



## Queens Park Academy Strategic Plan 2016/17 Summary

## Priorities 2016/17

1. Develop a clear strategy for continuous school improvement	2. Address variations in the quality of teaching and learning	3. Improve pupils' attainment in writing
<p>In order to do this we will</p> <ul style="list-style-type: none"> <li>• Share this plan with all stakeholders in a form that is accessible, easy to understand and to monitor</li> <li>• Continue to build effective teams who work together to support the children's learning</li> <li>• Ensure all staff have the necessary motivation, skills and knowledge to carry out their roles successfully</li> <li>• Ensure that the appropriate financial controls that are now in place are understood and adhered to by the school community</li> <li>• Work with the governing board to develop a longer term plan, to summer 2019 initially, that will ensure continuous and sustainable improvement</li> </ul>	<p>In order to do this we will</p> <ul style="list-style-type: none"> <li>• Continue to develop a clear picture of the strengths and areas for development in the curriculum team by triangulating observations, pupils' work and assessment data</li> <li>• Continue to moderate internally and externally to ensure all teachers have an accurate understanding of age related expectations</li> <li>• Use appraisal, coaching, mentoring and sharing successful strategies to ensure all children benefit from the good practice at QPA at all times</li> <li>• Continue to challenge and support where practice is not yet good enough.</li> <li>• Continue to develop the role of subject co-ordinators to ensure that all teachers have a strong understanding of progression including knowledge of how to provide opportunities for children who are struggling or exceeding expectations.</li> <li>• Ensure staff who are not directly involved in the classroom are confident and competent in their support of the children's learning.</li> </ul>	<p>In order to do this we will</p> <ul style="list-style-type: none"> <li>• Develop children's writing skills in the early years with more encouragement and opportunity for them to make marks, draw symbols and write words</li> <li>• Implement an effective and systematic approach for teaching phonics so that pupils apply their knowledge and understanding of phonics in their writing</li> <li>• Ensure that all pupils have opportunities to write often and at length</li> <li>• Continue to link literacy with the other areas of our broad and engaging curriculum to provide pupils with real life experiences to write about</li> <li>• Continue to develop the use of the Talk for Writing strategy to support learners who have English as an additional language</li> <li>• Continue to moderate with successful local schools to raise the expectations of staff</li> <li>• Celebrate our best writers to raise the expectations of pupils</li> <li>• Use our assessment system to develop a whole school system of 'next steps' so staff are confident that their feedback leads to improvement for all pupils</li> <li>• Review our literacy policies and use them to ensure a consistency of approach among all curriculum teams, including colleagues who are new to the school.</li> </ul>
4. Implement an effective and systematic approach for teaching phonics so that pupils apply their knowledge and understanding of phonics in their writing	5. Ensure that more pupils attend school regularly	6. Commission and engage with an external review of governance
<p>In order to do this we will</p> <ul style="list-style-type: none"> <li>• Ensure that effective intervention is in place so that children who are behind make rapid progress.</li> <li>• Ensure that planning is based on assessment data so that all groups make progress.</li> <li>• Put in place a rigorous timetable of monitoring with clear next steps, to include observations of phonics lessons, other lessons, marking and feedback, planning and data analysis.</li> <li>• Give in house training where needed and consider any other training necessary to ensure good teaching.</li> <li>• Provide opportunities for peer observations and lesson studies, for all staff including those for whom weaknesses are identified through the cycle of monitoring and self-evaluation.</li> <li>• Write a phonics policy to ensure that teaching is consistent and it is clear to stakeholders what their role is.</li> <li>• Audit resources to find out what we have to support effective teaching and learning.</li> <li>• Use ICT effectively to motivate children and give opportunities to practise skills.</li> <li>• Get support from the LA and successful local schools for external review.</li> </ul>	<p>In order to do this we will</p> <ul style="list-style-type: none"> <li>• Monitor attendance for individuals more systematically and continue a personalised response to poor attendance</li> <li>• Publish the consequences of poor attendance more widely</li> <li>• Enhance the celebration of good attendance</li> <li>• Manipulate term dates wherever possible to work with our community</li> <li>• Ensure all staff are confident using registration processes, whether paper or electronic and understand the importance of these processes</li> <li>• Support the excellent work of the Early Intervention Officer by employing a Family Worker to assist her</li> <li>• Invite the LA to repeat our attendance health check</li> <li>•</li> </ul>	<p>In order to do this we will</p> <ul style="list-style-type: none"> <li>• Commission an external review of governance</li> <li>• Produce an action plan from this review which is agreed by governors</li> </ul>