaknesses have been concerted and effective and all staff focus relentlessly on improving teaching and learning, resulting in the majority of teaching that is consistently good. Attainment on entry into the academy is below average and a high percentage present with speech and language difficulties. The academy is developing highly effective strategies to target the achievement and attainment of disadvantaged pupils since they represent a high proportion, 47% compared to the national average of 26.6%, of all pupils. We also have highly successful strategies for engaging with parents and carers, to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. Thanks to our strong links with the local community and the Local Authority, our dedicated staff, our embedded pastoral care systems and our desire to always better ourselves, we work together to 'unlock the potential' in the 'whole child' and we see it as our duty to prepare the next generation for their role in society.

Summary of judgements		
1	Effectiveness of leadership and management	Good
2	Quality of teaching, learning and assessment	RI
3	Personal development, behaviour and welfare	Good
4	Outcomes for children and learners	RI
5	Effectiveness of the early years provision	Good
6	Overall effectiveness	RI with elements of good

## Ofsted Key Actions (2015)

### Teaching and learning

Take urgent steps to improve the quality of teaching in Key Stages 1 and 2 so that it is at least good, in order to quickly raise standards for all groups of pupils, so that they make good or better progress, by ensuring that:

#### Planning

- work set by teachers closely matches pupils' varying needs and abilities and challenges them to do better, particularly the most able
- teaching assistants receive clear guidance on how to support effectively groups of pupils, including the disadvantaged, the disabled and those with special educational needs, including in the early years
- pupils have more opportunities to improve and extend their mathematical skills across a wide range of subjects
- pupils' achievement in reading is further strengthened by providing clear guidance to parents to enable them to effectively support their children's reading at home

#### Presentation/ Marking

- all staff have high expectations of what pupils can achieve, including of the presentation of their work, particularly in writing
- all staff adhere to the school's marking policy to help pupils improve their work and teachers' questioning skills are improved so that in all year groups they skilfully check pupils' understanding of what they are learning and challenge their thinking
- teachers correct quickly errors in pupils' grammar, spelling and punctuation in order to build pupils' confidence in writing

#### Teaching

- time in lessons is used effectively so that pupils are productive and enables pupils to learn well
- teachers' explanations of what pupils are to do and learn are concise and clear so that pupils know precisely what is expected of them
- pupils are encouraged to take more responsibility for their learning in lessons so that their attitudes to learning and behaviour are good
- staff manage pupils' behaviour effectively and always insist that pupils' behaviour improves should it slip

### Leadership and management

Rapidly improve the effectiveness of leadership and management at all levels, including governance, so there is a strong capacity to quickly improve the school's effectiveness by:

#### Senior leadership team

- eradicating inadequate teaching and making sure that teaching is at least good
- ensuring that all leaders have high ambitions for pupils' achievement and the quality of teaching
- making sure that plans for school improvement are sharply focused, make clear how actions will improve teaching and achievement and include clear and measurable steps to enable leaders to check how well the school is improving
- developing subject leaders' monitoring skills so they are effective and rigorous in checking the quality of teaching and pupils' achievement in their subjects
- improving the curriculum so that it enables pupils to make good progress in reading, writing and mathematics and ensures they are well prepared for secondary school

- making sure that leaders and governors rigorously check that the actions taken to improve the achievement of disadvantaged pupils are effective so that these pupils make good progress and that the standards they achieve improve and are at least in line with other pupils nationally

#### **Governors**

- ensuring that governors hold all leaders to account much more effectively for the quality of teaching and pupils' achievement and that they develop thorough systems for checking the accuracy and validity of information they receive.
- An external review of governance should be taken in order to assess how this aspect of leadership and management may be improved.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
- making sure that leaders and governors rigorously check that the actions taken to improve the achievement of disadvantaged pupils are effective so that these pupils make good progress and that the standards they achieve improve and are at least in line with other pupils nationally

## **HMI visit December 2015 Key Actions**

### **Teaching and learning**

#### **Outcomes for pupils**

These 'green shoots' should not hide the fact that much remains to be done, especially with regard to the most-able pupils, if they are to attain national.

Expectations in English and mathematics by the end of Years 2 and 6, pupils are not making accelerated progress in their writing because they do not have sufficient opportunities to write at length.

These expectations have yet to be fully transferred into challenge for the most-able pupils and this is restricting their progress.

#### **Quality of teaching, learning and assessment**

Some staff, but not all, are adept at picking up on pupils' misconceptions during lessons and taking swift action to address them, which enhances pupils' learning.

#### **Personal development, behaviour and welfare**

This is because teachers are getting better at ensuring that the work set in lessons is more closely aligned to pupils' abilities.

### **Leadership and management**

#### **Effectiveness of leadership and management**

However, these plans do not include a clear reference to the expected impact that the actions taken will have on pupils' skills, knowledge and understanding and therefore lack purpose

**ACTION 01:** Ofsted Priority I: **Teaching and learning** –Further Improve the quality of teaching and learning to ensure it is good or better across all phases in the school.

ID	Accountable	Objective
	RS lead All Middle leaders	Develop a whole school approach to the teaching and learning of, and progression in skills for, each of the school's values.
	SB- SENDco	Improve the achievement of SEN pupils so that they make accelerated progress, the standards they achieve improve and are at least in line with other pupils nationally.

### Success Criteria:

- Success 1: All pupils on roll from September 2017 – July 2018 make at least expected progress in reading, writing and maths and achieve end of year targets. (This will also include targeted pupils; particularly lower attaining boys making expected or better (accelerated) progress in order to achieve their challenge target.)
- Success 2: High quality teaching and learning of all skills linked to the school values raises attainment in reading, writing and maths.
- Success 3: The gap between disadvantaged pupils and others continues to decrease in reading, writing and maths with a particular emphasis on those identified with SEND.
- Success 4: Teachers effectively meet the needs of all disadvantaged pupils, particularly those identified with SEND.

**ACTION: 01.01 objective:** Develop a whole school approach to the teaching and learning of and progression in skills for each of the school's values.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Identify and agree school values	All stakeholders demonstrate a clear understanding of the agreed school values and their impact on teaching and learning.	Half term - October 2017	RS	JH	JC	
	Create a progression in skills document for each value covering FS2 to Year 6	Specific skills are taught and impact positively on improving standards visible in the data, lesson observation judgements, behaviour tracking systems and book scrutinies.	Half term - October 2017	MLT members	JH	JC	
	Link each value and skill to the overall long, medium and short term planning in each year group.			MLT members	JH	JC	
	Monitor the impact on rising standards. Provide regular feedback to teachers, SLT and all stakeholders		Weekly monitoring	RS lead MLT members	JH	JC	

	Provide tailored support to all staff, sharing good practice.	Evidence (data, lesson observations, book scrutinies) identify improving outcomes.	Termly tracking	MLT members	JH	JC	
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**ACTION: 01.02 objective:** Improve the achievement of SEN pupils so that they make accelerated progress, the standards they achieve improve and are at least in line with other pupils nationally.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
05.04	Implement new system for the identification of and provision for SEND children requiring interventions.	Interventions are used to target achievement and attainment of SEND children and data identifies that the gap is closing.	Half term - October 2017	SB - SENDco	AIP	JC - Headteacher	
	Implement new system for the identification of and provision for children with specific barriers to learning.	Specific interventions are used to target achievement and attainment of children with specific barriers to learning and data identifies that the gap is closing.	Half term – October 2017	SB - SENDco	AIP	JC - Headteacher	
05.07	Maintain costed provision maps for SEND and pupil premium children that track their progress and provides guidance and support to all staff. Feedback to governors.	All staff plan and teach effectively to meet the individualised needs of each pupil as identified in monitoring activities.	Half term - October 2017	SB - SENDco	AIP	JC - Headteacher	
05.10	Provide tailored support alongside WCAT AIP for phases and individual teachers where identified – share good practice	Fortnightly data analysis identify that the children are on track to achieve their end of term targets and the gap between the disadvantaged pupils and others is closing.	Weekly monitoring Termly tracking	SLT	AIP	JC - Headteacher	
02.01	Monitor the impact of these initiatives providing regular feedback to teachers, SLT and governors.	Evidence (data, lesson observations, book scrutinies) identify improving outcomes.		SB - SENDco	AIP	JC - Headteacher	

**IMPACT MILESTONES: Action 01. Teaching and learning** –Further Improve the quality of teaching and learning to ensure it is good or better across all phases in the school.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<p>Teachers are using the document to teach specific skills linked to the values.</p> <p>Targeted interventions for SEND and children identified with specific barriers to learning are in place</p> <p>Teachers are meeting the individual needs of SEND children.</p>	<p>Clear evidence of improvement in teaching and learning and pupil outcomes as a result of the implementation of the strategy.</p>	<p>Data analysis identifies children are on track to achieve or exceed end of year targets.</p>			<p>Data analysis identifies children end of year target and the gap between disadvantaged, particularly SEND, is closing.</p>

**ACTION 02:** Ofsted Priority 1: **Teaching and learning - Outcomes** –To raise attainment and improve the progress of English and maths across the academy to ensure that progress continues to rise in order to be at or close to national expectations.

ID	Accountable	Objective
	HK	Improve the quality of teaching and learning in English in order to raise standards in reading.
	ZB	Improve the quality of teaching and learning in Maths in order to raise standards

### Success Criteria:

- Success 1: All pupils on roll from September 2016 – July 2017 make at least expected progress in reading, writing and maths and achieve end of year targets. (This will also include targeted pupils; particularly lower attaining boys making expected or better (accelerated) progress in order to achieve their challenge target.)
- Success 2: End of phase assessment identify that attainment has improved and is in line with National expectations

**ACTION: 02.01 objective:** Improve the quality of teaching and learning in English in order to raise standards in reading.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Review Guided reading procedures and provide further training and continued tailored support for all staff on the use of RIC.	Consistent approach to guided reading including RIC embedded across all classes.	Half term – October 2017	HK	JH	JC	
	Work with partnership school to develop whole school approach for reading encouraging the love of reading and improving children's personal reading habits.	Most children in each year group demonstrate a love of reading, visible through their range of reading material, the amount they are reading and their attitudes towards reading.  Attainment and achievement in reading improved – children meet the targets set for them and end of key stage results are in line with national expectations.	Ongoing throughout the year.	HK JH	JC	Governors	
	Raise the profile of the use of the library – both school library and the local Shipley library – arrange class visits etc.		December 2017	HK	JH	JC	
	Hold parent workshops reinforcing how to support their children when reading and the importance of reading.		Termly – Autumn 2017 Spring 2018 Summer 2018	HK	JH	JC	

	Provide tailored support alongside SLT for phases and individual teachers where identified – share good practice.	Fortnightly data analysis identify that the children are on track to achieve their end of term targets and the gap between the disadvantaged pupils and others is closing.	Weekly monitoring Fortnightly tracking	HK JH	JC	Governors	
	Monitor the impact of these initiatives providing regular feedback to teachers, SLT and governors.	Evidence (data, lesson observations, book scrutinies) identify improving outcomes.		HK	JC	Governors	

**ACTION: 02.02 objective:** Improve the quality of teaching and learning in Maths in order to raise standards

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Complete analysis of teaching and learning in mathematics: KS1 and KS2 NCT papers, HTG, staff and pupil questionnaires– feedback to relevant staff and governors.	Medium term planning is adjusted to take into account the findings from the analysis.	Half term – October 2017	ZB	JH	JC	
	Attend White Rose Maths Hub training and implement support and strategies in school with a specific focus on the development of reasoning activities and mastery.	Evidence identifies that teachers are confident when teaching all aspects of mathematics and that teaching and learning is improving.	Ongoing through the year	ZB / HM (Yr 6)	JH	JC	
	Monitor the impact of the maths passport system on improving mental mathematics strategies and times table knowledge.	Evidence (data, lesson observations, book scrutinies) identify improving outcomes.	Ongoing throughout the year	ZB	JH	JC	
	Provide tailored support alongside SLT for phases and individual teachers where identified – share good practice.	Fortnightly data analysis identify that the children are on track to achieve their end of term targets and the gap between the disadvantaged pupils and others is closing.	Weekly monitoring Fortnightly tracking	ZB JH	JC	Governors	
	Monitor the impact of these initiatives providing regular feedback to teachers, SLT and governors.	Evidence (data, lesson observations, book scrutinies) identify improving outcomes.		ZB	JC	Governors	

**IMPACT MILESTONES: Action 02. Teaching and learning - Outcomes** –To raise attainment and improve the progress of English and maths across the academy to ensure that progress continues to rise in order to be at or close to national expectations.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
All teachers using consistent approach for guided reading including RIC.  Priority and focus areas within mathematics being taught in all year groups.	All classes have visited Shipley Library and the school library is actively being used to enhance reading skills.				Attainment and achievement in reading and mathematics improve – children meet the targets set and end of key stage results are in line with national expectations.

**ACTION 03: Ofsted Priority 2: Leadership and management** – To further improve the skills, capacity and effectiveness of all leaders at all levels, including governors, to secure rapid and sustained improvement through consistent and effective procedures that hold staff to account.

ID	Accountable	Objective
	JC	Continue to develop middle and subject leaders to ensure that they have a positive impact upon teaching and learning and raising standards.
	JC	Continue to develop the governing body to ensure that it has a positive impact upon teaching and learning and raising standards

**Success Criteria:**

- Success 1: Middle leaders demonstrate a positive impact on rising standards.
- Success 2: End of phase assessments identify that attainment has improved and is in line with National expectations

**ACTION: 03.01 objective:** Continue to develop senior, middle and subject leaders to ensure that they have a positive impact upon teaching and learning and raising standards.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Implement a competency framework for the development of leadership skills.	All leaders demonstrate impact through the use of the competency framework.	Half term – October 2017	JC	JC	Governors	

	Implement a bespoke middle leadership programme focused on developing specific skills i.e. lesson observations, impact measurement, book scrutinies, action planning and coaching.	Middle leaders are effective in raising standards within their phase and subject role visible in rising standards.	14/09/17 30/11/17 23/01/18 22/03/18 21/03/18	SC	JC	Governors	
	Ensure middle leaders effectively lead specific subject area and phase within school providing tailored support alongside SLT for own phases and teachers where identified – share good practice.	Fortnightly data analysis identify that the children are on track to achieve their end of term targets and the gap between the disadvantaged pupils and others is closing	Ongoing though out the year	MLT	JH	JC	
	Support Middle leaders to implement training programme for colleagues who also lead a subject cascading training, knowledge and understanding gained on middle leadership training.	All subjects are lead effectively and confidently.		JH	JC	Governors	
	Monitor the impact of middle leaders providing regular feedback to them, SLT and governors.	Evidence (data, lesson observations, book scrutinies) identify improving outcomes.	Weekly monitoring  Fortnightly tracking	JH	JC	Governors	
	Provide tailored support for middle leaders where identified – share good practice.	Monitoring identifies middle leaders are effective and having a positive impact on rising standards within their phase.		JH	JC	Governors	

**ACTION: 03.02 objective:** Continue to develop the governing body to ensure that it has a positive impact upon teaching and learning and raising standards

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Implement a competency framework for the development of leadership skills for all Governors.	All governors demonstrate impact through the use of the competency framework.	Half term – October 2017	JC	JC	Governors	
	Implement new report format to governors that highlights risk areas to focus on within school.	Governors demonstrate that they understand the strengths and areas for improvement within the	28/09/17 23/11/17 25/01/18 04/18	JC	Governors		

	Ensure all governors play an active role in school.	school and hold the school to account for these.	24/05/18 12/07/18	EF	JC		
	Provide tailored training and support for governors – share good practice.	Feedback from governors and minutes from meetings identify Governors are effective in challenging the school.		JC	Governors		

**IMPACT MILESTONES: Action 03. Leadership and management** – To further improve the skills, capacity and effectiveness of all leaders at all levels, including governors, to secure rapid and sustained improvement through consistent and effective procedures that hold staff to account.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Competency framework effective in identifying training strengths and areas for development for each leader and governor.	Data analysis identifies children are on track to achieve or exceed end of year targets and the gap between the disadvantaged children is closing.  Governors demonstrate a clear understanding of the risk level for each focus area of the school.		Data analysis identifies children are on track to achieve or exceed end of year targets and the gap between the disadvantaged children is closing.  Governors are able to identify the impact of school initiatives in reducing the risk in focus areas of the school.		All leaders are effective in raising attainment and achievement in all subject areas enabling children to meet the targets set and end of key stage results are to improve to be in line with national expectations.  Governors are able to demonstrate the impact of their input into securing rapid and sustainable improvement.

### Change Control:

Date	Section	Change	Approved By