



AMBITIONS
Academies Trust



MANORSIDE
ACADEMY

RAISING ACHIEVEMENT PLAN

Academy: Manorside

Sector: Primary

Autumn 2019 – Summer 2020

Signed:

Print Name: Sarah Rempel

Date:

Principal

Signed:

Print Name:

Date:

Chair of Academy Advisory Committee

Signed:

Print Name:

Date:

Director

Signed:

Print Name:

Date:

Chief Executive Officer



Raising Achievement Plan 2019-20

RAG Status Rating:

White: Not started

Red: Not achieved, past deadline

Amber: In process

Green: Achieved

Priority 1: Quality of education (Intent, Implementation and Impact)

Success Criterion:

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones Half termly	Outcomes (Honest and realistic)	Monitoring	Resources Costs	Status
1.1 Introduce new approach to sequencing and teaching of the curriculum	1.1.1 Introduce Knowledge Organisers for teachers to plan key facts, vocab and content for each topic	May 2020	KD	Dec 2019: 100% children making 1TP progress in RW April 2020: 100% children making 2TP progress in RW	July 2020: 100% children making 3TP progress in RW	ATAR		
	1.1.2 CPD focusing on direct instruction and cognitive load	July 2020	KD	Dec 2019: 100% children making 1TP progress in RWM April 2020: 100% children making 2TP progress in RWM	July 2020: 100% children making 3TP progress in RWM	ATAR		
	1.1.3 Embed retrieval practice	Dec 2019	RD & KD	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR	Tablet hire purchase £1000	
1.2 Improve progress and attainment in Maths ensuring that there are no gaps in progress for KS2	1.2.1 Introduce Power Maths scheme to EYFS using KS1 knowledge	July 2020	AL & KD	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR	Power Maths Scheme for Y1-5 £5200	
	1.2.2 Develop mastery in	July 2020	BC & RC	Dec 2019: 100% children	July 2020: 100%	ATAR		



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vulnerable groups or in attainment for EYFS & KS1.	Mathematics through the implementation of Power Maths in Years 1-5			making 1TP progress April 2020: 100% children making 2TP progress	children making 3TP progress			
1.3 Improve progress and attainment in Reading ensuring that there are no gaps in progress for KS2 vulnerable groups or in attainment for EYFS & KS1.	1.3.1 Embed whole class reading in KS2	July 2020	KD	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR		
	1.3.2 Introduce whole class reading in KS1	July 2020	HB & BC	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR		
	1.3.3 Introduce Bookworm award scheme for KS2	July 2020	SR	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR	Bookworm pin badges £500	
1.4 Improve progress and attainment in Writing ensuring that there are no gaps in progress for KS2 vulnerable groups or in attainment for EYFS & KS1.	1.4.1 Focus on 'narrative' in EYFS to improve GLD/Exceeding data	July 2020	AL	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR		
	1.4.2 Embed the teaching of spelling away from RWI	July 2020	KD	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR		
	1.4.3 Introduce focused teaching on sentence structure	July 2020	KD	Dec 2019: 100% children making 1TP progress April 2020: 100% children making 2TP progress	July 2020: 100% children making 3TP progress	ATAR		
1.5 Assessment	1.5.1 Launch and embed	July 2020	HB	Oct 2019: 100%	July 2020: 100%	ATAR		



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	new assessment system 'Different Class Pro'			<p>moderation judgements agreed</p> <p>Dec 2019: 100% moderation judgements agreed</p> <p>Feb 2020: 100% moderation judgements agreed</p> <p>April 2020: 100% moderation judgements agreed</p> <p>May 2020: 100% moderation judgements agreed</p>	children making 3TP progress			
1.6 Curriculum meets the needs of pupils with SEND	1.6.1 Speedy Maths intervention daily in Y1-5	July 2020	SR & MC	<p>Dec 2019: 100% children with SEN making 1TP progress</p> <p>April 2020: 100% children with SEN making 2TP progress</p>	July 2020: 100% children with SEN making 3TP progress	ATAR		
	1.6.2 Coaching CPD in classrooms for all teachers	July 2020	KD & MC	<p>Dec 2019: 100% children with SEN making 1TP progress</p> <p>April 2020: 100% children with SEN making 2TP progress</p>	July 2020: 100% children with SEN making 3TP progress	ATAR		
Priority 2: Behaviour and attitudes				Success Criterion:				
Objective	Actions including CPD	Time	Responsi	Interim Milestones	Outcomes	Monitorin	Resources	Status



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What	How	Scale	ble Who	Half termly	(Honest and realistic)	g	Costs	
2.1 Raise and maintain attendance at 96%	2.1.1 Weekly tracking of whole school and vulnerable groups' attendance	July 2020	JM/SR	<p>Oct 2019: 96% or above whole school attendance</p> <p>Dec 2019: 96% or above whole school attendance</p> <p>Feb 2020: 96% or above whole school attendance</p> <p>April 2020: 96% or above whole school attendance</p> <p>May 2020: 96% or above whole school attendance</p>	July 2020: 96% or above whole school attendance	ATAR		
	2.1.2 Timely actions in place following weekly meetings, e.g. attendance surgeries, meetings with parents, FPN for holidays	On-going	JM/SR	<p>Oct 2019: 96% or above whole school attendance</p> <p>Dec 2019: 96% or above whole school attendance</p> <p>Feb 2020: 96% or above whole school attendance</p> <p>April 2020: 96% or above whole school</p>	July 2020: 96% or above whole school attendance	ATAR		



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				attendance May 2020: 96% or above whole school attendance				
	2.1.3 Weekly tracking of attendance in pupils' planners	On-going	Class Teachers	Oct 2019: 96% or above whole school attendance Dec 2019: 96% or above whole school attendance Feb 2020: 96% or above whole school attendance April 2020: 96% or above whole school attendance May 2020: 96% or above whole school attendance	July 2020: 96% or above whole school attendance	ATAR		
	2.1.4 Attendance celebrated in assemblies, rewards and displays in place	On-going	SR	Oct 2019: 96% or above whole school attendance Dec 2019: 96% or above whole school attendance Feb 2020: 96% or above whole school attendance	July 2020: 96% or above whole school attendance	ATAR		



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				<p>April 2020: 96% or above whole school attendance</p> <p>May 2020: 96% or above whole school attendance</p>			
	2.1.5 Daily meet and greet of lates		JM	<p>Oct 2019: 96% or above whole school attendance</p> <p>Dec 2019: 96% or above whole school attendance</p> <p>Feb 2020: 96% or above whole school attendance</p> <p>April 2020: 96% or above whole school attendance</p> <p>May 2020: 96% or above whole school attendance</p>	<p>July 2020: 96% or above whole school attendance</p>	<p>ATAR</p>	
2.2 Lower persistence absence to at least in line with national (11.2%)	2.2.1 First day contact to involve a home visit for PA children	July 2020	JM	<p>Oct 2019: PA rate equal to or less than national average of 10.1%</p> <p>Dec 2019: PA rate equal to or less than national average of 10.1%</p>	<p>July 2020: PA rate equal to or less than national average of 10.1%</p>	<p>ATAR</p>	



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				Feb 2020: PA rate equal to or less than national average of 10.1% April 2020: PA rate equal to or less than national average of 10.1% May 2020: PA rate equal to or less than national average of 10.1%				
	2.2.2 Weekly tracking of L and U lates, letters home, meetings arranged	On-going	JM/SR	Oct 2019: PA rate equal to or less than national average of 10.1% Dec 2019: PA rate equal to or less than national average of 10.1% Feb 2020: PA rate equal to or less than national average of 10.1% April 2020: PA rate equal to or less than national average of 10.1% May 2020: PA rate equal to or less than	July 2020: PA rate equal to or less than national average of 10.1%	ATAR		



				national average of 10.1%				
Priority 3: Personal development				Success Criterion:				
Objective What	Actions including CPD How	Time Scale	Respon- sible Who	Interim Milestones Half termly	Outcomes (Honest and realistic)	Monitorin g	Resources Costs	Status
3.1 Promote the extensive personal development of pupils' character	3.1.1 Re-launch '50 Things' with new experiences in line with curriculum and SMSC	On-going	SR		Dec 2019: Updated 50 Things embedded in curriculum	ATAR		
	3.1.2 Celebrating pupils' achievements outside of school in celebration assemblies	On-going	SR		July 2020: Children's achievements outside of school are widely known and celebrated	ATAR		
	3.1.3 Regular tweeting of pupils' achievements inside and outside of school	On-going	SR		July 2020: Children's achievements outside of school are widely known and celebrated	ATAR		
	3.1.4 Introduce character traits and link weekly High Achiever awards with these	On-going	SR		July 2020: Character traits embedded within curriculum	ATAR		
Priority 4: Leadership and management				Success Criterion:				
Objective What	Actions including CPD How	Time Scale	Respon- sible Who	Interim Milestones Half termly	Outcomes (Honest and realistic)	Monitorin g	Resources Costs	Status
4.1 Secure a full governing body	4.1.1 Recruitment of AAC members	Jan 2020	SR	Oct 2019: Recruitment procedures in place Dec 2019: At least three new AAC members recruited	July 2020: Sustainable governance in place for 2020/2021	ATAR	Governor training sessions from LA – Safeguarding, SEN etc	



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				<p>and applications pending</p> <p>Feb 2020: At least one full AAC meeting taken place</p> <p>April 2020: Support and Challenge visits in place</p> <p>May 2020: Appropriate governor training taken place</p>				
4.2 Secure succession plan in place	4.2.1 Coaching CPD for all SLT	July 2020	SR & KD	<p>Oct 2019: Engagement in coaching training</p> <p>Dec 2019: Engagement in coaching training</p> <p>Feb 2020: Engagement in coaching training</p> <p>April 2020: Engagement in coaching training</p> <p>May 2020: Engagement in coaching training</p>	July 2020: Sustainable senior and middle leadership in place	ATAR	<p>Coaching Course</p> <p>Leadership time</p>	