



Cheshire Academies Trust  
*Collaboration and Creativity*

# **ACADEMY IMPROVEMENT**

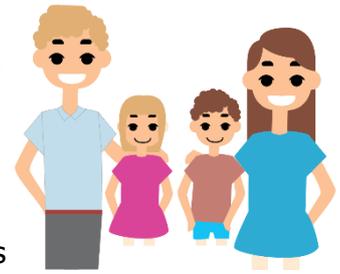
Categories and Support mechanism

2020-2021



## Vision:

To grow our community of academies in order to deliver collaborative approaches to academy improvement while providing rich creative experiences for children to enjoy and remember.



## Overview

In line with National Policy and the Vision of the Cheshire Academies Trust this strategy identifies how it will work with individual academies and the collective group of academies within the Trust to ensure that every academy in the Trust provides a good quality of education for its pupils and community.

At the heart of our academy improvement strategy is a commitment to facilitate partnership working between all Trust academies, encouraging each to become self-evaluating and outward looking. We will support and challenge all academies to become self-improving academies, committed to an academy-led system, in order to promote and secure:

- At least good levels of achievement for all children with many children achieving outstanding outcomes
- High quality teaching for all children
- An effective curriculum that is matched to the needs of our children in every academy
- Removal of barriers to learning so that all children are enabled to achieve
- Effective leadership at all levels in all levels
- Access to high quality and targeted professional development for staff at all levels, enabling sustained and continual improvement
- The nurture of professional talent in all spheres of academy related work, supporting the development of a talented workforce in line with future succession planning needs of the Trust
- Expectations of and opportunities for the identification and dissemination of effective practice and engagement in academy, inter-academy, local, national and international research and development opportunities
- High quality ITT training in order to develop a consistent and highly skilled supply of future teachers and leaders developed from Cheshire Learning and Teaching Alliance.
- Safe Academies with fair access to learning
- A wellbeing provision to meet the needs of all learners
- Affordability and value for money

## Beliefs & Values for our Academy Improvement Strategy

When carrying out its academy improvement role Cheshire Academies Trust will:

- Hold in regard the varying degree of autonomy of individual Trust academies, in line with their category of need and their readiness for self-improvement, valuing their self-evaluation and taking into consideration peer- evaluation, together with Principal updates on performance and priorities.
- Create, maintain and foster strong relationships between member Academies and the Trust through Principal and Leadership learning networks
- Promote an academy-led system as the principle driver for constructing sustainable academy improvement, for sharing good practice and for purposes of accountability.
- Further the equality of opportunity across the Trust as a whole, aiming to eliminate discrimination through fostered, good relationships. All Academies are expected to deliver a strong core offer for pupils.
- Intervene for improvement at the earliest opportunity, ensuring effective diagnosis of areas of concern.
- Commission/provide bespoke support and intervention programmes in line with an agreed plan, to eradicate the areas of concern as a matter of urgency
- Encourage a genuine sense of shared responsibility with all partners, including children, parents and other stakeholders, in relation to behaviour for learning, attendance and wider areas such as safeguarding
- Take into account the full range of factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration to identify, share and further develop outstanding practice
- Support Academies in their provision for vulnerable learners, both within and beyond the academy setting

- Ensure every child in the trust truly matters and their needs and aspirations remain central to all the decisions made

## Overview of Roles and Responsibilities

### Principals

Principals are responsible for providing high quality leadership of their academy and, as a minimum, meeting the national standards for Head teachers. Principals are also part of the senior leadership of CAT and they have collective responsibility for supporting other academies and leading activities throughout CAT.

### Local Governing Boards/Academy Improvement Boards

Every CAT academy will have either a Local Governing Board and/or an Academy Improvement Board. Responsibilities of each are defined within the Trust's Scheme of Delegation.

### CAT Academy Trust Central Team and Directors

The CAT Academy Trust has overall responsibility for ensuring each academy in the Trust provides the best possible education for all children in their care and for supporting and challenging Principals and governance in relation to their roles and responsibilities. In order to achieve this CAT ensures that it knows its academies well, including individual strengths and priorities for development. In response to this CAT provides support and challenge for individual academy teams proportionate to our assessment of need. CAT will be involved in:

- Reviewing a range of performance data collected each term in every academy which identifies areas of development for Leaders and Principals from which to take action on.
- Monitoring the outcomes and impact of recent professional reviews, including the work of senior and middle leaders, peer reviews and external reviews, including Ofsted Inspections and interim HMI assessments
- Supporting individual Principals to identify/agree risks or priorities for development and monitoring the impact of the action taken against agreed action plan priorities
- Where standards are judged at being less than good, to develop CAT Raising Achievement Plans (RAPs) which identify the relevant support and intervention required for every Trust academy, ensuring appropriate support and challenge in order to achieve sustained improvement. Where significant additional support is required to rapidly improve standards the individual academy is required allocate additional funding to cover the cost to the central Trust.
- Agreeing and providing CPD and Leadership Development opportunities in line with national priorities or the collective priorities of Trust academies.
- Prioritising and focusing academies to support leadership succession and the career development of current leaders and potential future leaders.
- Monitoring the performance of CAT as a whole to identify strengths and areas for improvement across CAT, and developing and implementing CAT Improvement Plans that are designed to address weaknesses and build upon key strengths in individual academies.

The Academy Improvement Team within the CAT includes:

### Chief Executive Officer

The CEO has overall responsibility for ensuring all academies in CAT continuously improve and that the overall targets for the Trust and individual Trust academies are achieved. The CEO is responsible for ensuring the positive impact of educational initiatives through the appraisal of Principals and Central Teams. In response to this the CEO has a key responsibility to ensure that the Trust recruits, develops and retains high quality leaders who are responsible for driving academy improvement for individual academies and for the Trust as a whole. This includes responsibility for Trust succession planning and CPD strategy and for leading the CAT Senior Leadership Team and ensuring that all other meetings are facilitated effectively.



### **CAT Board of Directors**

The CAT Directors are responsible for holding the CEO to account in relation to its responsibilities, with particular regard to academy and Trust compliance with statutory and legislative requirements, and in ensuring standards in Trust academies improve or remain at outstanding. The Board receives a School On A Page or SOAP which identifies attainment, progress, quality of teaching and attendance for each academy. CAT Directors have delegated clearly defined responsibilities to academies that have Local Governing Boards (LGB) in line with the Scheme of Delegated Authority (SoDA) for each individual academy. The Board of Directors retains overall responsibility for decision making in relation to CAT. The Board undertakes its duties through Standards and Resources committees which involve Directors holding the CEO and CAT central team to account and monitoring the effectiveness of the school improvement work of Principals and their teams as well as local governors.

### **Internal Partners**

All Trust academies are expected to fully engage and exploit the links with our internal partners in our organisations to support academy improvement needs. These are currently:

### **CLTA - Teaching Academy Alliance**

Academies utilise CLTA's national and regional links for CPD and research as well as working with other Academies outside of the Trust for external development.

### **Research and Innovation**

All Trust academies have a designated 'Research Champion' in place who keeps abreast of good practice development. They use the learning and outcomes from this to drive research in their own academies and develop best practice through joint working with other Trusts and teaching academies. Teachers are heavily encouraged to join the Chartered College of Teaching. CAT's policy is to release staff to engage with this work.

### **Senior and Middle Leadership Training**

Trust academies value the opportunities for facilitated leadership training through NPQEL, NPQML, NPQSL and NPQH national leadership programmes provided by CLTA and other external facilitators.

### **External Partners**

#### **Regional Academies Commissioner (RSC)**

The RSC adjudicates applications for schools that wish to join our Trust and liaises with the CEO and Trust Directors regarding approval of new academies joining the Trust and sponsorship of academies requiring significant additional support. The RSC maintains oversight of Trust standards and liaises with the CEO regarding development of the Trust.

### **The Local Authority**

We work with Cheshire West and Chester and Cheshire East Councils in relation to their central responsibility for SEND and Safeguarding in all academies. CAT has strong links with professional bodies such as CWAPH (Cheshire West Association of Primary Headteachers) in order to facilitate links and undertake academy improvement work.

### **CAT Academy Trust Academy Improvement Procedures**

In line with its responsibilities as identified above, the Trust is responsible for ensuring that all Trust academies fully understand the procedures that will be followed by the trust in order to bring about continual academy improvement, either through the individual academy's own ability to self-improve or through relevant support and intervention.



## Core Support

All Academies in the CAT will receive 'core support' from the Trust which will be six visits per year (one each half term) from the CEO. The length of these visits will vary between half day and a whole day dependent on the needs of the individual academy and its ability to demonstrate its effectiveness in being a 'self-improving academy'. Additional support will be targeted by the Principal in line with the priorities the Trust or the academy has identified and recorded in the academy's strategic plan (Raising Achievement Plan/Strategic Plan). Academies are required to utilise up to £5K funding within their budget each year to cover the cost of any additional CAT support required.

All '**Core Support**' visits may focus on the following depending on the priorities identified through the academy's own self-evaluation and quality assured by the CEO:

- Whole academy standards, focussing on termly academy data analysis submitted via SOAP and updated through Insight online assessment system on a termly basis, including achievement and progress of vulnerable groups and other relevant data tracking/ monitoring priorities, including specific discussion of priority areas – EYFS outcomes, Y1 phonics, Y2 and Y6 assessments tasks and tests.
- Leadership reviews including assessments on the impact of senior and middle leadership within an academy.
- Reviews of the quality of teaching and learning alongside senior leaders to quality assure judgements and validate self-evaluation.
- Review of academy improvement planning and moderation of the impact on pupil outcomes of actions.
- Moderation of academy Self-Evaluation Document.
- Middle and Subject Leadership documentation and impact.
- Review impact of initiatives and actions to improve behaviour and attendance.
- Review of Trust Systems within academies, including termly Safeguarding audits and website compliance.

### Collaboration Review Process

All academies will also have an annual Collaboration Review visit. This will be undertaken in partnership with the academy's Principal and potentially other senior staff from within Trust who will offer support and capacity to the process. The purpose will be to support Principals in evaluating either the overall quality of education or more likely an aspect which has been identified as requiring improvement through their own self-evaluation. This may be Early Years or teaching in mathematics as examples.

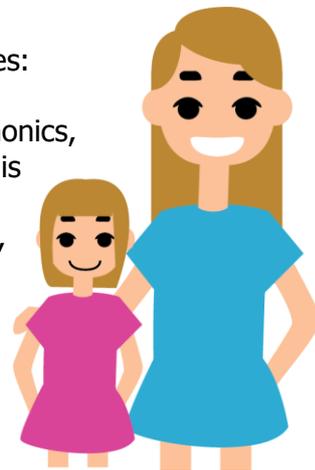
In all cases where **Collaboration Review** visits are taking place the following protocols will be followed:

- The review will be led by the CEO and will be conducted in the spirit of partnership between the academy involved and seek to validate their own judgements
- The Principal and senior staff of the academy being reviewed will be invited to partner peer reviewers in all activities.
- The academy being reviewed will have access to all review reporting templates (the report format will cover areas of the Ofsted Inspection Framework).
- Principals will be asked to provide a copy of their Academy Improvement Plan and a range of Self –Evaluation documentation prior to the visit.
- A desk top analysis including the academy's evaluation of their performance, will take place by the CEO and partner Principal prior to the visit.
- During the review the CEO will validate the academy's self-evaluation, using evidence from the academy's data, their monitoring/evaluation records and outcomes from the review process
- The Trust will have access to all Peer Review reports and may seek clarification on any aspects of the process in individual Academies from the CEO or Principals.
- The outcome of the review will be to substantiate leaders own judgements about the overall quality of education and/or (more likely) one aspect of the academy's school development plan.

## Additional Support/ Intervention

Additional support for individual academies is determined by one of the following routes:

- Outcomes identified through STAR testing, analysis of statutory testing (EYFS, Phonics, Year 2 SATs, Year 4 times table check or Year 6 SATs) demonstrate the academy is not meeting the national standards or the Trust's own KPIs for outcomes.
- An individual academy, as part of its own self-improving academy processes, identifies that it would like additional, external academy support in a particular area.
- An academy is a 'Requires Improvement' academy (Category 3) or is a 'Category of Concern' academy (Category 4) therefore has a support/intervention plan which is driven by the Trust.
- Academy is a 'Good' or 'Outstanding' academy but has been identified as 'at risk of slipping a category' and therefore requires additional intervention/support in order to prevent this. (this may be in only one area of the academy's practice)
- As part of the due diligence procedures for a new academy joining the trust it is identified that additional support is required initially.
- As part of a new academy development a support plan is required for its development.



Additional support requires additional resources. It is anticipated that individual academies will be required to cover the majority of the cost of the additional support, although in some cases, where additional funds have been made available to the Trust, then this support may be wholly or partly funded centrally. Each CAT academy ring-fences a minimum of £5000-£10,000 each within their budget to cover the potential cost of additional support – this will be agreed as part of the budget setting process. The CEO works with individual academies to assess the type and amount of additional support required and the cost involved and to agree the source of the funding required at the start of the academic year. This forms the central part of each academy's CAT RAP where the additional academy improvement support is identified.



## CAT Categorisation of Academies

In order to support Trust academies in understanding the interim judgement for their academy during the Ofsted Cycle, and the level of support and intervention which will be provided, the current Ofsted Categorisation has been employed and extended. The interim judgement will be agreed with Academies on a termly basis, with interim judgements being discussed within the academy visit structures and Principals reports to the LGB's and Trust board.



OFSTED Category (last Ofsted Inspection)	CAT Judgement Categorisation	
Outstanding	Developing Outstanding	Secure Outstanding
Good	Developing Good	Secure Good
Requires Improvement	At Risk of Inadequate	Secure RI
Serious Weakness or Inadequate	Inadequate	Serious Weaknesses

## Academy Improvement/ Development Plans

All Trust academies are required to have an Academy Development Plan to support them in their ongoing improvements, or in the case of outstanding academies, in maintaining their 'outstanding judgement'. This plan must be agreed with their Principal and noted by their LGB or Academy Improvement Board. Depending on the Ofsted Category of the academy, and taking account of any concerns which the individual academy or the Trust may have in relation to the academy 'being at risk of slipping a category' the plan will either be:

- Good and Outstanding academies identified as 'at risk of slipping a category' – areas identified as a concern and placing the academy at risk of slipping a category will be required to identify additional support provided by CAT using the CAT RAP form. The impact of actions taken will be monitored by the CEO and any collaboration reviews. The outcomes will be used to inform judgements, trust categorisation of the academy, and future priorities for development.
- Requires Improvement and Academies Causing Concern (including sponsored academies) – A more detailed CAT RAP Plan will be developed between the academy and Trust and will include a range of 'additional Trust support' provided in order to bring about more rapid academy improvement. The actions and impact of the CAT RAP will be monitored on a regular basis, as outlined in the plan, and will be used to inform judgements, trust categorisation of the academy, and future CAT RAP Plan priorities for development. Funding for the additional support will either come through the academy budget allocation if £5,000 - £10,000.

## Academies Causing Concern - CAT Procedures

Where an academy is identified as 'causing a concern' either as a result of the category the academy is placed in by Ofsted or as a result of concerns being identified/raised by the Trust, then the academy is required to work in partnership with the Trust to address the concerns, to ensure appropriate levels of progress are made. If it is felt that the required level of progress is not being made or there are serious concerns in relation to the way the academy is managed or governed which are likely to prejudice standards or performance, then appropriate action/intervention will be taken by the CEO/Chair of the Trust Board. Whilst CAT hopes that this action will not be necessary it has a responsibility to ensure all Principals and governors understand the steps which will be followed by the Trust should there be concerns which they feel are not being addressed.

The following procedures are identified in relation to academies that are judged by CAT to be operating at Ofsted category 3 or 4 in any area of the inspection judgements. The need for intervention has been assessed in relation to different levels of concern. It should be noted that should similar concerns re-occur within two years then the level of intervention will re-start at the same level as previous concerns were addressed e.g. if an academy was previously receiving intervention at Level Two and was then identified as making improvements in line with expectations – then 18 months later similar concerns arise, action will again be taken in line with Level Two.

## CAT Category 3 or Category 4 Academy *(in the majority of cases this may be a sponsored academy)*

CAT Due Diligence Procedures (including QA Review) to understand priority development needs of the academy
CAT Raising Achievement Plan to identify support/ intervention Plan developed by CEO, implemented and monitored
<b>Level 1</b>
There are concerns about the implementation of the plan and monitoring identifies insufficient progress. The causes of this are identified. The CEO explains to the Principal the urgent need for these to be addressed. The CAT RAP is amended by the CEO/Principal to reflect any additional support required and the funding source.
<b>Level 2</b>
The concerns identified earlier remain and are explained by the CEO to the Principal. Concerns are shared by the CEO with the Chair of LGB. The CAT RAP is amended by the CEO/Principal to reflect additional support required and the funding source. Principal Performance Management Interim Review notes acknowledge CEO concern at lack of progress.
<b>Level 3</b>
The weaknesses in the school are such that formal capability procedures will be put in place - CEO develops a formal support plan for the Principal identifying support, actions to be taken, expected outcomes and timescales. CAT RAP is amended by the CEO and Principal to reflect any additional support required and funding source.
<b>Level 4</b>
The weaknesses are such that urgent action is taken by the CEO possibly including formal capability procedures for the Principal and potential changes in leadership at HT and governance level.

### Effective use of Data

It is vital that every academy has effective procedures in place for assessing learning outcomes, gathering, tracking and analysing data. Academies set realistic and aspirational targets relating to % of pupils expected to reach age related expectations by the end of the academic year in every cohort. These are reported on the academy's SOAP document. Academies report each year group's assessment outcomes of the % of pupils on-track to achieve age related expectations each half term on their SOAP document. Termly common format reporting by each academy to CAT enables the Trust to closely monitor standards in each academy and to identify both whole Trust and individual academy improvement/development priorities. If data tracking and analysis identifies areas for development these are addressed with the CEO through CAT's academy improvement support mechanisms as a matter of priority. Individual academies are responsible for setting targets based on high expectations of progress from pupils' starting points. Targets must be agreed, and progress towards them monitored by the academy's Principal and the CEO. In addition to academy-based performance targets, all Trust academies will be required to set targets in line with the collective Key Performance Indicators (KPIs) of the Trust. Principals will also identify minimum expectations for each cohort and aspirational targets. The CEO is responsible for ensuring that individual academies set appropriately challenging targets and therefore will have a responsibility for 'signing off' these targets at the beginning of each academic year and for agreeing with the Principal to revise them upwards should better than expected progress be made within the academic year. In response to 'signing off' the aspirational targets for individual trust academies, CAT will convert these into CAT targets, which will then be approved by the Board of Directors. Information in relation to CAT targets will be provided for Principals and LGBs.

Individual academy data is gathered from academies in line with the following:

- EYFS baseline information in first half of Autumn Term
- Termly summary of attainment in relation to % pupils in each KS1 and KS2 year group on track to achieve age-related expectations at the end of the academic year in Reading, Writing, Grammar, Maths and RWM Overall (phonics also included in Y1 and Y2 half termly data gathering)
- Termly summary of % of EYFS on track to attain age related expectations in major areas of ELG
- Termly summary of quality of teaching across the academy
- Half term summary of attendance, behaviour and pastoral information
- End of year data gathering in relation to National assessments in EYFS ELGs, Y1 phonics, Y2 and Y6 core subjects
- Annual analysis of academy based data and CAT profile relating to EYFS ELG, KS1 and KS2 core subjects overall and the performance of pupil groups compared to National expectations and averages
- Annual analysis of IDSR, FFT and ASP information completed by Principals when data is received by academies are submitted to the CEO. Action plans from DfE and FFT information will be established, identifying areas of need and solutions.

Where an academy is causing concern additional data will be used in order to monitor progress being made and the impact of any additional support. Additional data requirements will be identified by the CEO and other CAT staff as part of the monitoring process.

In response to the analysis of data from individual academies in relation to the Trust KPI targets, progress will be monitored with relevant information being shared with Principals. This will be achieved through half termly strategic Principal meetings (overview information), and through individual discussions with Principals within visits, as part of an additional support package, or within additional meetings. Information in relation to progress in line with CAT targets, the progress of individual academies, and the risks and actions to be taken in response to any areas of underachievement will be provided to the CAT board - Standards Sub Committee. Headline information will be provided to the Board of Directors on a termly basis through the CEO via the SOAP and Insight reports.

### **Validation of Judgements**

Termly opportunities are provided for core curriculum subject leaders to work together to moderate and validate the accuracy of teacher assessment outcomes and to ensure accuracy and consistency regarding judgements about levels of attainment and progress across all academies. Termly opportunities are also provided for year group teachers to meet within clusters to moderate the quality of outcomes of work in core subjects from every academy. Support and opportunities for sharing good practice in relation to raising standards through effective planning, delivery, feedback and assessment is also provided in relation to key groups such SEND and any other priority focus groups identified.

Pupil outcomes and progress in relation to agreed targets is a key focus of appraisal of teachers and leaders. In response to this, where there are areas of underachievement then discussions/scrutiny of performance management outcomes in relation to relevant teachers/leaders may be included in the academy visits or as part of provision of additional support.

### **Continuing Professional Development (CPD) and Leadership Development**

Training and support is provided for all Trust staff in line with the agreed priorities as identified in the Trust Strategic Development/Partnership Plan.

### **Communication/Reporting**

The following information identifies the systems used by CAT to communicate with relevant groups.

#### **Principals/ Academy/ Governors**

- **Strategic Senior Leadership Team Meeting (three weekly)** – chaired by the CEO  
Provides opportunities for information to be shared and discussed relating to Trust policy and practice. Aspects of good practice are shared through time set aside for joint practice development, and collective priorities are discussed and agreed. This meeting also provides the opportunity for any updates and training in relation to Academy Inspection Framework to be provided, including clarity and moderation regarding judgements.
- **Annual Strategic SLT Development Meeting**  
This is held during the summer term to share strengths and areas for development in relation to individual academies and the Trust, and agree the collaboration priorities for development.
- **Principal meetings with individual academies (frequency dependent upon academy categorisation and need, but at least half termly)**
- These will be to monitor the accuracy of information submitted through the academy's SOAP document and the CAT categorisation of the academy based on the CEOs analysis of information from visits and submitted by the academy.
- **Annual Peer Review**
- **Additional Support** – in line with identified needs agreed plans.
- **Attendance at individual academy Governor Meetings** – as appropriate, and in line with additional support identified as part of the CAT cause for concern procedures.
- **Attendance at Trust Governance Conference** - attendance at key training sessions for governance as identified by the CEO, Trustees, LGBs or the Director of Operations.
- **Termly CEO report to the Board of Directors** – detailing overall strengths of Trust academies together with any significant concerns and impact of actions taken, linked to Principals reports.

- **Annual evaluation of the impact of CAT** – analysis against Key Performance Indicators in CAT Strategic Plan and comparative performance of Trust academies with benchmarked Trusts - summary information provided for Principals and governors of all Trust academies.

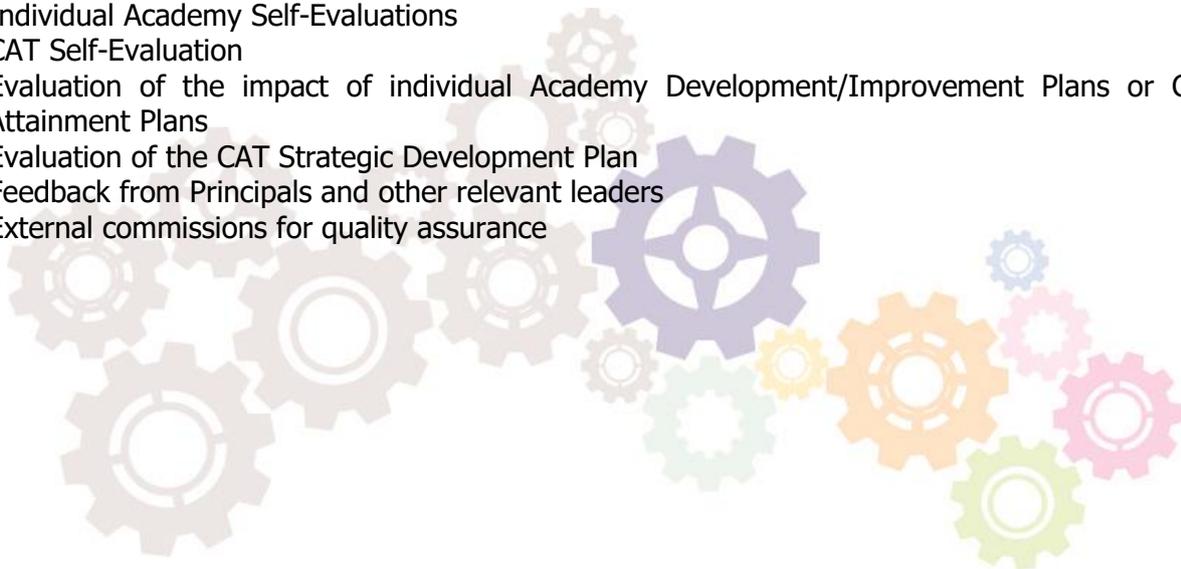
#### **Other Trust and External Leaders**

- **Meeting/discussion with System Leaders** - in line with the delivery of support/ intervention within the agreed CAT Raising Achievement Plan. This will include discussing areas of concern/areas for development and receiving feedback about the impact of support on progress
- **Discussions with DFE/ RSC/ Ofsted/ EFA/ Local Authority** – in relation to the CAT and individual academies (as appropriate). The discussions may be instigated by the DFE/ RSC/ Ofsted/ Local Authority with CAT and in such cases information will be shared with the relevant Principal (and Chair of Governors if appropriate). Where the discussion is instigated by CAT then the Principal (and Chair of Governors if appropriate) will have been informed of this prior to this discussion taking place, unless it is felt that by doing so it would interfere with safeguarding procedures or is felt that it would interfere with the smooth running of the academy. Any relevant information in relation to these discussions will also be shared with the Chair of the Board of Directors and/or the relevant CAT Committee.

#### **Monitoring of the impact of the Academy Improvement Strategy**

The effectiveness of the CAT Academy Improvement Strategy is monitored through:

- Progress in relation to targets – individual academy targets and CAT targets
- Progress of individual academies in relation to CAT Categorisation and Ofsted Outcomes
- Individual Academy Self-Evaluations
- CAT Self-Evaluation
- Evaluation of the impact of individual Academy Development/Improvement Plans or CAT Raising Attainment Plans
- Evaluation of the CAT Strategic Development Plan
- Feedback from Principals and other relevant leaders
- External commissions for quality assurance



## APPENDIX 1

### CAT CLUSTER LEADER ANNUAL VISITS SCHEDULE

In line with Section 4 of the CAT Academy Improvement Strategy, and as part of CAT core offer to academies, visits to each academy within the Trust are at least once each half term for up to a full day to support continuing academy improvement. The schedule shows aspects of the focus of academy development within each meeting. This is a guide – individual academy needs will always drive the visit focus.

DATE	VISIT FOCUS – to include
<b>AUTUMN TERM 1</b>	<ul style="list-style-type: none"> <li>• Principal Performance Management – final review of previous year’s progress and agreement of objectives for current year</li> <li>• Agree content of Academy Development Plan ensuring it is matched to need and resourced to have impact</li> <li>• Review of academy SEF</li> <li>• SOAP document – target setting based on previous outcomes and expectations for the year</li> <li>• Joint learning walk with Principal to all classes and areas of the academy – effectiveness of learning environments; behaviour and attitudes of pupils in lessons; behaviour at unstructured times of day (break / lunch)</li> <li>• End of Summer Term data and target setting review</li> <li>• Single Central Record check- Safeguarding visit</li> </ul>
<b>AUTUMN TERM 2</b>	<ul style="list-style-type: none"> <li>• Staff Performance Management Review – robustness of review of previous year and of objectives set for current year, application of Pay Policy</li> <li>• SOAP Review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps</li> <li>• Pupil progress – specific pupil groups / interventions in place to support learning</li> <li>• Joint observation of teaching and learning, including evidence in books</li> <li>• Curriculum focus- design and implementation</li> <li>• Follow up on outcomes of ICT Website Compliance check, including Pupil Premium and Sports Premium statement reviews</li> </ul>
<b>SPRING TERM 1</b>	<ul style="list-style-type: none"> <li>• Academy Development Plan - review of impact on progress and development</li> <li>• Outcomes review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps</li> <li>• Further curriculum discussion- what has been the impact?</li> <li>• SEF review</li> <li>• Focussed joint Learning Walk / Lesson Observation including evidence in books</li> </ul>
<b>SPRING TERM 2</b>	<ul style="list-style-type: none"> <li>• Principal Performance Management Interim Review</li> <li>• Review of academy SDP- how is it going? What has been the impact?</li> <li>• Outcomes review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps</li> <li>• Outcomes of staff interim Performance Management reviews; next steps</li> <li>• Joint observation of teaching and learning, including evidence in books</li> <li>• Staffing plan for following academic year – update / development</li> </ul>
<b>SUMMER TERM 1</b>	<ul style="list-style-type: none"> <li>• Outcomes Review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps</li> <li>• Joint learning walk with Principal to all classes and areas of the academy – effectiveness of learning environments; behaviour and attitudes of pupils in lessons; behaviour at unstructured times of day (break / lunch)</li> <li>• Academy Improvement Plan review of impact of actions</li> <li>• Academy Improvement Plan – developments and resources necessary to achieve impact on standards in the following academic year</li> <li>• Organisational plan finalised for following year</li> </ul>
<b>SUMMER TERM 2</b>	<ul style="list-style-type: none"> <li>• Academy Improvement Plan – ideas for following year</li> <li>• SOAP review - standards of attainment and progress in all year groups – including specific pupil groups</li> <li>• Impact of interventions for all pupil groups and planning for following year</li> <li>• Academy organisation for following year finalised</li> </ul>