



WEST TOWN LANE ACADEMY

SCHOOL DEVELOPMENT PLAN 2018/19

The past few years have seen a number of significant changes in the Academy in the way we assess children, organise our curriculum and how we approach professional development of all staff. The Academy has extended its age range to 3-11 years, with the last academic year seeing us at full capacity of 690 children with the opening of the new nursery class. There are increased budget pressures with the introduction of a new funding formula and significant reduction in funding for children with additional needs, with a resulting reduction in the number of support staff and intervention teachers available in school.

The attainment results are good for those children who have been with us throughout their education, however those joining us during KS2 struggle to catch up with their peers and therefore we need to look at how we are supporting new families in school.

Our pupil numbers are buoyant, and we have a waiting list for many year groups. This gives us stability and some financial security, allowing us to have good staff resources and a pleasant environment for learning.

We are part of the Teaching School Alliance (TSA), with one School Direct student and four under-graduates being trained throughout last year. We help organise the NQT programme for the local cluster of 13 schools, we deliver training on behalf of the TSA and the Headteacher is a member on the Executive of the Primary Head's Association for Bristol.

The process of identifying the key areas for improvement have come from discussions with staff, analysis of data, Government initiatives, Governors and leadership team meetings. During the next academic year we will have a focus on four main priority areas:

- **Mathematical enquiry and reasoning-** our children tend to do well at 'number' based activities and using calculations, however struggle with justifying their answers or giving explanations for why an answer is correct (or incorrect). This focus will aim to improve the reasoning skills of children across the school, introducing new ways of teaching and recording information.
- **Interventions for children behind in their learning-** we have been using a variety of interventions for a few years, therefore we need to evaluate how successful they have been to move children forward. This goes alongside a reduction in staff due to budget cuts and the need to ensure we are using our resources to best effect.
- **Health & fitness-** This is an unusual area to have as a priority, however it was felt by governors and staff that this was of high importance. This will therefore look at how we teach children about health, exercise, diet and wellbeing; our menu and the messages we are giving children; outdoor equipment that challenges children; quality packed lunches and supporting mental health.
- **Leadership & governance-** We have a number of changes to the leadership team this year therefore it is an opportune time to review the structure and ensure it is fit for purpose now that we are 'full' with almost 700 children, as well as new staff taking up middle leader position and needing additional training. Governance systems need to be embedded following the Ofsted earlier in the year and a series of new procedures introduced.

In addition to those areas listed above, there are plans in place for every curriculum area as well as safeguarding, staff development and premises, however these are too numerous to list here. There are also central changes on the horizon relating to baseline assessments, PSHE and the broader curriculum that we must have in mind.

Three year strategies

Whilst we will evaluate our performance and decide on priorities for the year ahead on an annual basis depending on our needs at the time, the areas below have also been identified by the staff as points in need of development over a three year period. We will therefore be mindful of these points and build them into our plans.

- Limit the 'dip' in attainment from KS1 to KS2.
- Increase coaching model to engage all staff in coaching others as well as being a participant.
- Improve provision of Music, including extra curricular opportunities.
- Expanding the range of professionals available to support children's learning, for example education psychology, art/play therapy or adult learning support to provide relevant skills for families.
- Ensure financial stability through opportunities to support other schools as part of the business model already established.
- Ensure grounds and resources are used to best effect to promote learning.