



WCAT

BELL LANE ACADEMY

AFI (Areas for Improvement)

1<sup>st</sup> September 2016 – 31<sup>st</sup> August 2017

**Areas for Improvement sign off:**

Name	Signature	Date	Title
<b>Louise Ward</b>	<i>L. E. Ward</i>	<b>2/9/16</b>	Headteacher
<b>Phil Groves</b>	<i>Phil Groves</i>	<b>2/9/16</b>	Chair LGB
<b>Anne Butel</b>	<i>J.A. Butel</i>	<b>5/9/16</b>	RDE/SPD/TIP
<b>Graham Moffatt</b>	<i>G. Moffatt</i>	<b>5/9/16</b>	RDE/SPD/TIP
<b>Julie Mills Gill Metcalfe</b>	<i>Dr Gill Metcalfe</i> <i>J Mills</i>	<b>5/9/16</b>	Moderation Panel

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

Bell Lane Academy was inspected on 24<sup>th</sup> – 25<sup>th</sup> September 2014. We achieved a grade of 'Good' across all areas.

**What does the school need to do to improve further?**

- Improve the quality of teaching further, so that all pupils make the progress they are capable of in every lesson by ensuring that work is adapted to provide greater challenge as soon as pupils are ready to tackle it.
- Raise the standards that pupils reach by providing well planned opportunities for pupils to develop their key skills in all subjects and particularly in mathematics.

**It is not yet an outstanding school because**

- In some lessons pupils do not make the progress they are capable of because activities are not adapted soon enough to provide more challenge.
- Pupils do not have enough opportunities to improve their key skills across all subjects particularly in mathematics.

**ACTION 01: Improve the quality of teaching, learning and assessment to raise attainment and improve progress rates in reading, writing and maths.**

ID	Accountable	Objective
1.1	SLT	Improve progress in reading, writing and maths to ensure that attainment for almost all groups of pupils is broadly in line with or above National Expectations for all year groups or, if below, is improving rapidly.
1.2	SLT	Underachieving pupils catch up quickly to close the gap and reach expected attainment so that they are prepared for the next stage of their education.
1.3	SLT	Staff use information about pupil's learning to plan engaging lessons which are closely matched to the learning needs of their pupils and in line with age related expectations.

**Success Criteria:**

- Success 1: A greater % of children meet 'age related expectations' in Reading, Writing and Maths across the academy.
- Success 2: A greater % of children make 'better than expected' progress in Reading, Writing and Maths across the academy.
- Success 3: Book Looks evidence consistent use of agreed 'logical learning journeys' and appropriately challenging lessons for all pupils.
- Success 4: 100% of teaching is good or better across the academy.

**ACTION: 01.01 objective: Improve progress in reading, writing and maths to ensure that attainment for almost all groups of pupils is broadly in line with or above National Expectations for all year groups or, if below, is improving rapidly.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0504	1.1.1 Shared responsibility for attainment and progress continues to be regularly reinforced.	Tracking data and pupil books show more consistent progress across the academy.	Three weekly subject staff meetings to share, agree and assess good practice starting 13.9.16.	All staff	SLT and subject leaders	SLT and subject leaders	
0510	1.1.2 Pupil Progress Meetings focus on aspirational targets	A greater % of children make 'better than expected' progress in reading, writing and maths.	Termly pupil progress meetings. 5.12.16, 27.3.17, 26.6.17.	All staff	SLT	SLT	
0202	1.1.3 CPD, including staff meetings, focusses on improving standards by securing logical learning journeys (input from AIP).	Tracking data and pupil books show more consistent progress across the academy.	Termly pupil progress meetings. Half termly SLT book looks starting 17.10.16.	AIP (KWood) SLT	SLT	SLT	
0209	1.1.4 Marking continues to be used effectively to support pupils in addressing	Tracking data and pupil books show more consistent progress across the academy.	Half termly SLT book	All staff	SLT	SLT	

	misconceptions and further securing and extending skills.		Three weekly KS meetings starting 6.9.16.				
0206	1.1.5 Staff plan and deliver tasks that allow for deeper learning for all groups of pupils.	All aspects of monitoring show appropriate tasks being provided that maximise learning. A greater % of children achieve better than expected progress.	Termly lesson observations 10.10.16, 23.1.17, 26.6.17. Half-termly book looks starting 1.10.17. Three weekly subject staff meetings.	All staff	SLT and subject leaders	SLT and subject leaders	
0301	1.1.6 Input from AIP on reciprocal reading to accelerate progress in pupil's word reading in Key Stage 1.	Reading results at the end of KSI improve. Reading journals show progress over time.	Autumn trial (KH) Spring term roll out to other KSI classes.	All staff	KH, LH	AIP SLT	

**ACTION: 01.02 objective: Underachieving pupils catch up quickly to close the gap and reach expected attainment so that they are prepared for the next stage of their education.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0507	1.2.1 Pupil Progress Meetings focus on closing the gap for any underachieving pupils.	Tracking data shows a closing of the gap from previous year.	Termly Pupil Progress Meetings.	All staff	SLT	SLT	
0202	1.2.2 Ensure that basic skills such as handwriting, spelling, grammar and calculation methods are explicitly taught more consistently.	Book looks and moderation meetings evidence consistent delivery of basic skills. A greater % of pupils achieve age related expectations or better.	Termly Pupil Progress Meetings. Half-termly book looks. External moderation meetings.	All staff	SLT and subject leaders	SLT	
0302	1.2.3 Basic skills are reinforced and secured more consistently across the wider curriculum.	Non-core book looks and pupil conferencing evidence the securing of basic skills.	Training for support staff September 2016. Non-core subject staff meetings starting 15.11.17.	All staff	SLT and subject leaders	SLT	
0306	1.2.4 Input on quality first teaching of spelling from AIP to ensure children are confident with spelling patterns and can apply them in their writing.	Visible improvement in pupil books over the year. Assessment grids show improved use of age related spelling patterns.	Staff meetings/INSET (dates to follow)	All staff AIP	KWood KH SLT	AIP SLT	
	1.2.5 To maximise the impact of the Maths Master classes intervention through tighter timetabling and monitoring.	Calculation assessments show improving outcomes for all children who attend this intervention.	Termly calculation assessments.	All staff leading intervention	JP SLT	JP SLT	

**ACTION: 01.03 objective: Staff use information about pupil's learning to plan engaging lessons which are closely matched to the learning needs of their pupils and in line with age related expectations.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0202	I.3.1 Ensure that there is no lost learning time in lessons.	Lesson observations and Book Looks will show maximum use of lesson time. Conferencing with pupils will show that there is no lost learning time.	Termly lesson observations. Half-termly book looks.	All staff	SLT and subject leaders	SLT	
0207	I.3.2 Teachers are able to effectively use resources, including the use of teaching assistants, in order to maximise learning for all pupils.	By the end of the year more children meet age related expectations and more children make better than expected progress.	INSET on developing effective use of interventions (particularly teaching assistants) October 2016.	All staff	SLT and subject leaders	SLT	
0205	I.3.3 Effective practice is shared more consistently.	Staff are provided with more opportunities to watch others and training logs record the impact of this.	Termly performance meetings 12.9.16, 27.2.17, 10.7.17.	All staff	SLT and Key Stage Leaders	SLT	

**IMPACT MILESTONES: Action 01. Improve the quality of teaching, learning and assessment to raise attainment and improve progress rates in reading, writing and maths.**

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>Pupil book looks show a consistent start to the use of logical learning journeys pitched at age related expectations and effective use of learning time. All agreed practices are in evidence.</p> <p>Meeting minutes (full staff, key stage, subject, INSET) evidence appropriate CPD to support improving outcomes.</p>	<p>Lesson observations show at least good teaching across the academy and effective use of resources. Staff are provided with clear actions for development.</p> <p>Interventions/actions are updated at Pupil Progress Meetings to ensure that all children are on track (or are supported appropriately to get back on track) to meet or exceed targets set.</p> <p>Pupil book looks show consistent use of logical</p>	<p>Pupil book looks show consistent use of logical learning journeys pitched at age related expectations and effective use of learning time. Appropriate work has been covered to date.</p> <p>Meeting minutes (full staff, key stage, subject, INSET) evidence appropriate CPD to support improving outcomes.</p>	<p>Lesson observations show at least good teaching across the academy with previous points for development having been addressed.</p> <p>Pupil Progress meetings show all children on track to meet or exceed targets set. Reviews of interventions/actions show targeted children being effectively supported and progress being made.</p> <p>Pupil book looks show consistent use of logical</p>	<p>Pupil book looks show consistent use of logical learning journeys pitched at age related expectations and effective use of learning time. Consistent progress for all children is in evidence.</p> <p>Meeting minutes (full staff, key stage, subject, INSET) evidence appropriate CPD to support improving outcomes.</p>	<p>Lesson observations show at least good teaching across the academy with all staff maintaining or improving their practice.</p> <p>Pupil Progress meetings show all children have met or exceeded targets set.</p> <p>Pupil book looks show consistent use of logical learning journeys pitched at age related expectations and effective use of learning time. Test outcomes (where relevant) reflect work in</p>

	<p>learning journeys pitched at age related expectations and effective use of learning time. Clear progress can be seen for all children from the start of term.</p> <p>Meeting minutes (full staff, key stage, subject, INSET) evidence appropriate CPD to support improving outcomes.</p>		<p>learning journeys pitched at age related expectations and effective use of learning time. Clear evidence of skills from Term1 being built on.</p> <p>Meeting minutes (full staff, key stage, subject, INSET) evidence appropriate CPD to support improving outcomes.</p>		<p>books. Review of moderated work matches outcomes in pupil books.</p> <p>Meeting minutes (full staff, key stage, subject, INSET) evidence appropriate CPD to support improving outcomes.</p>
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**ACTION 02: Leaders and governors have a deep, accurate understanding of the academy’s effectiveness and use this to keep the academy improving.**

ID	Accountable	Objective
2.1	SLT	Leaders have a relentless focus on improving teaching and learning across the academy.
2.2	SLT	The role of subject leaders continues to develop to enable them to support others more effectively.
2.3	Governors	Governors take an increasingly active role in the monitoring of progress across the academy.

**Success Criteria:**

- Success 1: 100% of teaching is good or better by July 2017.
- Success 2: Performance Management Targets are met by all staff.
- Success 3: LGB minutes evidence monitoring.

**ACTION: 02.01 objective: Leaders have a relentless focus on improving teaching and learning across the academy.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0101	2.1.1 Introduce training logs to better record support given and the impact of this support.	100% teaching is good or better.	Half-termly SLT meetings to review and evaluate impact of training logs starting Oct 2016.	All Staff	Key Stage Leaders	SLT	
0109	2.1.2 Record all relevant aspects of monitoring on the WCAT Data Intelligence System.	WCAT evidence of monitoring consistently supports internal evidence.	Completed termly observations and half-termly	All Staff	HT and DHT	HT and DHT	

			book looks are recorded on the system. AFI and SEF dials are date stamped monthly starting Sept. 2016.				
0102	2.1.3 All planned aspects of monitoring are carried out and impact is measured and evidenced through related paperwork.	100% teaching is good or better.	As identified on monitoring calendar.	SLT	HT	SLT	

**ACTION: 02.02 objective: The role of subject leaders continues to develop to enable them to support others more effectively.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0105	2.2.1 Provide opportunities for staff to engage in paired observations and related coaching sessions.	Termly monitoring shows improving practice shows that staff have developing skills/practice which are impacting positively on pupil outcomes. Training logs are completed by all staff not just SLT.	Training logs are completed by subject leaders over the academic year.	All staff	SLT and Key Stage Leaders	SLT	
0105	2.2.2 Subject leaders are supported by a member of the SLT in effectively carrying out their monitoring duties.	Training logs are completed by all staff not just SLT. Subject leaders carry out lesson observations, providing effective feedback and supporting and monitoring subsequent progress.	At the end of the academic year subject leader files evidence effective monitoring.	All staff	SLT and Governors	SLT	

**ACTION: 02.03 objective: Governors take an increasingly active role in the monitoring of progress across the academy.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0108	2.3.1 Governors regularly access WCAT Data Intelligence System as part of their monitoring of the academy's progress.	Minutes evidence governors understanding of exactly where the academy is.	Half termly LGB minutes.				

**IMPACT MILESTONES: Action 02. Leaders and governors have a deep, accurate understanding of the academy's effectiveness and use this to keep the academy improving.**

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Information on WCAT Data Intelligence is up-to-date.					

<p>Governors receive training on data intelligence system.</p> <p>LGB minutes show monitoring actions and related discussion.</p> <p>Training logs show in-house CPD and support.</p>	<p>LGB minutes show monitoring actions and related discussion.</p> <p>Training logs show in-house CPD and support and feed in to performance meetings.</p> <p>Lesson observations show at least good teaching across the academy and effective use of resources. Staff are provided with clear actions for development.</p>	<p>Governors fully understand data on data intelligence system.</p> <p>LGB minutes show monitoring actions and related discussion.</p> <p>Training logs show in-house CPD and support.</p> <p>Performance management records show all staff on track to meet their targets.</p>	<p>LGB minutes show monitoring actions and related discussion.</p> <p>Training logs show in-house CPD and support and impact is recorded in performance meetings.</p> <p>Lesson observations show at least good teaching across the academy with previous points for development having been addressed.</p>	<p>LGB minutes show monitoring actions and related discussion.</p> <p>Training logs show in-house CPD and support.</p>	<p>Governors have a clear picture of progress of the academy and can hold leaders to account.</p> <p>LGB minutes show monitoring actions and related discussion.</p> <p>Training logs show in-house CPD and support and impact is reflected in performance outcomes and pupil outcomes.</p> <p>Lesson observations show at least good teaching across the academy with all staff maintaining or improving their practice.</p> <p>Performance management records show all staff meeting their targets.</p>
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### **ACTION 03: All pupils are confident, self-assured learners with excellent attitudes.**

ID	Accountable	Objective
3.1	All staff	Pupils show increasing self-discipline in a wide range of situations.
3.2	All staff	Pupils continue to show growing independence leading them to become more confident, self-assured learners.

#### **Success Criteria:**

- Success 1: Investors in Pupils Award achieved.
- Success 2: Feedback from visitors continues to be highly positive.
- Success 3: Behaviour increasingly reflects Ofsted outstanding criteria.

**ACTION: 03.01 objective: Pupils show increasing self-discipline in a wide range of situations.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0401	3.1.1 Initial SEAL based sessions take place at the start of each half term	Termly behaviour learning walks evidence disciplined, independent learners due to pupils taking greater responsibility for their actions in a variety of different situations.	Termly learning walk starting 30.9.17.	All staff	SLT	SLT	
0401	3.1.2 Half-termly SEAL based showing assemblies take place at the end of each half term.	Termly behaviour learning walks evidence disciplined, independent learners due to pupils taking greater responsibility for their actions in a variety of different situations.	Termly learning walk.	All staff	SLT	SLT	

**ACTION: 03.02 objective: Pupils continue to show growing independence leading them to become more confident, self-assured learners.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
0405	3.2.1 Criteria for Investors in Pupils award are actioned across the academy.	Investors in Pupils award is achieved.	To be added when details of the award are known.	All staff	Miss Haddon	SLT	

**IMPACT MILESTONES: Action 03. All pupils are confident, self-assured learners with excellent attitudes.**

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
SEAL based showing assembly evidences regular reinforcement of strategies to support outstanding behaviour.	SEAL based showing assembly evidences regular reinforcement of strategies to support outstanding behaviour.  Learning Walk evidences disciplined, independent learners across the curriculum with children taking greater responsibility for their actions in a variety of different situations.	SEAL based showing assembly evidences regular reinforcement of strategies to support outstanding behaviour.	SEAL based showing assembly evidences regular reinforcement of strategies to support outstanding behaviour.  All aspects of monitoring evidence behaviour that increasingly reflects Ofsted outstanding criteria.	SEAL based showing assembly evidences regular reinforcement of strategies to support outstanding behaviour.	SEAL based showing assembly evidences regular reinforcement of strategies to support outstanding behaviour.  All aspects of monitoring evidence behaviour that increasingly reflects Ofsted outstanding criteria.

					Investors in Pupils Award is achieved.
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