



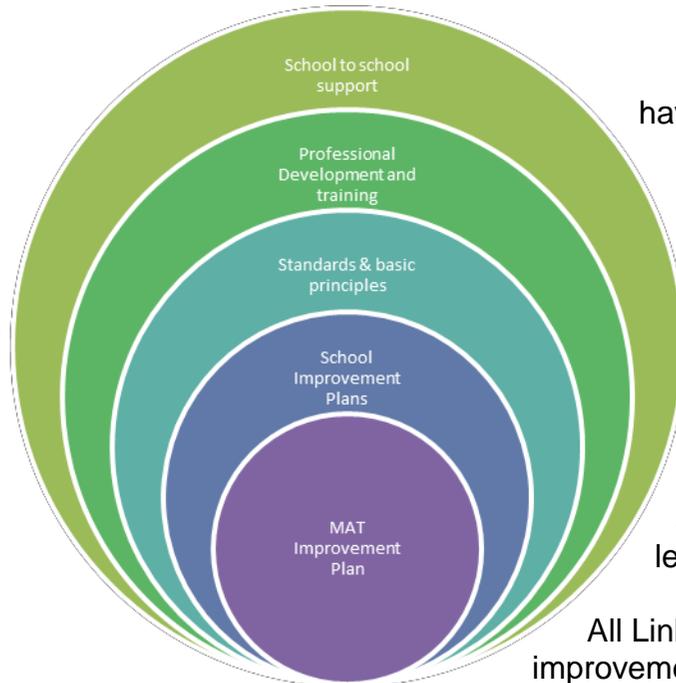
This plan has been created by the Executive Principal, in consultation with the Heads of School. It identifies the strategic developments that the Link Academy Trust will make during the academic year 2017 – 2018. It guides our work and allows the stakeholders to monitor our progress towards reaching our objectives. This plan has been agreed with the Directors and influences elements of each school's Improvement Plan.

This plan has been written following consideration of:

- Current OFSTED framework for inspections for Schools, outcomes from internal and external monitoring and analysis of Key data
- The Link Academy Trust Business Plan
- Local & national developments that we know will have an impact on our schools during this academic year.

The contents of the plan are in line with the Trusts vision, ethos and values.

This plan represents the core of our drive to raise standards but should be viewed in context of the overall strategy for improvement.



share best practice and accomplish improvement through partnership working.

The MAT plan is used to influence and inform individual school plans, which will have additional elements and actions to address local need.

When undertaking school self-assessments and producing the school improvement plan, due regard will be paid to the basic principles of an effective school, detailed later in this document, which provide consistency for the standards expected.

To achieve continuous school improvement, the Trust has a commitment to training and professional development which supports staff at all levels. The Trust will provide support for Newly Qualified and Early Career teachers, training for Teaching Assistants, professional development for Subject Leaders, an Outstanding Teachers Programme and Head of School training. In addition, there are plans to implement a Leadership coaching programme to develop personal leadership skills and assist in building effective leadership teams.

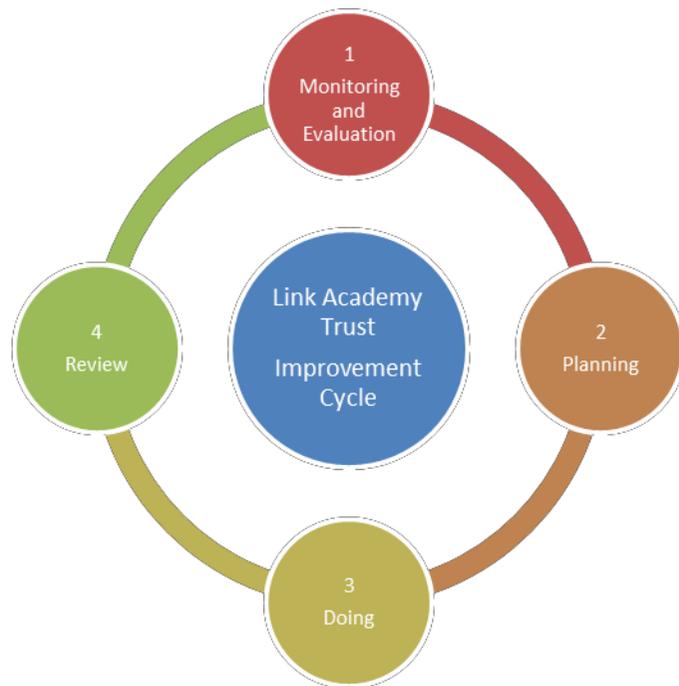
All Link Academy Trust schools have a commitment to participate in a school to school led improvement model and work collaboratively with schools within and beyond the MAT to

The above Improvement Strategy will operate within the boundaries of sound financial management and have an intrinsic link with the Trust Business Plan

Progress through the previous Link MAT Improvement plan 2016-2017

The Link Multi Academy Trust was formed in April 2016. The Plan for 2016-2017 centred on bringing the six schools together, sharing systems, procedures and ways of working with the aim of using and developing the most effective working practices to bring all schools up to the standard of the best. As a result, schools now have a more standardised way of working, shared high expectations, a growing culture of sharing good practice and resources and engagement with a network of similar schools. Whilst each school maintains its own sense of identity, there is a shared understand and commitment to the vision and values of the Link Multi-Academy Trust.

The outcomes from monitoring and evaluation, including peer reviews and shared Learning Walks, data analysis and parent/pupil surveys, have been used to evaluate the Improvement Plan for 2016-2017 and inform the areas for development and the actions we will take in 2017-2018.



The Improvement Plan for 2017-2018

The overall aim of this plan is to deliver the highest standards, raise aspirations and achieve the best outcomes for all our children.

The Link Academy Trust Improvement Plan is, however, not a static document: It will evolve as the drive for higher standards demands creativity and innovation, as well as transparency, reflection and flexibility. Over time, as The Link Academy Trust matures and develops our plan will change and respond to the innovations and experiences of our staff, parents, pupils and school leaders. Therefore, whilst the principles within this document should sustain, the plans we make and the steps we take may change as we seek to deliver the very best education for all our children.

In developing this Improvement Plan, we have taken in to consideration the characteristics of a successful school:

- Inspirational Leadership and Management
- The highest quality teaching
- An engaging curriculum
- Purposeful monitoring and effective data analysis
- Positive recruitment and retention
- Effective partnerships which allow children to achieve within and beyond the school environment



Schools within the Link Academy Trust have their own unique identities which have evolved to meet the needs of the children and their communities. However, with the basic principles of effective schools in mind, all Trust schools are expected to:

High Quality Teaching

- Have consistently good, frequently outstanding teaching
- Visible timely feedback and improvement
- Collaborative high quality planning
- Excellent positive behaviour management
- Use of pupil data to inform practice and provision
- Relentless focus on the progress of all pupils and prompt action to reduce gaps

An Engaging Curriculum

- Provide opportunities for cross-curricular links and exciting experiences, visits and visitors
- Challenge pupil thinking, deep learning, problem solving
- Provide opportunities to be effective learners, take risks, build resilience, develop independence and be skilful at collaboration

Purposeful Monitoring and Data analysis

- Have half termly data capture for every year group
- Hold half termly Pupil Progress meetings between Head of School and Class teacher
- Have regular Learning Walks with partner schools Senior Leaders
- Participate in internal and external moderation
- Evaluate and review school improvement actions
- Monitor the impact of interventions
- Review impact of Pupil Premium funding

Recruitment and Retention

- Have an effective, timely recruitment process
- A commitment to invest in staff training and CPD for all
- Undertake an effective appraisal process and reviews
- Show support and compassion

Inspirational Leadership

- Create a culture of reflective practice, continuous learning and school improvement
- Implement regular monitor and evaluation, planning, doing and reviews
- Maintain and develop effective communication at all levels
- Tackle underperformance robustly
- Ensure weekly staff meetings with professional dialogue
- Ensure the safety of all through effective safeguarding and Health and safety procedures
- Remove barriers to enable school to school collaboration

Partnerships

- Have a frequently updated website with key statutory information and information which is useful for parents and carers
- Send out regular newsletters and updates for parents
- Arrange open days, Curriculum workshops, celebration events, performances and other events that encourage parents to participate in the life of the school
- Hold informative and precise parent meetings to report on pupil progress and discuss achievements, issues, concerns and successes
- Present an informative, detailed Annual Report to parents
- Establish partnerships with the Inclusion Hub, Educational Psychologist, Welfare Officer and other external support agencies
- Collaborate with other Trust schools
- Forge links with other educational establishments, local business and community groups

The Link Academy Trust Improvement Plan is in two parts.

- Section A details our Key MAT Improvement Priorities for 2017-2018.**
- Section B details our minimum standards expected of schools within the Link Multi Academy Trust. These aspects require continuous attention in order to sustain current standards.**

All new academies joining the Link Multi-Academy Trust are expected to implement this plan and work towards meeting the standards detailed in Section B of this document.

Section A: Key MAT Improvement Priorities for 2017-2018

	Objective	Actions to be taken	Resources required Cost	Success criteria
Key Priority 1	<p>Have a professional development programme which supports learning at all levels, encourages, challenges and supports all staff, embracing opportunities for collaboration within and beyond individual schools.</p> <p>Have strategic sharing of practice, planning and resources across the MAT to benefit all pupils</p>	<p>Review and re-write the Trust NQT programme modules in response to evaluation</p> <p>Promote NQT programme to schools beyond the LAT</p> <p>Use coaching approach to support learning at all levels through development of an Outstanding Teacher Programme</p> <p>Provide individual support and training that meets the individual needs of Heads of School</p> <p>Provide training and support for teachers and support staff to help them address the needs of disadvantaged pupils and pupils with SEND</p> <p>Allocate time for subject leaders to meet.</p> <p>Give guidance and support to ensure focused agendas and school to school support.</p> <p>Provide training on undertaking enquiry based research</p> <p>Provide structured training programme for Teaching Assistants</p> <p>Monitor and audit record of statutory training to ensure SCR up to date and training is provided as required</p> <p>Establish link with Teaching School Alliances to provide cost effective training for teaching staff</p>	<p>£12000</p> <p>Maths inset day £350</p> <p>Maths subject leader support £2975</p> <p>Subject leader meetings £5040</p> <p>Leading Learning Coaching £1860</p> <p>Safeguarding £500 H&S £600 Governor training £500</p> <p>First Aid £400 TA support £150</p>	<p>Training and support is provided for new teachers through a Trust wide NQT and Early career programme</p> <p>Subject leaders access Academy support network and undertake enquiry based research.</p> <p>Subject Leaders collate exemplar, moderated examples of children's work showing ARE and Greater depth</p> <p>Statutory training for safeguarding, First Aid and Health & safety is delivered on time as required</p> <p>All teachers are given support for improving the delivery of an effective Maths curriculum, with a focus on maths mastery and greater depth</p> <p>Established links with Teaching School Alliance provides opportunities for CPD across the LAT</p>

Key Priority 2	All schools to be at or above the national average progress for phonics, Reading, writing and Maths	Provide training and support for the delivery of high quality maths lessons, using examples taken from Shanghai/Singapore approach Provide support and training for the delivery of high quality teaching in English and reading	As detailed above	Support and training with new approaches to Maths teaching leads to increased teacher confidence and ultimately higher standards of teaching and learning in maths
Key Priority 3	All schools have the gap in progress between disadvantaged and non-disadvantaged children below or in-line with the national average	Undertake barrier analysis to determine barriers to learning Investigate strategies used in other schools that have proved to be effective Deliver training through staff meetings that provides guidance and support for teachers Implement a range of support for pupils that meets their individual needs		The gap in the progress and attainment between disadvantaged and non-disadvantaged children is diminished over time.
Key Priority 4	All schools work strategically to be full for entry in to Reception and full in all year groups	Implement strategies to promote each school, development of a USP and ensuring positive profile in local press. Improve quality of provision of the Trust's Pre-schools and secure future sustainability		All schools increase the number of pupils on roll
Key priority 5	All schools deliver an engaging curriculum that challenges pupil thinking and provides exciting learning experiences	Review current planning and implement a more creative approach to the curriculum that uses the location, facilities, staff and parent expertise to achieve high level of pupil engagement, high standards, improved community and parent links.		Evidence from monitoring shows pupils are engaged, challenged and learning through creative delivery of the National Curriculum
Key priority 6	All schools within the MAT will be above the national average for attendance and below the national average for fixed term and permanent exclusions	Schools implement strategies to actively encourage good attendance. All schools to closely monitor attendance and inform parents when there is a concern All schools to provide monthly report on attendance to EP		Attendance at all schools within the Trust is above the Devon and national Average

Area for maintenance	Objective	Actions to be taken	Key personnel	Success criteria
	SEND Provision	Specific needs of individual children are identified through accurate assessment and tracking. Outcomes are monitored and adjustments made to meet the needs of the pupil	SENDCo or School Leader	Effective provision is made for SEND pupils resulting in good levels of attainment and progress
	mapping and documentation is consistent, up to date and rigorously applied with routine evaluation and review All pupils achieve high levels of attainment and make at least expected progress	Teaching and learning is regularly monitored. Pupil tracking data is analysed regularly and action taken to meet the needs of the pupils.	School Leader	Pupil performance is a priority and the school is successful in raising attainment and progress of all groups, including those from disadvantaged backgrounds.
	Pupil attendance is regularly monitored with a clear and consistent approach to addressing absences applied. Attendance has a high profile in school The school maintains a culture of fostering	Attendance data is regularly analysed. Attendance policy consistently and rigorously applied, with letters sent to parents at each trigger point. Attendance data published on school newsletters. Rewards for good attendance The curriculum encourages pupils to take risks with learning, become	Administrator	The school has rates of attendance above the national average
	effective learning, developing pupil's resilience and learning skills Effective provision is maintained to develop	resilient and reflective, providing opportunities for collaborative and independent working The curriculum provides pupils with opportunities to develop a personal &	Teaching staff	Pupils demonstrate positive attitudes to learning and show they have learning habits that prepare them for a lifetime of learning
	every pupil's spiritual moral, social and cultural development	positive view on morality, gain knowledge on own and different cultures and participate in collective worship	RE Leader	Pupils demonstrate the knowledge skills and attitudes they need to keep themselves healthy and safe and prepared for life and work in modern Britain

Area for maintenance	Objective	Actions to be taken	Key personnel	Success criteria
	<p>All teachers meet teacher standards and career stage expectations</p> <p>All teaching is at least good</p>	<p>Regular monitoring of teaching and learning is maintained. Effective and constructive feedback provided to staff. Clear and consistent expectations are applied and understood by all staff</p> <p>Staff have access to high quality CPD.</p>	<p>School Leader</p> <p>EP and School Leader</p>	<p>The school has effective teachers who put children first and who make a positive contribution to the life of the school.</p> <p>All pupils make very good progress and achieve high levels of attainment</p>
	<p>All staff contribute to maintaining a culture of reflective practice and continuous learning and school improvement</p> <p>All staff engage in discussions, sharing planning, supportive materials and practice across the MAT</p> <p>A rigorous and consistent approach to assessment and pupil tracking is maintained</p>	<p>Staff are given support, coaching and the resources and support materials to be effective practitioners. Under performance is tackled rigorously, promptly and in line with link policy</p> <p>Staff attend CPD opportunities, including staff meetings & training days. Teachers participate in discussions about their own practice and maintain a personal action plan for improvement</p> <p>Staff actively engage with peers across the MAT, sharing knowledge, experiences and resources which help reduce workload and which supports consistent teaching</p> <p>Teachers make accurate pupil assessments that are used to inform planning which succeeds in raising attainment and progress</p>	<p>School Leader</p> <p>Subject Leaders</p> <p>Class Teacher</p>	<p>The school has very good staff retention. Teachers are supported, motivated and share the vision and values of the school</p> <p>Teachers benefit from working within the Link Multi-Academy Trust through sharing knowledge, expertise and resources. This results in professional development, effective, consistent teaching and reduced teacher workload</p> <p>All pupils make very good progress and achieve high levels of attainment.</p>
	<p>Leadership capacity is developed at all levels</p>	<p>All staff have access to high quality professional development, with effective staff appraisals. Support is provided for all teachers at every</p>	<p>EP & School Leader</p>	<p>Schools have good staff retention. Teaching and leadership at all levels is effective. Schools have effective and efficient staffing structures. Teachers benefit from working within the Link MAT through having access to career pathways and pipelines to leadership</p>

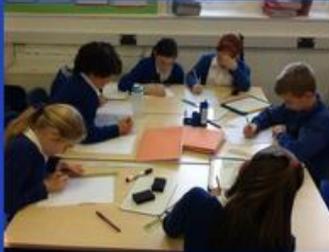
		career stage. Potential future leaders are identified and supported.		
	A high quality, consistent approach to performance management & staff appraisal is maintained	School leaders undertake a staff appraisals in line with Link policies and procedures	School Leader	Teaching is consistent and effective and all teaching is good. This results in all pupils making very good progress and attainment.
	An environment that supports high quality learning within and beyond the classroom is maintained	All staff contribute to creating effective learning environments. Classrooms have a balance of informative displays and celebrations of pupil's work. Display policy is applied consistently.	Class Teacher	Classroom environments support effective learning, they are safe places to work, stimulate curiosity and support a culture of celebrating achievement
	Up to date, consistent and rigorous Health and safety systems and training is maintained	Health and safety systems and procedures are audited termly. External audits every 3 years. School leaders develop a culture of vigilance and shared responsibility, with all staff clear on reporting H&S issues	Academy Administrator and School Leader	The school is a safe place for staff and pupils to work and learn in
	All school leaders consistently monitor the quality of teaching and learning and maintain evidence to support their judgements	Lesson observations, drop-ins, book scrutiny, data analysis and pupil conferencing is undertaken regularly. Formal Learning Walks undertaken 3 x per year. Internal and external monitoring is used effectively to support teachers to be effective practitioners, linking with staff appraisal.	EP and School Leader	School leaders have an in-depth knowledge of the strengths of teaching and learning in the school and the areas for improvement. Their judgements about the school are moderated through external monitoring procedures. Information and data from monitoring is used effectively resulting in high standards and school improvement
	All school leaders collect and analyse school and pupil data at least each half term, using this as the basis for pupil progress meetings with staff	The performance of all pupils and pupil groups is given a priority and outcomes from monitoring and data analysis is used to make adjustments which result in raising attainment and progress	School Leader	Teachers and Leaders have an in-depth knowledge of pupil performance. Information is used effectively to achieve high standards, with all pupils making very good progress and attainment
	An accurate and up to date school self-evaluation is maintained	School leaders complete a self-evaluation form by the end of the first half Autumn term. This is then reviewed and updated termly.	School Leader	School leaders effectively use all the information available to make an accurate assessment of the school, identifying areas for school improvement
	The School Improvement Plan is shared with staff, displayed in school and	The School Improvement Plan is explained to staff & displayed in school. Staff and Governors contribute to the plan and support the effective	School Leader	All staff are aware of the areas for school improvement and contribute to making the improvements for the benefit the pupils

	regularly monitored	delivery of school improvement tasks.		
	Clear effective behaviour management systems are consistently applied.	Staff, pupils and parents are aware of the Behaviour policy. Behaviour Policy is consistently applied and reviewed to ensure it is effective	School Leader Class Teacher	Pupils demonstrate good behaviour, positive attitudes to learning and they have a sense of pride in their school and their personal achievements
	All curriculum subjects have clear leadership providing support for staff through the provision of staff updates, training, resourcing and planning	All subject leaders produce a costed action plan and maintain a Position Paper which is updated at least termly. Subject Leaders lead staff meetings, contribute to writing curriculum policies, contribute to the school SIP and SEF and support staff with the effective delivery of their subject	Subject Leaders	All curriculum subjects are taught effectively. Curriculum leaders are knowledgeable and actively support colleagues within the school and wider MAT.
Area for maintenance	Objective	Actions to be taken	Key personnel	Success criteria
	There is a culture of strong parental and community engagement	School leaders ensure the school website is up to date and contains key information, statutory information and details of the schools curriculum, events and activities. A newsletter is sent to all parents on a weekly basis. Workshops, curriculum information sessions, open days and community events organised	School Leader School Administrator	Parents and teachers work in partnership to enable pupils to become effective learners and achieve success. Parents can easily access information about the school and are aware of their child's progress, their learning and welfare Parents are supportive of the school and contribute to its success
Area for maintenance	Objective	Actions to be taken	Key personnel	Success criteria
	Maintain robust and up to date safeguarding procedures	Safeguarding and CP systems and procedures are audited termly. On-line audits undertaken yearly, with external visits from auditors every 2 years. School leaders develop a culture of vigilance and shared responsibility, with all staff clear on reporting	EP Safeguarding Officer School Leader	Pupils are safe in school. There is a culture of continued vigilance by all staff. Clear systems and procedures result in all concerns being reported and managed effectively

		safeguarding issues. Schools follow all safeguarding policies. Clear procedures for visitors and volunteers are applied		
	Deliver a structured approach to supporting the emotional health and well-being of vulnerable pupils	Use an approach used in existing programmes (Thrive, SEAL) to deliver a support package for vulnerable pupils	Subject Leader Inclusion Hub	Vulnerable pupils have access to comprehensive support in school that results in improved emotional health and well-being and positive learning outcomes
	Maintain a culture of strong social, emotional and moral values	Schools deliver a curriculum that promotes social, emotional and moral values, including British values through teaching sessions and assemblies. Values are embedded in policies, procedures & actions taken	School Leader RE Leader	Pupils demonstrate the knowledge skills and attitudes they need to keep themselves healthy and safe and prepared for life and work in modern Britain
	Pupils enjoy safe and active playtimes	Positive playtimes are promoted, with activities and space for all pupils and appropriate supervision.	PE Leader TA's	Pupils feel safe at playtimes. Playtimes contribute to good levels of physical activity.
	Schools work with external professionals and use internal expertise to ensure all pupils are well supported	Schools actively seek advice and support from internal and external professionals as appropriate to meet the needs of identified pupils		Teachers have the support, knowledge and information required to effectively meet the needs of pupils in their class
	All teaching is at least good		EYFS Leader	All children make very good progress and achieve high levels of attainment
	EYFS settings maintain effective parental involvement	Schools provide regular communication with parents and actively encourage school/parent partnerships.		Parents and teachers work in partnership to enable children to be school ready, make a successful transition to school life and become effective learners. Parents can easily access information about the school and are aware of their child's progress, their learning and welfare Parents are supportive of the school and contribute to its success
	EYFS settings maintain a stimulating environment that encourages imagination and inquisitiveness	All staff contribute to a safe, stimulating environment that enables and promotes independence and an enjoyment of learning. Display policies applied. Learning environments frequently changed. There is clear provision for all areas of learning		Classroom environments support effective learning, they are safe places to work, stimulate curiosity and support a culture of celebrating achievement
	Policies and procedures rigorously applied	EYFS leader and School Leader ensure all EYFS staff, volunteers and		EYFS provision is effective, providing a learning environment that is safe and which provides children with a successful and positive start to their learning

		session workers are aware of key policies and that they are consistently applied		journey
	Children make a high rate of progress from their starting point	Teaching and learning is regularly monitored. Pupil tracking data is analysed regularly and action taken to meet the needs of the pupils		EYFS leaders have an in-depth knowledge of the strengths of teaching and learning in the early years and the areas for improvement. Information and data from monitoring is used effectively resulting in high standards Teachers and EYFS Leaders have an in-depth knowledge of children's performance. Information is used effectively to achieve high standards, with all children making very good progress and attainment

LINK ACADEMY TRUST KEY IMPROVEMENT PRIORITIES



Key Priority 1 Leadership and Management

To have a professional development programme which supports learning at all levels, encourages, challenges and supports all staff, embracing opportunities for collaboration within and beyond individual schools.

Have strategic sharing of practice, planning and resources across the MAT to benefit all pupils.



Key Priority 2 Outcomes for Pupils

All schools:

To be at or above the National Average progress for Reading, Writing and Maths.

The gap in progress between pupil premium and non-pupil premium children is below the national average.



Key Priority 3

All schools:

Have strong links with feeder pre-schools.

Have effective transition arrangements.

Improve school readiness for children



Key Priority 4 Recruitment and Retention

All schools:

Work strategically to be full for entry in to Reception and full in all year groups



Key Priority 5 Teaching and Learning

All schools:

Deliver an engaging curriculum that challenges pupil thinking and provides exciting learning experiences



Key Priority 6 Personal Development, Behaviour and Welfare

All schools:

To be above the national average for attendance and below the national average for fixed term and permanent exclusions

Stronger Together

