

EMMANUEL JUNIOR ACADEMY

DEVELOPING EXCELLENCE PLAN 2022-2023



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Overarching Aim: To secure good or better progress for pupils, removing barriers to learning for all groups, raising attainment in RWM, so that outcomes are above national. To do so through a culture of high expectations for all, the systematic tracking of pupil progress, development of subject knowledge and ensuring the highest quality teaching. There will be increased intentionality in terms of establishing a fully inclusive culture, the development of excellent behaviour and the provision for children with additional needs.

*'Do all the good you can
By all the means you can
In all the ways you can
In all the places you can
At all the times you can
To all the people you can
As long as ever you can.'
John Wesley*

EMMANUEL JUNIOR ACADEMY IS PART OF THE DIOCESE OF SHEFFIELD ACADEMIES TRUST

EMMANUEL JUNIOR ACADEMY VISION AND VALUES

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

‘Start children off on the way they should go, and even when they are old they will not turn from it.’ (Proverbs 22:6)

We strive to be respectful, courageous and safe at all times, understanding that God is with us.

‘Encourage one another and build one another up, just as you are doing.’

(Thessalonians 5:11 ESV)

“Be Respectful, Be Courageous, Be Safe.”

Overview of Aims

Linked to the Priority	Aims
Priority 1: The Quality of Education	<p style="text-align: center;">The quality of education will be securely good</p> <ul style="list-style-type: none"> ✓ The implementation and assessment of the curriculum will be consolidated and embedded across all subjects so that all children achieve well: All areas of the curriculum will have a coherently planned sequence of learning, within and across year groups. ✓ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND/additional needs, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. ✓ Teaching will support all children in knowing and remembering more, through the further development of the Teach Simply model. <p>As a result:</p> <ul style="list-style-type: none"> ✓ All children will make good and better progress from their starting points, particularly those who are disadvantaged or have additional needs. ✓ The proportion of children reaching the expected standard and greater depth will increase, in line with the targets set.
Priority 2: Behaviour and Attitudes	<p style="text-align: center;">Behaviour and Attitudes will be securely good</p> <ul style="list-style-type: none"> ✓ There will be a consistently safe, calm, orderly and positive environment across school through the consistent implementation of proactive behaviour strategies and the behaviour policy. Children with additional needs are supported well. ✓ All children demonstrate highly positive attitudes to school life and their learning, developing respect for others, resilience, independence and courage, particularly when faced with challenges. ✓ The vast majority of children will attend school regularly and punctually: this will impact positively on progress.
Priority 3: Personal Development	<p style="text-align: center;">Personal Development will be securely good</p> <ul style="list-style-type: none"> ✓ The implementation of a high quality PSHE curriculum will be having a profound impact on children's personal development and their behaviour. Children develop a deep understanding of the protected characteristics and British Values. ✓ The equality objectives thread through the culture, ethos and curriculum across school and leads to embedding anti-racism and gender equality in our school. Children will demonstrate high levels of respect and tolerance as a result.
Priority 4: Leadership and Management	<p style="text-align: center;">Leadership will be good at all levels</p> <ul style="list-style-type: none"> ✓ Our vision for excellence, strategic planning, increased intentionality within our systems and leadership actions support all staff, and motivate them to deliver a high quality education for all pupils: there will be a well-developed culture of high expectations. ✓ Leaders at all levels understand their role and contribution to equality. They take a strategic approach to ensuring that the equality objectives thread through the culture, ethos and curriculum of our school: embedding anti-racism and gender equality in our school. ✓ Leadership will be effectively distributed and will be developmental in its approach, ensuring all subject leaders and those leading inclusion, carry out their roles effectively. ✓ Leaders will create a fully inclusive environment and culture, in which the progress of the lowest 20% is a priority and ensures that all staff remain ambitious for the achievements of all, regardless of additional need. ✓ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.

End of year KPIs marked in purple are key measures of our effectiveness overall.

Priority 1: Quality of Education

DEP REF	Aims inked to specific aspects of improvement work	Key Lead/s
<p>Priority 1: Quality of Education</p>	<p>Overall Aims:</p> <p>1.1 Wider Curriculum</p> <ul style="list-style-type: none"> • The implementation of all key driver foundation subjects will be consistently good, with all children accessing quality first teaching and achieving well (See Implementation Plan for Computing, Geography and Science) • As a result, children will be able to demonstrate that they know and remember more and will articulate their learning effectively. • Through targeted support and bespoke CPD, the quality of curriculum and fidelity to the school's approach will continue to be consistently embedded and delivered in light of staff changes. • Teachers to have a stronger understanding of the importance of teaching Tier 3 vocabulary effectively in order to support children in gaining substantive and disciplinary knowledge. • The use of knowledge notes/strips as points of reference and scaffolds, to support children in acquiring knowledge and vocabulary, will be increasingly effective. • Learning across the curriculum is celebrated with parents and the community to raise aspirations for children. <p>1.2 English: Writing, Phonics and Early Reading</p> <p>Writing: Children will become increasingly fluent writers and will make good progress overall</p> <ul style="list-style-type: none"> • The writing approach will be fully enacted in the classroom in a way that accelerates progress for children. • Teacher knowledge of writing substantive and disciplinary knowledge, including SPAG, is deepened and this impacts on precision within their teaching. • Teachers use assessment effectively, including formative and summative assessment, to address misconceptions and set high expectations of every child. • The teaching of spelling through the RWI spelling programme will be highly effective and teachers will check for understanding rigorously so that no child falls behind. There will be commonality of language when teachers narrate their thinking and modelling. • Teachers' knowledge of the teaching of Tier 2 vocabulary is enhanced and as a result the delivery of vocabulary is precise. <p>Early Reading and Phonics</p> <ul style="list-style-type: none"> • Delivery of phonics by all staff will be efficient and precise. • All children not yet off the phonics programme will access fully decodable books. • Teachers will develop an understanding of the teaching of phonics • Children across school who complete the phonics programme will become fully integrated back into the whole class reading approach as quickly as possible and transition back into RWI spelling at the appropriate level. <p>Reading:</p> <ul style="list-style-type: none"> • The vast majority of children are reading more regularly for pleasure through the consistent use of daily story time, access to a wide range of quality, well-chosen books and raising the profile of reading in all areas of the curriculum. • The reading curriculum will be fully progressive across school and all staff will be able to articulate this 	<p>JT LV AC</p> <p>RC JT</p>

	<p>1.3 Maths</p> <ul style="list-style-type: none"> • The maths intent will be fully implemented across school, with all pupils supported to access a mastery curriculum. • The teaching and assessment of quick recall facts, will be consistent across school and rigorously monitored to ensure early identification of children who have not yet mastered these core facts. Teachers will know the facts that pupils need to secure within their year group. • A sequential, coherent approach to learning multiplication facts will be fully understood and implemented across years 3 and 4 with a clear approach for children to close the attainment gap and learn all multiplication facts in year 5 who did not attain full marks on the multiplication check. • All staff will have a secure understanding of White Rose 3.0 and will be implementing with increasing confidence. As a result, all pupils will be able to access reasoning and problem-solving questions, which challenge them to think deeper. • Teachers and pupils use precise and accurate mathematical vocabulary to ensure children can articulate mathematical understanding and make connections across different concepts in maths. Teachers will develop and use carefully chosen sentence stems to support pupils to do this. • Children will access high quality interventions, precisely matched to need. <p>1.4 Pedagogy</p> <ul style="list-style-type: none"> • Teaching will be planned with memory in mind and the Teach Simply model will be evident across the curriculum, supporting all children in knowing and remembering more. Staff will have a good knowledge and understanding of how to support children's long term memory and how to ensure there is a strong focus on prior knowledge. • Delivery of lessons will be more effective in supporting children to know and remember more, through the use of small step teaching and generative learning activities (A focus on Teach and Practice sections in TS model) • All children will be included in learning with all staff scaffold learning for mastery (approach to supporting all with additional needs will be embedded and highly effective) • Teaching will be increasingly research informed and will be strengthened as a result, with all staff developing a common language. pedagogical expertise will have been strengthened. • Pedagogy 'resident experts' or 'guides' will be identified linked to Rosenshine, Generative Learning, Memory/Schema and Retrieval- these will be an SLT member plus another member of the teaching team. <p>1.5 Assessment</p> <ul style="list-style-type: none"> • There will be a systematic approach to the analysis of data including the impact of interventions, to ensure increased impact for all pupils. • A clear, efficient and manageable assessment system (Formative and Summative) will be in place for key curriculum drivers of Computing, Geography and Science, and this will be having a positive impact on pupil progress. The system agreed will take full account of workload for all staff. • All assessments will be used effectively to identify gaps in component knowledge and leads to action to recover gaps and address misconceptions. • The use of assessments of SEND children (Birmingham Toolkit) will be effective in identifying next steps and ensuring support plans impact on pupils achievement and personal development. • The assessment of writing will be strengthened, as the writing curriculum develops further: this will lead to more precise identification of next steps. <p>1.6 SEND</p> <ul style="list-style-type: none"> • There will be a clear process in place for the assessment and identification of Speech & Language needs and the interventions available and all teaching staff will have a good understanding of the support available and how to implement this. 	<p>LV</p> <p>AC MA +SLT</p> <p>AC MA</p>
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	<ul style="list-style-type: none"> • Communication in Print will be embedded and evident across all areas of the curriculum to ensure all learners are supported to access all lessons within their programme of study. • Support plan targets will have clear links to Birmingham Toolkit assessments and phonics assessments for those children identified with a cognition and learning need and high quality provision will be planned which ensures children are able to make good progress towards these. 	
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Autumn Term KPIs	Spring Term KPIs	End of Year KPIs
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<ul style="list-style-type: none"> • Processes and procedures will be fully embedded, with new ECTs having a good understanding of the school's approach particularly in core subjects. The curriculum will be being delivered in line with the school's intent. Where this is not the case, timely action to support will be in place. • What curriculum plans say will have been taught will have been and children will have developed a good knowledge across the units taught to date, evidenced from pupil discussions. • Key driver subjects will have been fully reviewed and there will be clarity over next step developments. • There will have been a further increase in the proportion of pupils meeting the expected standard in phonics, reading, writing and maths. NTS standardised scores will show progress towards more children achieving the GDS. • Pupils at risk of falling behind have been identified and targeted intervention has had an impact. • There will be greater evidence that new material is broken down in smaller manageable steps: eg Teach Task/Teach within teachers planning and lesson delivery. • The teaching of vocabulary will be becoming increasingly precise and consistent • There is a clear knowledge and understanding of the progress that SEND children are making and how their learning is assessed. 	<p>To be set at the end of autumn 1</p> <p>Within Science, Geography and computing teacher knowledge has been strengthened, and more effective practice is evident in these subjects in all year groups.</p>	<ol style="list-style-type: none"> 1. Progress across the curriculum will be at least good: evidenced by pupil data, outcomes in books and pupil discussions, all of which demonstrate that children are meeting their targets and know and remember more. 2. Class targets are met or exceeded and an increased proportion of pupils will have met the EXS and GDS in Phonics, Reading, Writing and Maths. 3. The lowest 20% of pupils (pupils below age related) are precisely identified and remain on track throughout the year, to meet their individual targets, demonstrating accelerated progress where appropriate. An increased proportion of PP pupils reach the expected standard, and the greater depth standard, and if not make at least good progress from their starting points. 4. There is an increasing proportion of excellent practice within the wider curriculum, as measured by pupils knowing more and remembering more. 5. There will be an effective agreed approach to assessment of the wider curriculum. <ul style="list-style-type: none"> • Work in pupils books (specifically for the core subjects and key driver subjects) will be high quality and will demonstrate that the planned curriculum is sequential and fully implemented in the classroom. • All learning is broken down into small steps and this is supporting all children in making good progress and knowing and remembering more.
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1 Priority 2: Behaviour and Attitudes

DEP REF	Aims inked to specific aspects of improvement work		Key Lead/s
Priority: Behaviour and Attitudes	<p>Overall Aims:</p> <ul style="list-style-type: none"> • The behaviour policy is fit for purpose and supports all staff in managing behaviour proactively: as a result behaviour across school is at least good. • All staff understand their responsibilities in managing behaviour in line with school policy, supporting identified children and recording of incidents. They do this confidently. • All incidents are reported and recorded appropriately and consistently in line with policy by all staff • All staff use of a range of appropriate strategies to support the most vulnerable, when behaviour is identified as a barrier. • There is an increasing engagement in learning for all vulnerable pupils over time. • The vast majority of children attend school regularly and this supports good and better progress, particularly for PP and SEND children. Where this is not the case appropriate robust and timely action is taken to address the issues. • The rigorous application of the attendance policy and tiered approach leads to significant improvement for PA children, particularly PP and SEND pupils. • The number of children persistently late for school is reduced over time. 		CL AC
Autumn Term KPIs		Spring Term KPIs	End of Year KPIs
<ul style="list-style-type: none"> • The behaviour policy and expectations are known and understood by all staff and children. • There is increasing consistency in the implementation of the policy. 		<ul style="list-style-type: none"> • The behaviour policy will be used consistently by all staff and behaviour in class will continue to be securely good. If this is not the case actions have been put in place to address. • Incidents or concerns are reported consistently on CPOMs and Arbor and data 	<ol style="list-style-type: none"> 1. Behaviour will be judged as good overall, with the vast majority of children demonstrating excellent behaviour. 2. Attendance at school returns to pre-pandemic levels with at least 95% overall, and PAs will be reduced to 12% or lower.

<ul style="list-style-type: none"> • Staff use a range of strategies to support children with additional needs linked to behaviour. • Incidents or concerns are reported with increasing consistency on CPOMs and Arbor. Analysis of this data leads to timely identification of pupils requiring support. • Support given to pupils where behaviour is a barrier to learning is high quality. • Attendance for term 1 is good (95%) and the % of PAs is reduced from the same point last year. • Support for children identified as PAs at the end of 2021-22 was put in place in a timely way and improvement is evident. • The number of suspensions will have reduced significantly when compared to the same point in the previous year. 	<p>analysis leads to timely identification of pupils requiring support.</p> <ul style="list-style-type: none"> • Any child who has required support for behaviour is demonstrating improvements as a result of the high quality support given. • Attendance by the end of term 2 remains good at 95%+ and the % of PAs remains below the same point last year. The attendance of PP children is in line with all pupils. • The number of suspensions will have remained low overall. 	<p>3. Within lessons, pupils demonstrate high levels of interest, engagement, and motivation.</p> <ul style="list-style-type: none"> • The number of behavioural incidents will be decreased and high quality support will have led to improvement for any child identified as vulnerable. • The number of suspensions will have reduced significantly. Any child at risk of permanent exclusion will have been identified quickly and appropriate services engaged. • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their learning.
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Priority 3: Personal Development

DEP REF	Aims inked to specific aspects of improvement work		Key Lead/s
Priority 3: Personal Development	<p>Overall Aims:</p> <ul style="list-style-type: none"> • The PSHE curriculum will be high quality and will be increasingly embedded across school and impacting on children's behaviours, resilience and independence. Pupils will have a secure knowledge of and tolerance for difference, particularly with regards to LBTQ+ and different family set-ups, as a result of the further embedding of the RSE curriculum. • There is a range of opportunities to engage in wider school life, developing enjoyment, resilience and skills linked to courageous advocacy • Pupils recognise the dangers of inappropriate use of mobile technology and social media • Pupils' understand how to keep physically healthy, mentally healthy, how to eat healthily and how to maintain an active lifestyle. They are given extensive high quality opportunities to be active during the school day and through extra-curricular activities • There will be a more systematic approach to becoming an anti-racist and gender equality aware organisation, engaging positively with Educating for Equality (EFE) framework and leadership programme. • Children will have a deeper understanding of the protected characteristics and will be able to articulate this understanding effectively. • Pupils engage with views, beliefs and opinions that are different from their own in considered ways. As a result of a deepening understanding, the children show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. • There will be increased opportunities across the whole curriculum to support the children's understanding of and to embed anti-racist and gender equality 		AC CL MA
Autumn Term KPIs		Spring Term KPIs	End of Year KPIs

<ul style="list-style-type: none"> • School leaders will have an in-depth knowledge and understanding of the overall effectiveness of the PSHE and RSE curriculum and teaching. • Next steps for development will have been identified and action plan agreed in PSHE • Next steps for development will have been identified and action plan agreed in EFE programme • Children will be making good progress in PSHE and will show increasingly positive attitudes and behaviour, particularly those with additional needs. 	<ul style="list-style-type: none"> • The Vocabulary progression document will be finalised and precise definitions will be in place for all staff at an age appropriate level. • An increased proportion of teaching within PSHE and RSE will be good or better and pupil discussions will show that what has been taught is becoming embedding in children's memory. 	<ol style="list-style-type: none"> 1. The EFE Allegiance Award will have been achieved (or well on the way to achieving) 2. Children will have a more secure knowledge and deeper understanding of the protected characteristics and British Values. <ul style="list-style-type: none"> • The PSHE and RSE curriculum will have been reviewed and will have an increased and measurable impact on children's knowledge and their behaviours, as demonstrated through pupil discussions. • Children will as a result of the effective personal development within school demonstrate exceptional behaviour and attitudes (See Priority 2 above)
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Priority 4: Leadership and Management

DEP REF	Aims linked to specific aspects of improvement work		Key Lead/s
Priority 4: Leadership and Management	<p>Overall Aims:</p> <ul style="list-style-type: none"> • Leadership at all levels will be highly effective and impacting strongly on provision and pupil outcomes as a result of a comprehensive, carefully structured and targeted programme of professional development. • The development of deep dive methodology/Book Study Approach, particularly the use of pupil discussions, will lead to a more developmental and collaborative approach to self-evaluation. This will support ongoing improvement against DEP aims and KPIs. <i>(See Pupil Book Study action plan.)</i> • Leaders strong focus on continually improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment means that the practice and subject knowledge of all staff, including ECTs, builds and improves over time. This supports all children in making good progress. An approach to CPD, which is matched to staff school priorities and individual developmental needs (experience and year groups etc) will be in place. • Communication with parents/carers will be high quality and responsive to stakeholder voice. • Leaders at all levels understand their role and contribution to equality. They take a strategic approach to ensuring that the equality objectives thread through the culture, ethos and curriculum of our school: embedding anti-racism and gender equality in our school. • Leadership of SEND is effective in ensuring provision in the classroom for all children is inclusive and fully matched to needs and also in provision of more specialist teaching, particularly for speech, language and communication. (See Priority 1: 1.6) 		AC MA SLT
	Autumn Term KPIs	Spring Term KPIs	End of Year KPIs
<ul style="list-style-type: none"> • The equality statements are up to date and relevant to our current context. They are fully reflective of what we want to achieve in terms of anti-racism and gender equality. 	TBA	<ol style="list-style-type: none"> 1. Leadership at all levels will be good and senior and subject leaders will fully understand their role. 	

<ul style="list-style-type: none"> • All leaders will have an improved understanding of the Pupil Book Study approach and how to carry out effective pupil discussions. • All leaders will have a good working knowledge of deep dive methodology. 		<p>2. As a result KPIs linked to pupil progress and achievement will have been met. The most vulnerable children will be fully included in the curriculum.</p> <p>3. Teaching and teacher knowledge will be strong.</p> <ul style="list-style-type: none"> • Leaders will use pupil book study and pupil discussions effectively within a monitoring cycle based on deep dive methodology. The approach will be impacting positively on the quality of education and pupil outcomes through the more precise identification of next steps. • The effective use of pupil book study will lead to leaders having a more precise insight into the lived experience of pupils and a more accurate evaluation of our curriculum. support leaders at all levels to: <ul style="list-style-type: none"> • Subject leaders will be beginning to use pupil discussions within their own practice to identify what children know and remember. • Leadership at all levels understand their role and contribution to equality and will have a thorough understanding of where we are on the journey towards anti-racism and gender equality.
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