

## Green Gates Academy Improvement Plan Summary 2024-2025

### The Quality of Education

**Our Purpose** “To ensure that the curriculum is inspiring and personalised to meet the needs of the pupils. All pupils achieve their full potential and overcome their barriers to learning”.

- More than 75% of pupils at the end of Key Stage 1 make progress from their individual starting points towards expected standards in Reading, Writing and mathematics combined.
- More than 75% of pupils at the end of Key Stage 2 make strong progress from their individual starting points towards expected standards in Reading, Writing and mathematics combined.
- To ensure that all children receive a high quality education
- All pupils make strong progress from their initial starting points in Maths and Writing and gaps in their knowledge are addressed. Pupils' work is consistently of high quality.
- Develop a range of extended writing opportunities across the curriculum.
- All pupils to have high expectations for themselves and feel proud of all academic and non-academic achievement.
- Sequencing in non-core curricular areas through the foundation subjects and science to be further developed with clear cross-curricular links. Progression planning for Computing and History/Geography
- Provide support for parents/carers to support children's learning.
- Reading continues, to ensure all pupils make strong progress from their individual starting points. Where and when appropriate phonics is taught to allow full access to the full curriculum offer and preparations for next steps.
- Further development of reading for pleasure and development of oracy skills.
- Introduction of INSIGHT – new assessment tracker.
- Development of personalised writing framework.

### Behaviour and Attitudes

**Our Purpose** “To encourage all pupils to believe that they have the skills and the confidence to be successful in the future and become positive role models within the community”.

- Continue to promote high levels of attendance and low numbers of suspensions in school.
- To develop a range of outdoor activities to promote health and well-being and completes POAL playground quality mark.
- Promote Student Voice.
- Effective in ensuring pupils feel safe in school.
- Further develop support for children with ASD/attachment issues to manage their behaviour and anxieties.
- All academies are effective in ensuring children feel safe in school.
- Incidents of bullying, discrimination, sexual - harassment, abuse, and violence, are dealt with quickly and effectively.
- Leaders ensure that pupils with high levels of attendance maintain this. Severely and persistently absent pupils improve their attendance over time.
- Suspensions are effective in reducing extremely poor or unsafe behaviours.
- Pupils have highly positive attitudes and commitment to their education.

### Leadership and Management

**To ensure that there is highly effective leadership and management across the academy.**

- All staff have high expectations and encourage all children to believe in themselves so that they can achieve their full potential.
- Quality of teaching, learning and assessment drives good or better than good progress >90% of the time.
- Further development of the middle leader's programme. To ensure staff develop pedagogical and pedagogical content knowledge consistently and build up over time.
- Provide a stimulating environment for the children to work in, with the resources they require to meet a range of differing needs.
- To develop a range of communications support for children with a diagnosis of Autism
- Leaders align CPD for all staff with the curriculum so that teachers deliver better teaching for pupils.
- Leaders engage parents and their community in a way that supports pupils' education.
- Staff are content and have manageable workloads and staff report high levels of support for well-being issues.
- 100% of professionals are up to date with appropriate Sexual Harassment, Online Sexual Abuse and Sexual Violence
- 100% of senior and executive leaders deployed in Quality Assurance and Support and Challenge roles.
- 90% of staff report they feel well supported in terms of their wellbeing.
- >95% staff attendance
- >90% satisfaction rates from student and parent questionnaires re the support they receive from academies.
- Ofsted/VSE confirm a good quality of education.
- All academies to achieve attachment aware, trauma informed accreditation.
- One month of operating costs is maintained in reserves, no more than 85% total income of all academies spent on staffing, financial probity measure: - 0 red flags

### Personal Development

**Our Purpose** “To address and support children's individual social, emotional and mental health difficulties to ensure that all learners are ready for learning.

- Ensure that all staff provide an attachment friendly classroom and give pupils with attachment needs the required support needed.
- Provide a range of leisure and relaxation opportunities to support promote positive health and well-being and to give pupils the support and guidance to allow themselves to stay positive and healthy.
- Develop pupils understanding of their cultural knowledge and experiences in the wider community.
- Provide children with a range of opportunities to prepare them for their next steps in education and allow them to develop their talents and interests.
- Ensure their well-being and safety.
- 100% of pupils have access to a curriculum designed to equip them for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding.
- All pupils can recognise the online and offline risks to their well-being and safety.