



School
Development
Plan

2016 -17

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas on how our school can improve. Staff and governors meet every term to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the School Leadership Team (SLT) identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are four Key Priorities for the plan. We wish to achieve each target as fully as possible. Therefore, these Key Priorities will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise of the staff.

Our Vision

At West End Academy, we want the children to “learn together and grow together”. We are committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High-quality education at West End Academy will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team;
- the whole staff team working together to do its best for our children’s confidence;
- the whole staff team having high expectations of our children’s social, behavioural and academic performance;
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children;
- creating stimulating and attractive learning environments in which our children can take a pride;
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children;
- promoting respect for other people and their property; and
- working in partnership with parents, governors and the local community to enrich opportunities for our children.

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High-quality education will raise the children's standards of attainment, enabling them to:

- develop their use of english and maths which provide the foundation for all their other learning;
- learn social skills that encourage agreeable interactions between their peers as well as with adults;
- treat everyone in an equal manner, irrespective of gender, race, class or disability in line with the school's "Golden Rules";
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life; and
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all who work in the school.

School Context

West End Academy is an averaged-sized primary school with currently 245 children on its roll. The school serves an area of social and economic deprivation. Acorn data ranks the school's level of deprivation as 101 out of 117 Wakefield schools (where 1st rank indicates least deprivation) – 83% of families are classed as “hard pressed” or “moderate means”. The percentage of pupils entitled to free school meals (39%) is well above national and local averages. Almost all children are from a White British background. The proportion of pupils who have special educational needs is average when compared to national data. The school became an academy in October 2013 and it works in partnership with Wakefield City Academy Trust (WCAT).

Significant Changes since September 2015

At the end of the last academic year, the Deputy Headteacher left the school. The academy has appointed a new Deputy Headteacher who will focus on improving the standards of teaching and learning across the school by sharing outstanding practice.

The academy now has its own governing body having previously shared its governors with another local school. A new chair of governors was appointed in March 2016. The new members of the governing body bring a wealth of experience of working in different primary schools.

Achievements of the school – (September 2015 to July 2016)

- The SLT have built on the work of the previous year by creating a culture that allows everyone in school to excel. The expectations for our children continue to rise and there is a relentless focus on progress across the academy.
- The academy achieved the Primary Quality Mark in March 2016. The assessor was particularly impressed with the high standards of basic skills that were seen in a range of books across the curriculum.
- The staff are a very cohesive unit who effectively support each other in their professional development. During observations, subject leaders can now confidently highlight strengths of the lesson they are watching as well as clearly identifying next steps for improvement.
- The SLT have developed their use of “securing outstanding” support logs in order to further improve the quality of teaching and learning in all classrooms. This has had a very positive impact on the pupils’ achievements.
- The percentage of children achieving a good level of development rose at the end of Foundation Stage from the previous year. The school figure of 73% is in line with the national average and reflects the excellent progress the children made in the unit from their respective starting points.
- The phonics screening results in Year 1 showed a continued improvement on the previous year. 83% of our children reached the required standard. This is the first time that the school’s phonics screening score has been higher than the national average.
- At the end of Year 2, the percentage of children achieving the expected standard in reading, writing and maths is now well above the national average. This is also the case for children working at a greater depth at the end of Key Stage 1.

- The performance of our disadvantaged children at the end of Key Stage 1 rose sharply from the previous academic year. 72% of disadvantaged children reached the expected standard in reading, writing and maths.
- For the first time, the attainment of our children at the end of Key Stage 2 was well above the national average. 75% of our children reached the expected standard in reading, writing and maths compared to 53% nationally.
- All our teachers know how to use the school's new "assessment without levels" material in order to judge the attainment of our children. When moderated by the local authority in June, the Year 6 writing books were judged to be exemplary examples of the DfE interim framework standards.
- The quality of teaching and learning has continued to improve over the last 12 months. Teaching is consistently good and more is outstanding. Teachers are now more confident to take risks in the classroom and can start lessons in different ways.
- Children spent more time responding to marking this year and this is reflected in all core books. Conversations with children show that they use this time well to work on previous mistakes so they know what to do better next time.
- Teachers now provide time for children to embed their learning in all lessons. All books, including non-core books, show children regularly accessing "challenges" which give them the opportunity to deepen their learning.
- During pupil progress meetings this year, children have talked about how they really enjoy learning new information as well as tackling difficult challenges in order to prove that they can apply this new learning in different contexts.
- The introduction of the "Top Team" has had a very positive impact on school life. The mature and sensible approach to responsibilities has helped different areas of school. 61% of our Key Stage 1 children have played games with the Top Team at lunchtime during the last academic year.

- New behaviour forms clearly show the impact of work done to prevent poor behaviour from reoccurring. The amount of forms that have been completed has reduced through the year. Children would now score behaviour around school as 9 out of 10 compared to 7 out of 10 at the start of the year.
- The attendance of our pupils has risen for the third consecutive year and is now in line with the national average. There are now clear systems in place for first-day absence and this is tracked very closely.
- The new curriculum, which was introduced in September 2014, has been altered slightly by subject leaders to ensure it continues to develop our pupils' spiritual, moral, social and cultural development.
- The school continues to work well in partnership with the multi-academies trust. Teachers have benefited from working with other schools and the SLT have supported many schools over the last year to secure academic improvement. The academy has also supported another school in the East Riding with a focus on developing middle leadership.
- The governors now have a much greater understanding of the school. Through their challenge and support, their vision for the school is clear and they are keen for the school's performance to further improve.
- Parent and pupil questionnaires that have been done this year show the progress that the school has made in a short period of time. All stakeholders have bought into the changes that the academy has undergone.

Strengths of the school – July 2016

- The SLT have secured a very strong culture of learning across school. They set extremely high standards and are unrelenting in their pursuit of an outstanding education for all the children in the school.
- The leadership team have an unfailing focus on the quality of teaching across school. The quality of teaching is regularly checked and areas for improvement are quickly followed up. Professional support and training for teachers are extremely well managed and have a very positive impact on their development.
- The school is friendly and caring. Everyone is working together and following the school's vision. The SLT are a very effective team and are excellent role models for their colleagues.
- Middle leaders, responsible for individual subjects, are very effective. They understand the strengths of their subject and can identify areas for improvement before quickly acting on them.
- The children's spiritual, moral, social and cultural development is promoted exceptionally well through the new curriculum and the experiences they are now offered at the academy. Pupils understand how to respectfully live in a modern Britain.
- The behaviour of the children at the academy is outstanding. The children have excellent relationships with each other and the staff. They are respectful, polite and show good manners to others.
- The children clearly enjoy school. They talk about learning more in lessons and that they are now challenged much more too. They are always keen to do well and have responded well to the improvements of teaching in the classroom.

- Children work really hard in lessons and they like to try out new ideas. Their attitude to learning is excellent and is a big factor in the rapid progress they are making. There is always an aura of calmness when you walk around school.
- The children are keen to contribute to everyday school life. The “Top Team” helps the school day run smoothly while developing the skills of other children.
- The school has worked hard to tackle discrimination and eradicate any forms of bullying. Children now state there is no bullying in school. Recorded incidents of bullying are extremely rare. Pupils feel very safe at school.
- The quality of teaching across school is consistently good with some examples of outstanding teaching. Across school, teaching is consistent and all key stages are strong.
- The marking of books is very consistent and children are now able to consistently respond to their teacher’s feedback to improve further.
- The quality of displays around school is excellent and promotes the hard work and learning of the children. The learning environments around school foster a love of learning.
- Basic skills are taught very well across the academy. This is a focus not only in English and maths lessons but in all areas of the curriculum.
- The new curriculum has allowed our children to acquire a breadth of skills across a range of subjects. Attainment in the non-core subjects continues to rise.
- Our children clearly achieve well from their starting points. They make good and outstanding progress across key stages. The standards at the end of Key Stage 1 and 2 continue to rise. The percentage of children who leave the school and

reach the expected standard in reading, writing and maths is well above the national average. Children are well equipped for the next stage of their learning.

- The new assessment without levels material accurately assesses our children in each year group. Internal data shows that all groups of children, including disadvantaged pupils and those who have special educational needs, make at least good and often outstanding progress.
- The Early Years provision is good and children continue to make at least good progress. There is now an accurate baseline for when the children enter Upper Foundation.
- The staff are willing to go the extra mile to make a difference to the lives of our children. We all ensure that children are provided with an exciting, engaging curriculum that is relevant but also equips them with key skills for life. We foster the 'can do' attitude, excite children about education and really encourage them to think about their future and be the best that they can be. We have become a strong team of staff.
- All the staff are on board with the Headteacher's vision for the school and have signed up to the belief that we can give the children the best start in life and that we are their "one chance". Even though the school has only recently secured a good judgement from OFSTED, the staff clearly want to take the school to the next level.

Areas for development – July 2016

- We must consolidate last year's outcomes for pupils across school and continue to raise standards. We must ensure more children make better than expected progress by the end of Key Stage 2 in maths.
- To ensure the children's grammar, punctuation and spelling skills improve across school. Evidence of the new skills that they learn in English lessons should also be seen in the children's writing in non-core books.
- We must develop our pupils' ability to assess their own attainment and progress so that it helps them to identify next steps in learning rather than simply commenting on current performance.
- To ensure the progress of all groups of children, including disadvantaged children and those with special educational needs, matches that of their peers across all year groups.
- To ensure more teaching is consistently outstanding. Support from the SLT will once again be crucial in raising the standard of teaching in the classroom.
- To ensure timely intervention through highly effective questioning teaches out common misconceptions in lessons. These mistakes will be linked to the steps of the lessons.
- To make sure that all adults in the classroom take a proactive approach to the learning of all children. They must not just be restricted to the progress of individual pupils or a group of children.
- To make sure that the more able children are moved on quickly in lessons. These children might not access all of the first part of the lesson as the initial teaching means that they are already prepared for the tasks that they are expected to do.

- To make sure the children have the opportunity within lessons to embed their learning at their own pace. The introduction of chill challenges in all subjects across school will help this.
- Our children must be given exposure to high quality texts in all lessons which allow them to develop their literacy skills. Use of secondary sources will be vital in non-core lessons.
- To ensure that persistent absence is reduced quickly so that it is more in line with the national average. Systems have been put in place ready for the new academic year. These systems must be shown to be effective.
- To make sure that all children in school have an excellent understanding of how to stay safe online. We must make sure that children also know how to prevent online bullying.
- To build on the children’s existing knowledge of governors and look for ways to expand links with the new governing body.
- To enhance the cultural and social development of our children through their understanding of fundamental British values. Respecting and celebrating diversity will be achieved through working with other pupils from different religious and ethnic backgrounds.
- To make sure the steps of learning are evident in non-core lessons as well as core lessons. Subject leaders will offer support to ensure the steps are planned for and taught effectively.
- We need to continue to make sure staff get all the necessary training and support they need in order to become an outstanding teacher. The school must “grow their own” in order to leave a lasting legacy of improvement.

	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
Ofsted Judgement – Outcomes for Pupils	<p><u>Progress in Maths</u></p> <p>More children make substantial progress through school, especially in KS2, considering their different starting points.</p>	<p>1) Weekly planning sessions with teachers will allow for a better understanding of the more difficult content in the new curriculum.</p> <p>2) If necessary, DW to model exemplar maths lessons to develop the teaching of maths.</p> <p>3) Drop-ins will focus on giving children the opportunities to raise standards within lessons.</p> <p>4) Regular assessment meetings will look at the progress the children make in the books and next steps will be closely scrutinised in order to accelerate progress.</p>	<p>1) The percentage of children who are above average in maths at the end of KS2 will be 40%.</p> <p>2) The average scaled score for Maths will be 108 compared to 104 last year.</p> <p>3) Internal data will show in each year group that at least two children will move from average to above average in maths.</p> <p>4) Teachers will be able to talk about the support that has been given and they recognise how to raise standards.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>CPD</p>	<p>DW</p>
	<p><u>Attainment in Grammar, Punctuation and Spelling (GPS)</u></p> <p>Pupils develop excellent knowledge and understanding of GPS across school.</p>	<p>1) At an INSET day, a new outline for GPS will stipulate the coverage for each year group and provide examples of how this should be taught.</p> <p>2) DJ will work with individual teachers to support with the planning of these sessions.</p> <p>3) DJ will look at the children’s writing books to see examples of spelling activities recorded, linked to the spelling focus of each week and support further if needed.</p> <p>4) Drop-ins will focus on children’s acquisition of new spelling patterns.</p>	<p>1) 86% of children will reach the expected standard in GPS by the end of Year 6 and 52% will reach the higher standard in GPS.</p> <p>2) The average score in the KS2 spelling SAT will increase from 11 to 13 out of 20.</p> <p>3) 82% will reach the expected standard in GPS by the end of Year 2.</p> <p>4) Writing books will show how spelling activities have improved standards and that children are applying these rules to independent pieces.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>CPD</p>	<p>DJ</p>
	<p><u>Self-Assessment</u></p> <p>Pupils can articulate their knowledge and understanding clearly in an age-appropriate way.</p>	<p>1) An INSET day will show staff how to develop a child’s self-assessment of their work to help them identify their own next steps.</p> <p>2) Staff meetings will give further examples of how to develop outstanding practice.</p> <p>3) The SLT will regularly monitor books and focus on how children self-assess their work.</p> <p>4) The SLT will speak to children to discuss how they are improving in this skill.</p> <p>5) Pupil progress meetings will take place so the teacher can discuss the progress the children are making in this skill.</p>	<p>1) Conversations with teachers will show that they understand how to guide and support children in this skill.</p> <p>2) Drop-ins will show that teachers are able to improve how children record what they have improved on and what their next target should be.</p> <p>3) Books will show that children are better at articulating their knowledge and can independently recognise their next steps.</p> <p>4) Children will be able to talk about how they self-assess their work more clearly.</p>	<p>Autumn 1</p> <p>Spring 2</p>	<p>Academy</p>	<p>CJ</p>

Ofsted Judgement – Quality of Teaching, Learning and Assessment	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
	<p><u>Questioning</u></p> <p>Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.</p>	<p>1) Planning meetings will help staff identify the key step of the lesson and the common misconceptions that children might make. 2) Training logs will support staff on when there have been opportunities in lessons to use highly effective questioning. These opportunities will be linked to the key step of the lesson. 3) Staff will be able to watch outstanding lessons to develop their own questioning of children.</p>	<p>1) Planning shows that teachers have a better understanding of the key step in the lesson and what the common error might be. 2) Drop-ins will show that the teacher uses highly effective questioning to teach out common misconceptions. 3) Training logs show that teachers take on board advice to develop questioning. 4) Internal data will show more children are making better than expected progress.</p>	<p>Autumn 1 Summer 2</p>	<p>Academy</p>	<p>CJ</p>
	<p><u>Effective use of Learning Time</u></p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.</p>	<p>1) Training logs will help staff on when there have been opportunities for children, such as the more able, to start their work sooner. Initially, this support will be given in maths lessons. 2) Further planning or staff meetings will help this to happen more regularly in lessons. It will also show how other adults in the classroom can help this process. 3) Staff will be able to watch outstanding lessons to develop this practice.</p>	<p>1) Drop-ins will show that the teacher makes maximum use of learning time for all groups of children. 2) Training logs will show that staff have taken on board advice from SLT in order to develop their classroom practice. This also applies to their use of other adults. 3) More children are now making better than expected progress across year groups 4) Conversations with pupils show that there is no lost learning time in lessons.</p>	<p>Autumn 1 Summer 2</p>	<p>Academy</p>	<p>DW</p>
	<p><u>Deeper Learning</u></p> <p>Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely.</p>	<p>1) An INSET day will show teachers how to use the “chilli challenges” in order for children to embed their learning. 2) Further staff meetings will give teachers support on challenges that allow the children sufficient time to really deepen their understanding of what they’ve been learning. 3) Drop-ins will focus on whether the children have adequate time to embed their learning. 4) The SLT will regularly monitor books to ensure “chilli challenges” have been used effectively in order to deepen learning.</p>	<p>1) Drop-ins will show that children now have access to the correct challenges in order to deepen their learning. 2) Work in all core books shows that children have enough time to complete “chilli challenges” to deepen learning. This is consistent across all year groups. 3) Pupil progress meetings will show that teachers can talk about the impact of this part of the lesson on outcomes. 4) Internal data will show more children are making better than expected progress.</p>	<p>Autumn 1 Summer 2</p>	<p>Academy</p>	<p>CJ</p>

	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
Ofsted Judgement – Personal Development, Behaviour and Welfare	<p><u>Social and Cultural Development</u></p> <p>Pupils’ social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider society.</p>	<p>1) Children from Year 6 will host children from another WCAT school to work and socialise with children from different religious and ethnic backgrounds.</p> <p>2) Year 6 will visit the same WCAT school to look at the social and cultural differences in another setting.</p> <p>3) CJ will hold regular assemblies to improve children’s understanding of the fundamental British values.</p>	<p>1) Our children will be able to talk about the similarities and differences between their own culture and children from a different setting.</p> <p>2) Through conversations, our children will show a greater tolerance and respect of different religious backgrounds.</p> <p>3) Children will have a stronger understanding of the core British values and can communicate these to others.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ
	<p><u>Persistent Absence (PA)</u></p> <p>The attendance of pupils who had particularly high rates of absence is rising quickly towards the national average</p>	<p>1) LF will set up a folder to track the PA children from the start of the year.</p> <p>2) LF will hold regular meetings with JD and CJ to ensure that this folder is kept up to date and is always ready to show external visitors.</p> <p>3) LF will work with the Educational Welfare Officer (EWO) to ensure parents are aware when their child is close to being on PA.</p> <p>4) LF will sit in on some meetings that JD has with parents and the EWO to support JD on the conversations she has concerning PA.</p>	<p>1) PA will reduce to 8.5% by the end of the academic year compared to 11% at the end of last year.</p> <p>2) The folder will show the impact of tracking and meetings to reduce PA.</p> <p>3) JD will be able to talk about the support that has been given to reduce PA.</p> <p>3) Parents will be able to talk about the support that the school has offered them in order to ensure that their children come to school more.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	LF
	<p><u>Online Safety</u></p> <p>Pupils have an excellent understanding of how to stay safe online.</p> <p>Pupils work hard to prevent online bullying.</p>	<p>1) BC will conduct a survey to assess our children’s understanding of staying safe online across school. A second survey will be done at the end of the year.</p> <p>2) BC will hold assemblies to promote children’s understanding of safe internet use, mobile technology as well as online bullying.</p> <p>3) BC will lead the Safer Internet Day on 7th February 2017 to raise further awareness through different activities.</p> <p>4) BC will share the work of the Year 5 Internet Safety project in a special assembly.</p>	<p>1) Our children will be able to talk about how they stay safe online and how they use mobile technology and social network sites safely.</p> <p>2) Children will be able to explain the steps to stop online bullying.</p> <p>3) Conversations with children will show the value of holding a Safer Internet Day.</p> <p>4) The Year 5 work on Internet Safety will show improvements from last year on knowledge and understanding of this topic.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	BC

	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
Ofsted Judgement – Leadership and Management	<p><u>Training Others</u></p> <p>Leaders have created a culture that enables pupils and staff to excel.</p> <p>Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>	<p>1) Every two weeks, all teachers are supported by a member of the SLT. This support is documented in a training log and linked to the teacher standards.</p> <p>2) NQTs are given weekly support sessions by their mentor in order to help and accelerate their development.</p> <p>3) All teachers are given opportunities to observe outstanding practice in their own setting. This training is recorded in a training log.</p> <p>4) The SLT may also “team teach” to support others to take risks and be innovative.</p>	<p>1) Reflections on training logs will show that teachers can take advice on board in order to further improve their teaching.</p> <p>2) Recorded observations of others will show that teachers can use this training to improve their own practice.</p> <p>3) The children’s termly progress data will show the impact of training.</p> <p>4) NQTs will quickly become good teachers and they will make rapid progress from their starting point.</p> <p>5) All teachers will perform in line with their career stage expectations.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>CPD</p>	<p>CJ/DW</p>
	<p><u>Middle Leaders</u></p> <p>Leaders focus on consistently improving outcomes for all pupils.</p>	<p>1) Staff meetings from subject leaders will support teachers to make sure “steps to learning” are evident in non-core lessons.</p> <p>2) Subject leaders will support other teachers on how to plan these lessons.</p> <p>3) Subject leaders to conduct observations linked to the “steps of the lesson”. They will give further support on how to improve.</p> <p>4) Subject leaders will look at books in order to check the impact of modelled steps. They will look for written feedback linked to the steps.</p>	<p>1) Non-core planning will clearly show the “steps to learning” in different lessons.</p> <p>2) Teachers will be able to explain how support from middle leaders has improved their own teaching of non-core lessons.</p> <p>3) Work in books should reflect the steps that have been taught and these should also be referenced through feedback.</p> <p>4) Children should be able to explain, when asked, how their teacher uses steps to model expectations for the lesson.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>CPD</p>	<p>CJ</p>
	<p><u>British Council International School Award</u></p> <p>Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</p>	<p>1) The SLT will complete an initial audit against the criteria of the Foundation Award.</p> <p>2) Following the audit, the SLT will design international activities that link to the core global themes of the award.</p> <p>3) Staff meetings will support with the planning of whole-school activities in preparation for the award.</p> <p>4) Children will take part in activities linked to current global themes.</p>	<p>1) Written work shows the children have a greater understanding of diversity between other countries and cultures.</p> <p>2) Conversations with children show they are more aware of how to promote global attitudes.</p> <p>3) Displays around school show a deeper understanding of current global issues.</p> <p>4) The school will achieve the International School Foundation Award.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>Academy</p>	<p>CJ</p>

This year, the school has separate plans for the Early Years Foundation Stage, SEND and all curriculum subjects. These plans will also be closely monitored through their measurable impacts. Throughout the year, the members of staff responsible for these areas will report to governors and discuss the impact their actions have had on the children at the academy.