



Knutsford Primary Academy

Academy Improvement Plan

2020 – 2021



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Vision

Inspiring our children to be happy, successful learners and responsible citizens.

Mission

To create a safe and challenging learning environment where our children can be the best they can be.

Aims

Helping our children to be the best they can be by:

- Encouraging positive feelings of self-worth, allowing children to develop the confidence to fulfil their potential and be successful in an ever changing world.
- Providing a culture where children are excited by their learning and challenged to take risks, safe in the knowledge that making mistakes is part of the learning process.
- Ensuring that children achieve high standards of behaviour and achievement by encouraging responsibility, independence, resilience, self-discipline and respect for others.
- Providing a safe, nurturing community that promotes the spiritual, moral, social and cultural development of all children.
- Promoting the values our children have identified as essential to being a good citizen: kindness, integrity, honesty, teamwork, working with the community, equal rights for all, consideration, fairness and respect for each other.
- Promoting British values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths and beliefs.

Context

COVID-19

In line with all schools in England, Knutsford Primary Academy closed to the majority of pupils in March 2020 due to COVID-19, remaining open to approximately 10 vulnerable and critical worker pupils each day throughout the summer term. Class teachers set daily learning tasks for all pupils throughout this time. Class teachers and the deputy principal were in regular contact with all pupils. All statutory tests (EYFS Profile, Y1 Phonics, KS1 SATS, Y4 Multiplication Tables Check and Y6 SATS) were cancelled.

Ofsted

Knutsford was inspected in April 2017, prior to conversion, and received a Requires Improvement judgement.

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| • Overall effectiveness | Requires improvement |
| • Effectiveness of leadership and management | Good |
| • Quality of teaching, learning and assessment | Requires improvement |
| • Personal development, behaviour and welfare | Good |
| • Outcomes for pupils | Requires improvement |
| • Early years provision | Good |

All internal and external evaluations of the school since the inspection have provided ample evidence that the school is at least good in all areas.

Priority 1a Aspire THRIVE APPROACH Plan

FOCUS:		
Aspire Perspective: Through this plan, in our schools, we aim to establish a shared knowledge and understanding of and commitment to the principles and aims of the Thrive Approach.	Academy Perspective: Following in-depth training, individual academies should understand the theoretical underpinning of the Thrive Approach and ensure that it becomes an integral part of their provision for pupils' social and emotional development and consequently, their behaviour.	Attainment/Progress: As a result of improving the social and emotional health of all pupils, (and the school community), we will maximise each child's learning potential and raise standards of achievement.

Intervention Description <i>What are the essential ingredients for the intervention? What activities / behaviours will we see when it is working?</i>	Implementation Activities <i>How will it be done? E.g. training, resources, monitoring, coaching, mentoring, sharing best practice, communications.</i>	Implementation Outcomes <i>How will we know it is working? Short – Medium – Long Term?</i>	Pupil Outcomes <i>How will pupils benefit? Short – Medium – Long Term?</i>	Review of Progress Towards Outcomes <i>Are we making progress with our plan? What are the <u>actual</u> outcomes for pupils? What is the impact?</i>
<ul style="list-style-type: none"> All schools and staff to buy into the Thrive commitment to: 'Support and encourage the development of confident, curious, creative and capable children and young people who are open to learning and better equipped to deal with life's ups and downs.' All teachers and support staff to be proficient in the principles, theory and the practical application of Thrive. All teachers and support staff to have a good understanding of the underpinning science and theory behind Thrive. Key staff, including lead practitioners, to have a good grasp of Thrive On-line, in order to effectively 	<ul style="list-style-type: none"> Provide on-going high quality CPD and INSET to give staff explicit training in the Thrive Approach. Identify and deploy Thrive Practitioners in each school. Make best use of existing partnerships and expertise, share best practice and offer mutual support. Strong and consistent communication in and across schools, relating to Thrive, its implementation and impact. Identify, train and support lead practitioners in each school and ensure training, knowledge and skills are kept up to date. Ensure robust internal and external monitoring systems are in place. 	<ul style="list-style-type: none"> Staff attend CPD and INSET, both in-school and joint. Increased staff knowledge of and confidence in Thrive, at all levels. Staff consistently demonstrate a shared language associated with Thrive. Staff consistently demonstrate Thrive processes and approaches in practice. Schools successfully incorporate and blend Thrive and STEPs into their whole school approaches to PSHE, relationships and behaviour. Whole school provision improves and can be evidenced through pupil outcomes (hard and soft 	<ul style="list-style-type: none"> Pupils can increasingly regulate behaviour. Pupils are better equipped to recognise and regulate emotions, as well as talk about them. Pupils' social and emotional health improves. Pupils' levels of independence increase. Improved social and emotional health impacts positively on learning. Increased levels of parental engagement and home/school relationships. <i>Can we demonstrate improvements in pupils' attainment and / or progress, linked to Thrive? How might we evidence this?</i> 	

<p>assess, plan for and evaluate progress.</p> <ul style="list-style-type: none"> • Key staff to have a sound overview of the entire Thrive programme and its potential. • Schools to plan for and monitor targeted support and interventions, appropriate to need. 	<ul style="list-style-type: none"> • Improve levels of parental engagement through Family Thrive. 	<p>data.</p> <ul style="list-style-type: none"> • Improved levels of engagement with parents/carers and families. • Where appropriate, attendance rates improve and exclusion rates fall. 		
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Priority 1b Knutsford Primary Academy THRIVE APPROACH Plan
Led by Sarah Denbigh (Eileen while Sarah is on maternity leave)

FOCUS:		
<p>Staff Perspective: Increased staff morale and well-being. Senior leaders have more time to focus on strategic leadership, rather than on reactive behaviour management.</p>	<p>Pupils' Perspective: Pupils will become more confident, happy and emotionally intelligent. Fewer disruptions in class will enable pupils to focus on their learning and make better progress.</p>	<p>Attainment/Progress: As a result of improving the social and emotional health of all pupils, including improving attendance and behaviour, we will maximise each child's learning potential and raise standards of achievement.</p>

Intervention Description What are the essential ingredients for the intervention? What activities / behaviours will we see when it is working?	Implementation Activities How will it be done? E.g. training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	Implementation Outcomes How will we know it is working? Short – Medium – Long Term?	Pupil Outcomes How will pupils benefit? Short – Medium – Long Term?	Review of Progress Towards Outcomes Are we making progress with our plan? What are the <u>actual</u> outcomes for pupils? What is the impact?
<p>Autumn 1 Establish Knutsford's Thrive Team (Principal, Inco and Thrive Practitioners) to lead on the school's Thrive activities.</p>	<ul style="list-style-type: none"> • Thrive team will meet at least half termly: <ul style="list-style-type: none"> - keep staff informed of Thrive activities - provide support and advice, and lead training 	<ul style="list-style-type: none"> • Over time, Thrive becomes an approach that is naturally discussed and referred to by staff and pupils. • Increased staff knowledge of and confidence in the Thrive Approach. • Staff consistently demonstrate a shared language associated with Thrive. • Staff consistently demonstrate Thrive processes and approaches in practice. 	<ul style="list-style-type: none"> • Pupils will increasingly regulate behaviour. • Pupils are better equipped to recognise and regulate emotions, as well as talk about them. • Pupils' social and emotional health improves. • Improved social and emotional health impacts positively on learning. • Increased levels of parental engagement and home/school relationships. 	
<p>Autumn 2 Support all pupils in becoming 'confident, curious, creative and capable children and young people who are open to learning and better equipped to deal with life's ups and</p>	<ul style="list-style-type: none"> • Inco to discuss with class teachers and order posters. • Principal will introduce this at whole school Friday assembly. 	<ul style="list-style-type: none"> • Pupils will be encouraged to use the Thrive areas when they feel they need some time out to regulate their behaviour/emotions. • Teachers and classroom 	<ul style="list-style-type: none"> • Pupils will increasingly regulate their behaviour. • Pupils are better equipped to recognise and regulate their emotions, as well as talk about them. 	

<p>downs', Thrive will be integrated into all classrooms through the creation of calm areas/ Thrive areas.</p>		<p>support staff will increasingly use Thrive language when talking to pupils about their feelings.</p>	<ul style="list-style-type: none"> • Pupils' social and emotional health improves. • Improved social and emotional health impacts positively on learning. 	
<p>Termly (just before half term) Teachers carry out termly assessment on all pupils.</p>	<ul style="list-style-type: none"> • Thrive team will: <ul style="list-style-type: none"> - review the assessments and support teachers in identifying whole class targets and actions to meet those targets - identify pupils for support from Thrive Practitioners 	<ul style="list-style-type: none"> • Teachers become more confident about carrying out assessments, and about identifying, planning for and implementing targets. • Thrive Practitioners become more confident about their role in supporting teachers and delivering 1:1 and small group support for targeted pupils • Increased levels of parental engagement and home/school relationships. 	<ul style="list-style-type: none"> • Reduction in the number of behaviour incidents for high profile pupils. • Term on term improvement in the class profile (linked to outcomes listed above). • Increased levels of parental engagement and home/school relationships. 	
<p>Policy reviews Review relevant policies, e.g. Behaviour Policy, and update them to include the Thrive Approach.</p>	<ul style="list-style-type: none"> • To be carried out by the Thrive Team, and others if appropriate, to enable all stakeholders to understand how the Thrive Approach is linked to what we are already doing at Knutsford; it is not a separate piece of work. 	<ul style="list-style-type: none"> • We successfully blend Thrive and STEPS into our whole school approach to PSHE, relationships and behaviour. • Staff consistently demonstrate a shared language associated with Thrive. • Staff consistently demonstrate Thrive processes and approaches in practice. 	<ul style="list-style-type: none"> • Pupils will increasingly regulate their behaviour. • Pupils are better equipped to recognise and regulate their emotions, as well as talk about them. • Pupils' social and emotional health improves. • Improved social and emotional health impacts positively on learning. 	

**Priority 2 To continue to improve the quality of writing throughout the school
Led by Helen White and Nicola Davis**

FOCUS:		
<p>Teachers' Perspective: Some teachers are asking pupils to write too much; there needs to be more focus on quality over quantity.</p> <p>Some teachers are not ensuring the basic structure is secure before moving on.</p> <p>Some teacher assessment is not consistent. Moderation needs to be more robust to ensure teacher assessments are accurate and consistent across each year group.</p>	<p>Pupils' Perspective: There are not enough opportunities for independent writing in the early years.</p> <p>Too many pupils have poor sentence structure. The focus needs to be on quality, rather than quantity</p>	<p>Attainment/Progress: Narrow the attainment gap between PPG and non PPG pupils in each year group.</p> <p>Improve the attainment of SEND pupils across the school and accelerate the progress of pupils in Y5 and Y6.</p> <p>Improve levels of attainment at both the expected and greater depth standard in all year groups.</p>

Intervention Description <i>What are the essential ingredients for the intervention? What activities / behaviours will we see when it is working?</i>	Implementation Activities <i>How will it be done? E.g. training, resources, monitoring, coaching, mentoring, sharing best practice, communications.</i>	Implementation Outcomes <i>How will we know it is working? Short – Medium – Long Term?</i>	Pupil Outcomes <i>How will pupils benefit? Short – Medium – Long Term?</i>	Review of Progress Towards Outcomes <i>Are we making progress with our plan? What are the <u>actual</u> outcomes for pupils? What is the impact?</i>
<p>Handwriting and Presentation Ensure good quality handwriting and presentation.</p>	<ul style="list-style-type: none"> Teachers and TAs support pupils in returning to the good quality handwriting and presentation they had prior to lockdown. In autumn term 1, this may require more frequent handwriting lessons than stated in the policy. 	<ul style="list-style-type: none"> The quality of pupils' handwriting and presentation will return to pre-lockdown standards. 	<ul style="list-style-type: none"> Writing stamina will improve. Pupils will demonstrate pride in their work through neat presentation across the curriculum. 	
<p>The Writing Revolution Improve the quality of writing throughout the school by implement strategies from The Writing Revolution.</p>	<ul style="list-style-type: none"> Revise strategies introduced last year: <ul style="list-style-type: none"> - because-but-so - fragments Introduce new strategies: <ul style="list-style-type: none"> - single paragraph outline - multiple paragraph outline - summarising 	<ul style="list-style-type: none"> Teachers will build up a bank of ideas, strategies and resources to support pupils' writing. Pupils will be writing well structured sentences and paragraphs, meeting their year group expectations. 	<ul style="list-style-type: none"> The proportion of pupils achieving the expected standard and greater depth standard will improve, including amongst PPG pupils. Over time, the proportion of pupils achieving the expected 	

	<ul style="list-style-type: none"> • Encourage a culture of good quality writing across the curriculum, not just in literacy. • SLT and literacy leaders to monitor the quality of writing across the curriculum in all classes, ensuring teachers receive support if required. 	<ul style="list-style-type: none"> • Teachers will support pupils in achieving high standards of writing across the curriculum. 	<p>standard and the greater depth standard in reading, writing and maths combined will increase.</p>	
<p>EYFS independent writing EYFS teachers will plan a wider range of independent writing opportunities for indoor and outdoor learning.</p>	<ul style="list-style-type: none"> • EYFS staff to visit other Aspire settings to learn about the opportunities they provide for independent writing. • When talking to pupils about their writing, staff will support and encourage them to use strategies they have been taught, e.g. finger spaces, phonics... • SLT to monitor EYFS writing, providing support if required. 	<ul style="list-style-type: none"> • EYFS pupils will be observed writing independently, indoors and outdoors. They will be able to talk about their writing. • Evidence on Tapestry shows all pupils engaging in independent writing. 	<ul style="list-style-type: none"> • Increased levels of pupil enthusiasm for writing. • Pupils understand that writing has meaning to those who read it. 	
<p>Wellcomm Pupils with EAL, SEND or other language barriers will be provided with support through this evidence based intervention.</p>	<ul style="list-style-type: none"> • SH and TK to deliver 1:1 interventions for pupils needing additional support. • SH and TK to provide EYFS and KS1 staff with overview of Wellcomm, with ideas that could be integrated into general classroom or small group activities to support wider groups of pupils. 	<ul style="list-style-type: none"> • Pupils receiving 1:1 support will improve in the identified areas, enabling them to access the curriculum and make progress, particularly in their spoken language. 	<ul style="list-style-type: none"> • Pupils will make good progress in their spoken language so that over time they are able to transfer their improved vocabulary and language structure into their writing. 	
<p>Assessment Teachers will have a good understanding of end of year expectations for writing.</p>	<ul style="list-style-type: none"> • HW and ND to support teachers in understanding their year group objectives. • Termly moderation to support teachers in developing consistency across their year group. 	<ul style="list-style-type: none"> • Moderation (in school and with Aspire schools) will show that teachers are accurately assessing pupils' writing. 	<ul style="list-style-type: none"> • The quality of pupils' writing will improve over time. • Pupils will have a good understanding of what is expected in their year group. 	

Priority 3 Pedagogy: to improve the quality of teaching and learning by embedding Rosenshine’s Principals of Instruction across the curriculum
Led by Nicola Beaumont and individual subject leaders

FOCUS:		
<p>Teachers’ Perspective: Teachers were introduced to Rosenshine’s Principals of Instruction in autumn 2019 but Covid-19 put a temporary halt to embedding this piece of work. Teachers engaged in remote CPD during lockdown. A better understanding of how pupils learn effectively, specifically with regards to metacognition, self-regulated learning and how the brain acquires and uses new information, will provide teachers with the tools to improve their practice.</p>	<p>Pupils’ Perspective: Some pupils need further support with understanding how they learn and being able to monitor, direct and review their learning (metacognition). Pupils need to have a consistency of approach so that they can learn more effectively as they move through the school.</p>	<p>Attainment/Progress: The quality of teaching and learning will improve, leading to improved attainment and progress across the curriculum.</p>

Intervention Description What are the essential ingredients for the intervention? What activities / behaviours will we see when it is working?	Implementation Activities How will it be done? E.g. training, resources, monitoring, coaching, mentoring, sharing best practice, communications.	Implementation Outcomes How will we know it is working? Short – Medium – Long Term?	Pupil Outcomes How will pupils benefit? Short – Medium – Long Term?	Review of Progress Towards Outcomes Are we making progress with our plan? What are the <u>actual</u> outcomes for pupils? What is the impact?
<p>Use Rosenshine’s ‘Principles of Instruction’ and Tom Sherrington’s ‘Rosenshine’s Principles in Action’ to improve teachers’ understanding of how pupils learn.</p>	<ul style="list-style-type: none"> • NB to revise with staff: <ul style="list-style-type: none"> - sequencing and modelling (principles 2, 4 and 8) - questioning (3 and 6) - reviewing (1 and 10) - stages of practice (5, 7 and 9) • Teachers will choose one aspect for personal study, using ‘Rosenshine’s Principles in Action: The Workbook’ to aid their study. • Teachers will implement the strategies in their day-to-day teaching across the curriculum. • Subject leaders will monitor 	<ul style="list-style-type: none"> • Teachers will apply the strategies in their day-to-day teaching to enable pupils to make good progress across the curriculum. • The quality of teaching will improve, as evidenced through monitoring and pupils progress. • Subject leaders will be able to discuss how the Principles are embedded in the teaching of their subject. • During PPMs, teachers will be able to articulate what they are doing to support 	<ul style="list-style-type: none"> • Pupils benefit from effective teaching and consistent expectations across the curriculum. • Improved attainment and progress across the curriculum. 	

	<p>how the Principals are embedded in the teaching of their subject.</p> <ul style="list-style-type: none"> • NB to provide support through modelling, team teaching and mentoring. 	<p>pupils' learning.</p>		
<p>Support pupils in understanding how they can monitor, direct and review their own learning,</p>	<ul style="list-style-type: none"> • Use assemblies to revise the 'children's speak' version of the Principles that was introduced last year. • Posters/displays in the classroom for teachers and pupils to refer to. 	<ul style="list-style-type: none"> • Pupils are able to talk about how they learn and their strengths and areas for development as a learner. • Pupils are able to learn more effectively and make good progress. They are able to make links between areas of learning. 	<ul style="list-style-type: none"> • Improved attainment and progress across the curriculum. 	

**Priority 4 To further develop teaching, learning and assessment in history and geography
Led by Jess Barnett (history) and Lynsey Smith and Liz Rixon (geography)**

FOCUS:		
<p>Teachers' Perspective: Teachers were involved and engaged in creating topic planners for all history and geography units of work.</p> <p>The curriculum is well sequenced, explaining the skills and knowledge to be taught in each unit of work.</p> <p>We need to ensure medium term plans reflect the content of the topic planners.</p> <p>Assessment systems were introduced prior to lockdown and now need to be embedded.</p>	<p>Pupils' Perspective: Pupils enjoy history and geography and acquire good levels of knowledge.</p> <p>Their experience of history and geography would be even better if skills were embedded across all year groups.</p>	<p>Attainment/Progress: Improved teaching of skills will improve overall attainment and progress in history and geography.</p> <p>By embedding assessment systems, subject leaders will be confident about articulating attainment and progress in history and geography.</p>

Intervention Description <i>What are the essential ingredients for the intervention? What activities / behaviours will we see when it is working?</i>	Implementation Activities <i>How will it be done? E.g. training, resources, monitoring, coaching, mentoring, sharing best practice, communications.</i>	Implementation Outcomes <i>How will we know it is working? Short – Medium – Long Term?</i>	Pupil Outcomes <i>How will pupils benefit? Short – Medium – Long Term?</i>	Review of Progress Towards Outcomes <i>Are we making progress with our plan? What are the <u>actual</u> outcomes for pupils? What is the impact?</i>
Ensure medium term plans reflect the content of the topic planners in history and geography.	<ul style="list-style-type: none"> Subject leaders review medium term plans and work with class teachers to improve the planning where it does not accurately reflect the knowledge and skills outlined in the topic planners. 	<ul style="list-style-type: none"> There will be an appropriate balance of skills and knowledge in history and geography lessons. 	<ul style="list-style-type: none"> Pupils are exposed to high quality opportunities to develop their skills as historians and geographers. Over time, pupils will understand that the skills they are taught in each history and geography unit of work can be used across many units of work – they are not stand-alone skills. 	
Teachers are provided with a range of strategies they can use to teach history and geography skills, e.g. map skills, field work, being a historian.	<ul style="list-style-type: none"> Source good quality skills training for the subject leaders. Subject leaders lead training for all teachers. Subject leaders support 	<ul style="list-style-type: none"> Subject leaders will share strategies with class teachers. Monitoring (lesson observations and book scrutiny) will show the 	<ul style="list-style-type: none"> Pupils benefit from a curriculum that is sequenced so that new skills build on what has been taught before. Pupils can talk about the 	

	<p>teachers in incorporating the new strategies into their medium term planning and teaching.</p> <ul style="list-style-type: none"> • Subject leaders monitor and support teachers. 	<p>strategies are being taught well to pupils.</p> <ul style="list-style-type: none"> • The quality of the curriculum improves. 	<p>skills they use as geographers and historians.</p> <ul style="list-style-type: none"> • Attainment and progress improve. 	
<p>Embed assessment systems in history and geography.</p>	<ul style="list-style-type: none"> • Review effective strategies for assessing learning in history and geography – make links with the assessing and reviewing strands of Rosenshine’s Principles and The Writing Revolution strategy because-but-so. • Moderation across year groups. • Consider creating portfolios of assessed work for teachers to refer to when assessing pupils’ attainment. 	<ul style="list-style-type: none"> • Teachers will be using a variety of strategies to assess learning in history and geography and will be confident that their assessments are accurate. • History and geography subject leaders will confidently articulate attainment and progress in their subject. 	<ul style="list-style-type: none"> • Pupils will make links between their learning in history/geography, the writing strategies that are being taught and their understanding of how they learn. This will enable them to make good progress in history and geography. 	