



Washwood Heath  
Multi Academy Trust



*Gossey Lane Academy*

# SCHOOL IMPROVEMENT PLAN 2021-2022

# KEY VISION: WASHWOOD HEATH MULTI ACADEMY TRUST

**Mission:** To provide our young people with the knowledge and skills to flourish in their academic and personal development.

*Washwood Heath Multi Academy Trust's mission is for the young people at our academies to develop into contributing, articulate, happy and healthy citizens through an inspirational, high quality learning experience which enables them to grow academically, culturally and personally in the safe, caring, aspirational and nurturing environment of our talking, rights respecting academies.*

**Vision:** To be a family of schools committed to being the best we can be for our young people, our staff and our communities.

*Washwood Heath Multi Academy Trust will provide excellence for our young people and the communities we serve through being a caring, innovative family of schools, supported by our exemplary core team, which maximises the potential of the Trust's collaboration to develop all our people through on-going learning and our belief that our young people deserve the best we can be*

**Values:** To be a learning community founded on:

**Respect:** Equality of opportunity for all; Integrity in all our practices; engagement with our communities and celebrating diversity.

**Collaboration:** Working together within the Trust and beyond to improve young people's outcomes and be a progressive, innovative learning organisation to which people feel they belong.

## Our Ethos for Teaching & Learning:

All young people will be able to engage with aspirational, challenging content, with individuals being supported to achieve their very best. They will understand the context of their curriculum journey and be enabled to retrieve prior learning, making links with new learning. They will learn new knowledge and skills, which they will apply and remember. They will grow as learners, able to self-regulate, collaborate and use discussion to deepen and reflect on their learning. They will receive on-going, constructive feedback as a crucial part of the learning journey, enabling them to develop and improve continually, as understanding is checked.

Aspirational & challenging content

Support for all to learn and remember

Context Retrieval and links The journey

New knowledge and skills applied and learning deepened

Self-regulation Collaboration Discussion

Ongoing feedback Monitoring understanding Continual improvement

**Beliefs and Promises:** We believe that **our young people** are entitled to the highest quality learning experience.

We promise them a curriculum which will enable each and every one of them:

- to excel academically and be inspired across their full entitlement of subjects;
- to learn how to be safe and healthy;
- to receive a guarantee of cultural and societal experiences;
- to be an effective, life-long learner and participating global citizen who celebrates diversity and can address prejudice;
- to use language effectively and be a confident and respectful advocate for good;
- to collaborate and develop knowledge and skills for learning and for life.

We believe that their **parents and carers** are crucial partners in the education of our young people. We promise that we will:

- build a positive working relationship with them;
- earn their trust and confidence.

We believe that **all our staff**, in all roles, will be the best they can be for our young people by their commitment to our mission and to their own continual improvement. We promise that all staff will be supported to:

- model our values;
- grow professionally through collaboration;
- know and achieve what is expected of them;
- be well;
- be well led and to learn to lead.

We believe that our academies serve **their communities** and that collaboration with local communities is essential. Our commitment to collaborative working.



Washwood Heath Multi Academy Trust

**Respect Collaboration Aspiration**



## Key Objectives Overview - School Improvement Plan

Area	MAT Strategic Goals	Key objectives Overview	Actions to be Considered:	Rights Respecting:
Quality of Education	Collaboration 1, 2	<b>Ofsted Priority: Improve the quality of teaching, learning and assessment so that pupils' progress is consistently good.</b>	Distribution of Voice 21 across the school. Explore the role of metacognition in improving learning for all children. Coaching and mentoring days or weeks. Development of phase leader role in addressing inconsistencies in practice. Weekly learning walks from leaders at all levels.	<ul style="list-style-type: none"> <li>Article 3</li> <li>Article 13</li> <li>Article 23</li> <li>Article 28</li> <li>Article 29</li> </ul>
	Aspiration 1	<b>Ofsted Priority: Further embed the curriculum so that pupils have the opportunity to develop skills in a wide range of subjects.</b>	Regular monitoring and feedback to ensure high standards Development of subject leadership and staff articulation of curriculum vision by subject.	
	Aspiration 1, 2	<b>Ofsted Priority: Improve outcomes for the disadvantaged and the more able.</b>	Ensure PP report is actioned Live feedback targeted in class to more able and PP Targeted monitoring to check for impact.	
	Aspiration 1, 2 Collaboration 3	Ensure live feedback in lessons is high quality and rapidly address gaps in learning.	Feedback in lessons is prioritised for vulnerable groups Effective deployment of TA enables the above	
Personal Development	Respect 2, 3	Pupil leadership team developed into wider roles across school e.g. Commonwealth Project, JASS	Pupil groups developed to cover a range of leadership roles eg RR, Sustainability/Healthy eating	<ul style="list-style-type: none"> <li>Article 30</li> <li>Article 31</li> <li>Article 33</li> <li>Article 34</li> </ul>
	Respect 1, 2 Collaboration	Continue to work towards Rights Respecting Gold to be achieved 2022.	Steering group to ensure criteria for gold is met New lead for RR is supported	
	Respect 1, 4	Consistent delivery of PSHE and No Outsiders Curriculum to develop greater awareness of diversity and teach against prejudice.	New PSHE lead to ensure effective delivery of PSHE and Equalities act.	
	Aspiration 1 Collaboration 4	Support pupils academic and wellbeing through developing Assertive Mentoring throughout Key Stage 2.	More able children to be prioritised for assertive mentoring in Years 3/4 Year 5 and 6 roll out across the classes for assertive mentoring.	

	Collaboration 4	To support pupils' mental health and wellbeing by developing strategies around resilience	Work in partnership with TCA to developing character FSA to work with children supporting their mental health	
Behaviour and Attitudes	Collaboration 3 Aspiration 3 4	Ofsted priority: Continue to work with parents so that attendance levels rise and fewer pupils are persistently absent.	New attendance lead is well inducted Develop a plan to engage parents through key stakeholders Office manager to be trained to play a crucial admin role in managing data Clear demarcation of roles to be agreed	<ul style="list-style-type: none"> <li>• Article 3</li> <li>• Article 5</li> <li>• Article 6</li> <li>• Article 14</li> <li>• Article 18</li> <li>• Article 28</li> <li>• Article 29</li> </ul>
	Collaboration 1 Aspiration 4	Improve punctuality of pupils who frequently arrive late	FSA to address with families and EH available	
	Respect 1 Collaboration 3	To support pupils with SEMH and behaviour issues through an annual review of the behaviour policy and working closely with BBS and FSA.	Review of behaviour policy and effective induction of new staff. Lunchtime interventions in place for children with SEMH	
	Aspiration 1, 2	Secure better outcomes by ensuring high standards of behaviour and attitudes across the school day e.g. transition times and lunchtimes through the delivery of Values education and Voice 21.	Monitoring transition times Effective delivery of values education through PSHE and collective worship	
	Aspiration 2 Collaboration 3	Continue to engage the parents and their community in a positive way that support pupils' education.	To continue with action plan to improve parent engagement	
Leadership and Management	Respect 2 Aspiration 2	Continue to develop a distributed leadership model whereby the middle leaders improve the quality of education and ensure greater consistency of learning across school.	A focus on the effective line management of phase leaders in developing consistency of provision. Phase meetings to focus on key vulnerable groups Middle leaders coach and support teachers in improving pedagogy. MAT wide work and working groups as a driver for improvement including the use of NPQs.	<ul style="list-style-type: none"> <li>• Article 3</li> <li>• Article 19</li> <li>• Article 21</li> <li>• Article 25</li> <li>• Article 29</li> <li>• Article 34</li> </ul>
	Aspiration 1, 3	Improve outcomes and learning for all disadvantaged pupils.	Develop the quality of feedback to these groups. Voice 21 and metacognition strategies to be utilised All book scrutiny to focus on LPA/PP Learning walks to focus on PP children.	

	Collaboration 3	To continue to ensure safeguarding is effective.	Ensure areas of development identified from QA are addressed X1 QA revisit to continue to refine practice	
EYFS	Aspiration 1	<b>Ofsted priority: Improve the provision in the early years so that learning gets off to a good start.</b>	3i plan to be implemented across the year PACT QA x 3 per year. Liaison with MAT lead for EYFS.	<ul style="list-style-type: none"> <li>● Article 1</li> <li>● Article 2</li> <li>● Article 3</li> <li>● Article 12</li> <li>● Article 23</li> <li>● Article 28</li> <li>● Article 29</li> <li>● Article 31</li> </ul>
	Collaboration 3	To be more proactive in raising the profile of EYFS in the community so that Gossey Lane becomes the school of choice	Develop website page Early October induction day for new parents Flyers and posters around the local area. Liaison with publicity working group	
	Aspiration 1, 3	Ensure boys attainment (GLD) is raised in line with national.	Interventions in place for boys with a focus on PP.	
	Collaboration	Ensure new ELGs and Statutory Profile is implemented by all EYFS staff to ensure GLD remains at National or better and/or progress is accelerated relative to individual starting points.	Curriculum redesign in line with the new profile Cross MAT working to share best practice.	
		To ensure the needs of individual pupils with SEND are met within the new cohort.	Individual plans reviewed at end of Autumn 1	