

TWOA ADP (Academy Development Plan) 2024-2027

ADP Focus	1. Secure a robust and meaningful curriculum through effective middle leadership	2. Strengthening Reading	3. Developing great teaching	4. Build a strong and striving workforce
<p>Our Vision – <i>What our school will look like in 3 years time</i></p>	<p>We deliver a well-sequenced, broad and balanced curriculum to all through our class programmes of study, which are, at the same time, fully responsive to each of our learners, adapting and personalising each pupil's curriculum according to their needs, strengths and interests and making every lesson fully accessible, meaningful and pitched with an appropriate level of stretch and challenge for each child. Teachers are supported and held accountable for delivering this curriculum by a strong network of middle leaders who have excellent, up-to-date curriculum knowledge and the skills and time to support its effective delivery.</p>	<p>All pupils are fully included in the world of 'reading' that we all inhabit and are supported to do this as best as they possibly can by a staff team who have the knowledge, skills and tools to do this effectively. (Reading is understood in its most inclusive sense to mean words, objects, symbols, situations etc). In so doing, pupils are given the maximum opportunity to develop their knowledge, skills and understanding in all areas, interact with others in shared experiences and 'visit' places or 'enjoy' experiences that they may not have the chance to experience in real life. These basic entitlements promote good mental health and well-being, foster a sense of belonging and enable pupils to connect with the world around them and the people in it.</p>	<p>Outcomes for all pupils are ambitious but achievable and all pupils achieve these consistently. Personalised outcomes are informed by continual comprehensive assessment of an individual's learning and a solid understanding of typical progression pathways. Pupils engage consistently well with learning activities in all areas, in all lessons, because they are well matched to their abilities and interests. Lessons are well-paced, well-prepared, personalised to the individual, positive and empower pupils to participate in genuine and meaningful ways. All teachers, even those very early on in their career, feel confident that they have sufficient tools and knowledge to deliver a good standard of learning in all lessons.</p>	<p>All staff have a good understanding of their job role and deliver all aspects of it with the highest degree of professionalism and competency. There are high levels of job satisfaction across the academy. Staff feel valued and have the confidence and capability to deliver their role to a high standard. Staff retention is high. There are clear progression pathways, ongoing CPD opportunities for all staff to develop further in their role. All staff are motivated to develop themselves professionally and actively seek development. All new staff access a comprehensive induction programme.</p>
<p>Key Performance Indicators – <i>How we will know that we have achieved our vision</i></p>	<p>Middle leaders are effective in the support and level of challenge that they provide teachers in the delivery of their curriculum area. They demonstrate this through triangulated evidence of lesson planning, records of team-teaching, learning walks, observations, Earwig evidence, learning map targets &, other</p>	<p>Phonics scheme - at least expected progress for all pupils, (progression is measured according to different sets of criteria depending on the cognitive abilities of pupils – Routemaps, Phase 1 or Phase 2-5 phonics assessments for Phonics Scheme, Reading Scheme, standardised Reading Levels through standardised assessment tools (assessments to be explored) (Data</p>	<p>Lesson observations and learning walks consistently evidence well-paced, well-prepared, positive and engaging learning experiences where all pupils are equipped with the necessary tools and positioning to be able to fully access learning opportunities. Learning Map targets are ambitious but achieved. Where they are not</p>	<p>Records demonstrate continuous development of all staff. These include: catch-up reviews, personal development and core competency records, self-reviews, ITT & ECT records etc. Well-being is high amongst staff and staff feel valued and supported in surveys.</p>

	<p>assessment tools, (for those curriculum areas where these exist).. They are able to demonstrate that the delivery of their curriculum area is integrous to the whole-school curriculum overview, including objectives, breath and depth. They are able to demonstrate levels of expected (or better than expected) progression for pupils in their curriculum area.</p>	<p><i>baselined for all children at the beginning of each academic year, data drops at the mid-point and end point of each academic year)</i> Learning environments are language-rich and effective use is being made of all opportunities to promote the love of reading and language.</p>	<p>achieved, teachers are able to justify why not and that this is not through a lack of understanding or provision on their part. (75% LM achieved at a minimum)</p>	
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