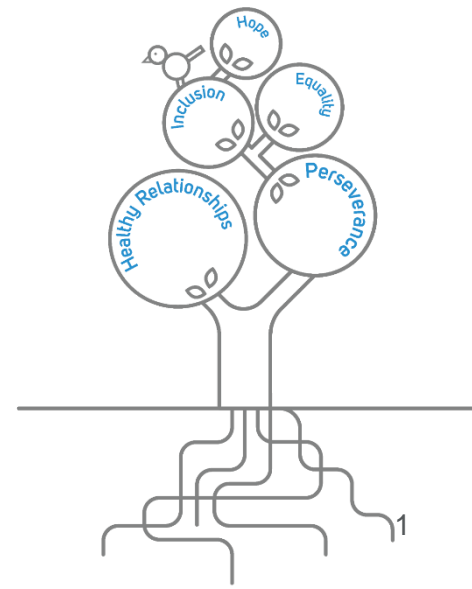
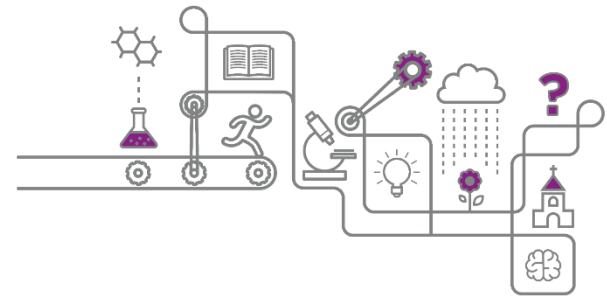
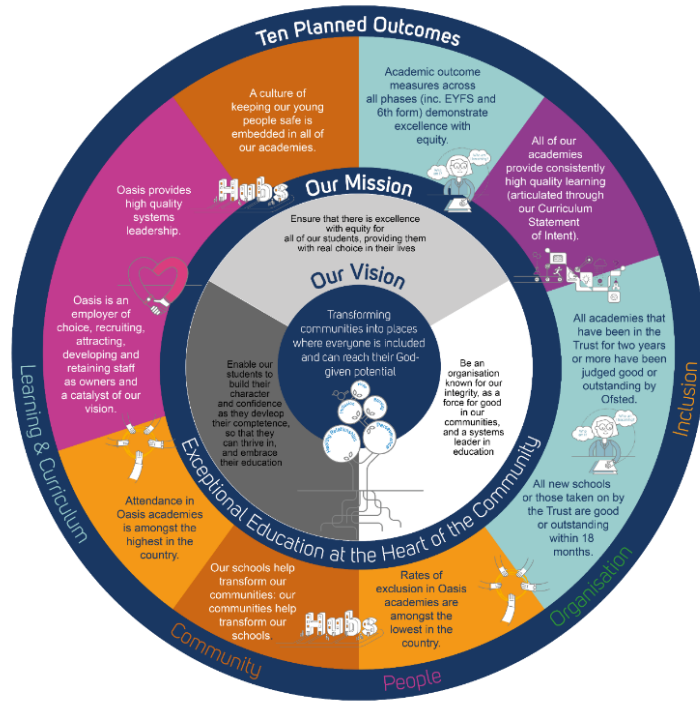


Local One Plan 2021/22





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An introduction from John Murphy, CEO and Keith Dennis, Chair of Board

In Oasis Community Learning we are committed to ensuring that we provide Exceptional Education at the heart of the Community. We are now in the second year of the One plan. Our One Plan aims to unite all areas of our organisation to achieve our mission by providing a clear sense of direction for the next five years. It answers both the current and future priorities of the Oasis self-evaluation. Through the One Plan we want to unite the organisation together at a national and local level with the education and service teams working together in the pursuit of the same objectives as one team.

As CEO, with my team, we have prioritised the following areas in 2021- 2022 that need to be front and centre of our strategy to ensure that we continue to develop the fundamental and holistic offer and entitlement in every one of our academies:

Strand 1 – Our People

- OCL will continue to grow Staff Networks, and from September 2021 empower these through a Culture Forum that builds voice and change on issues such as anti-racism, LGBTQ, gender intelligence to all protected characteristics.
- Ethos, 9 Habits and overall culture is proactively embedded into key aspects of OCL/ Academy life by September 2022, including curriculum, behaviour policy, line management, meeting practice, staff training, and all OCL policies and procedures will be rewritten through the lens of the Oasis ethos and 9 Habits.
- By September 2022, OCL has embedded a culture of sharing best practice and implementing the best of thinking across the family. This will ensure consistent systems, structures and methodologies where possible, so that we offer outstanding core offer to our students, avoid duplication of effort and reduce workload.
- OCL has developed a wellbeing strategy that includes students, staff and community members by September 2022. This sits within the context of the wider wellbeing strategies of the Oasis UK family.
- OCL will be able to confirm high and improving levels of staff satisfaction year on year. As evidenced by ‘Speak up, Let’s listen’, OCL Reviews, and the Oasis Pulse Survey.

Strand 2 – The Curriculum

- Oasis 9 Habits are alive in practice everywhere, evidenced by OCL reviews, from September 2021.
- Every teacher receives quality instructional coaching from September 2021, and thereafter. ITT and ECTs weekly and all teachers every two weeks.
- 17 Oasis Primary Academies pilot the new Oasis Curriculum from September 2021. A majority of secondary academies pilot the revised subjects from September 2021. All academies delivering the Oasis curriculum by September 2023.

Strand 3 – Achievement

- Every member of the teaching team in every academy knows each student’s starting points by Sept 2021.
- Every academy gives each student challenging educational targets to meet these goals, from Sept 2021.

Strand 4 – Safeguarding

- 100% of our academies will meet the criteria for Oasis exemplary safeguarding, established by the National Safeguarding Steering group, by January 2022.
- This will include:
 - Safeguarding in 100% of academies is judged as “Effective” by Ofsted.
 - 100% of our staff will complete safeguarding training by October 2021, and each year thereafter, in order that safeguarding is everyone’s responsibility.

- A national approach to mental health and well-being.

Strand 5 – Attendance and Exclusions

- OCL will publish an inclusive, proactive strategy to significantly reduce PEX's in all academies, during 2021-22.
- Internal isolations and exclusions are tracked and analysed in Bromcom and demonstrate a continued trend of reduction, from September 2021.

Strand 6 - Learning and Development

- A new framework of Performance Development across OCL will be piloted in September 2021, and then fully implemented by 2023.
- There will be a comprehensive CPD offer and programme in place that supports and enables all staff, by 2022.
- OCL will be a founding partner in the School Led Development Trust (Institute of Teaching), by September 2022.

Strand 7 – Hub and Flourishing Neighbourhoods

- Every Academy is part of an Oasis Hub. Therefore community planning and the Academy One Plan will be integrated and aligned around particular areas of focus. This will be evidenced through the localised One Plans, and evaluated through the OCL Reviews.

Strand 8 – Environmental Sustainability

- OCL will be a net zero contributor.

Strand 9 – Educational Transitions

- By the end of KS2 primary pupils have the relevant skills, character, knowledge and are aware of the breadth of choices available to them
- All Oasis students receive age appropriate and exciting careers education to help them realise their ambitions enabling them to make real choices in their lives and plan a career pathway.
- Each secondary / all-through academy will have a full CIAG offer in place, by September 2022.

Strand 10 - Ofsted Progress

- Those academies awaiting inspection have robust plans in place and the evidence required to ensure that we have 86% of academies judged at least 'Good' by Ofsted, by September 2022.

Through each Local One Plan we are excited to ensure the development of the character and competence of all our students in our Trust and bring about the needed transformation in each and every of our communities.

Our Message

All about Oasis Academy Long Cross

Who we are

We are a unique and fully inclusive primary academy for 2 to 11 year olds with a specialist resource base for children with severe learning difficulties, complex needs and life limiting conditions. We serve the community of Lawrence Weston in North Bristol, which is an established community who will ask for support if trusted relationships have been established. The community is an area of high socio-economic deprivation and the vast majority of children live in postcodes that fall in the 0 – 10% most deprived areas in the country according to the most recent deprivation indices. The percentage of children currently eligible for Pupil Premium is 60% although this is likely to continue to rise due to the COVID-19 pandemic. Building relationships in the community is key to our success and we strive to develop authentic and genuine connections with children and families. As a result, their needs and the academy context are at the heart of every decision we make.

What we do

Our fully inclusive offer is achieved through a bespoke curriculum that has been carefully designed to meet the needs of all pupils, including a personalised curriculum for pupils in our specialist resource base and 2 year old provision. Our wider provision is planned in response to the high levels of need and hard to place pupils we welcome, for example, Stepping Stones, a pupil and family support lead, our excellent multi-agency working and relationships with the North Bristol Oasis Hub. As a result, our children find learning exciting, irresistible and challenging regardless of the challenges they face. Staff are empowered through distributed leadership to fulfil their passion that every child at Long Cross will succeed and achieve to the very best of their ability no matter what it takes. Positive relationships with the academy community and unwavering high expectations for all are the foundations of our success.

Signed by Principal, RD, PDBP, Finance Lead, P&E Lead, IT Lead, Hub Leader

Summary of academy outcomes and trends

	Previous Performance						Target		National Average	
	2017		2018		2019		2022		2019	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Attendance (%)					96.0	95.4	95.8	93.8	95.8%	
KS2 RWM combined	40	31	68 (70)	70 (70)	55 (67)	52 (65)	75 (75)	73 (73)	65%	70%*
KS2 Reading progress	-1.0	-2.06	1.6	1.68	-1.26	-1.35			0	0.31
KS2 Writing progress	2.1	0.69	3.7	4.04	4.59	4.77			0	0.24
KS2 Maths progress	0.6	-0.14	2.8	2.85	0.57	0.80			0	0.31

Localised One Plan 2021-22	Oasis Academy Long Cross	Principal: Karen Sheppard
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Phonics	69 (80)	67 (76)	81 (85)	83 (88)	70 (76)	63 (69)	77 (80)	75 (80)	82%	84%
GLD	68 (71)	66 (65)	67 (69)	55 (57)	64 (71)	59 (70)			72%	73%

* Other data as per national comparisons on the IDSR

** There is no 2020 or 2021 data due to Covid-19 disruption.



Our Audacious Goal:

Every Oasis student will have the best education, choice and opportunity to flourish in their lives.

Local One Plan Areas; 2025 Outcomes

Localised end-of-year intentions are SMART targets for the academy for that area of the offer. In some cases these are already green and then do not need to be elaborated further on in the action plan as simply need to be maintained. RAG-rating should be completed in reflection of whether the target is achievable at that point in time (e.g. Green on 100-day plan if all on-track to achieve, Amber if challenging to achieve and Red if unlikely to achieve).

Strategy Area	Milestones	Localised intended end of year point	RAG Rating (on-track)			Academy leader
			Sept 2021	100 day review	July 2021	
Lead	We have an inclusive and shared organisational culture which is driven out of the Oasis Ethos and 9 Habits. We have a fit for purpose structure and a developmental offer that enables our vision and allows us to be an employer of choice.	Flourish pilot programme is implemented and evaluated, and next steps are identified	Green			Karen Sheppard
QofE	Our students enjoy consistently high-quality curriculum, learning and character education (as articulated in our Curriculum Statement of Intent).	Full evaluation of the impact of the Long Cross Curriculum	Green			Karen Sheppard/ Chris Potter/ Becky Rollings-Walch
QofE	There is excellence, as demonstrated by high rates of academic achievement, with equity across all phases, from Early Years to Sixth Form.	All children achieve at least in line with national expectations in statutory assessments Children with identified SEND achieve highly aspirational and personalised targets	Green			Fay Bawden/ Ali Betts/ Becky Rollings-Walch
Lead	Our provision is characterised by exemplary safeguarding practice	A comprehensive response strategy is embedded to address incidents and concerns of peer on peer abuse	Green			Alison Gutsell
PD	Attendance is amongst the highest in the country and Exclusion rates are amongst the lowest in the	Attendance of all pupils is at least in line or above national figures	Green			Ali Betts



Lead	country because students are happy and want to attend their academy				
	Enable our staff and organisation to flourish through our approach to learning and development	Incremental coaching continues to develop all teachers			Fay Bawden
Hub	We work in partnership with our communities to help the local neighbourhood and Academy flourish	Aisling to complete prior to LOP meeting			Aisling Bennett
Lead	Oasis Community Learning is an environmentally sustainable education organisation	Environmental Change Makers have led a whole school project and evaluated their impact			Laura East
QofE	By 2025 100% of Oasis students will be ready for the next stage of their education, employment, or training	The Academy has a clear, consistent, and developmental system of transition so that all children have the character and competence to be successful in the next stage of their education			Karen Sheppard/ Fay Bawden/ Becky Rollings- Walch
All	All academies are judged to be 'Good' or 'Outstanding' by Ofsted by 2025.	The Academy receives at least a 'Good' Ofsted judgement in the next inspection			

Fundamental Offer Academy Focus Areas

Localised end-of-year intentions are SMART targets for the vision for that area of the offer. In some cases these are already green and then do not need to be elaborated further on in the action plan as simply need to be maintained. RAG-rating should be completed in reflection of whether the target is achievable at that point in time (e.g. Green on 100-day plan if all on-track to achieve, Amber if challenging to achieve and Red if unlikely to achieve).

Strategy Area	Fundamental Offer	Localised intended end of year point	RAG Rating (on-track)			Academy leader
			Sept 2021	100 day review	July 2021	
QofE	Every child becoming a fluent reader	<ul style="list-style-type: none"> - In statutory assessments, pupils achieve at least in line with national. - Accelerated Reader is used in Y2-6, allowing children to read confidently and fluently. - Bookwings phonics programme introduced and embedded in Reception and most children achieve the ELG for Reading 				Niamh



		- Highly bespoke targeted support for pupils with identified SEND to enable them to become a fluent reader			
QofE	Every child to have access to online learning	- Oasis Horizons initiative is fully embedded and each child and member of staff has access to their own iPad. - The curriculum is being adapted to make effective use of this provision. - iPad champions deliver ongoing training and support to all staff - All children are confident and have the skills to access remote teaching and learning if required			Chris
PD	Access to high quality mental health support	- Wellbeing champions appointed- clear roles and responsibilities across the Academy - Stepping Stones and Pupil and Family Support Lead provide targeted support and intervention to address identified need - Staff are trained to identify when, where, and how to make referrals to appropriate external support agencies			Becky
PD	The opportunity to become a student leader or mentor	Change maker groups established by the end of the year for: * Academy * Community * Diversity * Environment * Digital * Anti bullying ambassadors Representation from across the Academy			Karen
QofE	The opportunity to be part of a school production	All children take part in a class production/assemblies to parents and their peers twice per year. Performances feature as part of our extracurricular club offer for all children in YR – Y6			Karen/Fay
QofE	The opportunity to be part of an academy team	Children have had opportunity to represent class or whole Academy team against internal and external opponents			Chris
QofE	The opportunity to play a musical instrument	The whole Academy music curriculum provides opportunities for all pupils to experience playing a range of instruments			Jill
B&A	The opportunity to play an active part in the Hub or community	- Community projects will thread through our curriculum and become part of our curriculum entitlement for every child - Pupil change maker programme is in place			Karen/Aisling
QofE	The opportunity to attend a residential trip	All Y6 children to be given opportunity to attend a residential trip - London			Chris/Y6 team

Localised One Plan 2021-22

Oasis Academy Long Cross

Principal: Karen Sheppard



QofE

The opportunity to visit an art gallery, museum, and a theatre

Our key experiences and educational visits and visitors offer is mapped across the Academy
All children in the relevant year groups have had the opportunity to visit an art gallery, museum, or theatre by the end of the year



Fay



Summary Strategic Priorities

These are taken from:

- Academy SEF identified areas for each category
- The OCL Curriculum Statement of Intent content that the academy feels they need to be a local strategy priority to meet the intent document.
- Any of the One Plan Areas above that the academy feels they need to be a local strategy priority to achieve the SMART targets set for the year.
- Any of the Fundamental Offer above that the academy feels they need to be a local strategy priority to achieve the SMART targets set for the year.

Quality of Education	Behaviour and Attitudes	Personal Development	Effectiveness of Leadership and Management	Early Years	Development of hub/ community	Resource Base
LINK	LINK	LINK	LINK	LINK	LINK	
<i>Ensure the percentage of children achieve in R, W,M at least in line with national</i>	<i>Ensure attendance of all pupils is in line or above national</i>	<i>Further challenge discrimination through the curriculum</i>	Further develop the academy culture of professional development and wellbeing	Ensure that the new EYFS statutory curriculum is fully integrated into the OALC offer	To be confirmed at LOP meeting	Embed the use of the GRID to empower every child in the RB to have a voice
Ensure that the leadership of teaching assistants is consistently highly effective	Ensure that children are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community.	Further build on the academy offer for pupils to develop talents and interests				
Embed Oasis Horizons Project so that it consistently enhances the quality of teaching and learning across the Academy						

Academy Development Plan: Strategic Level

Quality of education

Key Developments needed for swift progression: (Taken from Summary Strategic Priorities table)		Success Criteria			
<ul style="list-style-type: none"> • Ensure that the leadership of teaching assistants is consistently highly effective • On-Going - ensure the percentage of children achieve in R, W,M at least in line with national 		<ul style="list-style-type: none"> • Teachers and teaching assistants have a clear understanding of their roles and responsibilities • Leadership and deployment of teaching assistants is highly effective across the academy and as a result impacts positively on pupil attainment and progress • The attainment and progress of disadvantaged pupils is in line with others • Published outcomes are at least in line with national 			
KEY ACTIONS					
Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Ensure that the leadership of teaching assistants is consistently highly effective					
Academy: Action <i>Launch and deliver DELTA programme Deliver training to all staff</i>	AB	Termly	CPD time Release time for implementation team		
Academy: Action <i>Precise and ambitious target setting for all pupils reflect national expectations</i>	FB	Term 1	Meeting time		
Academy: Action <i>Raising attainment meetings for all year groups</i>	FB	Weekly/fortnightly	Meeting time		
Academy: Action <i>Assessment used effectively to inform teaching, ensure provision is responsive and that intervention is fluid.</i>	FB	Daily, weekly & T2, 4 and 6	Leadership time PPA		

Embed Oasis Horizons Project so that it consistently enhances the quality of teaching and learning across the Academy

Academy: Action iPad champions plan and deliver CPD review for all staff	CP	Termly	CPD time		
Academy: Action plan and deliver continued training package for children	CP	Termly	Timetable		
Academy: Action research, plan and implement use of iPads for effective assessment in the wider curriculum	CP	On-going	Curriculum leadership/iPad champion release time		

Behaviour and attitudes

Key Developments needed for swift progression: <i>(Taken from Summary Strategic Priorities table)</i>		Success Criteria			
<ul style="list-style-type: none"> • Ensure that children are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community. • On-going - Ensure attendance of all pupils is in line or above national 		<ul style="list-style-type: none"> • Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community • The academy enjoys a positive and well-respected reputation amongst the local community • Behaviour is impeccable • Ofsted grading of Behaviour & Attitudes is outstanding 			
KEY ACTIONS					
Action (Academy Leaders <u>and/or Services</u>) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Ensure that children are equipped with the knowledge, skills, and opportunities to make a positive contribution to the school and wider community.					
Academy: Action Launch and deliver the revised behaviour policy Launch and deliver training on use of recognition boards	CP/AB	Term 1	CPD time /INSET		

Academy: Action Revise behaviour policy in light of Relationships Policy	BRW/CP		Leadership time		
On-going - Ensure attendance of all pupils is in line or above national					
Academy: Action <i>Precise and ambitious target setting including for PAs</i>	AB	Term 1	Leadership time		
Academy: Action <i>SOL tracker updated weekly with actions and impact identified</i>	AB	Weekly	Leadership time		
Academy: Action <i>Weekly attendance meetings to identify actions</i>	AB	Weekly	Leadership time		
Academy: Action <i>Attendance lead provides every teacher with a weekly copy of their class attendance and trends to enable teachers to drive improvements in attendance</i>	AB	Weekly	Leadership time		
Academy: Action Service: Action					

Personal development

Key Developments needed for swift progression: (Taken from Summary Strategic Priorities table)	Success Criteria
<ul style="list-style-type: none"> • Further build on the academy offer for pupils to develop talents and interests • On-Going - further challenge discrimination through the curriculum 	<ul style="list-style-type: none"> • Opportunities for pupils to develop their talents and interests are of exceptional quality. • The wider curriculum offers a rich set of experiences for all pupils • The percentage of disadvantaged pupils taking places in clubs is in line with other pupils • The school culture and curriculum identifies and celebrates difference • Bullying, harassment, and violence are never tolerated by any member of the school community. • Ofsted grading of Personal Development is outstanding



KEY ACTIONS

Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Further build on the academy offer for pupils to develop talents and interests					
Academy: Action Map out opportunities for children to develop their personal talents and interests	FB/CP	T1	Leadership time		
Academy: Action Plan and deliver theme weeks: music, sport, art etc	FB/CP	Termly	Timetabled		
Academy: Action Use of whole Academy recognition board as part of celebration assembly	FB/CP	On-going	Assembly time		
On-Going - further challenge discrimination through the curriculum					
Academy: Action • <i>Every curriculum subject to be reviewed through the lens of anti-discrimination to actively promote representation</i>	KS	On-going	Leadership time		
Academy: Action • <i>Agents for Change – diversity’ pupil, parents and staff team review curriculum subjects</i>	KS	On-going	Leadership time		
Academy: Action Service: Action					
Academy: Action Service: Action					

Effectiveness of leadership and management

Key Developments needed for swift progression: (Taken from Summary Strategic Priorities table)		Success Criteria			
<ul style="list-style-type: none"> Further develop the academy culture of professional development and wellbeing 		<ul style="list-style-type: none"> A trust culture is fully established across the academy All staff perceive themselves as leaders and have a clear understanding of and take responsibility for their individual roles Curriculum subject leads talk confidently and with authority about their subject Ofsted grading of Leadership & Management is outstanding 			
KEY ACTIONS					
Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Deliver the Flourish pilot programme					
Academy: Action Ensure all leadership and staff training is complete	KS	2021-22	CPD time		
Academy: Action Launch professional development cycle	KS	T2	Release time for professional development meetings		
Academy: Action CPD is planned to meet the needs of staff	FB	On-going	CPD time		
Further develop curriculum leadership					
Academy: Action Map out release time for leaders to work with member of ASLT to monitor, evaluate and identify next steps for their subject	KS	Termly	Cover required for leaders		
Academy: Action Structured series of termly CPD support for curriculum leaders to further develop their understanding of the Education Inspection Framework and confidence in talking about their subject to external parties	FB	Termly	CPD time		

Academy wellbeing pledge is developed and brought to life for everyone in the Academy

Academy: Action Regular wellbeing CPD continues to feature throughout the year as part of our CPD offer	BRW	Termly	CPD time		
Academy: Action Continued review of Academy policies explicitly linked to reducing unnecessary workload for staff	ASLT	On-going	ASLT meeting time		
Academy: Action Continued development of the Feedback and Marking policy	FB/KS	Termly	CPD time		
Academy: Action Comprehensive Relationships policy for children and staff is planned and implemented	BRW	On-going	Leadership time		
Academy: Action Service: Action					
Academy: Action Service: Action					

EYFS

Key Developments needed for swift progression: <i>(Taken from Summary Strategic Priorities table)</i>	Success Criteria
<ul style="list-style-type: none"> • Ensure that the new EYFS statutory curriculum is fully integrated into the OALC offer 	<ul style="list-style-type: none"> • The new statutory EYFS curriculum is fully embedded within the OALC EYFS offer • Staff subject knowledge is high and consequently the curriculum is used to effectively plan, teach and assess learning • Children make rapid progress from their starting points and achieve the best possible outcomes • Ofsted grading of EYFS is outstanding
KEY ACTIONS	



Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Academy: Action Deliver staff training on new EYFS statutory curriculum	KS	T6 (20/21)	CPD time		
Academy: Action Embed new statutory curriculum into existing OALC offer	EB	T1	Leadership time		
Academy: Action Review assessment systems in line with new curriculum	FB	T1	Leadership time		
Academy: Action Deliver staff training on revised assessment	FB	T1 T6	CPD time		
Academy: Action Plan and deliver staff training on sustained shared thinking	KS/EB	Termly	CPD time		
Academy: Action Service: Action					

Specialist Resource Base

Key Developments needed for swift progression: <i>(Taken from Summary Strategic Priorities table)</i>	Success Criteria
<ul style="list-style-type: none"> Embed the use of the GRID to empower every child in the RB to have a voice. 	<ul style="list-style-type: none"> All Resource Base children have planned opportunities to use GRID to scaffold and support communication. All Resource Base staff have knowledge and expertise to use GRID to support communication and to differentiate tasks to support learning. Some children will increase communication through the use of GRID and this will be captured through summative and formative assessment Grid is used across all curriculum areas to enhance and support communication and access within them. Parents have the knowledge to effectively use GRID at home with their children.
KEY ACTIONS	



Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Academy: Action Deliver training from internal and external providers to increase knowledge.	BRW	Term 1 (Launch) Ongoing	Initial cost of License INSET CPD time		
Academy: Action Embed a classroom timetable where GRID can be used	BRW	Term 1	CPD		
Academy: Action Review the effectiveness of GRID use with all children baseline assessment and ongoing summative assessment	BRW	Term 1 Every term through the monitoring and evaluation cycle	CPD Termly in class evaluations		
Academy: Action All parents to receive Initial training from internal and external providers throughout the year	BRW	Term 1 Ongoing	CPD		
Academy: Action					

Development of hub/community

Key Developments needed for swift progression: <i>(Taken from Summary Strategic Priorities table)</i>	Success Criteria
<ul style="list-style-type: none"> To be confirmed at LOP meeting 	<ul style="list-style-type: none"> To be confirmed at LOP meeting
KEY ACTIONS	



Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Academy: Action Service: Action					
Academy: Action Service: Action					
Academy: Action Service: Action					
Academy: Action Service: Action					
Academy: Action Service: Action					
Academy: Action Service: Action					

Service Improvement Projects: Buildings/IT/H&S

Additional projects already budgeted for:

Key Developments needed for swift progression: <i>(Taken from Summary Strategic Priorities table)</i>	Success Criteria
• [INSERT HERE]	• [INSERT HERE]

KEY ACTIONS

Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader	Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Academy: Action Service: Action					



Academy: Action Service: Action						
Academy: Action Service: Action						
Academy: Action Service: Action						

Additional projects to be considered:

Key Developments needed for swift progression: <i>(Taken from Summary Strategic Priorities table)</i>	Success Criteria
• [INSERT HERE]	• [INSERT HERE]

KEY ACTIONS

Action (Academy Leaders <u>and/or</u> Services) <i>delete as appropriate</i>	Team Leader		Timescale	Resource/ Cost/Budget	Monitoring evidence of impact	Completion or further action
Academy: Action Service: Action						
Academy: Action Service: Action						
Academy: Action Service: Action						
Academy: Action Service: Action						

Academy Development Plan: Academy Level

This forms the basis for the ADP for the year based on the strategic priorities identified above which combine the trust and local level priorities. Academies will then develop these areas further with individual leaders setting more granular targets with more detailed timelines building in the commitment from the NET and services above.

Action Plan Overview (See Separate Plans for detail) *

- | | | |
|--|--|--------------------------------|
| 1. Curriculum: Outcomes | 13. Personal Development: Pupil Voice | 24. Subject: Computing |
| 2. Curriculum: Design | 14. Leadership: Facilities/P&E (inc. H&S) | 25. Subject: R.E. |
| 3. Curriculum: Assessment | 15. Leadership: People Directorate, Staff structure & Well-being | 26. Subject: P.E. |
| 4. Curriculum: Inclusion - SEND & MA | 16. Leadership: Parental Engagement | 27. Subject: M.F.L. |
| 5. Curriculum: EYFS / KS5 | 17. Leadership: Finance | 28. Subject: PSHE |
| 6. Curriculum Horizons | 18. Community: Hub and wider | 29. Subject: Art |
| 7. Pedagogy: T&L | 19. Subject: Reading | 30. Subject: Music |
| 8. Pedagogy CPD & Coaching | 20. Subject: Writing | 31. Subject: Geography |
| 9. Behaviour & Attitudes | 21. Subject: Maths | 32. Subject: History |
| 10. Personal Development: 9 Habits | 22. Subject: Phonics | 33. Subject: Design Technology |
| 11. Personal Development: Safeguarding | 23. Subject: Science | |
| 12. Personal Development: Attendance | | |

* Each plan will contain a Covid-Response within the individual area to ensure all areas are considered.

The above plans will be written by allocated leaders in academies using an agreed template. These action plans will then form the basis of line management meetings with clear and timely actions set between meetings.

Resource: [Academy Action Plan template for LOP follow on 21-22](#)

Resource: [Academy LM meeting template 21-22](#)