



SARUM
ACADEMY

“WORKING HARD, ACHIEVING MORE”

Strategic Development Plan 2017-18

Rapid Improvement Plan - Oct 2017

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Mission Statement

Our singular aim is to enable young people to become highly skilled, confident, articulate young adults, well placed to succeed in further education and employment, and emerge as active members of the community.

In achieving this we aim to support the intellectual, emotional and personal development of all of our pupils. In practice this means providing them with the literacy, numeracy, practical and problem solving skills necessary in gaining the highest possible academic qualifications, and in providing the very best personal, social, health and citizenship education, alongside the highest quality pastoral support.

The curriculum will allow all pupils the opportunity to develop their talents and skills and discover new interests; opportunities that will stretch and challenge their capacity to think for themselves, develop their confidence and provide them with a safe environment in which they can a step outside of their comfort zone.

As a Church of England School our ethos is underpinned by Christian values and principles.

Our mission statement provides the direction of the school, demonstrating our commitment to high quality education and the nurturing of pupils in our care.

- A school in which pupils feel safe, secure and valued.
- A school which delivers teaching of the highest quality, that motivates, stimulates and challenges pupils, taking into account their individual needs.
- A school with an effective staff who are constantly seeking to improve their own skills and share good practice in order to further raise pupils' attainment.
- A school which provides a meaningful and personalised curriculum and which provides pupils with the knowledge and skills to ensure lifelong learning.
- A school which provides a curriculum offering equality of opportunity to all whilst stretching the most able and supporting those who experience a barrier to learning.
- A school which actively promotes the Social, Moral, Spiritual and Cultural development of its pupils so they are able to make a positive contribution to society.
- A school which promotes the physical, mental and emotional health of the child.
- A school in which pupils grow and flourish and where they enjoy being part of a genuine community.

Our vision for stakeholders

Pupils: Highly skilled, confident, articulate young adults, well placed to succeed in further education and employment, and emerge as active members of the community.

Teaching Staff: Confident and innovative teachers, maximising time and resources, demonstrating a precision in their practice and sharing a passion for their subject.

Support Staff: Respected and valued colleagues. Pupil and learning centred. Team players. Becoming experts and showing leadership in their areas of responsibility.

Parents and other stakeholders: A confidence in the organisation and an eagerness to work in partnership.

Our message to pupils

“Work hard, achieve more”

Work Proud - *“Best work first time”* – *“Not the standard – try again”*

“Quietly and purposefully”

Stretch & Challenge *“double hard”*

“Self-belief”

“Be prepared, participate, perform”

Improvement Priorities

1. Accelerated academic improvement
2. Finding a Multi-Academy Trust partner
3. Balancing the budget

How will we achieve this?

In order to realise our potential we will make the following areas our strands for development:

1. Becoming great teachers – Staff development and retention – Teaching Learning & The Curriculum
2. Becoming great learners – Developing learner autonomy and a growth mind-set
3. Improving attendance
4. Engaging and supporting stakeholders

What will make us (more) effective?

What we are or what we aim to secure. Each of us within the organisation has our part to play. As a good school we will ensure we:

Offer professional leadership

- Give clear messages and there is a consistent purpose throughout
- Shared decision making
- Identify lead professionals with an emphasis on the quality of teaching
- Are outward looking, research based and work collaboratively with other schools

Professional management

- Have clear line of management
- Have clear job descriptions – Operational Activities
- Agree measureable performance goals – Key Accountabilities
- Give ongoing feedback on performance
- Have regular developmental discussion

Agree and communicate a shared vision and goals

- Agree values
- Ensure consistent practice
- Have a plan for staff development for all

Create an inspirational learning environment

- Create an orderly atmosphere
- Provide an attractive working and learning environment
- Work interdepartmentally

Secure high quality teaching & learning

- Organise resources and act efficiently
- Structure, planned lessons – with an academic emphasis, that are progress driven
- Adapt lessons, effectively differentiated
- Maximise learning time
- Plan and deliver an effective programme of teaching professional development

Maintain high expectations

- Expect a lot from everyone
- Verbalise our high expectations to pupils
- Ensure an intellectual challenge

Maintain positive reinforcement

- Communicate clear and fair discipline: rewards as well as sanctions
- Monitor pupil performance
- Give feedback to pupils – (Aware of ambition, current and next steps)

Monitor progress

- Continuously monitor individual progress
- Continuously monitor the Academy's progress

Communicate rights and responsibilities

- Model good (positive) relationships
- Provide positions of responsibility
- Teach pupils how to take responsibility for their learning

Maintain home school partnerships

- Involve parents

TERM 1

1. Strategic Development Plan (SDP) published
2. Learning Environment – Learning walk
3. Examination results analysis & Department action plans published
4. Quality Assurance documentation published:
 - a. Data entry and report writing guidance
 - b. Teaching & Learning Policy
 - c. Assessment for Learning Policy
 - d. Guidance on marking and presentation
 - e. Tutor Handbook
 - f. Behaviour for Learning Policy
 - g. KS3 Assessment Framework
5. Pupil targets published – SISRA
6. 'Keep-up' sessions begin – Year 11 – English, Maths & Science
7. Catch-up Literacy begins – Year 7
8. Staff CPD Cycle begins – Staff Training Plan published
9. Staff appraisal reviews and target setting
10. **Pupil Premium review – Annual Statement published*
11. **SEND Review – SEN Information report published*
12. PE Review
13. PSHCE Review
14. Progress review - Data Capture 1 and Data Dashboards published
15. Equality Information published

ACADEMY IMPROVEMENT CYCLE

KEY DOCUMENTS

Who and what we are....

Strategic Development Plan 2017-18

SIAMs Self Evaluation and Action Plan

Leadership Roles and Key Accountabilities

Outcomes for pupils - Self-Evaluation

Teaching, Learning & Assessment - Self Evaluation and Teacher Profile

Personal development and behaviour – Self Evaluation

Leadership & Management – Self Evaluation

Attendance for Learning – Self Evaluation

Exclusions – Self Evaluation

Pupil Premium Statement

Key Stage 3, 4 & 5 Data Dashboards

SEND/Ability Band Trackers

Parent Survey

Staff Training Plan

TERM 2

1. Staff pay review meetings
2. Humanities Review
3. Science Review
4. Book Looks – Key Stage 4&5
5. Progress review - Data Capture 2 and Data Dashboards published
6. BTEC Quality Review

TERM 3

1. **Whole School Teaching Review*
2. **English & Maths Review*
3. Book Looks – Key Stage 3
4. SDP Mid-Year Review

TERM 4

1. Performing Arts Review
2. Progress review - Data Capture 3 and Data Dashboards published
3. Staff Appraisal Mid-Term Reviews
4. Pupil Voice and Pupil Leadership Review

TERM 5

1. Book Looks – all year groups

TERM 6

1. Staff CPD Review
2. Progress review - Data Capture 4 and Data Dashboards published
3. SDP Review and Strategic Planning – Roles and responsibilities

**External Review*

Key Performance Indicators (KPIs) Performance Goals – Key Stage 4 Outcomes for pupils

We will be outstanding when we see accelerated progress that enable(s) in 1 year:

- Key Stage 4 headline achievement measures ranking us within the top quartile nationally.
- Increasing learner independence evident through improved attendance, quality Home Learning and good 'Attitudes to Learning'.
- A healthy attitude to reading and writing evident through high quality bookwork and improved standards in sustained writing and spelling .
- A confidence with numbers evident through a secure grasp of number basics and improved standards in numeracy.

GCSE Headline Data		2017-18
IMPORTANT NOTE: All Progress 8 and Attainment 8 estimates are provisional		Targets ²
		End of Year 11
Context	Number of pupils	-
	% of Pupil Premium pupils	-
	% of SEN pupils	-
	% of EAL pupils	-
P8/A8	Average Total Progress 8	0.68
	Average Attainment 8 Grade	4.4
	Context: Average Estimated Attainment 8	3.84
	Average Grade (A*-G)	C-
E&M	% of pupils achieving the BASICS English & Maths both at Grade 5	37%
	% of pupils achieving the BASICS English & Maths both at Grade 4	73%
English	English Progress 8	0.33
	Attainment 8 English Grade	4.38
	% of pupils achieving a GCSE Grade 5 or better in English	52%
	% of pupils achieving a GCSE Grade 4 or better in English	75%
Maths	Maths Progress 8	0.76
	Attainment 8 Maths Grade	4.27
	% of pupils achieving GCSE Grade 5 or better in Maths	48%
	% of pupils achieving GCSE Grade 4 or better in Maths	83%
Eb acc	Average Ebacc Progress 8	1.08
	Average Ebacc Attainment 8	4.28
Op en	Average Open Progress 8	0.45
	Average Open Attainment 8	4.62

² All targets based on FFT20 (Performance of the top 20% of schools)

Key Performance Indicators (KPIs) Performance Goals – Key Stage 5 Outcomes for pupils

Post 16 Headline Data – Level 3	2017-18 Targets
Overall	
Average point score per entry expressed as a grade	C-
Average point score per entry	25.00
Academic cohort and results (A Levels)	
Average point score per entry expressed as a grade	D+
Average point score per entry	21.67
Vocational cohort and results (BTECs)	
Average point score per entry expressed as a grade	Dist
Average point score per entry	33.34

RAPID IMPROVEMENT PLAN PRIORITIES	
Priority	Success Criteria – See KPIs on Page 7
Stretch and challenge will be embedded in all lessons enabling the most able to attain the highest possible outcomes	Secure a P8 for pupils with KS2 scores upper/high on entry above the National Average Secure 5+ and 7+ in line with FFT20 in both English and Maths
Improve attendance	Attendance at 94% PA at the National Average
Improving literacy levels of boys through an emphasis on reading and spelling	English P8 score above the National Average for boys
Improve outcomes in Humanities – notably Geography	Ebacc P8 score above the National Average
Accelerated rates of progress for pupils in Year 7 – building on the Year 6 Programmes of Study – No wasted weeks	P8 scores in all subjects indicate pupils making progress above expected
Improve attainment in Science	Increase % of pupils attaining 4+ and 5+ in Science

RAPID IMPROVEMENT PLAN DEVELOPMENT STRAND 1: BECOMING GREAT TEACHERS – STAFF DEVELOPMENT & RETENTION – TEACHING LEARNING & THE CURRICULUM				
Actions to achieve DS1	Named person responsible	Resources and costs (inc. Meeting time)	Review dates	Monitoring person and method
We will develop staff confidence in the classroom by placing greater emphasis on pedagogy – Curriculum team meetings and collaborative working with other schools to focus on effective teaching strategies to develop subject specific pupil skills, knowledge and understanding. There will be a whole Academy focus on the following areas: <ol style="list-style-type: none"> 1. Improving written response through improving reading and spelling 2. Use of assessment frameworks for quality assessment – PLCs (Personal Learning Checklists used to generate SMITH Proformas) 3. Use of DTT (Diagnose, Therapy, Test) 4. Stretch and challenge – differentiating upwards 5. Standardised methods for teaching on numeracy to be used across the curriculum 	Curriculum Team Leaders	Meeting time, CPD programme	Ongoing	J.Moore CTM minutes MER reviews
Visible leadership will be central to further refinement and improvement. A programme of Observe – Engage – Improve will be developed under the ‘every lesson, every day’ programme. Checklists will be developed to enable quality control ensuring continued sustained consistency.	J.Curtis	Leadership time on timetable	Ongoing	J.Moore Feedback forms
We will ensure all curriculum plans are in place before the start of September. They will be communicated to parents through the website and to pupils via a printed outline in exercise books which include fixed assessment points .	J.Moore	Printing costs ICT Manager	Ongoing	J.Curtis Subject Plans Booklet Website Exercise Books

We will update our SIAMs Self Evaluation and Action Plan and further refine our Collective Worship practice.	J.Hill-Parker	Salisbury Diocese SLA	September 2017	J.Curtis
We will ensure that all teachers engage with internal, local and international best practice in teaching and learning. This will be through fortnightly T&L briefings and termly T&L newsletters. Staff will be encouraged to support their own professional reading by the purchase of the latest T&L books.	J.Moore	T&L briefings T&L newsletter	Ongoing	J.Curtis
We will use membership of PiXL as a tool to support school improvement.	M.Birkett (RSL) and core CTLs	Feedback to SLT	Termly	J.Moore
We will improve careers education, including work experience to raise aspirations. We will have a display board highlighting university destinations of alumni and jobs. (See 14-19 Study Programme) – AMBITIONS AREA.	C.Bell, G.Jones	Display resources	Ongoing	
Extended learning will be developed so that there is a sustainable programme over seven years which enhances curriculum opportunities and provides pupils with memorable experiences which are engaging. To include extended learning days, activities week and enrichment. Production of 'Extended Learning @ Sarum Academy document'.	R.Middlehurst-Jones	Planning time. CTL meeting time. Printing costs	Termly	J.Moore
The MER cycle drives pedagogical and curriculum development	J.Moore	MER time Observations Book Looks Standards and SOW scrutiny	As per MER cycle	J.Curtis
Curriculum planning and standardisation – year plans and schemes of work are developed to provide a deeper learning experience for pupils so that learning is mastered rather than absorbed temporarily. Schemes should be more skills based.	CTLs	CPD days and CTM meeting time	Review bi- annually	Line managers
Lessons and learning in Science promote accelerated positive outcomes - increased use of subject specific vocabulary, use of Tassomai, See Ringwood Science Review – June 2017	J.Day	Ringwood School to school support budget	Terms 1&2	J.Moore
We will have exercise books which are planned by each curriculum area so that teachers share the expectations of not only presentation but also the standard of subject specific work and feedback which will take place. Feedback in exercise books is planned in advance so that pupils are clear about their next steps for learning which enhances their progress.	CTLs	Book Looks Printing costs	Ongoing	J.Moore Learning Walks
We will have an Academy wide focus on reading, spelling and grammar. This will include TBW and TBR, The Big Read on a Thursday when all pupils and staff read together. <ul style="list-style-type: none"> All pupils to carry a reading book with them at all times. Training staff and pupils on text marking. Standardised text marking used across the academy – e.g. words not understood highlighted. Literacy activities integrated into the PREP programme. Regular spelling tests across the school to develop vocabulary. Explicit language for reading e.g. skimming, scanning etc. Staff training in the language used at Key Stage 2 	M.Mineur	Two CPD sessions in Term 1, one delivered by primary about KS2 curriculum and one in house	Term 2	J.Moore Learning walks External reviews

<ul style="list-style-type: none"> • Use of PiXL CODE and Lexia 				
We will use standard methods in all curriculum areas for common mathematical methods e.g. multiplication. Production of a 'How we do maths methods @ Sarum Academy' booklet which non specialist staff and parents can use.	J.Hill-Parker	Printing costs for booklet CPD session to share information in an active way	Report to SLT in February from PAR on impact	J.Curtis
We will have a culture of forensic use of data to promote rapid and sustained pupil progress. Staff will continue to include data on all seating plans and use this data for planned differentiation. 'Keep up' programme in place. We will again calendar regular Progress meetings . These will be minuted to include impact of actions. These will be chaired by the Head of Upper School. Progress charts for pupils will be used across the academy.	Curriculum Team Leaders Head of Upper School	Progress meetings in Calendar	Data Capture cycle	J.Moore Learning walks MER reviews Data Dashboard
We will ensure that Home Learning is set regularly and is appropriate (stretch and challenge) Feedback from Home Learning is purposeful and enhances pupil progress.	All teaching staff	Show my homework	Weekly emails to CTLs Termly item at CTLs	Curriculum Team Leaders and J.Burrow and Analysis and impact School Council Feedback
<p>We will invest in individuals with a high quality Training Programme that develops all staff regardless of their post (See CPD programme in Calendar). There will be additional development for support staff. All staff will receive relationship training to develop a restorative practice approach.</p> <p>We will engage with the Wessex Partnership Training Programme to develop staff skills in collaboration with local schools. This includes all staff taking part in four CPD opportunities across the year.</p> <p>We will provide regular and quality feedback on performance through line management meetings and learning walk feedback. We will involve all staff in learning walks and celebrate good teaching.</p>	J.Moore J.Campbell	CPD Budget	Ongoing	J.Curtis Learning walk feedback Great teaching celebrated in briefings Teaching & Learning SEF
We will continue a workplace wellbeing programme, as part of our Strategic Wellbeing Plan. We will act on the survey results, and allow flexibility for peoples personal lives.	M.Smith	Wellbeing programme £3000 annually TBC	Review termly	J.Curtis
We will assure consistent practice through: A clear T&L policy , clarity around professional responsibility (teaching standards), quality assurance (MER – Monitoring, Evaluation and Review), quality control (standardisation), CPD, support for non-specialist teachers.	Curriculum Team Leaders	MER	See Appraisal Cycle – MER Review Calendars	J.Moore Appraisal
We will have a problem sharing culture which is solution focused . Issues are raised openly in an appropriate manner through: Meeting structure, line management, discussions with colleagues (formal and informal) shared decision making, communication from all leaders.	All staff		Staff Surveys – Term 2, 4 & 6	J. Moore

SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving DS1

- Improvements in consistency observed through learning walks – see Teaching & Learning SEF
- CPD Evaluation indicates impact on practice
- 'Book Looks' indicates improvements in quality of pupil work and quality of teacher response
- Parent surveys
- Pupil Voice

RAPID IMPROVEMENT PLAN				
DEVELOPMENT STRAND 2: BECOMING GREAT LEARNERS - DEVELOPING LEARNER AUTONOMY AND A GROWTH MIND-SET				
Actions to achieve DS2	Named person (s) responsible	Resources and costs (inc. Meeting time)	Review dates	Monitoring person and method
We will further raise the aspiration and self-expectation of all pupils by providing a clear developmental framework, from which all pupils will identify their current and target mind-set. We will diarise and allocate time for pupils to engage in this meta-cognitive process, which we have branded 'Growth-9.	Tutors via termly data entry.	Growth-9 Template Training within tutor Briefings/Meetings	Start September Review at end of each term	M.Birkett K.Milford
We will further raise pupils' proficiency at understanding their academic working and target grades by ensuring data entered at each data-collection is aligned to each department's assessment framework (yellow sheets).	CTLs and Teachers	Assessment frameworks CTL meeting time Progress meetings Pupil-focused LW	October 2017 December 2017 March 2018 June 2018	Heads of School and M.Birkett
We will further raise the effectiveness of departments' assessment frameworks by adding a pupil 'Academic Barrier to Learning' column on preparation documentation for progress meetings. Curriculum Team Leaders will then provide support and share strategies for overcoming the barrier – how can the learning outcomes be clarified so that the pupil can understand and overcome?	CTLs K.Milford	Barrier to Learning Spreadsheet Assessment Frameworks	Dec 2017 April 2018 June 2018	M.Birkett
We will further raise the impact of progress meetings by diarising the schedule of pupils to be discussed in meetings in advance.	M.Birkett	CTL meetings Data entry before each meeting	Dec 2017 April 2018 June 2018	M.Birkett
We will further raise the outcomes for vulnerable groups by ensuring that they are prioritised in progress meetings, keep-up sessions, book scrutiny, pupil-focused learning walks, and mentor meetings. This action sits alongside the Pupil Premium Action Plan. Vulnerable groups information to be published in September 2017 to include Medical and Traveller information. (M.Birkett)	Heads of School	Data analysis Keep-up Schedule Book Scrutiny time Pupil-focused LW Progress Meetings	Dec 2017 April 2018 June 2018	M.Birkett K.Milford
The development of a Wellbeing Plan - The Wellbeing Plan aims to create a cohesive, whole school approach to support pupil wellbeing. (See Strategic Wellbeing Plan) Provision is in the following sections. 1. School ethos and environment, 2. Curriculum, teaching and learning, 3. Thrive Hub Project – emotional and mental wellbeing, 4. Pupil Leadership, 5. Physical Health, 6. Staff development, health and wellbeing.	S.Futcher	Pastoral Meeting External professionals	Termly	M.Fox J.Moore
We will further raise pupils' wellbeing by having pupils' complete detailed surveys (PASS) at the end of each term, and using the analysis of the data to devise termly interventions. We will also ensure pupils receive strategies for managing their online safety, including social media.	Tutors, Heads of School	Tutor time Data analysis Tutor briefing/meetings	Dec 2017 April 2018 June 2018	M.Birkett K.Milford
As part of the PREP Programme - We will further raise the degree of responsibility and self-awareness within our pupils by providing them with a reflection log where they will complete a weekly task that requires them to assess 6 questions on a scale of one to	Tutors, Heads of School	Tutor time Booklet Printing	Dec 2017 April 2018 June 2018	M.Birkett M.Fox

ten: e.g. 1) 'How hard have I worked this week?' and 2) 'How kind and helpful have I been this week?' All pupils will identify their weekly success and set a target for the upcoming week; this should take a numerical format i.e. next week I want to get my 'preparedness' up to an 8.		Data Input/analysis		
We will further embed the opportunities for pupil leadership by ensuring the 'pupil leader' programme is continued and duties within the programme expanded: for example, pupils to take on 'border control' duties whereby they inspect and maintain the academy's exceptional learning environment. In addition, the school council, peer mentors, prefect team, anti-bullying ambassadors and ethos team will continue to meet and drive forward initiatives.	BEL, FOX, JON Pupil services	Scheduling time Display materials Tick Sheets	Dec 2017 April 2018 June 2018	M.Fox
We will raise further the publicity of pupils' achievements by ensuring that we continue to publish league tables of pupils Attitudes to Learning Scores, write to parents when we recognise success at each data capture, and celebrate exceptional progress statistics within morning briefings.	Heads of School,	Letters Data analysis	Dec 2017 April 2018 June 2018	M.Fox
We will raise further the quality of written feedback by providing pupils and parents with clearer information about what they are doing well and what they need to improve. In addition, we will write a 'good luck' letter to all Year 11s before they start their exams.	Teachers M.Birkett	Data Input CTL checking time	June 2018	CTLs
We will provide staff with information about all SEN pupils. This will be updated regularly throughout the year and it is expected that the Learner Profile booklet will be placed into the teaching file of all staff and will be used to inform planning. We will provide additional training for staff to support our more complex cohort of pupils in Year 7 with at least 5 pupils with EHCPs including specialist training for Downs Syndrome on 1 st September 2017	K.Milford SEN Team	Printing costs.	15 th December 2017 April 2018 July 2018	K.Milford – lesson observations, parent and pupil feedback.
We will develop our ELSA provision. This includes liaising more closely with primary ELSAs to ensure information is communicated to the Academy in preparation for the pupils' transition to the Academy in Year 7.	S.Steggel	Visits to primary schools.	January 2018 Contact to be made and visits will begin to primary feeders to observe/meet the ELSA.	K.Milford ELSA feedback. Learner profile created for the Year 6 pupil and refined in July 2018.
All Restart pupils will have a personalised curriculum which facilitates learning within the classroom but also looks at alternative provision opportunities.	L.Holm	Alternative provision costs	July 2017 December 2017 June 2018	K.Milford Visits to monitor the provision and progress of pupils. Pre visits to assess suitability of the provision.
Data on progress for Restart pupils to be inputted by teaching staff during each data capture and monitored by the Restart Manager. Attitudinal data will continue to be monitored and reported to parents on a weekly basis	L.Holm	Diarise into the Academy calendar.	October 2017, December 2017. March 2018, June	K.Milford to ensure data is inputted. L.Holm to monitor

using the Academy attitudinal scale of 1-4.			2018.	progress and liaise with teaching staff.
All Year 7 pupils will have a 'transition buddy' in September 2017. The 'buddy' will be a current Year 8 pupil and they will meet every two weeks throughout September and October. (This is subject to review based on pupil need)	K.Milford H.Murphy	Meeting time 1 x 25 minute meeting every two weeks.	Review October half term.	K.Milford Pupil feedback 'Buddy' feedback.
Academy staff to develop an understanding of the Key Stage 2 curriculum to enable progression to continue and to avoid repetition and to assure continuity in the language used (subject terminology).	CTL English/Maths/Science	Observations of Year 6 lessons, meetings to discuss curriculum. Shared resources,	14 th September 2017	CTLs, feedback from visits/observations/meetings.
The Transition booklet to be handed to all Year 6 pupils transitioning to the Academy in September 2018. The booklet will contain - photos, a map of the Academy, example of a menu, timetables and a list of frequently asked questions.	K.Milford H.Murphy	Time to update the booklet. Printing costs	January 2018 with updates ready for April 2018.	K.Milford Feedback from primary staff informs updates and further improvements. Pupil/parent feedback.
We will develop a whole school reward system that incorporates all areas of school life. This will include graduation certificates and house awards (ribbons/badges). <ul style="list-style-type: none"> Point system data base Regular updates on current totals Certificates in assemblies Annual Prize Giving To include attendance rewards Prom incentive scheme 	M.Fox	SIMs training for staff £Est from FOX	Weekly	J.Moore
We will improve the House system to develop a sense of belonging, encourage teamwork and promote healthy competition throughout the academy. Introduce/develop House Leader roles <ul style="list-style-type: none"> Regular house challenges through all areas of the curriculum including PREP Develop the House point system that enables all pupils to earn points for their House for good attendance etc. House Noticeboards Regular displays of house rankings Termly and yearly house cups 	M.Fox J.Burns D.Rock S.Filer S.Finaughty	House Notice Boards £120 House Cups - £100	House Noticeboards updated termly	J.Curtis
We will review and re-launch the Behaviour for Learning Policy/TBC to incorporate Restorative Practices (RP) and provide ongoing support for staff on developing their skills in RP to maximise teaching and learning outcomes by creating a positive whole school ethos. We will set up a team that strategically develops the use of RP throughout the school. (RP Drive Team)	M.Fox	CPD Producing RP cards - Reprographics Individual support for identified staff	Dec 2017	J.Curtis

M.Fox to develop links with other local schools and within wider Wiltshire schools.		Pupil training on RP, through assemblies and PSHCE RP guidance booklet		
We will develop the effective use of SIMS to enable us to monitor and evaluate pupil progress. We will use the data to inform interventions. <ul style="list-style-type: none"> Regular analysis of SIMS to identify needs. Provisions/Interventions logged on SIMs 	CTLs All staff SENCO	Opportunities for training Termly reports to CTL	Termly	M.Fox through - Behaviour & Attendance Team Meetings
We will develop the role of the tutor to ensure they play a key role that contributes to the teaching and learning/personal development for all their pupils. <ul style="list-style-type: none"> Further refinement of the Tutor Handbook 	M.Fox Heads of School/Head of Year 7	Tutor handbook Fortnightly Pastoral briefings	July 2017	M.Fox – Heads of School – Head of Year 7
We will develop tutor/prep time to enable tutors to build positive relationships with all their tutees.	M.Fox Heads of School/Year Leader	Tutor activities Tutor rankings Tutor boards	June/July 2017	M.Fox – Heads of School – Head of Year 7
We will develop an in year transfer process/admission arrangements to ensure the progress both academically and socially of all new pupils. Including questionnaire for parents.	M.Fox Heads of School/Head of Year 7 SENCO	Early assessment to identify needs e.g. PASS Regular review meetings to ensure progress		
We will undertake a review of our Admissions Policy.	M.Fox SENCO	-	September 2017	M.Fox

SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving DS2

- Increased % of pupils identifying with a higher stage on the Growth-9 developmental framework
- Increased % of pupils knowing what they need to do to improve (academically)
- Increased % of pupils, including vulnerable pupils, making good progress (1 grade per year)
- Increased % of pupils achieving Attitudes to Learning Grades of 2 or better
- SIMS is used effectively by all staff in the academy and all behaviour and achievement with outcomes are accurately logged
- An increase in achievement points
- A reduction in behaviour incidents

RAPID IMPROVEMENT PLAN				
DEVELOPMENT STRAND 3: IMPROVING ATTENDANCE				
Actions to achieve DS3	Person responsible	Resources and costs	Review dates	Monitoring person
<p>We will develop a shared purpose & vision across the school to improve attendance and reduce persistent absence. Including raising the importance of attendance through:</p> <ul style="list-style-type: none"> • A higher profile in behaviour and attendance meeting • Target support for pupils identified as most at risk e.g. PP • Termly letters to notify all parents • Partnership working with external agencies e.g. EWO • Agenda item on SLT every fortnight 	M.Fox Heads of School/Year Leader Tutors	Fortnightly meetings with Heads of School/Head of Year 7	Weekly – to SLT	Headteacher
We will ensure support and intervention is implemented on early identification using historical attendance information and the PASS assessment.	K Milford M Fox	PASS licence Computers		J Moore
We will ensure that all pupils at risk of low attendance are placed on an attendance action plan.	P Leyland	Action plans	Fortnightly in LM	M Fox
We will ensure the attendance display board is updated termly	P Leyland	Printing	Termly	M Fox
We will celebrate the top 5 tutor groups in staff briefing and the winning tutor group at the end of the term will enjoy a free lunch together.	P Leyland	Lunch for each pupil £60	Termly	M Fox
We will ensure the attendance tracker is regularly updated to include all information that may impact on a pupils attendance	P Leyland SLT	Attendance tracker	Ongoing	M Fox
We will ensure all Tutors embrace the attendance initiatives organised by the Attendance Officer. This will include implementing attendance support strategies such as the weekly tutor tracker and distributing raffle tickets to all pupils with improved attendance.	P Leyland	Weekly tracker Raffle Tickets		
We will ensure all Tutors follow up any unexplained absences and contact parents when necessary. All tutors will report any concerns to the attendance officer and ensure relevant strategies are implemented to enhance the pupil's attendance.	M Birkett H Gale H Murphy P Leyland	Tutor briefings		
We will ensure target parents receive absence notifications daily through parent call.	P Leyland	Call parent		M Fox
<p>We will send letters to all parents of pupils whose attendance falls below the expected 96% as follows:</p> <ul style="list-style-type: none"> • Below 96% letter • Below 94% letter • Below 93% invite to a SAM 		Letters printed	Fortnightly in LM	
We will monitor and evaluate punctuality of all pupils and implement interventions	P Leyland Tutors			M Fox
We will ensure SAM meetings are held for all pupils whose attendance is a cause for	Tutors			M Fox

concern. (Below 93%)				
We will follow up with a 2 nd SAM meeting for all pupils whose attendance has not improved. We will refer to the EWO if necessary.	Tutors P Leyland			M Fox
We will follow up on all poor attendance and make referrals for FPN to the local authority.	P Leyland		A monthly FPN audit	M Fox
We will celebrate all pupils with 100% or significantly improved attendance through whole school assemblies, letters to parents and school displays.	P Leyland			M Fox
We will hold a termly attendance raffle	P Leyland	£100 voucher £20 Cinema vouchers		M Fox
We will promote the importance of attendance with parents. Improve communication with parents and ensure contact details are accurate.	M.Fox P.Leyland	Attendance leaflet Parent forum	September 2017	M.Fox
We will hold regular meetings with key staff in the academy to monitor and evaluate the attendance of all year groups.	P Leyland M Birkett H Murphy H Gale			M Fox
We will ensure weekly and termly attendance data is published in the school bulletin	P Leyland J Campbell	Weekly bulletin		M Fox
SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving DS1				
<ul style="list-style-type: none"> Improved attendance and a reduction in PA 				

RAPID IMPROVEMENT PLAN					
DEVELOPMENT STRAND 4: ENGAGING AND SUPPORTING STAKEHOLDERS					
Actions to achieve DS3	Named person responsible	Resources and costs (inc Meeting time)	Review dates	Monitoring person and method	
Parents					
We will provide effective communication to parents via: <ul style="list-style-type: none"> • Parent handbook published (M.Fox) • Printed copy of the Parent calendar published in August and published on the Website (J.Campbell) • Newsletter (J.Curtis)– emailed fortnightly – Group Call to go out • Parent forum - as a forum for sharing ideas and in involving parents in the decision making process. • Parents' Evenings – Telling parents what to expect and provide an effective appointment system (Heads of School/Head of Year 7) • Open email communication between teachers and parents – Contact information published on website and in the Parent Handbook (M.Fox) 	K.Milford	Printing Calendar dates for Parent Forum	Ongoing	J.Curtis Feedback from Parent Questionnaires published after events	
We will review our reporting system to parents, ensuring that data and written reports are informative: <ul style="list-style-type: none"> • When pupils are succeeding particularly well • When pupils are not making enough progress • How well pupils are completing Home Learning 	J. Moore (G.Jones)	Meeting time	Easter 2018	J.Curtis Feedback from Parents at every reporting cycle	
We will seek regular feedback from parents through regular evaluations and surveys gathered at parent events.	K.Milford	Printing and analysis time	Ongoing	J.Curtis Parental Engagement feedback to SLT - Parent Survey	
We will invite parents into the Academy on a more frequent basis to celebrate pupils' work and successes, including: <ul style="list-style-type: none"> • Carol Service • The Big Write • Performing Arts Show • Art Exhibition • Sports Day • Prize Giving 	As per calendar	Enrichment time Organisation time Printing costs	After each event	J.Curtis	
We will send letters home and make available on the school website.	A. Smith	GroupCall ParentMail subscription	/	Ongoing	J.Moore
We will increase attendance at Parents' Evenings	Heads of School Head of Year 7	GroupCall ParentMail subscription	/	For each event	M.Fox

Cluster Schools				
We will identify and calendar a range of opportunities to visit our cluster schools and meet with pupils and parents.	K.Milford	-	-	J. Curtis Pupil Evaluations
We will directly engage with parents of pupils in our cluster schools through open afternoons at Sarum Academy as part of our primary engagement strategy	K.Milford	-	-	J. Curtis Pupil Evaluations
We will attend Cluster School Parents Evenings as a marketing event	K.Milford M.Smith	-	-	J.Curtis
Governors				
Governors will undertake an audit of areas of expertise and be deployed accordingly as we move to an LGB	CofG	Audit Tool	Autumn 2	Clerk Skills Audit
Governors will undertake training to enable them to operate effectively as an LGB within a MAT.	CofG	MAT Training	By December 2017	Clerk
Governors will undertake named governor visits to the Academy seeking evidence of both practice and impact	CofG - Clerk	Schedule of visits	Ongoing	Governors Visit Forms
Governors will increase their knowledge of Progress Data in order to effectively evaluate performance. This will be done through monitoring performance using the data trackers.	Headteacher	-	Ongoing at Data Capture points	
Section pending				
Community and Partnership				
We will share the Academy's progress locally through our involvement with the: <ul style="list-style-type: none"> • Inter-agency Group • Local Residency Group • SWAMAF 	M.Fox	Meeting time	Ongoing	J.Moore
We will review the use the Academy facilities in providing a facility that balances financial sustainability with the needs of the community, identifying additional opportunities to engage and support with the community.	H. White	Lettings time	Ongoing	J.Curtis
We will seek out opportunities for collaborative working including: <ul style="list-style-type: none"> • Pixl Partnership • Wessex Partnership NQT CPD • Wessex Partnership Headteachers/Deputy Headteachers • Wessex Partnership Subject Network Meetings • Look at developing partnerships to support Inclusion Provision 	M.Birkett, Parker M.Mineur J.Moore J.Curtis/J.Moore Curriculum Team Leaders K.Milford	J.Hill- and Meeting time for NQT events Meeting time Wessex Partnership events Meeting time	As per calendar	J.Moore J.Moore J.Curtis J.Moore
SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving DS3				
<ul style="list-style-type: none"> • Improved attendance at Parents Events • Improved approval ratings in Parents Surveys 				

- Increase in pupil numbers
- Greater collaboration with other schools

IMPROVEMENT PRIORITY 2: FINDING A MULTI-ACADEMY TRUST PARTNER
IMPROVEMENT PRIORITY 3: BALANCING THE BUDGET

Actions to achieve MAT status	Named person responsible	Resources and costs (inc. Meeting time)	Review dates	Monitoring person and method
<p>We will ensure finances are in good order maintaining cost controls by:</p> <ul style="list-style-type: none"> • Monthly review of costs using management accounts, cash flow forecast, etc. • Meetings and reviews with all budget holders every term • Ongoing reviews of staffing giving particular consideration to whether staff that leave need to be replaced or new staff appointed. This may be triggered by resignation, planned curriculum changes, budget review or significant changes to pupil numbers. • Making effective use of resources by using nominated suppliers who are regularly reviewed to obtain best value. • Prepare comparison spreadsheet for costs • Discuss best practice with contacts including local Schools and Academies 	<p>K. Hall K. Hall SLT P. Wilkins K. Hall</p>	<p>Time only Time Time (cost recruitment needed) if is Time Time</p>	<p>Monthly Every term When triggered or Annually Annually Every short term</p>	<p>J.Curtis Governors J.Curtis J.Curtis SLT meetings J. Curtis Report to Governors J.Curtis</p>
<p>We will complete bid application for appropriate grants:</p> <ul style="list-style-type: none"> • Find appropriate grants [start year looking for sports and community) • Put bid together with assistance from appropriate CTL • Phone charity before sending bid to make initial contact , flag Sarum Academy and get to know the charity • Send thank you whether or not successful • Send photos and reports of use or media coverage obtained mentioning the charity to encourage future grants 	<p>T.B.C - K. Hall</p>	<p>Time and guidance</p>	<p>Every Term</p>	<p>SLT</p>
<p>We will ensure that our staff structure is appropriate and cost effective, responding to the changing needs of the Academy by:</p> <ul style="list-style-type: none"> • Reviewing staff against pupil numbers • Ongoing reviews of staffing giving particular consideration to whether staff leaving need to be replaced or new staff appointed. This may be triggered by resignation, planned curriculum changes, budget review or significant changes to pupil numbers • Regular review of curriculum 	<p>M. Smith SLT J. Curtis J. Moore</p>	<p>Time Time (cost recruitment needed) if is Time</p>	<p>Annually When triggered or Annually Annually</p>	<p>SLT meetings Governors – report Benchmark data J.Curtis SLT meetings</p>
<p>We will ensure financial procedures are complied with by:</p> <ul style="list-style-type: none"> • Feedback from external review visits • Annual audit report and Management letter 	<p>TBC Moore Stephens</p>	<p>£500 £11K (Statutory)</p>	<p>Annual Annual</p>	<p>SLT SLT Governors</p>

<p>We will effectively communicate our ongoing financial position to Governors and decision makers through:</p> <ul style="list-style-type: none"> • Monthly Management Accounts, cash flow forecast and balance sheets • Verbal reports • Feedback from external review visits • Annual audit report 	<p>K. Hall J. Curtis J. Curtis K. Hall</p>	<p>Time Time As above As above</p>	<p>Each meeting Each meeting and as requested Annually July Annually December</p>	<p>Governors Governors Governors Governors</p>
<p>We will have a strategy for increasing pupil numbers by:</p> <ul style="list-style-type: none"> • Providing taster days, open afternoons and opening evenings Y4 and Y5 pupils and Induction evenings and days for Y6 • Maintaining close, positive relationships with feeder schools through cluster meetings, joint training for staff, networking, etc. • Engaging with parents by visiting Primary Schools and meeting them at open evenings, sports day, etc. 	<p>K. Milford H. Murphy K. Milford SLT K. Milford H. Murphy</p>	<p>Cover implications £600</p>	<p>1 x Y4 and 2 x Y5 1x Y6 Throughout year TBC</p>	<p>J.Curtis Feedback from Primary partners Feedback from Parents Attendance to Open events</p>
<p>We will market the whole Academy, including 6th form, by:</p> <ul style="list-style-type: none"> • Preparing new prospectus • Headteacher Newsletter - widening circulation and ensuring all parents have access • Working with identified member of staff to deal with press and social media. • Prepare/review marketing plan • Finding out how pupils heard about the Academy to allow more effective use of advertising opportunities and budget 	<p>M. Smith J. Curtis M. Smith S. Futchter G. Jones</p>	<p>£6k</p>	<p>Every other year Monthly At open evening</p>	<p>J. Curtis Governors J. Curtis</p>
<p>We will create an electronic events calendar for staff</p>	<p>J. Campbell A. Smith</p>	<p>Time</p>	<p>By start of 2017/18</p>	<p>SLT</p>
<p>We will ensure HR standards reflect how we value our staff by:</p> <ul style="list-style-type: none"> • Using safe, fair and robust recruitment methods with qualified lead. Review methods used to include structured question, with space for comments, use qualified staff, standard pupil panel questions, etc. • Ensuring that there are a minimum of 3 qualified leads • Review staff policies. 	<p>M. Smith SLT J. Moore SLT Governors</p>	<p>£130 CPD</p>	<p>As required 30th September 2017 As required</p>	<p>J. Curtis</p>
<p>We will ensure job descriptions and person specifications are updated in line with changing roles by:</p> <ul style="list-style-type: none"> • Review all job descriptions and person specifications as required with input from SLT, CTL, line managers and job holders • Meet job holders regarding any amendment to their descriptions 	<p>M. Smith Line Managers</p>	<p>. Individual</p>	<p>As required As required</p>	<p>SLT meeting Staff appraisal</p>

<ul style="list-style-type: none"> We will keep organisational structure chart updated as the Academy evolves 	M. Smith	meeting times	ongoing	
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SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving MAT status

<ul style="list-style-type: none"> Financial stability/balanced budget Increase number of Post 16/Year 7 admissions TUPE undertaken successfully in agreed timescales Joining MLP in November 2017
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Pupil Policies

Policy	Staff responsible	Date Ratified	To be reviewed	To be reviewed by
Able, Gifted & Talented	Mrs J Day	April 2017	April 2019	-
Admissions	Miss M Fox	March 2016	September 2017	Miss M Fox
Anti-Bullying	Mrs C Bell	September 2016	September 2017	Mrs C Bell
Anti-Smoking (Drug and Substance misuse)	Mrs J Moore	September 2016	July 2017	Mrs C Bell
Assessment for Learning	Mr J Curtis	July 2016	July 2018	Mr M Birkett
Attendance	Miss M Fox	February 2017	February 2019	-
Behaviour for Learning	Mr J Curtis	July 2016	July 2018	-
Charging & Remissions	Ms D Higgins	January 2015	September 2017	Ms D Higgins
Collective Worship –Who and what we are...	Mr J Curtis	July 2017	July 2018	Mr J Curtis
Complaints	Mr J Curtis	January 2017	January 2019	-
Curriculum Statement	Mrs J Moore	June 2017	June 2018	Mrs J Moore
Data and Information Handling	Ms D Higgins	March 2016	January 2021	-
Educational Visits and Journeys	Mr M Pearce	April 2017	April 2018	Mr M Pearce
Equal Opportunities inc. Disability Access Statement	Mr J Curtis	-	January 2018	Mr J Curtis
Equality Information	Mr J Curtis	April 2017	April 2018	Mr J Curtis
Examinations	Mr J Curtis	February 2016	September 2017	Mrs J Moore (Mrs D Pearce)
Fire Safety	Ms D Higgins	February 2016	July 2017	Ms D Higgins
First Aid & Medical	Ms D Higgins	March 2016	March 2018	Mrs J Moore
Food Policy	Mrs C Bell	October 2016	October 2018	-
Health & Safety	Ms D Higgins	February 2016	February 2019	-
Home Learning	Miss J Burrow	July 2016	July 2017	Miss J Burrow
ICT and eSafety	Mrs J Moore	New	January 2018	Mrs S Fitcher
PSHCE	Mrs C Bell	May 2017	May 2019	-
Pupil Premium	Mr M Birkett	February 2017	September 2017	Mr M Birkett
Pupil Records Access	Ms D Higgins	March 2016	January 2021	-
Race Equality	Ms D Higgins	September 2017	September 2018	-
Safeguarding and Child Protection	Mrs J Moore	April 2017	April 2018	Miss S Fitcher
SEN	Mrs K Milford	April 2017	April 2019	-
Sex & Relationships	Mrs C Bell	April 2017	April 2019	-
Tackling Extremism and Radicalisation	Mr J Curtis	September 2015	September 2017	Mr J Curtis
Teaching & Learning	Mrs J Moore	July 2016	July 2018	-
Uniform	Mr J Curtis	March 2017	March 2018	Mr J Curtis
Young Carers	Mrs J Moore	October 2016	October 2018	-

Staff Policies

Policy	Staff responsible	Date Ratified	To be reviewed	To be reviewed by
Absence	Mr J Curtis – Staff Handbook)	December 2015	October 2017	Mr J Curtis
Appraisal and Capability	Mr J Curtis – Staff Handbook)	March 2016	September 2017	Mr J Curtis
Clear Desk Policy	Mr J Curtis – Staff Handbook)	December 2015	October 2017	Mr J Curtis
Disciplinary	Mr J Curtis – Staff Handbook)	May 2016	October 2017	Mr J Curtis
Grievance	Mr J Curtis – Staff Handbook)	January 2014	October 2017	Mr J Curtis
Pay	Mr J Curtis	September 2016	July 2018	Mr J Curtis
Professional Conduct Policy	Mr J Curtis – Staff Handbook)	July 2015	October 2017	Mr J Curtis
Social Networking Policy	Mr J Curtis – Staff Handbook)	October 2015	October 2017	Mr J Curtis
Whistleblowing	Mr J Curtis – Staff Handbook)	September 2015	November 2018	Mr J Curtis