

Wyke Improvement Plan 2022/23 (parent update)

Improvement Focus		Steps to Success <i>(Progress to date indicated by coloured arrows)</i>								Desired Outcome
Leadership and Management	Safeguarding	Staff raise concerns quickly	Statutory record keeping is diligent	Children and families receive timely support	All staff fully understand specific signs of neglect and abuse from regular and ongoing training	Parent awareness raised by including online safety advice in academy newsletter	Governors have plans in place to improve monitoring of safeguarding systems and processes	Governors demonstrate the appropriate expertise to monitor safeguarding systems and processes		There is a strong culture of safeguarding embedded in academy practice
	Governance	The Interim Academy Council (IAC) have a timeline in place to monitor progress of improvements		Governors shadow strong practice in other Academy Councils		Governors ask probing questions and challenge leadership		Governors are proactive in using the outcomes of monitoring activities to drive further improvements	Governor monitoring is holding leaders to account for the quality of education	Governor monitoring challenges and holds all leaders to account
Quality of Education	Curriculum	First steps in adopting the Trust-wide curriculum are completed with clear progression of knowledge and skills in subjects across KS1 and KS2	Teachers clearly share desired learning outcomes with children in every lesson	Unit plans are written for each subject without a published scheme of learning	Children are beginning to articulate connections with prior learning	Unit plans are fully implemented across all subjects	A coherent curriculum is consistently implemented across the academy	Children demonstrate sufficient knowledge and skills for future learning	The knowledge-based curriculum is ambitious, sequenced and coherent and prepares children well for the next stage of their education	
	Maths	Maths curriculum is sequenced to support the retention of knowledge		Fluency knowledge is identified at each learning stage to enable teaching of key instant recall facts	Timetables schedule opportunities for fluency development throughout the week	Maths planning is beginning to support recall and offers opportunity for children to apply their knowledge	Maths planning is consistent across the academy	Embedded progressions in maths enable children to apply their mathematical knowledge confidently	The maths curriculum demonstrates a clear progression of knowledge and enables fluency	
	Reading	Staff are re-trained in using the Essential Letters and Sounds (ELS) (our systematic synthetic phonics programme - SSP) and in delivering interventions. (beginning 03.01.23)		Monitoring of the teaching of ELS confirms staff knowledge and understanding of the programme through its accurate implementation	Assessment processes of all children identify those who are struggling and interventions are rapidly put in place	Consistent and confident implementation of ELS in Reception and KS1 which enables a 'keep up' rather than 'catch-up' approach	Staff expertly use SPP strategies in supporting struggling readers in KS2	Effective support is helping children to read fluently and with confidence, in all year groups	Children read fluently and confidently which supports their learning across the curriculum	
Early Years Provision	Early Years Curriculum	The Kite Early Years curriculum is adopted			Planning reflects implementation of the ambitious, sequenced and coherent curriculum		Half-termly overviews are written and shared with parents			The curriculum is ambitious, sequenced and coherent and prepares children well for Year 1
	Early Years Environment	The indoor and outdoor environment supports child-initiated learning		Children are provided opportunities to develop in all areas of learning, both indoors and outdoors	Regular Early Years Team meetings are in place to discuss all children's development and next steps	Adult interactions develop language acquisition and model the language of learning	In the moment planning is used effectively by ensuring that teachable moments are well-identified and support the child's next step	Professional development meetings with link academy on assessment support development of high-quality interactions and there is growing confidence and knowledge among staff	The high-quality adult interactions and physical environment optimise children's learning and development thoroughly preparing them for Year 1	