

# Willoughby Academy Development Plan 2020 - 2021



## Academy Development Plan

	Overall Objective:	Areas of focus:
<b>Maximising Performance</b>		
<b>Leadership and Management</b>	Leadership at all levels evolves and develops in line with the changing needs of the Academy and Trust.	<ol style="list-style-type: none"> <li>1) Review and (where required) reform the Senior Leadership Team to meet the changing needs of the Academy and Trust.</li> <li>2) Review and (where required) reform the Local Governing Body work to meet the changing needs of the Academy and Trust.</li> <li>3) Further the pedagogical knowledge and understanding in the core subjects of Reading and PSED for all staff.</li> </ol>
<b>Maximising Effectiveness</b>		
<b>Leadership and Management</b>	Leaders take responsibility for the professional and personal development of their colleagues.	<p>Willoughby engagement in the Trust wide Coaching group and strategy.</p> <p>Willoughby engagement in the Trust wide Wellbeing group and strategy.</p> <p>Develop and further middle leadership skills.</p>
<b>Maximising Learning</b>		
<b>Quality of Education: Intent.</b>	Adopt a clear framework for curriculum intent.	7) Provide a clearly defined curriculum intent.
<b>Quality of Education: Implement.</b>	Adopt a clear framework for curriculum implementation.	<ol style="list-style-type: none"> <li>8) Develop an ambitious, broad, inclusive curriculum.</li> <li>9) Cultivate a coherent, sequenced and cumulative curriculum.</li> <li>10) Ensure reading attainment is regularly assessed and gaps addressed effectively.</li> <li>11) Further phonic knowledge and language comprehension in all staff.</li> </ol>
<b>Maximising Values</b>		
<b>Behaviour and Attitudes</b>	Further and sustain a flourishing learning community.	<ol style="list-style-type: none"> <li>12) Implement a whole school rewards programme (behaviour and academic).</li> <li>13) Ensure parental feedback is regularly attained, appraised and acted upon.</li> <li>14) Improve attendance rates across the school, particularly known groups.</li> </ol>

<b>Personal Development</b>	Promote and cultivate best practice in developing pupil's cultural capital.	<p>15) Develop the PSED and whole school curriculum to further include SMSC and British Values and skills for life.</p> <p>16) Evolve the PSED and RSE curriculum to develop pupil's character, through the Willoughby curriculum.</p> <p>17) Provide lunchtime, after school and enrichment opportunities for all pupils.</p>
<b>Priory Baccalaureate</b>		
<b>Quality of Education: Impact</b>	Develop an agreed framework to assess the impact of the Willoughby curriculum.	<p>18) Willoughby engagement in the LCC, SEND supported internships programme.</p> <p>19) Provide a clear and effective transition programme for all pupils joining and leaving Willoughby.</p> <p>20) Ensure that all pupil achievement is appropriately recognised at the end of each academic year.</p>

## Maximising Performance

### Leadership and Management

**Objective:** Leadership at all levels evolves and develops in line with the changing needs of the Academy and Trust.

#### Success Criteria:

- 1) Review and (where required) reform the Senior Leadership Team to meet the changing needs of the Academy and Trust.
- 2) Review and (where required) reform the Local Governing Body work to meet the changing needs of the Academy and Trust.
- 3) Further the pedagogical knowledge and understanding in the core subjects of Reading, Numeracy and PSHE for all staff.

	Module 1/2	Module 3	Module 4	Module 5	Module 6	Lead	Monitor
1	Appraise SLT roles and responsibilities.	Refine roles as required.		Confirm roles and responsibilities for coming academic year		JRH	IXJ

#### Evaluation

October 2020

- In Modules 2, 2019 BHa was seconded into the SLT - supporting across behaviour, attitudes and personal Development. This was due to staff illness.
- SLT roles and responsibilities have been discussed and confirmed for this academic year.
- VBi has had a change in job title, to Deputy Headteacher.

December 2020

- SLT has continued to function throughout the pandemic.
- Roles and responsibilities are clearly defined.
- NPr has begun her NPQSL studies.

February 2021

- SLT has continued to function as previously, throughout the pandemic.
- NPR continues with her NPQSL studies.

2	LGB meetings operate as planned	Appraise LGB meetings and required supporting documentation	Appraise LGB meetings and required supporting documentation	Recommend appropriate changes to LGB operation	Confirm LGB structural and operational changes for the new academic year	JRH	IXJ
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#### Evaluation

October 2020

- The Governing Body set up meeting took place in September 2020.
- Parent Governor vacancies have been advertised.

December 2020

- Ian Jones to speak to the Governing Body in December to give guidance on the role of the LGB.
- Four new LGB members have been appointed.

February 2021

- Ian Jones spoke to the Governing Body in December 2020, giving guidance on the role of the LGB.
- The Priory handbook with LB guidance, was resent to all LGB members.

3	Reading focus for all staff and pupils.	White Rose numeracy CPD for all staff.	LCC PSED CPD for PSED lead.	Staff training in PSED curriculum and delivery.	End of year assessments in core subjects.	VB	JRH
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**Evaluation**

October 2020

- Reading CPD was undertaken by all staff in September 2019. Further CPD took place in December 2020. An increasingly common approach to teaching reading is apparent across the school.
- All classes have a dedicated reading corner. Staff must read to pupils daily. There has been significant investment in age-appropriate reading materials.
- Teaching staff have accessed the online White Rose numeracy CPD. This is will compulsory for all staff in Module 2.
- A new PSED lead has been identified.

December 2020

- Reading continues to be a focus of all classes and pupils.
- Investment in reading material continues.
- In Module 3, the literacy lead will be KWi supported by VBi.
- All teaching staff to whom it is relevant, have been accessing White Rose numeracy CPD.
- Nicola Hill is now leading PSED.

February 2021

- KWi has begun as the Literacy lead, supported by VBi.
- NHi has attend PSHE course, specifically for SEND schools.

<b>Maximising Effectiveness</b>
<b>Leadership and Management</b>
<b>Objective:</b> Leaders take responsibility for the professional and personal development of their colleagues.

**Success Criteria:**

- 1) Willoughby engagement in the Trust wide Coaching group and strategy.
- 2) Willoughby engagement in the Trust wide Wellbeing group and strategy.
- 3) Develop and further middle leadership skills.

	Module 1/2	Module 3	Module 4	Module 5	Module 6	Lead	Monitor
4	Staff attendance at relevant training	Continuation of coaching programme	Continuation of programme		Review of impact  Planning for next academic year	BH	JRH

**Evaluation**

October 2020

- Coaching Champion identified – BHa. Attended coaching training in Nov 2019.

December 2020

- NHi to become the coaching Champion in January 2021.

February 2021

- There has been no Coaching CPD this half term.

5	Staff attendance at relevant training	Start of wellbeing programme	Continuation of programme		Review of impact  Planning for next academic year	SS	JRH
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**Evaluation**

October 2020

- Wellbeing Champion identified – SSt. Attended wellbeing training in Nov 2019.
- Wellbeing initiatives throughout the school including time to chat, counselling, HR clinic, thank you Friday.

December 2020

- Wellbeing initiatives have continued including end of term Christmas Quiz and secret Santa.
- All individual QA meetings with staff have included a wellbeing element.
- Regular contacts with pupils and staff who have had to self-isolate, have continued.

February 2021

- Regular contact with staff who have had to self-isolate, continues.
- Mindful of the national lockdown. All staff are encouraged to leave early. Teachers' meetings are scheduled for later in the day and via Teams.

6	Evaluation of training requirements	Appropriate middle leaders training	Appropriate middle leaders training	Appropriate middle leaders training	Review of impact  Planning for next academic year	JRH	VB
<p><b>Evaluation</b></p> <p>October 2020</p> <ul style="list-style-type: none"> <li>Middle leaders/subject leaders identified. Specific CPD through teachers' meetings and coaching programme in Spring 2020.</li> </ul> <p>December 2020</p> <ul style="list-style-type: none"> <li>Middle leader meetings/training occur every Tuesday. Focuses have included EHCP's, Team responsibilities, use of Tapestry and pupil pastoral support.</li> <li>Middle Leader Quality Assurance meetings have taken place in December. This have included specific 1:1 guidance and support.</li> <li>JCo has begun her NPQML studies.</li> </ul> <p>February 2021</p> <ul style="list-style-type: none"> <li>Weekly Teachers Meetings continue to be the medium through which Middle Leader training continues</li> <li>JCo continues with her NPQML studies.</li> </ul>							

<b>Maximising Learning</b>							
<b>Quality of Education: Intent</b>							
<b>Objective:</b> Adopt a clear framework for curriculum intent.							
<b>Success Criteria:</b> 4) Provide a clearly defined curriculum intent.							
	<b>Module 1/2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>	<b>Lead</b>	<b>Monitor</b>
7	Disseminate curriculum leader expectations  Confirm whole school curriculum intent	Confirm whole school curriculum structure  Monitor curriculum leaders – review progress	Support staff developing individual curriculum areas  Feedback developments to LGB	Support staff developing individual curriculum areas	Support staff developing individual curriculum areas  Feedback developments to LGB	VB	JRH

Confirmation of individual subject curriculum intent statements							
Ensure website is up to date							
Feedback developments to LGB							

### Evaluation

October 2020

- Curriculum leader expectations were shared in July 2020 and reinforced in September 2020.
- Whole school curriculum intent and individual subject intent has been confirmed and published on the website.
- A Willoughby school curriculum overview/pathway was written and shared with Teachers, Governors and Trustees.
- Pupils are now grouped according to specific curriculum pathways, linked to individual need.
- The Curriculum overview, structure and pathways are displayed on the website.

December 2020

- Curriculum Leaders have been allocated designated time within the school day to develop their curriculum area.
- Ofsted deep dive questions have been shared and subject leaders are familiarising themselves with Ofsted expectations.

February 2021

- Curriculum release time has had ceased, due to organisational procedures resulting from the Covid-19 pandemic.

## Maximising Learning

### Quality of Education: Implement

**Objective:** Adopt a clear framework for curriculum implementation.

**Success Criteria:**

- 5) Develop an ambitious, broad, inclusive curriculum.
- 6) Cultivate a coherent, sequenced and cumulative curriculum.
- 7) Ensure reading attainment is regularly assessed and gaps addressed effectively.
- 8) Further phonic knowledge and language comprehension in all staff.



	Module 1/2	Module 3	Module 4	Module 5	Module 6	Lead	Monitor
8	Disseminate curriculum leader expectations  Confirmation of 3-year curriculum overview for individual subjects	Forward Termly update of curriculum plans	Staff to have an inspirational forward-thinking curriculum  Forward Termly update of curriculum plans	Forward Termly update of curriculum plans	Review years plan	VB	JRH
<p><b>Evaluation</b></p> <p>October 2020</p> <ul style="list-style-type: none"> <li>• A 3-year whole school curriculum overview has been written. This is to ensure curriculum continuity and progression. Teachers have had an input as it is paramount that they have a vested interest in the curriculum that is taught.</li> <li>• Each subject area has a clearly defined 3-year curriculum overview, ensuring coverage and progression of skills.</li> <li>• The overview guides the curriculum and associated learning for each curriculum pathway.</li> <li>• Curriculum leaders are developing schemes of work linked to each pathway.</li> <li>• Curriculum leaders have additional, designated release time to support their curriculum pathway.</li> </ul> <p>December 2020</p> <ul style="list-style-type: none"> <li>• Subject curriculums continue to be refined, with a particular cross curricular focus.</li> <li>• The whole school 3-year curriculum is being delivered.</li> <li>• There has been significant investment in resources to support the new curriculum.</li> </ul> <p>February 2021</p> <ul style="list-style-type: none"> <li>• Staff continue to develop and refine the curriculum, particularly to suit home learning.</li> </ul>							
9	Support curriculum leaders in developing a cohesive and progressive curriculum	Curriculum leaders to ensure there is a progressive curriculum in place for individual subjects  Subject leaders provided with release time  Termly review of impact of curriculum	Termly review of impact of curriculum		Termly review of impact of curriculum	VB	JRH

## Evaluation

October 2020

- Subject leaders are being supported to develop curriculum files, this term the focus has been on writing a curriculum statement of intent.
- Curriculum leaders have additional, designated release time to support their curriculum pathway.
- Curriculum Leaders have dedicated meetings with Deputy Headteacher (Curriculum).
- Trust support has been utilised in both Literacy and Numeracy.

December 2020

- Curriculum Leaders are collating evidence for their curriculum files, which show the implementation and embedding of good practice.

February 2021

- All subject Leaders continue to be supported in their curriculum development.

10	CPD training for lead and selected teachers	Implement Reading Assessment	Assess progress via Assessment material		Assess progress via Assessment material	BH	VB
	Feedback to staff via teacher meeting	Baseline (selected) students	Analyse assessment data		Analyse assessment data		
	Report to LGB on curriculum progress		Report to LGB on curriculum progress		Report to LGB on curriculum progress		

## Evaluation

October 2020

- Literacy Subject lead visited another Priory Academy and discussed reading assessments in 2019.
- Relevant pupils are assessed in reading, using the Salford Reading Test.

December 2020

- In all classes for upper KS2, KS3, KS4 and KS5 all pupils (where relevant) have undertaken Salford reading age assessment.
- All classes have a designated member of staff that monitors pupils reading.
- EEF research has been shared teaching staff, with a focus on 'modelling inference'.

February 2021

- Daily reading is encouraged for all pupils. Either independently, with support or by being read to.
- Assessment data can only take place for those pupils attending on site.

11	Whole-school staff training on Phonics	Whole school meeting schedule to incorporate TA phonics training	Common Phonics folder in each class to show consistency and progression	TA specific training commences	Disseminate yearly plan of phonics progression for each class	BH	VB
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Analysis of staff feedback to identify CPD needs	Phonics tracking of progress (proforma document)	School phonics policy with statement of intent				
Lesson Observations/Scrutiny of Work						

### Evaluation

October 2020

- Phonic training and language comprehension was delivered by Donna Metcalf in 2019. This was well received by all staff. Lesson observations linked to Phonics (where appropriate) has taken place.
- Teaching staff have accessed CPD online – White Knights English Hub, this will be directed in Module 3.
- Teacher's meeting have had a specific focus on the research, evidence and recommendations of the Education Endowment Foundations.
- Whole Staff training in questioning and high-quality adult – child interactions.

December 2020

- Staff continue to monitor and assess pupil's phonics progress.

February 2021

- English lead to monitor and QA phonics folders this term.
- Whole school phonics training unable to take place due to Covid-19, policies and procedures.

## Maximising Values

### Behaviour and Attitudes

**Objective:** Further and sustain a flourishing learning community.

**Success Criteria:**

- 15) Implement a whole school rewards programme (behaviour and academic).
- 16) Ensure parental feedback is regularly attained, appraised and acted upon.
- 17) Improve attendance rates across the school, particularly known groups.

Module 1/2	Module 3	Module 4	Module 5	Module 6	Lead	Monitor
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12	To work closely with Trust focus group.  Evaluating options/good practice from other academies.	Establish an effective working party	Working party to meet regularly and develop whole school options	Working party to share ideas across whole staff	To publish a working model of whole school reward system for coming academic year	NP	JRH
<b>Evaluation</b> October 2020 <ul style="list-style-type: none"> <li>Feedback given to the Trust BaccaLaureate committee by JCo in Dec 2019.</li> <li>NPr given specific responsibility for developing a whole school rewards programme.</li> </ul> December 2020 <ul style="list-style-type: none"> <li>NPr discussing and researching whole school rewards programmes.</li> </ul> February 2021 <ul style="list-style-type: none"> <li>NPr joining the Mobilise project (25.01.21), behaviour.</li> </ul>							
13	Parental questionnaire and appraisal	Interventions as required		Parental questionnaire	Interventions as required	JRH	NP
<b>Evaluation</b> October 2020 <ul style="list-style-type: none"> <li>Parental questionnaire completed in Oct 2019.</li> <li>Online Questionnaire due in October 2020.</li> </ul> December 2020 <ul style="list-style-type: none"> <li>Online parental questionnaire emailed at the end of Module 1.</li> <li>Results very positive and available online.</li> </ul>							
14	Updated Attendance Policy and attendance target	Identify key students who require further school interventions	Monitor key students and attendance and implement interventions		Evaluate whole-school attendance rate and identify actions for next academic year	NP	JRH
<b>Evaluation</b> October 2020 <ul style="list-style-type: none"> <li>Current attendance is 89% (Sept – Mid Oct 2020). This is compared to 94% (Sept – Mid Oct 2019).</li> <li>Pupils have been supported back to full time attendance.</li> <li>3 pupils remain shielding with medical verification.</li> </ul>							

- 2 pupils are post-operative and working back to being fit to attend school.
- 2 pupils currently not attending, we are working with LCC SEND to support the pupils.
- All pupils are supported by asking for proof of medical appointments, 1<sup>st</sup> morning calls, weekly welfare calls and home visits for those who are absent long term.

#### December 2020

- Current attendance is 90.15% (Sept – December 2020). This is compared to 92.31% (Sept – December 2019).
- Pupils continue supported back to full time attendance.
- 2 pupils remain shielding with medical verification.
- 3 pupils are shielding without medical verification.
- 1 pupil currently not attending, we are working with LCC SEND and social care to support the pupils.
- All pupils are supported by asking for proof of medical appointments, 1<sup>st</sup> morning calls, weekly welfare calls and home visits for those who are absent long term.

#### February 2021

- Current attendance is 87.57% (Sept – February 2021). This is compared to 92.01% (Sept – February 2020).
- Attendance this term (January – February 2020) is 66.36%
- We have remained open to all pupils who are eligible to attend, during the national lockdown.
- 17 pupils are shielding, following medical advice.
- 25 pupils are shielding from parental choice.
- Pupil laptops have been provided, to those pupils who are able to access and requested them.
- 1 pupil long term medical absence.

<b>Maximising Values</b>							
<b>Personal Development</b>							
<b>Objective:</b> Promote and cultivate best practice in developing pupil's cultural capital.							
<b>Success Criteria:</b> 18) Develop the PSED , RSE and whole school curriculum to further include SMSC, British Values and skills for life. 19) Evolve the PSED and RSE curriculum to develop pupils' character, through the Willoughby curriculum. 20) Provide lunchtime, after school and enrichment opportunities for all pupils.							
<b>Module 1/2</b>		<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>	<b>Lead</b>	<b>Monitor</b>
15	Read RSE policy from Priory	Consult with students on RSE curriculum  Write RSE curriculum  Consultation with parents/carers on RSE curriculum	Introduce idea of Cultural capital to staff  3-year overviews to include a cultural capital column showing progression		Disseminate new policy and scheme of work to all staff  Add to website  Staff training as appropriate	VB	JRH
<b>Evaluation</b> October 2020 <ul style="list-style-type: none"> <li>• PSED and RSE coordinator identified.</li> <li>• RSE implementation date has been moved to September 2021.</li> <li>• PSED and RSE 3-year curriculum is in the process of being developed.</li> </ul> December 2020 <ul style="list-style-type: none"> <li>• RSE curriculum details updated for the new website.</li> <li>• Parental RSE information and consent letter sent home.</li> <li>• A project timetable is in place to ensure full parental consultation and project implementation.</li> </ul> February 2021 <ul style="list-style-type: none"> <li>• <a href="#">RSE coordinator attended RSE curriculum training course in January 2021.</a></li> <li>• <a href="#">Audit of staff confidence in teaching RSE devised.</a></li> </ul>							
16	Review PSED curriculum	Devise a 3 yearly curriculum overview for each class base	Monitor and review development of PSED curriculum	Feedback to staff		VB	JRH

<p><b>Evaluation</b></p> <p>October 2020</p> <ul style="list-style-type: none"> <li>• PSED and RSE coordinator identified.</li> <li>• RSE implementation date has been moved to September 2021.</li> <li>• PSED and RSE 3-year curriculum is in the process of being developed.</li> </ul> <p>December 2020</p> <ul style="list-style-type: none"> <li>• PSED curriculum details updated for the new website.</li> <li>• PSED curriculum overview currently being written.</li> </ul>							
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17	Identify current opportunities in place across the school  School council consultation	Identify opportunities to expand provision for <b>all</b> students to access	Develop provision for specific school times (e.g. lunch) and how staff/students can be involved	Continuation of lunchtime activities	Evaluate impact and plan for next academic year	JRH	IXJ
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<p><b>Evaluation</b></p> <p>October 2020</p> <ul style="list-style-type: none"> <li>• After School Football club began in September 2020. There will be one after school club per week. This was in response to parental feedback.</li> </ul> <p>December 2020</p> <ul style="list-style-type: none"> <li>• After school clubs, have had to cease due to the Covid-19 pandemic.</li> </ul> <p>February 2021</p> <ul style="list-style-type: none"> <li>• Due to the national lockdown, after school clubs have ceased. Otherwise a full curriculum is being delivered.</li> </ul>							
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<p><b>Priory Bacallaureate</b></p>							
<p><b>Quality of Education: Impact</b></p>							
<p><b>Objective:</b> Develop an agreed framework to assess the impact of the Willoughby curriculum.</p>							
<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1) Willoughby engagement in the LCC, SEND supported internships programme.</li> <li>2) Provide a clear and effective transition programme for all pupils joining and leaving Willoughby.</li> <li>3) Ensure that all pupil achievement is appropriately recognised at the end of each academic year.</li> </ol>							

	Module 1/2	Module 3	Module 4	Module 5	Module 6	Lead	Monitor
18	Engagement with programme launch	Staffing to support the programme	Close working with LCC to deliver the programme	Close working with LCC to deliver the programme	Review of impact. Planning for next academic year	JRH	VB
<p><b>Evaluation</b></p> <p>October 2020</p> <ul style="list-style-type: none"> <li>Engagement with LCC in the supported internships programme including identification of suitable pupils, supported Work Experience, completed action plan and attendance at relevant training.</li> </ul> <p>December 2020</p> <ul style="list-style-type: none"> <li>Continued engagement in LCC supported internships programme.</li> <li>Current Covid-19 pandemic has limited opportunities for work experience significantly.</li> <li>Willoughby are now part of an SEND employment cluster group.</li> </ul> <p>February 2021</p> <ul style="list-style-type: none"> <li>Internal work experience has begun for relevant pupils.</li> <li>Attendance at online SEND employment cluster meetings.</li> </ul>							
19		Publication of transition protocol	Use of protocol and refinement if required	Use of protocol and refinement if required	Extensive use of protocol and refinement if required. Review of impact	JRH	NP
<p><b>Evaluation</b></p> <p>October 2020</p> <ul style="list-style-type: none"> <li>Lead staff identified in the implementation of transitions into and out of school.</li> </ul> <p>December 2020</p> <ul style="list-style-type: none"> <li>Discussion in relation to transitions protocol and requirements have taken place.</li> </ul>							
20	Engagement with Trust's Baccalaureate steering group	Feedback to SLT and work closely with steering group to create clear pathway	Sharing information of Baccalaureate steering group with Academy's SLT to focus on clear pathways for the celebration of academic progress and accreditations	Academy working party to share potential pathways – SLT and teachers	Review feedback and work on a clear programme for next academic year 2020-21	NP	JRH



## Evaluation

October 2020

- SLT discussion and ideas in relation to end of academic year rewards programme.

December 2020

- Continued discussion in relation to end of year academic and pastoral rewards programme.