

# STEEL CITY SCHOOLS PARTNERSHIP



# FOX HILL ACADEMY IMPROVEMENT PLAN 2017/2018

# Steel City Schools Partnership Trust and Academy Improvement Planning

Our Trust Vision:

**Achieving Excellence**

**Sustaining Excellence**

**Sharing Excellence**

Our Vision for Fox Hill Primary:



Trust and Academy Improvement Planning is determined by a number of factors:

- Robust and effective Trust and Academy Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors, pupils and Trust
- External stakeholders views i.e. Local Authority (LA), DfE, RSC, Ofsted, TSA's and others
- The changing needs of the Trust and Academy based on the local and national educational landscape and priorities

Our learner's code:

At each of our academies, our children and staff work towards a learner's code to help them become successful lifelong learners:



## Cycle of Academy Improvement



In order to constantly set a culture of high standards and pupil outcomes, the Academy must reflect and evaluate. Through a process of evidence-based self - evaluation, Fox Hill views itself as a “Good” school. This is in line with both internal and external quality assurance from a range of aspects of Academy work and evidence.

The cycle of Academy Improvement Planning focuses on the 5 Ofsted areas from which priorities or area of improvement are identified:

- Leadership and Management
- Outcomes for Pupils
- Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Early Years

### Key Ofsted Outcomes

Following Fox Hill’s Ofsted inspection in July 2015 “Good” the following recommendations for improvement were made:

Improve the overall quality and effectiveness of teaching by:

- making sure that the school’s agreed marking policy is consistently applied in that all feedback given to pupils about their work helps them to improve and learn from their mistakes, and pupils respond to the guidance they are given
- improving the quality of pupils’ handwriting and the general presentation of their written work.

Improve pupils’ attendance so that it at least matches the national average and ensure all pupils are punctual.

## Roles and responsibilities

Following conversion to a Multi – Academy Trust in 2013, all staff belong to a Creative Learning Team (CLT). Leaders and senior teachers across the Academy lead one of these teams where the role is to develop medium and long term targets in relation to their Creative Learning Team and to monitor progress. It is the responsibility of all staff within the CLT to play a role in the monitoring, evaluation and review of work in relation to the actions planned.

All intended actions to improve the Academy and Trust are everybody's responsibility and priority and as such this action plan and supporting documents will be shared with all staff. Staff responsible for key actions will be named in the document and it is expected that all teams across the Academy will be supported in understanding the role they play in achieving the intended outcomes of the improvement plan.

The Governing Body monitor the Academy Improvement Plan and the Principal reports on the AIP through the Principal's Report to the Governing Body. The CEO and Directors monitor the Trust and Academy Plans to ensure that planned action and improvements are being undertaken.

This Academy Improvement Plan outlines the improvement or development opportunities that the stakeholders in the Academy have identified. The plan identifies the actions, resources, responsibilities, time-scales and success criteria associated with the key priority in each area and makes best use of available funding or resources in order to raise standards. The Academy Improvement Plan is a prime tool in ensuring purposeful budget planning for the future. It sets out our priorities and our strategic planning to improve upon our past best.



# Academy Improvement Priorities 2017/18

## Fox Hill Primary



### Quality of Teaching, Learning and Assessment



To embed the mastery approach across the curriculum, particularly in mathematics, to ensure high expectations, challenge and appropriate pitch lead to improved understanding and outcomes for all.

To embed a rigorous and consistent approach to the teaching and assessment of reading, writing and SPAG to ensure improved skills and outcomes for all.



### Personal Development, Behaviour and Welfare



To develop a growth mindset approach across Fox Hill so that everyone has the (Fox Hill Learner) skills and aspirations to achieve their very best.



### Early Years



To develop the provision and practice across the Foundation Stage to ensure outcomes continue to improve



### Outcomes for Children and Learners



To ensure that accelerated progress leads to a greater proportion of children achieving at the expected level and at greater depth in every year group especially in reading and writing.



### Leadership and Management



To develop the role of all leaders within the academy so that all can take key roles in driving improvement priorities forward.