Academy Improvement Plan
2024 – 2025

Faith Primary Academy

'Loving and Learning in the Light of the Lord'

Compassion   Inclusion   Respect

Faith Primary Academy is proud to be part of All Saints Multi Academy Trust

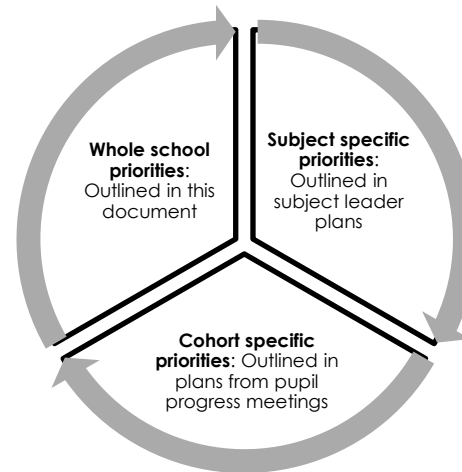| Introduction |
|---|
| This school improvement plan outlines the main priorities for the work of our school during the coming school year. It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.
All recommendations / outcomes of pupil, parents, staff and Governor's self-evaluation have been included in this plan. |

Related Documentation
In addition to this plan, the following documents provide supplementary information: • Self-evaluation summary • IDSR report • School budget • Most recent inspection report – December 2018

School Improvement Planning
School improvement planning takes place in a number of ways. The chart below shows the different levels of planning which should be seen as connected.

Whole school priorities: Outlined in this document

Subject specific priorities: Outlined in subject leader plans

Cohort specific priorities: Outlined in plans from pupil progress meetings

Additional Areas of Interest
• Inclusion Charter Mark and Flagship Status • Attendance Quality Mark • Reading Quality Mark • Maths Quality Mark • Writing Quality Mark • Speech and Laguage Quality Mark

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Focused Priorities for Improvement	
	These are the important whole-school priorities, which will form the focus for school improvement this year. Each of the priorities has an individual action plan.
Focused priority 1	**To strengthen curriculum delivery and improve curriculum leadership in all areas** 1.1 Review implementation and impact of current curriculum planning. 1.2 Curriculum leaders are knowledgeable with relevant skills and provide effective support. 1.3 Assessment and analysis of learning and progress are informative and impactful. 1.4 Quality first teaching is in place for all lessons. 1.5 Curriculum supports pupils to retain, recall and apply knowledge and skills. 1.6 Subject leads produce evidence and report to link governors.
Focused priority 2	**To improve the quality, effectiveness and impact of teaching, learning and assessment in English and maths, particularly in KS1 and KS2** 2.1 Ensure quality teaching is in place. 2.2 Use effective monitoring and assessment to identify gaps and implement strategies to close gaps. 2.3 To have a coherent and cumulative 'reading rich' curriculum 2.4 Adaptive planning and teaching strategies in place to ensure that SEND and GDS children are challenged appropriately 2.5 Staff will be provided opportunities work collaboratively with peers and those across the Trust.
Focused priority 3	**To improve the provision of teaching, learning and assessment of pupils with English as an Additional Language** 3.1 EAL lead is sufficiently trained and effectively supports peers. 3.2 Strategies in place to support the family community. 3.3 Implement assessment, monitoring and teaching strategies to ensure all pupils are able to make progress. 3.4 Lessons, resources and activities are adapted for pupils at all levels of language proficiency to access them.
Focused priority 4	**To strengthen community partnerships which encourage parental engagement with the school community** 4.1 Provide further opportunities for parental support. 4.2 Identify and collaborate with external providers to extend community links. 4.3 Offer opportunities to engage in activities within school.

Plan for focused priority 1

To strengthen curriculum delivery and improve curriculum leadership in all areas

Problem – Why?

Teachers

Lack of experience in leading curriculum subject for many teachers; change in subject leadership; some inconsistency of delivery

Pupils

Clarity of progression of skills and application of knowledge required across subjects: pupils to know and understand expectations

Attainment

Monitoring of progression is in place but not robust; assessment of attainment and expected standards is not secure as teachers are not confident in their assessments.

Ref	Intervention – What?	Implementation Activities – How?	Implementation Outcomes – How well?	Who	When
1.1	Review implementation and impact of current curriculum planning.	• Curriculum subject action plans to be evaluated and redesigned ensuring that they are focused and impactful. • All subject leads to deliver focused staff meetings after reviewing and reflecting on the impact of planning, teaching and learning of their subject. • Curriculum information booklets to be developed by end of 2025 academic year and added to website and subject information files. • Subject leads develop curriculum expectations monitoring sheet, which is to be RAG rated half termly, shared with SLT and feedback to staff.	• Curriculum is impactful and purposeful. • Staff are knowledgeable and have the skills to deliver a quality curriculum • Evidence of progression of skills and knowledge are clear.	SLT Governors All curriculum leads	Review at the end of the academic year.
1.2	Curriculum leaders are knowledgeable with relevant skills and provide effective support.	• All subject leads to deliver focused staff meetings after reviewing and reflecting on the impact of planning, teaching and learning of their subject • Relevant CPD offer available to all subject leads. • Opportunities for collaboration with colleagues across the Trust and external • Leaders use and implement monitoring system to assess progress effectively. • Regular SLT monitoring including feedback to teachers • Bespoke support for teachers according to their individual need	• Curriculum is impactful and purposeful. • Staff are knowledgeable and have the skills to deliver a quality curriculum • Evidence of progression of skills and knowledge are clear. • Leaders are confident and skilled in providing effective support to all staff.	SLT	End of year

1.3	Assessment and analysis of learning and progress are informative and impactful. .	• Leaders use and implement monitoring system to assess progress effectively. • Leaders review/implement effective assessment for their subject. • Teacher assessment recorded termly. Leads to evaluate correctness of teacher assessment against standards. • All leaders analyse data collection and adapt development plan to reflect findings. • Pre and post assessment reviewed and adapted for impact.	• Assessments inform planning • Analysis informs curriculum leaders of the impact of their subject. • Leaders are skilled in monitoring their subject and able to identify gaps, areas of development and strengths and are able to support staff to improve school's curriculum offer. • Pre and post assessment demonstrates pupil progression and understanding of key knowledge. Planning is adapted where relevant.	SLT Curriculum leads	Termly and end of year
1.4	Quality first teaching is in place for all lessons.	• Use of new monitoring system used to judge quality first teaching including lesson observations, work scrutiny, teacher discussions and pupil voice. • Key vocabulary in place, planned and modelled in all lessons as well as linked to other learning across all subject areas.	• All pupils make at least sufficient progress in all areas. • Additional adults are used effectively. • Data analysis and teacher assessment is correct. • Planning is effective and monitoring evidences progression of skills and knowledge. • Evidence of adaptations to support all learners to access the curriculum.	Danielle Fox Curriculum Leads	Termly
1.5	Curriculum supports pupils to retain, recall and apply knowledge and skills.	• Curriculum planning links pre-knowledge and skills and is evident. • MTP is developed and indicates curriculum links and progression of skills. • Monitoring of progression of skills and application of knowledge and understanding.	• Monitoring evidences progression of skills and application of knowledge for all pupils. • MTP in place and are effective in supporting weekly planning.	Curriculum Leads	Termly
1.6	Subject leads produce evidence and report to link governors.	• Subject leads to plan and prepare a presentation to governors annually in line with the rolling programme • Action plans and annual impact reports to be designed, implemented and reported to the Local Academy Council for information and review. • End of year report to governors produced by all leads to inform on progression and monitoring of all subjects. • Link governors reviewed and redistributed. • Link governors to visit with curriculum leads and report back to LAC.	• Governors gain insight into the curriculum and assessment of progress. • Governors are aware of areas of strength and in need of development • Governors are knowledgeable in regard to their link subject/s. • Governors provide subject link reports and feedback at LAC meetings.	Danielle Fox Curriculum Leads	Termly

Plan for focused priority 2

To improve the quality, effectiveness and impact of teaching, learning and assessment in English and maths, particularly in KS1 and KS2

Problem – Why?
Teachers
English and Maths planning remains relatively new to school and is not embedded; teachers to practice adaptive teaching strategies to support all pupils to achieve and progress; teachers are not confident in analysing their class data and using to identify and target intervention to improve key skills.
Pupils
Resilience to continue to be improved so that pupils are able to sustain their writing; maths knowledge and skills to be applied not just in maths but also across the curriculum where relevant;
Attainment
KS2 attainment in individual subjects are below National Average (RWM above NA); percentage of pupils reaching the greater depth standard is below NA in all year groups; writing is the weakest subject across both keystages.

Ref	Intervention – What?	Implementation Activities – How?	Implementation Outcomes – How well?	Who	When
2.1	Ensure quality teaching is in place.	• Individualised teaching and learning targets in place and reviewed termly. Targeted support provided for all teachers including training and expectations. • Teaching and learning targets will identify areas of strength and development for all teachers which will facilitate links and working collaboratively with colleagues and schools within the Trust. • Introduce a new monitoring system to ensure that the monitoring cycle is purposeful and impactful. • Staff training on high quality teaching, adaptive teaching and assessment for learning. • Focused curriculum • Bespoke support for teachers according to their individual need • Collaboration with Challenge Partners to review quality of teaching and learning. • SLT to work collaboratively and attend relevant training with the Hearts Project.	• Monitoring and data analysis demonstrates pupil progression and application of knowledge. • Monitoring demonstrates consistency across the school • Teachers and all staff follow school policy. • Teachers demonstrate good curriculum knowledge and are able to model, question and challenge effectively.	SLT Subject leaders	Subject leader monitoring fortnightly and SLT monitoring weekly

		• Classroom environment is conducive to learning. • Effective practice is modelled by all teaching staff. • Support staff receive CPD and appraisal. • All classroom staff work collaboratively with planning of teaching and learning shared. • Additional adults used effectively.			
2.2	Use effective assessment to identify gaps and implement strategies to close gaps.	• Annual monitoring schedule to be developed – termly English and maths monitoring and annual curriculum reviews completed by subject leaders and SLT. • Subject leads develop curriculum expectations monitoring sheet, which is to be RAG rated half termly, shared with SLT and feedback to staff. • Termly reporting of pupil attainment and progress by teachers to be reviewed. Data analysis and interventions to be included in pupil progress meetings. • Teachers' self-assessment is compared to subject lead and SLT RAG ratings • Intervention groups are identified and fluid as a result of data and progress analysis. • NFER tests continued to be used for termly attainment and progress analysis. Information used to inform and adapt teacher assessment and consequent planning.	• Consistency of good quality teaching is evident • Teacher's self-assessments match to subject leader and SLT monitoring • Intervention strategies are impactful, and pupils are able to demonstrate progress as a direct result. • Identified gaps are reduced. • Teachers are confident in data analysis and consequent strategies are impactful and effective.	SLT Subject leaders	Termly
2.3	To have a coherent and cumulative 'reading rich' curriculum.	• Assessment in place for reading across the school. Reading fluency and comprehension assessed in addition to the NFER termly tests. • Ready Steady Comprehension implemented in KS1 and KS2. • KS1 and Reception word reading ability assessed every 6 weeks ensuring that reading books are aligned. • Additional reading sessions planned for all pupils supported by the extension of the school day. • Review impact of Read to Write and the delivery for impact • The learning environment encourages and celebrates authors and books.	• Assessments inform planning • The learning environment encourages pupils to read and investigate new genres. • Pupils make at least sufficient progress in reading. • A variety of reading strategies used and result in increased reading engagement from pupils.	SLT Subject leaders	Termly
2.4	Adaptive planning and teaching strategies in place to ensure that SEND and GDS children are challenged appropriately	• Ensure that all staff are training sufficiently and are knowledgeable in how to use adaptive teaching in all curriculum areas. • Use of continual assessment (including PIVATS) and marking and feedback to inform level of challenge. Teaching is adapted accordingly throughout the lesson. • Learning plans are reviewed and new targets set on a termly basis • Strategies outlined in EHCPs and Educational Psychologist reports are implemented and adhered to	• Work is tailored to individual needs • Teachers have high expectations of all pupils. • Pupil voice, book monitoring and data analysis to reflect challenge for all pupil groups • Marking policy allows for self and peer-assessment. • Planning is adapted as a reflection of prior learning and understanding.	SLT Subject leaders	Monitoring schedule.

		• Opportunities to support and challenge all pupils are readily available in all lessons and classrooms with relevant resources.	• All pupils including SEN and those working at GDS are sufficiently and effectively challenged.		
2.5	Staff will be provided opportunities work collaboratively with peers and those across the Trust.	• Teachers are released to observe colleagues throughout the year • Opportunities are given for staff to observe cross key stage • Contribute to moderation opportunities in the Trust. • Staff provided with opportunities to work collaboratively with peers from schools within the Trust.	• Teachers share good practice • The overall quality of teaching and learning across the school is at least good	All teaching staff	Termly

Plan for focused priority 3

To improve the provision of teaching, learning and assessment of pupils with English as an Additional Language

Problem – Why?

Teachers

Previous EAL Lead not identified; there currently is no EAL Policy in place resulting in inconsistency of approach across the school; teachers require direction and support to identify level of need for pupils with EAL including any SEND needs; adaptations are not always effective to allow pupils to access the curriculum.

Pupils

EAL pupils are not assessed correctly and therefore do not always received targeted support for their needs in order to develop their language proficiency; relevant resources are not always readily available to support pupils; adaptations are to be in place so that pupils can access the curriculum and develop their confidence and resilience.

Ref	Intervention – What?	Implementation Activities – How?	Implementation Outcomes – How well?	Who	When
3.1	EAL lead is sufficiently trained and effectively supports peers.	• The Assistant Headteacher is the named lead and to receive CPD. • Communicate with EMTAS and other external providers to support lead. • Lead to develop an EAL Policy. • Lead to make links with EAL leads at other local schools and those in our MAT to share good practice.	• Named lead in place to drive priority forward. • Policy is in place ensuring consistency and priority. • Expertise is developed.	Kate McDowell	Autumn and Spring Term
3.2	Strategies in place to support the family community.	• Contac with EMTAS for specialist support when required. • Use of translators in place when relevant. • Opportunities to support English language from external agencies for those family members with EAL • Correspondence with parents is transcribed to ensure inclusion.	• Parents/carers are able to read school correspondence and engage with communication. • Parents feel valued and included in school life. • External expertise supports the family to feel included and informed.	Kate McDowell	Panning in Autumn Term and

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Ref	Intervention – What?	Implementation Activities – How?	Implementation Outcomes – How well?	Who	When
					delivery ongoing
3.3	Implement assessment, monitoring and teaching strategies to ensure all pupils are able to make progress.	• Introduce Bell Foundation to track the level of language proficiency. • Purchase and implement Flash Academy to identify gaps and provide support and strategies to develop language. • Monitor impact of strategies in place. • Termly assessments completed.	• EAL pupils correctly assessed and planning adapted. • School is inclusive of all pupils as adaptive teaching strategies and resources are used.	SLT Support staff	Panning in Autumn Term and delivery ongoing
3.4	Lessons, resources and activities are adapted for pupils at all levels of language proficiency to access them.	• Specific, planned interventions will be delivered to address gaps in children's English language development. Relevant resources purchased with advice from external experts.	• School is inclusive of all pupils as adaptive teaching strategies and resources are used.		

Plan for focused priority 4

To strengthen community partnerships which encourage parental engagement with the school community

Problem – Why?
Pupils
Pupils are not always supported effectively at home, including with reading and homework; pupils will feel an sense of community and support with a positive attitude to education when parents show interest and actively engage with school activities.
Parents/carers
Parents are reluctant to engage with school activities beyond reception and KS1; parents do not always feel confident accessing activities and support within the school environment; some parents have expressed that communication from school could be improved; parents often require support to better understand their child's barriers to learning and emotional needs.
Attainment
KS2 attainment is below national averages in English and maths including GDS, therefore parental engagement and increased skills to support their children at home will support academic engagement and progress.

Ref	Intervention – What?	Implementation Activities – How?	Implementation Outcomes – How well?	Who	When
4.1	Provide further opportunities for parental support.	• Communication is effective. Provide parental information sheets on a termly basis. • Questionnaire for parents to share their interests and how to get involved in school life.	• Collective worship established throughout the school. • Parents feel supported by school. • Increased parental understanding of potential barriers to learning in turn, improves learning.	Danielle Fox	Autumn Term

		• Offer sessions from specialists throughout the year such as: benefits advice, SEND support, impact of ACES and Trauma on the development of the brain.			
4.2	Identify and collaborate with external providers to extend community and social links.	• Introduce course and support for parents to engage with based on their needs and interests. • Investigate providing school trips where parents are invited to build relationships. • Regular signposting to parents regarding local community events and support. • Offer school as a safe space to hold external training events to encourage parental attendance.	• Ongoing parental engagement is improved. • Opportunities to parent s to make social and community links are improved which in turn, benefit parental knowledge and understanding.	Danielle Fox	Termly
4.3	Offer opportunities to engage in activities within school.	• Invite parents into school to complete academic activities with their child/ren such as the stay and learn project with School Improvement Liverpool, reading and fluency workshops, Phonics workshops. • Provide schools sessions throughout the year such as: parent and child cookery sessions, Bingo, Christmas Events, coffee mornings. • Homework support.	• Academic attainment improves of children whose parents are able to access training. • Increased parental engagement with school.	Danielle Fox	Termly