

DUDLEY ACADEMIES TRUST
2023/24 SCHOOL IMPROVEMENT PLAN
KATES HILL ACADEMY

Updated: 29.09.23



1. Examination outcomes. The predicted outcomes for 2023/2024.
2. The Quality of Teaching is routinely good to enable all learners to achieve at least good progress - this includes distance learning provision.
3. To develop the curriculum so that learner outcomes across the curriculum improve. Ensure that developments address any gaps due to Covid.

Targets for 2023/2024

Phonics: less pupils requiring phonics intervention in years 3 and 4.

Expected Standard	
End of Year 1	80%
End of Year 2	87%

EYFS Age related expectations:

GLD National	GLD Target
72%	55%

Key Stage 1:

	Expected	Greater Depth
Reading	70%	10%
Writing	70%	10%
Maths	70%	10%
Combined	60%	10%

Key Stage 2:

	Expected	Greater Depth
Reading	75%	20%
Writing	75%	15%
Maths	75%	20%
Combined	60%	15%

DUDLEY ACADEMIES TRUST
2023/24 SCHOOL IMPROVEMENT PLAN
KATES HILL ACADEMY



<i>Milestone Action</i>	<i>Action Outcome</i>	<i>Due Date</i>	<i>Responsible</i>	<i>Academy Lead</i>	<i>Progress Term 1</i>	<i>Progress Term 2</i>	<i>Progress Term 3</i>
1. Creating an aspirant culture							
1.1. All learners, especially those from disadvantaged backgrounds, will be keen to attend their academy.	<ul style="list-style-type: none"> All learners will achieve attendance levels at or above the national benchmark, with a particular emphasis on ensuring this is the case for disadvantaged learners. The level of persistent absence will significantly reduce. 	Ongoing	HT/ Attendance officer	HT			
1.2. All learners will wear their uniform with pride and staff will ensure that the behaviour system reinforces high expectations, particularly with disadvantaged learners.	<ul style="list-style-type: none"> All learners start the new academic year in the new uniform. Uniform 'swap-shops' will be held to support all families regarding purchasing uniform. Any families who need additional support regarding purchasing uniform will be supported by the school. 	Ongoing	CEO and Central Team	HT SLT			
1.3. SLT meet and greet learners, paying particular notice of those from disadvantaged backgrounds, on the gate each morning and say farewell at the end of each day – this is a prime opportunity to check standards of uniform and to ensure positive relationships.	<ul style="list-style-type: none"> A civilised community where high standards are reinforced at all times. Families can liaise and build relationships with SLT and Attendance Officer. 	Ongoing	CEO and Central Team	HT SLT			
1.4. Growth mindset seen in classrooms consistently. Careers provision, in the form of high aspirations, will continue to	<ul style="list-style-type: none"> Learners (especially those from disadvantaged backgrounds) talk about being 	Ongoing	All teaching staff	PSHE/Enrichment lead			

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be developed with the PSHE Lead and disseminated through all teaching staff. A particular focus will be put in place to ensure disadvantaged learners are targeted to ensure that they have high aspirations.	<p>able to succeed and have high aspirations of careers.</p> <ul style="list-style-type: none"> Aspirations and career weeks will be held throughout the year to motivate and encourage all pupils (especially those from disadvantaged backgrounds) to have high aspirations and to enable them to 'Dream Big'. 			HT			
1.5. Rewarding learners' effort is at the heart of each academy's ethos. All staff give Dojos out to learners to celebrate positive behaviours both in and out of lessons. Staff will ensure that they notice the efforts and achievements of disadvantaged learners so they can be praised accordingly.	<ul style="list-style-type: none"> Dojos prizes will be given out, increasing numbers of learners (especially those from disadvantaged backgrounds) will access valuable rewards including cultural, academic visits to support the curriculum. Dojo rewards and prizes will be decided by the learners, taking into consideration that a fair representation of disadvantage pupils and EAL pupils are consulted. 	Ongoing	CEO and Central Team	HT SLT			
1.6. Year 5 and 6 will continue to follow VDE, the rest of the school will continue to follow our well-established behaviour system initially before a more appropriate VDE system is developed for KSI and lower KS2.	<ul style="list-style-type: none"> Year 5 and 6 children will continue to follow VDE, which was trialled during Summer 2023. Learners will continue to have access to 10 dojos a week, that they can add to by showing the effort they have put in and by sharing extemporary behaviour. Staff will ensure that they notice the efforts and achievements of disadvantaged learners so they can be praised accordingly. 	Ongoing	Behaviour Lead/ HT	HT/SLT/B ehaviour Lead			

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1.7. A highly valued, high-profile rewards programme will be developed by Student leaders.	<ul style="list-style-type: none"> Greater value of Dojos and improved number of Dojos given out, improved attendance, punctuality and less dojos/lines being lost (UKS2). Analysis of rewards given shows that disadvantaged learners are at least proportionally represented. Rewards will be received more frequently, rather than at the end of a half-term end of term as has done previously. This should enable more learners access to rewards, increasing the opportunity that disadvantaged learners could be rewarded. 	Ongoing	PSHE/Enrichment Lead DHT HT	DHT HT			
1.8. Increased opportunity to enter and access competitions, which are publicised through our social media platforms as well as the school website and WEDUC.	<ul style="list-style-type: none"> Greater value of Dojos and improved number of Dojos given out, improved attendance, punctuality and less lines being lost. A greater opportunity to enter a range of varying competitions will be available to all pupils with disadvantaged learners at least proportionally represented in their entries to competitions. 	Ongoing	Subject Leads PE Coach	HT SLT			
1.9. Reward assemblies occur frequently, they are well ordered and of a high quality.	<ul style="list-style-type: none"> All learners (particularly those from disadvantaged backgrounds) to be rewarded for their achievements throughout the year. Parents and carers are invited to attend the 	Ongoing	All class teachers	HT DHT			

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	<p>reward assemblies and celebrate their child's achievements.</p> <ul style="list-style-type: none"> There is a proactive approach to ensuring that families of disadvantaged learners attend reward assemblies and are followed up if they don't attend. 						
<p>I.10. Student leaders (who will show a fair representation of our disadvantaged and EAL learners) will be established (in the form of a school council), with councillors being elected from each year group.</p>	<ul style="list-style-type: none"> Learners will be given an opportunity to participate in key discussions about the school which will be disseminated back to key stake holders. Learners who are disadvantaged or who have EAL will be made up of a fair representation within the school council, in order for the views and opinions of these two groups to be shared with key stake holders. 	Ongoing	PSHE/Enrichment Lead Class teachers	DHT HT			
<p>I.11. School leaders (who will show a fair representation of our disadvantaged and EAL learners) will meet and discuss the rewards they want.</p>	<ul style="list-style-type: none"> School leaders will be able to share the voice of their peers by discussing the rewards they want. Rewards asked for by student leaders are evident in the academy. 	Ongoing	Director of T&L PSHE/Enrichment Lead Class Teachers	HT DHT			
2. Developing Exemplary Behaviours							

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2.1. Five core values have been developed by student leaders and permeate all aspects of life in our academies. The values are prominent in branding, promotional literature and in the Trust's communication strategies. The values clarify the behaviours required of all members of the Trust: learners, teachers, support staff, governors and parents.	<ul style="list-style-type: none"> The behaviour system will chart the progress of learners, analysis and impact will occur to provides regular reports to the Trust Board and LACs on the key learners (particularly for those learners from disadvantaged backgrounds or who have EAL) improving their behaviour. KHP values completely aligned to the DAT values, and this is evident in displays around school and the learner's knowledge of them. 	Ongoing	CEO and Central Team	HT SLT middle leaders Teachers Support staff			
2.2. All teachers and support staff are central to the implementation of the Behaviour Model. Regular CPD supports this. and all staff have VDE as a key activity within their performance management targets.	<ul style="list-style-type: none"> The behaviour system is consistently implemented across the school and clearly supports the positive climate for learning that will enable all learners (particularly those from disadvantaged backgrounds) to make at least good progress. KHP behaviour model will align with VDE. 	Ongoing	CEO, central team, SLT, all teachers and support staff	HT SLT team Middle leaders			

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2.3. The implementation of a high-profile rewards programme developed by the School Council.	<ul style="list-style-type: none"> • A hierarchy of rewards ensures that all learners receive appropriate rewards for their exemplary behaviours, with a particularly focus and emphasis on ensuring those learners from disadvantaged backgrounds receive appropriate rewards. • Rewards will be tracked and analysed in order to report to the LAC and Trust Board. Analysis of rewards given shows that disadvantaged learners are at least proportionally represented. • Rewards will be received more frequently, rather than at the end of a half-term end of term as has done previously. This should enable more learners access to rewards, increasing the opportunity that disadvantaged learners could be rewarded. 	Ongoing	CEO Central Team HT SLT	HT SLT			
2.4. A Trust wide series of celebration events will underpin the rewards programme culminating in a summer DAT fest event at Dudley College.	<ul style="list-style-type: none"> • A clear calendar of events is established on an annual basis. • KHP learners will actively participate in a range of celebration events disadvantaged learners at least proportionally represented with in the rewards programme. 	Ongoing	CEO Marketing Manager Exec PA	HT SLT			
2.5. Develop a range of student leadership opportunities within the school and Trust, with disadvantaged learners at	<ul style="list-style-type: none"> • Increasing numbers of learners take up leadership roles. • SEND and DA learners will be encouraged to participate in leadership opportunities. 	Ongoing	CEO	HT DHT			

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least proportionally represented within these leadership opportunities.	<ul style="list-style-type: none"> • School Council. (Within this Values Ambassadors.) • Head Boy/Head Girl. • Anti-bullying ambassadors. • Eco Council. • Values Leaders. • Peer Support Leaders. • Lunchtime Monitors. • Class based monitors (all year groups). 			PSHE/Enrichment Lead			
2.6. Continue to ensure that fundamental British Values are at the heart of everything we do, to prepare children for life in modern Britain.	<ul style="list-style-type: none"> • Evidence of the school's work on British values will be overt; through pupils' work, displays, assemblies, the work of the school council, events in school. 	Ongoing	CEO PSHE Leader Curriculum Lead	HT DHT			
2.7. Continue to celebrate the diversity of our pupils and celebrate cultural traditions and values through our RE curriculum and beyond.	<ul style="list-style-type: none"> • Monitoring of RE books will showcase the variety of work and faith groups that are being studied, and learners will show an increased understanding of these. • A yearly celebration to celebrate the diversity of our pupils and celebrate their cultural traditions. 	Ongoing	CEO PSHE Lead RE Lead Curriculum Lead	HT DHT RE Lead			
2.8. SEND, EAL and disadvantaged learners are overrepresented as student leaders across all of the leadership roles available.	<ul style="list-style-type: none"> • Improved outcomes for SEND, EAL and disadvantaged learners. • SEND, EAL and disadvantaged learners play a prominent role in the life of the academy. 	Ongoing	CEO Class teachers PSHE Lead	HT DHT			
2.9. Develop effective partnership working with parents.	<ul style="list-style-type: none"> • A calendar of key events throughout the year will be shared with ensure that 	Ongoing	Central team/	HT DHT SLT			

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	<p>parents and carers can understand the Trust's strategic priorities and that they can effectively support their children.</p> <ul style="list-style-type: none"> Disadvantaged learners will receive personalised invites to ensure that parents can learn how to effectively support their children. 		marketing manager				
2.10. Parents (especially those parents of disadvantaged learners) will receive regular information on all aspects of their child's experience through daily/weekly interactions. (Invitations will be sent via Weduc.)	<ul style="list-style-type: none"> All parents will have the opportunity to attend many events; however, parents of disadvantaged learners will be individually invited to attend: Phonics workshops. Early years open mornings/afternoons. Learning together sessions (curriculum based). Maths workshops (linked to the maths hub). KS1 SATs introductory meeting. KS2 SATs introductory meeting. Year 4 Multiplication Check meeting. Early help meetings. Behaviour conduct meetings. 	Ongoing	Phase LeaderS Subject Leaders Class Teachers	HT DHT			
2.11. Establish and use Facebook and Twitter accounts for the academy.	<ul style="list-style-type: none"> Increased engagement of parents/carers. Gauge level of support through regular parent surveys, targeting specifically those parents of disadvantaged learners. Use Twitter more regularly to share the updates of what is happening at KHP. 	Ongoing	Central team/ marketing manager ICT Lead	HT			

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2.12. All pupils will wear their school uniform, with pride.	<ul style="list-style-type: none"> All pupils will start the new academic year wearing the school uniform. All reception pupils will be issued with a book bag. To support parent regular second-hand uniform donation points and sales will be had, which should support our disadvantaged families in ensuring their children wear appropriate school uniform. 	Ongoing	COO HT SLT	HT DHT EYFS Phase Leader			
2.13. All pupils will wear the appropriate PE kit for PE lessons.	<ul style="list-style-type: none"> All pupils will start the academic year wearing an appropriate PE kit during PE lessons. (Spare kit will be given to learners who do not have appropriate clothing, this will be monitored and shared with parents.) 	Ongoing	COO HT SLT PE Coach PE leader	PE Coach PE leader HT DHT			
2.14. SLT will meet and greet pupils on the gate each morning and say farewell at the end of each day. This opportunity ensures uniform can be checked, and positive relationships can be built with parents.	<ul style="list-style-type: none"> High standards of uniform and behaviour at always reinforced. Good manners (saying good morning, have a good afternoon) are reinforced. Opportunities are created for parents to see SLT, and SLT can build the necessary relationships with all parents. 	Ongoing	CEO SLT	HT DHT			
2.15. An aspirant target of 96% whole school attendance.	<ul style="list-style-type: none"> Attendance will be closely monitored by the attendance manager, and the attendance champion within SLT (DHT). All pupils will achieve attendance levels at or above national, with a particular emphasis to 	Ongoing	Attendan ce officer Attendan ce Director	Attendanc e officer HT Attendanc e			

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	<p>ensure disadvantaged learners achieve attendance levels above national.</p> <ul style="list-style-type: none"> The level of persistent absence will significantly reduce, especially for disadvantaged learners. Regular attendance rewards/celebrations will be held to promote and encourage good attendance, with a particular emphasis to encourage our disadvantage learners to attend school every day. 			Champion SLT			
2.16. Ensure that pupils (with particular emphasis on disadvantaged learners) are adequately taught and supported to stay safe online, with the support of external agencies where necessary.	<ul style="list-style-type: none"> All pupils, (with a particular focus on disadvantaged learners) will be able to actively keep themselves safe in the wider community through being appropriately equipped and seek advice when they identify dangers themselves. 	Ongoing	All staff ICT Lead	HT DHT			
2.17. Pupils (with particular emphasis on disadvantaged learners) will be able to actively keep themselves safe in the wider community through being appropriately equipped and seek advice when they identify dangers themselves.	<ul style="list-style-type: none"> Pupils (ensuring SEND, EAL and disadvantaged learners are fairly represented) will complete ESafety and bullying surveys. Their responses will influence planning, assemblies and PSHE activities. Pupils (especially disadvantaged pupils) will know how to keep themselves safe and where to seek advice. The school will continue to work with the Safeguarding Lead for the Trust to ensure that we gain the support of all necessary external agencies. 	Ongoing	All staff Safeguarding Lead – Central Team	HT SLT Pastoral Manager			

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2.18. Continue to create a culture where everyone is aware of trauma and its effects, and everyone is committed to supporting pupils who have faced trauma. <i>Using our previous Margot Suderland training.</i>	<ul style="list-style-type: none"> All staff will know how to respond to every pupils' needs and we will be able to nurture everyone in the process. All staff will know the widespread impact of trauma and understand the paths to recovery. All staff will recognise signs and symptoms of trauma in pupils, families and staff. All staff will actively avoid re-traumatization. There will be a consistent and 'Trust Wide' approach. 	On going	CEO Safeguarding Lead HT	HT DHT Pastoral Manager			
2.19. Continue to create a culture where everyone is aware of trauma, attachment and behaviour recovery utilising the previous training that they have received from AC Education.	<ul style="list-style-type: none"> All staff will be equipped to appropriately meet the needs of all learners. There is a consistent and 'whole school approach' to using behaviour recovery, which will result in less children attending reflection club. Attachment and Trauma Accreditation badge will be received once all training is completed. 	Ongoing	CEO Safeguarding Lead HT	HT DHT Pastoral Manager			
3. Outstanding Teaching and Learning							
3.1. Implement RADY principles for DA learners and offer support in development of best practice.	<ul style="list-style-type: none"> RADY action plan to be implemented by all staff. RADY principles to run through the school in all that we do, to ensure we provide our disadvantaged pupils with the best starting point. 	Ongoing	CEO	HT DHT			

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3.2. In response to Ofsted, continue to develop the Smart curriculum focussing on all years. There will be an emphasis on science, geography, and history.	<ul style="list-style-type: none"> A common curriculum map, schemes of work and lesson plans will be developed for all subject areas ensuring consistently high standard across the Trust. New curriculum lead will work with subject leads to develop each subject strategically. Detailed QA process will be carried out to ensure that there is progress and development across all curriculum areas. 	Ongoing	Curriculum Lead Subject Leaders	HT DHT			
3.3. Year 1 phonics results to be in line with national expectations in year 1 phonics screening.	<ul style="list-style-type: none"> Year 2 -87% Year 1 – 80% Regular phonics interventions will take place to ensure that phonics results are in line with national expectations, with a particular emphasis paid to learners from disadvantaged backgrounds. 	December 2023 July 2024	Phonics Lead	HT DHT Phonics Lead			
3.4. RWI to be embedded. By the end of year 2, less pupils (particularly those from disadvantaged backgrounds) requiring a retake in phonics.	<ul style="list-style-type: none"> Less pupils by the end of year 2 will require a retake in phonics. Specific and targeted interventions will run to ensure maximum number of children who have to retake the phonics check will pass the phonics check. Less pupils (particularly those from disadvantaged backgrounds) requiring phonics intervention in year 3 and 4. 	December 2023 July 2024	Phonics Lead	HT DHT Phonics Lead			

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3.5. Year 1 bridge the gap between EYFS and age-related expectations, particularly those from disadvantaged backgrounds, by the end of KSI.	<ul style="list-style-type: none"> Improvement from EYFS baselines, particularly for learners from disadvantaged backgrounds. Learning gaps identified, close monitoring and interventions are utilised, especially for disadvantaged learners, to enhance progress. 	July 2024	Phonics Lead KSI Phase Leader Year 1 staff	HT Phonics Lead																		
3.6. End of Ks1 SATs results to be broadly in line with national expectations, particularly those from disadvantaged backgrounds.	<table border="1"> <thead> <tr> <th></th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>Combined</td> <td>60%</td> <td>10%</td> </tr> </tbody> </table> <p>Close the gap between PPG and Non-PPG pupils.</p>		Expected	Greater Depth	Reading	70%	10%	Writing	70%	10%	Maths	70%	10%	Combined	60%	10%	July 2024	KSI Phase leader Year 2 staff	HT DHT			
	Expected	Greater Depth																				
Reading	70%	10%																				
Writing	70%	10%																				
Maths	70%	10%																				
Combined	60%	10%																				
3.7. End of Ks2 SATs results to aspirational, particularly those from disadvantaged backgrounds.	<table border="1"> <thead> <tr> <th></th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>20%</td> </tr> <tr> <td>Combined</td> <td>60%</td> <td>10%</td> </tr> </tbody> </table> <p>Close the gap between PPG and Non-PPG pupils.</p>		Expected	Greater Depth	Reading	75%	20%	Writing	75%	10%	Maths	75%	20%	Combined	60%	10%	July 2024	Ks2 Phase Leader Year 6 Staff	HT DHT			
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Reading	75%	20%																				
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Combined	60%	10%																				
3.8. Links that the science leader has with STEM and the Ogden Trust will continue to be established to enable learners to	<ul style="list-style-type: none"> Learners, particularly those from disadvantaged backgrounds, will be able to participate in a science fair, to which will 	Ongoing	Science leader Director of science	Science leader																		

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develop their knowledge, skills and understanding of science.	encourage families to gain an interest and knowledge of science.						
3.9. Links with Dudley College of Technology, enable learners (particularly those from disadvantaged backgrounds) to develop their interests in STEM subjects, the arts, sports and digital technologies.	<ul style="list-style-type: none"> Pupils, particularly those from disadvantaged backgrounds, will be able to develop an interest and passion for all things STEM. Visits to the IoT will be planned and delivered to enable our pupils to see and experience the opportunities that they will be exposed to in Dudley. 	Ongoing	Central team HT	PE coach Enrichment lead HT			
3.10. A culture of 'Growth Mindset' promotes learners, particularly those from disadvantaged backgrounds, to understand the importance of hard work and effort.	<ul style="list-style-type: none"> Within the assessment and tracking system, teachers will regularly report the effort for learners (particularly those from disadvantaged backgrounds), in all year groups, with appropriate interventions put in place where needed. 	Ongoing	All staff	HT			
3.11. There will be a focus on supporting learners to recall prior knowledge using recap and retrieval strategies, so pupils are able to know more, learn more and share more of what they know.	<ul style="list-style-type: none"> Pupils, particularly those from disadvantaged backgrounds, will be able to share what they have learnt confidently in and out of the lesson context. Assessments will show improvement in these subject areas. 	Ongoing	All staff SLT	HT			
3.12. Lessons delivered to all years are from the smart curriculum and have been adjusted (20%) by classroom teachers.	<ul style="list-style-type: none"> Lessons are routinely good or better and match the needs of learners. Staff plan lessons that ensure that disadvantaged learners are not further 	Reviewed through QA and learning walks	Subject leaders and SLT	HT			

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	disadvantaged due to their reduced cultural capital						
3.13. A teaching and learning model: 'Every Lesson Expectations' (ELE) is further developed and implemented.	<ul style="list-style-type: none"> All teachers comply with the model and a consistently good teaching is evident in all academies. 	Ongoing	Central Team	HT/ AP – T&L/ SLT line Managers/ Subject Leads			
3.14. Subject non-negotiables and Every Lesson Expectations have been developed for: English, Maths, Science, Curriculum, RSE and Phonics.	<ul style="list-style-type: none"> All teachers comply with the model and a consistently good teaching is evident in all subjects. Teaching is routinely good or better than good. Lessons are routinely good or better and match the needs of learners. Consistent approaches are seen throughout the school, progression is clear. 	September 2023	Director of Teaching and Learning SLT Curriculum Lead	Curriculum Lead HT SLT			
3.15. A Teacher Development Programme forms a central part of the Performance Management process. Teachers have access to comprehensive support in order to develop and strengthen their practice.	<ul style="list-style-type: none"> All teachers take control of their professional development. Teaching is routinely good. A system of coaching and mentoring is in place to support all teachers to develop their practice. 	Ongoing	Director of Teaching and Learning	HT			

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3.16. Teacher Development programme supports all teachers.	<ul style="list-style-type: none"> All teaching will be good or better. Teachers understand what is meant by equity in teaching and implement this routinely to ensure that disadvantaged learners receive more support, guidance and challenge in lessons. A system of coaching and mentoring is in place to support all teachers to develop their practice. 	Reported each half-term to SLT and ACP.	Phase Leaders Subject Leaders SLT	HT DHT			
3.17. A comprehensive QA programme ensures that the ELE model is effectively developed.	<ul style="list-style-type: none"> QA is undertaken and acted upon as set out in the annual calendar. QA includes consideration of the impact of teaching on disadvantaged learners. 	Ongoing	Central team	HT DHT			
3.18. Effort grades to be analysed each half-term.	<ul style="list-style-type: none"> Improved average effort grades for learners, but particularly for those from disadvantaged backgrounds. 	Reported each half-term	Teachers Phase Leaders Subject Leaders SLT	HT			
3.19. A comprehensive CPD programme responds directly to findings from QA.	<ul style="list-style-type: none"> Specific workshops address teachers' development needs. These are designed and delivered by the SLT and subject leaders to ensure a consistent high quality. SLT organise and plan comprehensive CPD opportunities to ensure that developments and progress is made. 	Ongoing	Central team	HT SLT			
3.20. Aspirational targets are set for all learners, particularly those from	<ul style="list-style-type: none"> Key assessments enable learners, particularly those from disadvantaged backgrounds, to 	Ongoing	Head of Data and	HT SLT team			

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disadvantaged backgrounds. Key milestones are shown at half term points for learners in all year groups.	<p>understand whether they are on, above or below their EP/GD.</p> <ul style="list-style-type: none"> The long-term targets show that the aspiration is for disadvantaged learners to attain in line with their non-disadvantaged peers. 		performance Phase Leaders	Phase Leaders			
3.21. The RAG process supports targeted interventions.	<ul style="list-style-type: none"> Appropriate intervention is provided for all learners below, with particularly attention given to those children from disadvantaged backgrounds. Targetted interventions will be delivered to all pupils who fall into the lowest 20%. Targetted interventions will be delivered to the most and more able to secure greater depth opportunities for them. 	Ongoing	Head of Data and performance Phase leaders	HT SLT team Phase Leaders			
3.22. Data is analysed at each entry point to inform and change intervention.	<ul style="list-style-type: none"> Improved effort grades for learners, especially for those learners from disadvantaged backgrounds. Interventions implemented for targeted pupils. 	Each half term	Teachers SLT	SLT			
3.23. Key assessments are completed and moderated.	<ul style="list-style-type: none"> Accurate predictions and current performance are at least in line with the national benchmark. 	Review vis RAG meetings	Teachers Subject Leads SLT	HT SLT			
3.24. A clear assessment and feedback policy is established, which clearly guides	<ul style="list-style-type: none"> Learners, particularly those from disadvantaged backgrounds, are able to 	Ongoing	Central team	HT SLT team			

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learners on their required next steps. Self-Reflection opportunities ensure that learners act on teachers' feedback and that their progress is clearly evidenced. Opportunities for peer editing, self-reflection conceptions misconceptions ensure progress is made.	<p>articulate how to improve their work and they have a clear understanding of their progress measures.</p> <ul style="list-style-type: none"> Develop KH feedback and assessment policy, so that it is aligned with the DAT. 			Phase Leaders Subject Leads			
3.25. Book monitoring undertaken regularly. Books are checked on learning walks and during QA. Any inconsistencies are challenged by SLT.	<ul style="list-style-type: none"> Books show consistent and appropriate use of self-reflection, with particular emphasis given to those learners from disadvantaged backgrounds. 	Ongoing	SLT and CTLs	HT SLT			
3.26. Opportunities will be provided for learners to benefit from the first-class facilities of Dudley College of Technology, enabling learners to develop their interests in STEM subjects, the arts, sports and digital technologies.	<ul style="list-style-type: none"> The smart curriculum will map college experiences for all subjects. 	Ongoing	CEO HT	HT SLT Phase leaders			
4. A relevant and responsive curriculum							
4.1. Curriculum maps for all learners will be quality assured by the Trust's Central Team to ensure that it is fit for purpose.	<ul style="list-style-type: none"> Increasing numbers of learners achieve Expected and Greater Depth, especially those learners from disadvantaged backgrounds. 	Ongoing	CEO Central team	HT SLT			

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4.2. The Smart curriculum will be developed, and quality assured for all year groups as an ongoing process.	<ul style="list-style-type: none"> High quality resources support staff and enable them to deliver a good quality of teaching in every lesson. 	Ongoing	CEO Central team	HT SLT			
4.3. Embed the use of Colourful Semantics within the EYFS and year 1.	<ul style="list-style-type: none"> Establish the use of Colourful Semantics to ensure our children have the foundation for writing they need. Staff to have the necessary training, and access to resources. An improvement in writing outcomes by the end of Reception and the end of Year 1. 	Autumn Term 2023	EYFS Lead English Lead	DHT HT			
4.4. Continue to embed the 'Write Stuff' within English lessons from year 2 – year 6.	<ul style="list-style-type: none"> New staff to received CPD to enable them to teach the 'Write Stuff' well. There will be a well-planned progression from Colourful Semantics to the use of the Write Stuff for year 2. An improvement in writing outcomes will be seen by the end of each year group, but specifically in the end of KS1 and KS2 assessments. 	Ongoing	CEO Central Team	HT SLT English Leader			
4.5. SPaG will be fully embedded into the 'Write Stuff' writing topics. New skills are taught explicitly for pupils to develop confidence in age-appropriate SPaG skills.	<ul style="list-style-type: none"> Pupils will have age-appropriate knowledge of SPaG skills and be able to recognise and use and apply them. Pupils, especially those learners from disadvantaged backgrounds, will gain essential knowledge of SPaG and be able to develop its use throughout the wider curriculum. 	Ongoing	HT SLT English Leader	HT SLT English Leader			

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	<ul style="list-style-type: none"> SPaG skills taught in English lessons to be used and applied throughout the broader curriculum to raise writing expectations and outcomes. 						
4.6. All subject leaders will work with relevant subject Directors within the Trust's Central Team to ensure that all curriculum plans are fit for purpose. <i>(With a focus in the first instance on science, history and geography.)</i>	<ul style="list-style-type: none"> Pupils, especially those learners from disadvantaged backgrounds, will gain essential knowledge due to teachers keeping learning focused and at the correct depth. New curriculum lead to drive the broader curriculum subjects to ensure that we embed our new knowledge rich curriculum. 	Ongoing	Central Team Curriculum Leader	HT Subject Leader			
4.7. To continue to develop subject leadership to ensure all subjects are led effectively and strategically.	<ul style="list-style-type: none"> New curriculum lead to work in collaboration with broader subject leads to ensure that they are acting strategically to develop their subject. Curriculum lead to carry out learning walks and book looks with subject leads to QA the teaching and learning that is taking place. Curriculum lead to work in collaboration with relevant subject Directors to support the development of the curriculum. 	On going	Curriculum Lead Subject Leads	DHT HT			
4.8. To develop an effective assessment system in broader curriculum subjects.	<ul style="list-style-type: none"> Curriculum lead to develop an effective assessment system for History and Geography in the first instance so that progress can be actively monitored and tracked. 	Ongoing	Curriculum Lead Subject Leads Directors	DHT HT			

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	<ul style="list-style-type: none"> All other broader curriculum subjects to have an effective assessment system put in place. The progress for all children across our broader curriculum subjects will easily be tracked and monitored. 						
4.9. Continue to develop Mastery Maths, ensuring it is embedded into daily planning and lesson delivery.	<ul style="list-style-type: none"> Maths lead works alongside DAT to drive standards. External reviewer to review mastery approach. Mastery approaches evidenced books and lessons. 	Ongoing	HT Maths Director	HT Maths Leader			
4.10. To develop times tables fluency and rapid recall so that children can apply these basic number skills within their learning and be ready for the MTC check in Year 4.	<ul style="list-style-type: none"> Pupils, especially those learners from disadvantaged backgrounds will fluently be able to recall the times tables, enabling them to apply these basic number skills to their learning. A vast improvement in the outcomes for the MTC for 2024, aiming for equalised attainment between DA and non-DA learners. Timestable Rockstars to be launched to the whole school, this will occur via a 'Rockstar Day' - CT will monitor and track the use of TTRockstars. Weekly homework will be set on TTRockstars to encourage the use of it. 	September 2023	Director of Maths HT	Maths lead Class teachers			

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4.11. Use the broader curriculum as an opportunity to develop children's love of reading and their reading skills.	<ul style="list-style-type: none"> Well chosen, subject and topic specific books will be chosen for each year group to inspire a love of reading. Pupils will be able to develop their wider knowledge on topics and subjects through having access to a variety of texts. Disadvantaged pupils will have a greater opportunity to explore reading for pleasure in term of our broader subjects and topics. 	Autumn Term	Curriculum Lead English Lead	HT DHT			
4.12. Further develop the schools reading for pleasure through the ongoing implementation of Hooked on Books.	<ul style="list-style-type: none"> All staff to have received Hooked on Books training delivered by Jane Considine. Daily DEAR time embedded into the curriculum timetable. Book Talk to take place during guided reading sessions to help to develop oracy around texts and books. Disadvantaged learners are given increased opportunities to read to an adult in school using books that interest and motivate them. 	Ongoing	English Lead	HT DHT			
4.13. Phonics has a team of highly skilled and trained RWi staff who are able and confident to teach and deliver the whole RWi programme to different year groups.	<ul style="list-style-type: none"> Pupils, especially those learners from disadvantaged backgrounds, will make good progress and bring end of year phonics assessment in line with national expectations. Less pupils, particularly those learners from disadvantaged backgrounds, in year 3 and 4 will need phonics intervention. 	Ongoing	Phonics Lead English Lead	Phonics lead HT DHT			

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4.14. Continue to correctly assess pupil's phonics knowledge to differentiate phonics groups, so that progress can be closely monitored, and interventions put into place for those children at risk of falling behind.	<ul style="list-style-type: none"> Phonics assessment sheets will have grouped pupils according to their ability, and in school assessments will track pupils who are not on track, with appropriate interventions put into place. Sounds analysis grid is used by class teachers to target sound gaps. Pupils, especially those learners from disadvantaged backgrounds, will make good progress and bring end of year phonics assessment in line with national expectations. 	Ongoing	Phonics lead English Lead	Phonics lead HT DHT			
4.15. Carryout accurate baseline assessment for pupils at the start of Reception.	<ul style="list-style-type: none"> Baseline assessments completed by end of Autumn 1 Aspirational targets set following initial assessments, especially those learners from disadvantaged backgrounds. Equity in teaching is evident in EYFS to ensure that disadvantaged learners are given the best possible chance to reach their targets by the end of Reception. A rigorous and specific EYFS action plan is in place in autumn 1. 	End of Autumn 1	EYFS Leader/ HT	EYFS Leader/ HT			
4.16. Ensure that there is a focus on language development for all pupils including new arrivals and advanced bilingual learners.	<ul style="list-style-type: none"> Wellcomm programme (specific for language and communication) used for identified children – working in small groups according to appropriate band following assessment. Communication and language learning/development will underpin all 	Ongoing	EYFS Lead HT	EYFS Lead HT DHT			

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	<p>planning, teaching, resourcing and learning sequences.</p> <ul style="list-style-type: none"> All pupils, especially those learners from disadvantaged backgrounds, to make good progress from their starting points. 						
4.17. EYFS progress enhanced from baseline scores- implementing the necessary interventions to promote good learning	<ul style="list-style-type: none"> All pupils, especially those learners from disadvantaged backgrounds, to make progress from baseline. Pupils, particularly those learners from disadvantaged backgrounds. to have Wellcomm intervention to close gaps. 	Ongoing	EYFS Lead EYFS Staff	HT DHT			
4.18. Opportunities for more focused learning in quiet spaces throughout EYFS planned and implemented.	<ul style="list-style-type: none"> Precision teaching enhances progress for specific pupils. Timetables reviewed for more opportunities. Use of the space reviewed in line with baseline scores to make improvements. Through observations to see all areas of the EYFS area and beyond utilised to aid outcomes. 	Ongoing	EYFS Lead EYFS Staff	HT DHT			
4.19. EYFS environment will be rich, inviting and purposeful.	<ul style="list-style-type: none"> Pupils are keen to try new things, participate in learning, are provided with a wealth of learning opportunities and have high quality teaching in every part of their day. Pupils enjoy attending our school due to the EYFS environment and the opportunities that they are exposed to. 	Ongoing	EYFS Lead EYFS Staff	HT DHT			

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	<ul style="list-style-type: none"> Pupils, especially those from disadvantaged backgrounds, attend school regularly and make good progress. 						
4.20. High quality intervention across the school, to diminish gaps in English and Maths. Use RAG process to target pupils.	<ul style="list-style-type: none"> Tutors used for precision teaching to recap gaps taught in the lessons immediately. 40-minute lessons provided in Maths /English for 4/5/6/learners target to achieve 'at expected'. High quality teaching bridges gaps, using an equity in teaching model. 	Ongoing	HT DHT NTP	HT DHT			
4.21. Effectively implement and embed our new 'knowledge rich' science curriculum.	<ul style="list-style-type: none"> A consistent approach to planning for science is seen throughout the school. A wide variety of carefully selected resources will be used to support the teaching of Science. Science lead to work closely with the Director of Science to ensure that the science curriculum is effectively deployed. QA process to take place to ensure that the teaching and learning within Science is of a high quality, to ensure a love of learning is apparent for our disadvantaged pupils. 	Autumn 1 - 2023	Science Lead Science Director	HT DHT Science Lead			
4.22. To develop an effective, whole-school, assessment system for science, to monitor and track progress.	<ul style="list-style-type: none"> Science lead to develop an effective assessment system science so that progress can be effectively monitored and tracked. The progress for all children across our science will easily be tracked and monitored, 	Autumn 1 - 2023	Science Lead Science Director	HT DHT Science Lead			

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	<p>which will ensure that we are aware of the good progress that our disadvantage pupils are making.</p> <ul style="list-style-type: none"> The science lead to work with the Director of science to ensure that the assessment system is effective and purposeful. 						
4.23. A programme of commitments has been developed across the Trust all pupils will be encouraged to engage in a range of cultural, sports, STEM, volunteering, and community activities.	<ul style="list-style-type: none"> Increasing numbers of learners, particularly those learners from disadvantaged backgrounds, will engage in extra- curricular programmes, developing their confidence and wider skills base. Learners, especially those from disadvantaged backgrounds, will have the opportunity to benefit from facilities within the Trust secondary schools and Dudley College. 	Ongoing	CEO	HT DHT Science Lead Maths Lead Curriculum Lead			
4.24. Introduce and embed the Wallow (World of Languages and Languages of the World) programme.	<ul style="list-style-type: none"> Through use of the programme we will put joy and fun at the heart of teaching languages. Our learners will become curious about languages and understand links between languages, which will help them think about how a language works. The cross-phase links will support and aid transition from KS2 to KS3. 	Implemented during Autumn Term	Director of T & L	HT DHT Language Lead			
4.25. Continue to utilise the links that the school already has with external providers to enhance enrichment and after school club opportunities.	<ul style="list-style-type: none"> Learners, particularly those from disadvantaged backgrounds, will be given the opportunity to experience high quality provision for sport within the first instance, which will enhance their opportunities. 	Ongoing	PE Coach After school lead	HT DHT PE Coach			

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	<ul style="list-style-type: none"> Disadvantaged learner voice is used to determine clubs and experiences that they will engage in. Disadvantaged learners are at least proportionally represented in the attendance at clubs. 						
4.26. Develop opportunities to lead on competitions within the Trust and other LA schools.	<ul style="list-style-type: none"> Links will be developed with other schools and enhance the opportunities our pupils are given. Disadvantaged learners are at least proportionally represented in the attendance and participation of competitions. 	Ongoing	HT CEO PE Coach After school lead	HT DHT PE Coach			
4.27. PSHE lead will work closely to build links with the Trust's Careers Officer to enable a programme to be developed where pupils begin to receive careers advice and aspirations are raised.	<ul style="list-style-type: none"> Aspiration will be developed within all pupils (especially those learners from disadvantaged backgrounds), through a bespoke careers programme, enabling all pupils, in all year groups to have high aspirations for their future careers. 	Ongoing	Careers Officer – central team	PSHE Lead			
4.28. School will hold a careers fair to highlight to pupils the different careers that will be available to them in the future.	<ul style="list-style-type: none"> Learners, especially those from disadvantaged backgrounds, will have an awareness and understanding of the different careers that they could choose to go into when they leave education, gender stereotypes will be challenged. Enrichment lead, to work in collaboration with the Careers Trust Officer to support the development of the career's fayre. 	Ongoing	Careers Officer – central team	PSHE Lead			

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4.29. A Trust wide tracking system will evidence the careers' experience of every learner.	<ul style="list-style-type: none"> Learners, especially those from disadvantaged backgrounds, will have an awareness and understanding of the different careers that they could choose to go into when they leave education, gender stereotypes will be challenged. Disadvantaged learners are exposed to a wide range of career opportunities and pathways so that they can make the choices that are right for them as they get older. 	Ongoing	Careers Officer – central team	PSHE Lead			
5. Developing our People							
5.1. A common staffing and leadership structure is established.	<ul style="list-style-type: none"> Common job descriptions, roles and responsibilities for staff at all levels including support staff. 	September 2023	CEO HR Manager	Operations manager			
5.2. High profile recruitment initiatives will support all academies to meet staffing needs.	<ul style="list-style-type: none"> Academies recruit high quality staff, and all academies are fully staffed with subject specialists and high calibre leaders. Targets are set for improving diversity of our staff and these are closely monitored. 	Ongoing	CEO HR manager Marketing manager	HT			
5.3. There is a Trust wide performance management process. Three objectives focus on improved outcomes for all learners, the development of good teaching and learning and the expectation that all staff contribute to the SMART curriculum development.	<ul style="list-style-type: none"> Staff are clear about the Trust's expectations of them, and they benefit from a high quality focussed CPD programme. All staff are supported to perform at a high level to deliver good learning experiences and to enable pupils to flourish. 	Ongoing	CEO HR manager	HT			

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5.4. Leadership opportunities are developed through the National College CPD and liaison with the Trust, local primary schools and networks (English, maths and science hubs).	<ul style="list-style-type: none"> Confident knowledgeable leaders improve outcomes for pupils especially those from disadvantaged backgrounds. Supportive and collaborative networks develop subject leaders. 	Termly	All subject leaders	SLT			
5.5. All subject leaders are given the opportunity to complete relevant NPQs.	<ul style="list-style-type: none"> Leaders will demonstrate a deeper knowledge and understanding and develop skills in order to disseminate this to all staff. Creating aspiring and motivated leaders. 	Ongoing	All subject leaders	SLT Director of Teaching and Learning			
5.6. PMR reviews and new targets completed on a well-established annual cycle. All mid-term reviews take place on time.	<ul style="list-style-type: none"> Accurate picture of the performance of teaching staff and inadequate teaching eradicated from the academy. 	Ongoing	Teaching staff and appraisers.	HT			
5.7. The PMR process for support staff will continue in September 2023.	<ul style="list-style-type: none"> Staff are clear about the Trust's expectations of them, and they benefit from a high quality focussed CPD programme. 	Ongoing	CEO COO HR manager	HT DHT			
5.8. Teachers have access to comprehensive support in order to develop and strengthen their practice, which is central to the PMR process.	<ul style="list-style-type: none"> All staff take control of their professional development. Teaching is routinely good, and equity in teaching is embedded to support disadvantaged learners. 	Ongoing	Director of Teaching and Learning	SLT			
5.9. The Trust is fully committed to ensuring the wellbeing of staff.	<ul style="list-style-type: none"> A DAT wide working group focuses on this key agenda to ensure that a highly effective programme is developed. 	Ongoing	COO HR manager	HT Mental Health Lead			

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5.10. Mental Health first Aiders produce actions which they will undertake throughout the academic year.	<ul style="list-style-type: none"> Well-being is prominent as an issue at the academy. The Trust pay into a BUPA counselling service, which all staff have access to. <i>(The details for this appear weekly on the briefing.)</i> 	Ongoing	SLT Well-being champions Mental Health Lead	COO			
5.11. Develop a range of leadership development programmes for Principals, SLT, middle leaders and support staff.	<ul style="list-style-type: none"> A clear programme is in place for all key leaders. 	Ongoing	CEO HR manager COO	HT			
5.12. The CPD programme is highly effective, comprehensive, and responsive to meet the needs of teachers, leaders, support staff and governors.	<ul style="list-style-type: none"> A clear programme is in place for all key groups. QA approach to inform this. 	Ongoing	Director of Teaching and Learning and HT	HT SLT			
5.13. High quality cross Trust development activities are developed to foster high quality collaboration and practice.	<ul style="list-style-type: none"> A clear programme is in place for each academic year. 	Ongoing	CEO COO	HT			
5.14. Opportunities to join the Central team provide a wide range of career development opportunities for staff in all academies.	<ul style="list-style-type: none"> The central team has a clear development programme. Increasing numbers of staff have 'cross Trust' roles. 	Ongoing	CEO	HT			
6. Developing Highly Effective Support Services							
6.1. A central team of highly effective support services serves the needs of our academies.	<ul style="list-style-type: none"> High quality leaders and managers are recruited to meet a range of needs including 	Ongoing	CEO	HT			

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	subject directors, HR, Marketing, Data and Performance, compliance and finance.						
6.2. Common staffing structures, terms and conditions and job descriptions ensure that there is consistent local provision in the vitally important roles of reception, administration, IT and reprographics.	<ul style="list-style-type: none"> associate staff will be fully supported to be highly effective in their roles. 	Ongoing	CEO HR manager	HT			
6.3. The provision of high-quality mental health and wellbeing for learners and staff.	<ul style="list-style-type: none"> A wellbeing programme supported by appropriate staffing and CPD is established. Staffing includes mental health workers and counsellors. 	Ongoing	COO CEO	HT			
7. Developing our Facilities, Resources and Marketing							
7.1. A detailed review of estates in each academy.	<ul style="list-style-type: none"> A clear estates strategy for KHP. Focus on: The Aspire Centre, EYFS (nursery and reception). 	Ongoing	COO Estates manager	HT EYFS Phase Leader			
7.2. The development of a Trust wide ICT strategy to support high quality teaching and learning.	<ul style="list-style-type: none"> A comprehensive strategy is developed supported by investment from the Trust. 	Ongoing	COO ICT manager	HT			
7.3. With the support of the sponsor, enhance learners' access to the highest quality STEM, arts, creative media and sports facilities.	<ul style="list-style-type: none"> Evidence increasing numbers of learners in all year groups accessing facilities. Opportunities are clearly mapped through the SMART curriculum. 	Ongoing	Director of Teaching and Learning	HT			

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7.4. Continue to promote the Trust brand, conveying our unique visual identity and brand promise.	<ul style="list-style-type: none"> Increasing range of marketing strategies, including social media, are implemented and impact is evidenced. Ensure nursery and reception are full. 	Ongoing	CEO Marketing manager	HT			
7.5. Maximise opportunities to enhance the visual environment of each academy, creating showcases to display learners' work and creating spaces to celebrate success.	<ul style="list-style-type: none"> Implementation of plan to upgrade buildings focussing on display strategy. 	Ongoing	CEO HT Marketing manager Estates manager	COO			
7.6. Display protocol will be shared with all staff to ensure a consistent approach is used across the school.	<ul style="list-style-type: none"> Pupils work will be celebrated and valued. 	September 2023	HT DHT	HT			
7.7. Ensure learning environment and corridors are motivational.	<ul style="list-style-type: none"> Corridors have a more modern look and learners are celebrated through photographs. 	Ongoing	HT DHT Marketing Manager	HT			
7.8. Classrooms all have boards which celebrate the work of learners in the academy.	<ul style="list-style-type: none"> Greater pride in work and displays support the "All about the books" agenda and PROUD. 	Ongoing	HT DHT Subject Leaders	HT			
7.9. Pictures and images from subject achievements and are displayed on curriculum boards.	<ul style="list-style-type: none"> Greater aspiration and learners strive to have their achievements displayed. 	Ongoing	HT DHT	HT			
8. Developing Highly Effective Governance							

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8.1. Members ensure high level representation at Trust Board level from education, the public sector and employers bringing business leadership and financial acumen.	<ul style="list-style-type: none"> The Trust Board actively drives improvement in all academies, clearly evidenced from Trust Board minutes and the regular evaluation of the ODP. 	Ongoing	Chair of the Board	CEO HT			
8.2. Ensure that highly effective performance management develops leaders and holds them to account thus driving improvement.	<ul style="list-style-type: none"> Regular reports on progress towards Trust wide PMR targets – appropriate actions taken as required to strengthen performance. 	Ongoing	CEO	HT			
8.3. PMR to be completed according to the published schedule.	<ul style="list-style-type: none"> Improved quality of teaching and highly effective leadership. 	Ongoing and in line with LAC calendar and PMR schedule	CEO	HT			
8.4. The Compliance Officer ensures that the Trust operates with the highest standards of integrity following, in full, government guidelines for the operation of MATs.	<ul style="list-style-type: none"> Regular reports to Trust Board and the effective use of the 'Every' compliance tracking system. 	Ongoing	CEO Compliance officer	HT			
8.5. A finance committee supports the work of the Trust Board. Internal and external audit services are commissioned.	<ul style="list-style-type: none"> Regular financial monitoring reports are presented and evaluated. 	Ongoing	Finance and resources director	HT			
8.6. Monthly finance meetings with CFO.	<ul style="list-style-type: none"> The academy meets its needs through sound financial planning. Staffing is affordable and value for money. 	Ongoing. Reviewed monthly	CFO	HT			

<u>Milestone Action</u>	<u>Action Outcome</u>	<u>Due Date</u>	<u>Responsible</u>	<u>Academy Lead</u>	<u>Progress Term 1</u>	<u>Progress Term 2</u>	<u>Progress Term 3</u>
8.7. The CEO will line manage the headteacher to ensure effective operational management.	<ul style="list-style-type: none"> The CEO monitors key indicators around performance and strategic priorities. 	Ongoing	CEO	HT			
8.8. Local Advisory Committees ensure local monitoring of the Trust's transformational agenda Each committee is chaired by a member of the Trust Board.	<ul style="list-style-type: none"> Reports and minutes are presented and evaluated by the Trust Board members. 	Ongoing	Chairs of Local committees	HT			
8.9. Highly effective performance monitoring arrangements are implemented providing detailed reports and data on key performance indicators.	<ul style="list-style-type: none"> Innovative data dashboards ensure Trust Board members can access a wide range of information on all aspects of performance. 	Ongoing	CEO	HT Data manger			
8.10. Accurate and detailed reports produced and presented at LAC.	<ul style="list-style-type: none"> LAC are fully aware of the current position of the academy. Standards are regularly reviewed and challenged in the academy. 	LAC meetings as calendared	CEO	HT			