



MILLBROOK PARK

Church of England Primary School

LDBS Academy Trust

Education Brief

June 2014

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1. Vision, ethos and values

Background and Context

Millbrook Park Church of England Primary School is a new build school developed for the new Inglis Community. Once full it will be a three form entry school with a 78x15hr allocation nursery. The community is one that is experiencing a birth boom (Barnet average is higher than London average with West Barnet carrying a majority proportion of this boom) it is also experiencing a significant housing increase with the community area expected to double by 2020 from the current population. Mobility is traditionally low amongst existing local schools with all local schools experiencing high demand for class places. St Paul's, a sister school to Millbrook Park, holds waiting lists for all year groups up to Year 5. The number of Free School Meals is low amongst local schools (approximately 2-5% which is lower than National Average and significantly lower than London average) however it is expected that until the estate is completed that Millbrook Park will draw pupils from the local housing estate which may create a short increase in pupil premium children. Numbers of children with SEN are broadly in line with National Averages amongst local schools as are pupils with Statements. There is a Nursery on site offering 15 hour provision for three year old pupils with capacity for up to 39 places.

The Executive Headteacher who leads the school is also the Executive Headteacher of another local school which is rated as Good with OFSTED and Outstanding in the last SIAM inspection. He has been in Headship in the locality for 3 years and has a clear understanding of the learning needs of the pupils in the community and has developed effective systems to enable the sharing of policies.

Vision

The vision of the new Academy is to establish a culture of high achievement through a rich and exciting curriculum. This will be done by:

- Establishing high expectations for behaviour and the working ethos of the Academy
- Expecting exceptional professional working relationships between staff
- Embedding outstanding assessment systems and practices across the Academy, as used effectively in the Trust (Target Tracker)
- Transferring policies and practices into the Academy from the Trust that have been effective in enabling outstanding achievement
- Appointing high quality staff and setting high expectations for current staff through performance management
- Providing specific CPD to develop the new staff team
- Appointing and training high quality leaders, through a leadership
- Establishing a rigorous monitoring cycle with high levels of accountability
- Encouraging initiative and drive and an ethos of encouragement
- Capitalising on the Academy's popularity in the community

The following vision for the Trust will extend into the Academy:

Vision

LDBS Academy Trust is a Church of England Multi-Academy Trust affiliated to the London Diocesan Board for Schools (LDBS), the educational arm of the Diocese of London. The Trust is committed to delivering excellent primary education for children across 6 schools in Haringey and Barnet and enabling our children, their families and our staff to flourish and realise their God-given potential. Our founding principles are Christian, based on the teachings of Jesus and the core belief that every person is loved and accepted by God, uniquely created in his

image and given gifts and talents to be nurtured. The Bible (Proverbs 22 v6) states 'Train a child in the way they should go; even when they are old they will not depart from it.'

We will realise these principles in an inclusive and open way, and we will welcome both Church schools and schools without a religious foundation into full membership of the Trust. In all our schools, every child will be given the opportunity to flourish in a healthy, safe and secure environment and to have their individual skills, talents and spiritual development nourished so that they bloom and prosper.

The Trust will enable all pupils to achieve and develop the skills, knowledge and understanding necessary for Secondary Education and beyond. The Trust will inspire excellence through high quality leadership, Good and Outstanding teaching as well as a highly creative curriculum. The learning culture within each Trust school will inspire children to succeed academically and encourage pupils to aspire to reach their full potential.

At the foundation of our vision is a commitment to providing the highest quality, individualised, professional development for staff. The Academy Trust will invoke high quality leaders of learning in order to provide an enriched curriculum for our pupils of today and tomorrow.

Our values

Within each school in the Trust there are specific values, which are reviewed annually. The overall values of the Trust are:

- **Equality** to ensure that all pupils receive an outstanding education
- **Openness** to be willing to adapt and change to respond to the needs of the school community
- **Honesty** to critically evaluate leadership and teaching to ensure that the best possible provision can be developed in the Trust schools
- **Responsibility and accountability** to ensure that leaders have high aspirations for all pupils in our Trust schools
- **Challenge** to test our educational thinking to understand that there are always routes to improving provision within our schools
- **Partnership and support** to enable all our schools to work jointly together, to critically analyse our work and support School Improvement

Our Academy Trust will support learners to reach and exceed expected standards of attainment and will be a leader of educational change in the wider community.

Aims

Our learners will:

- achieve high expectations
- understand and celebrate the diversity of their community
- develop resilience and a love of learning
- take an important role in being a positive impact on their community.

Our staff will:

- dedicate themselves to achieving the best outcomes for all learners
- have a clear understanding of their roles and responsibilities and be accountable for their impact
- develop their skills and knowledge in pursuit of the highest standards
- work together to develop outstanding practice
- be committed to lifelong learning

Our leaders will:

- deploy their resources to secure best value and high outcomes for pupils
- adopt robust ways of tracking the progress of pupils
- support and challenge their teams to achieve sustained and sustainable improvement.
- be highly effective leaders of teaching and learning
- set high expectations for teaching and learning and expect all pupils and staff to achieve challenging targets

Our schools will:

- have an inspiring curriculum
- deliver teaching and learning that is consistently Good and Outstanding
- raise levels of attainment and aspiration for all, which is above the national expectations
- be supportive and create a caring environment for staff, learners and their families
- have an inclusive, high quality learning environment
- maintain safe environments where adults are dedicated to protecting the rights of pupils to a high quality education and life chances

2. Strategic Objectives

Millbrook Park will become part of a Multi Academy Trust within the LDBS Academy Trust.

The following areas have been identified for School Improvement within the first year of support:

Teaching:

- To embed a culture of good to outstanding teaching
- To ensure the use of assessment is used to direct challenge in learning
- To ensure that all lessons correctly differentiate for pupils learning needs
- To introduce a clear Early Years Curriculum
- To introduce a clear system for the teaching of Phonics

Achievement:

- To ensure that there is a consistent approach to learning and achievement across the EYFS

- To understand the needs of a new community in order to ensure good progress
- To raise the achievement of pupils admitted 'in year'
- To raise the achievement of pupils with Free School Meals

Leadership

- To create a leadership structure as part of the multi academy trust
- To create a local joint leadership team between Millbrook Park and St Paul's
- To establish a robust EYFS Team

The Multi Academy Trust will support Millbrook Park School's improvement through the following:

Teaching:

- To introduce systems of peer evaluation (Lesson Study) and leadership evaluation that ensures that all teaching is at least 'good' and that there are agreed common policies amongst all members of staff.
- Introduce and support the development of an Early Years curriculum with a core focus on Phonics.
- To embed and understand the use of the tracking procedures, capturing on-the-spot assessments and ensuring there is clear evidence to mark progress within the EYFS.

Achievement:

- To share practice in working with families to best engage with the new community.
- Head of School will work closely with the LAT to ensure best use of the Pupil Premium funding and that it is clearly focused on the intended learners' outcomes.
- To share practice from St Paul's (local LDBS school) for smooth 'in year' admissions.

Leadership

- To create a leadership structure between St Paul's and Millbrook Park and a joint, cohesive LAT leadership vision
- To support the EYFS Coordinator

Success Indicators:

- Within two years (2016), teaching at Millbrook Park School will be judged to be at least 'Good'
- Achievement across the school will be consistently 'Good' in the EYFS and within Reading, Writing and Mathematics by 2016
- There will be depth, skill and expertise within leadership at Millbrook Park and strong capacity to improve within the school and the academy chain
- That classes are full and that Millbrook Park is considered the school of choice

Key Challenges (identified in the Academy Action Plan)

1. Secure strong leadership and management. Appoint a permanent Executive Head Teacher/Head of School. Ensure senior and middle leaders are effective in promoting and sustaining pupils' high achievements. In particular, ensure the subject leaders for English, Mathematics and Science, all of whom are new to their posts, are clear about what is expected of them and are equipped to discharge their roles well.
2. Embed good teaching practices to ensure it is at least Good. Support all staff within the environment of a new school. Work to eradicate any inconsistencies in teaching and learning across classes or year groups.
3. Work swiftly to improve pupils' skills in Phonics.
4. Strengthen the effectiveness of the Local Governing Body in setting the strategic vision for the school, in holding staff to account for the educational provision and outcomes, and in keeping the school's work under review.

3. School Improvement

The cycle for School Improvement will run from September to August, alongside the financial year for the Academy. The main headings for the plan will be:

- Achievement
- Teaching and Learning
- Leadership and Management

A five-year strategic plan will also be in place to develop both the human and physical resources of the Academy.

Supporting the five year strategic plan will be an annual School Development Plan that will be adjusted annually to ensure that mile stones within the five year plan can be met and to meet the needs of any necessary or unforeseen changes throughout the process.

At the beginning of each term, the Executive Headteacher and the Head of School will set specific targets to achieve by the end of the term. These will be shared with staff and promoted through communication systems. A termly planner will identify CPD and monitoring activities to support these targets. An evaluation of these targets will take place in the last week of term with the Senior Leadership Team. The Head of School will report the evaluations to the School Improvement Committee of the local Governing Body at the beginning of the next term. Governor visits during the term will help to confirm the improvements that have been made. The Executive Headteacher and Chair of the local Governing Body will prepare a termly report to the Board of Directors.

4. Monitoring and evaluation to achieve quality assurance

Outstanding practices that are currently used to monitor the progress of teaching and learning will be brought into the Academy. These include:

- ARBOR, an online assessment tool used to facilitate monitoring of pupils' progress for teachers.
- Target Tracker to enable leaders to monitor pupils through Average Point Score and identify under performing groups
- Teaching and Learning review week undertaken by the Senior Leadership Team and supported by experienced leaders within the Trust. This review week will incorporate:
 - Lesson observations

- Discussions with pupils as to the progress they are making
- Scrutiny of pupils' work

These will take place three times a year (November, March, June). The review week will be undertaken by senior leaders (including the sponsor) in the Autumn Term and will be enhanced by Grow Education (LDBS) in the Summer Term as a means of external validation

- Lesson Study where colleagues share and review a focus teacher over a period of six weeks (practice shown to improve teaching standards at St Paul's).
- A leadership day will be set aside at the end of each term to evaluate the quality of provision and achievement across the Academy and ensure improvements are being sustained.
- A School Improvement Partner will continue to be engaged to externally validate judgments around achievement.
- The termly reports to the Governing Body will be 'RAG' rated to enable Governors to critically hold leaders to account. The local Governing Body will give the school an overall 'RAG' rating following the receipt of the report by senior leaders. This rating will be shared with the board of directors. The 'RAG' rating and report will be developed on the model used by London Challenge and used by the Executive Headteacher in different schools.

5. Key Performance Indicators and Targets

As a new school, our focus will be on ensuring that all children make a sure-start to learning and that progress is monitored on a regular basis. The school will adapt swiftly to the broad intake of children. As the estate grows the geographic range of children will reduce.

Year: 2015

- EYFS Reception: minimum of 75% to achieve ELG

Year 2016

- Y1: minimum of 80% to meet the targets for the Phonic Reading Check
- EYFS Reception: minimum of 75% to achieve ELG

6. Curriculum Strategy

The Academy will continue to divide the curriculum into the following divisions:

- Early Years
- Key Stage 1
- Key Stage 2

For each group, high expectations will be set to ensure that pupils achieve at least four points progress by the end of Year 6. Medium term curriculum plans will be reviewed and revised to match these expectations.

At the beginning of the year, we will set curricular targets for our pupils in partnership with their parents. Three times every year, we will update all parents on their child's progress identifying progress, any interventions and attendance. This covers the pupils' levels of achievement and the progress they have made towards their targets.

A creative curriculum has already been developed in the school using the International Primary Curriculum (IPC). This will be developed further by curriculum leaders to improve the teaching of the key skills in Reading, Writing and Mathematics. Good practice from St Paul's will be used to embed the curriculum into the Millbrook Park quickly. Also, St Paul's will support Millbrook Park in the first stages of introduction to ensure that 'lessons-learnt' can be shared across both schools in order to promote 'best-practice'.

Planning for the core subjects will initially be given a stronger focus. The Academy will set high expectations for planning. Planning for the core subjects will be monitored weekly in advance of the lessons being taught, to enable teachers and leaders to establish strong planning before the curriculum is taught. Core subject curriculum leaders will be given an appropriate amount of time to undertake this.

Curriculum leadership development will take place at regular intervals. There will be a termly focus on evaluating specific subject areas of the curriculum. Curriculum leaders will be assigned to aspects of the IPC and will be given individualised training when their areas are a focus for evaluation. Both English and Mathematics will be focus subject areas for two terms out of three in an academic year, the foundation subjects will be a focus area once a year.

By the end of each academic year the school will have grown as follows:

July 2015

- 2 Reception classes

July 2016

- 2 Year 1 classes
- 3 Reception classes
- 26 place Nursery

In the Academy, the four core subjects are:

- **English**
- **Maths**
- **Science**
- **ICT**

For curriculum map see annex 3.

English consists of three aspects:

- Writing
- Reading
- Communication (which we split into performance and speaking skills)

English will be taught mainly through planned English lessons with appropriate links to the IPC extending 'writing' into other subjects to connect learning. Succinct learning criteria for each lesson will direct each child's learning and successes will be recorded within the 'Secret Code'. The Secret Code is a form of marking that has had significant success at St Paul's as it has successfully engaged children with the marking process, particularly boys.

Reading will begin through phonics and a structured reading program. This will evolve into Accelerated Reader as the children become independent readers, usually from Year 2 onwards.

Performance will be a regular aspect of school-life and is timetabled within the Staff Handbook across the year to ensure that all children have experience of performance, both individually and within a group.

Speaking skills will be taught from Year 1-Year 6 through the use of the English Speaking Board. The requirements of this are:

- To prepare and deliver a presentation of their choice
- To read at an ability appropriate level for an extended period
- To recite a pre-learnt poem

Maths

There will be a strong focus on calculation skills (number in EYFS). This will be supported by Accelerated Maths which will provide continuous data on progress and learning obstacles to provide the pupil and teacher with an accurate and continuous update on objectives mastered. This will ensure that all learners are working at an appropriate level and that the school can take swift action to support any obstacles. In the first instance this will be by Quality First Teaching. Any extended obstacles can be addressed quickly with appropriate intervention strategies.

Science

Science will have an emphasis on investigations right from Reception. Children will be taught in their own class group. The school will have a bespoke Food Science Lab and use the IPC units and specific science units to deliver the science curriculum.

Computing

Computing will be reflected in all subject areas as well as being a subject in its own right. Coverage of the new computing curriculum will come from the IPC (which meets all 2014 New NC objectives). As a resource, computing will be a central aspect of school life for both students and teachers. Working with our IT development team, Millbrook Park will set out to be a Centre of Excellence in the use of modern technology across all aspects of school life.

Music

The school will make good use of the Barnet Music Service who are established within St Paul's. All pupils will experience regular music lessons with pupils from Year 2-6 being taught a specific instrument. This is supported by the DfE's music scheme for Year 4 students. Music will also form a regular aspect of the school's performance calendar. Peripatetic teachers will also be available.

PSHE

A core aspect of the IPC is its on-going personal goals that closely link to PSHE. Global citizenship is embedded in each unit of learning. Sex and Relationships learning will continue to be taught discretely at the school despite being no longer a requirement for primary schools.

PE

Specialist teaching will be introduced to develop pupils' skills in outdoor games and teamwork activities. Sports will also be a daily activity during each lunch time period.

Modern Foreign Language

MFL is taught throughout Key Stage 2. French will be the specialism throughout the school and this is given an opportunity to become used in Year 6 during their annual PGL trip to Normandy.

The other foundation subjects are:

- History
- Geography
- DT
- Design and Technology
- Art
- RE
- Music

Children will be taught these subjects through a thematic curriculum, the IPC.

RE will be taught discretely as its own area of learning.

Early Years Foundation Stage

From the time pupils enter into the Nursery, they will be taught Phonics to enable them to develop their reading skills at a quick pace. The school uses Read, Write, Ink as a strategy for teaching phonics. This will be reviewed to see if the resources used in other schools in the Trust will make a greater impact on teaching and learning.

Key Stage 1

There will be a big drive to set high standards for Year 1 and Year 2 as the school grows. This will be critical in order to establish the school as the 'school of choice' for local families.

Key Stage 2

As with KS1, there will be a strong drive for excellence across this large key stage. All children will be monitored closely with colleagues expecting challenging conversations where progress has not been met. The school will aim to support classes with strategies that have a strong track record but equally will set out to identify strategies that meet the particular needs of pupils at Millbrook Park.

Inclusion and Intervention

Pupils' specific learning needs will be identified, as soon as possible, by the SENCo. Specific support will be put in place to support pupils with Special Educational Needs. Intervention programmes will be proposed by the class teacher, and implemented in conjunction with the SENCo, over a twelve week period. These will be delivered mainly by appropriately identified staff, the outcomes and impact of which will be monitored by the SENCo. Both class teacher and SENCo will be responsible for ensuring that these pupils make accelerated progress (greater progress than their peers in the year group).

Families form a central aspect of all forms of inclusion. The SENCo will be responsible for meeting with parents and pupils before writing Individual Education Plans (IEPs) as well as attending Pupil Progress Meetings. Where pupils emotional needs affect their achievement in school, the Inclusion Manager will work with the Learning Mentors in identifying specific programmes of support.

EAL

The school will adapt to its provision for EAL students. With a largely unknown cohort of learners the school will have to establish a short-term flexible plan of action for the first cohort however by the end of the first year it will be able to establish a more robust plan of action for future year groups.

Gifted and Talented

A programme of support for pupils who are classed as gifted and talented will be put in place across the Academy to address the needs of all pupils. Clear links will be identified in teachers' planning to ensure that the needs of all pupils are met. As a result, we will expect that pupils make accelerated progress, particularly in the key subject areas that they are gifted and talented in. The school is committed to meeting the needs of all learners and ensuring that all children make good progress (4 points) in each year group, whatever their ability range.

7. Quality of Teaching and Learning

There will be an expectation that all teaching will be Good or Outstanding. The Executive Head Teacher will work with senior leaders to embed assessment effectively in all lessons. The use of success criteria based on skill development rather than process-driven will be a key change. The Staff Handbook will set out clear expectations and guidance to teachers.

Whole school approach: consistency and high expectations

Children learn best when there is consistency and continuity in our approach. We will develop common expectations of our practice and through mutual challenge and support we will ensure that it is of a consistently high quality.

We will expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

The purpose of our teaching and learning: pupil progress

We will teach for progress. This means that we work to ensure that all pupils are consolidating and improving skills, knowledge and understanding across all lessons and activities. This is central to the IPC and Accelerated Reading and Maths.

We will recognise the need for consolidation and practice, but will be vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge. When we enter a class we will be expecting to see children being busy learning, not just children being busy.

Six core elements of the provision

1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. The curriculum planning, use of subject leaders, CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

2. Planning

Planning is based on systematic and accurate assessment of our pupils' prior learning. Teaching strategies will be planned carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We will develop the strategies to choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

3. Interventions

Interventions will be implemented which will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

4. Learning at Home (Homework)

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Our Home Learning policy will outline the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning. Our goal is engage parents with their child's learning and to value their input.

5. Assessment for Learning

We will develop a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We will develop teachers' skills to anticipate the most likely areas of misunderstanding and we will prepare planned interventions and support that will address these. However, we will need to develop teachers to be ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

6. Marking and feedback

We will implement agreements about our approach to marking: its frequency, content and depth. We will plan regular routines for pupils to respond to marking, so that it improves their learning. There is already an effective policy on marking in the Trust and this will be developed in the Academy.

We will give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback will be more often positive than negative. It will be sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivational information about how well they are doing and what they should do next to improve.

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills

We recognise the centrality to learning of the core basic skills. We will organise our teaching programmes for Reading, Writing, Communication and Maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We will develop our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work will be as high as those we hold in subject-specific lessons.

We will use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

Classroom climate

Through careful and imaginative planning, high-quality teaching, good relationships and our high levels of teacher responsibility, we will generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we will structure routines and rewards to support them. We want our pupils to show commitment to their learning. We will give positive feedback when we see examples of this and we will take measured and thoughtful action when it is absent.

Pupil attitudes

We will develop the aptitudes of resilience, confidence and independence; we will nurture a 'curious child'. We will ensure that the tasks we choose give regular opportunities for pupils to develop these attitudes and characteristics. We will explain their importance to learning. We will notice and comment positively when pupils demonstrate these and we will model them in our own actions. We will work with individual pupils to build these attitudes where they are lacking.

Quality of Teaching

Successful learning depends on high quality teaching. We will establish the following key principles as Outstanding teaching:

Teaching style

- The teaching is fast paced, exciting, dynamic and interesting. Time is used very well to support pupils in the learning.
- Teaching methods are very well matched to the content and to the learners - some may be original or innovative; for example, content closely linked to pupils' experiences or to interesting practical situations. Challenging tasks are based on accurate assessments of the pupil's prior skills, knowledge and understanding.
- The teacher is not afraid to take risks, challenge and question the children and take them out of their comfort zone.
- The teacher develops pupils' basic and other cross-curricular skills, for example, Literacy, Numeracy, independent learning and PSHE.
- Teaching demonstrates high expectations for all pupils.

Preparation and classroom management

- Planning is exemplary; demonstrates clear progression and solid links to previous learning.
- Pupils have easy access to, and make use of, additional resources, which they use independently to support or enhance their learning.

- Planning takes account of groups of pupils who need to make accelerated progress in order to close the attainment gap.
- A range of excellent, stimulating resources are provided and used effectively. These cater for all types of learners (e.g. visual, auditory and kinaesthetic) and equally support a range of learning requirements; knowledge, skills and understanding.
- The classroom is a lively and interesting place; it includes good displays of pupils' work (representing all abilities), things which give a subject specific flavour to the room, and annotated examples of levelled work used to support learning.

Pupil response and progress

- All pupils are challenged and make excellent progress, especially those at the ends of the ability range and those who lack confidence; some make exceptional progress; a lot of ground is covered in the lesson but under achievers are not left to continue under achieving.
- Planning draws on excellent subject knowledge, either by the teacher, year group partner or phase leader.
- Teaching generates high levels of enthusiasm and commitment to learning; enjoyment pervades the classroom.
- All the pupils are involved in the lesson and all contribute in some form.
- All pupils know how to improve as a result of regular and constructive feedback; where appropriate this is linked to national criteria or examination requirements.
- Pupils demonstrate high levels of resilience

Support Staff

- LSAs are well informed, understand the planning and are clear about their role in the lesson.
- Support staff provide targeted assistance to particular children throughout the lesson and are clearly guided by the teacher.
- LSAs are actively and effectively involved, engaging with pupils throughout the whole lesson. They have an excellent direct impact on the pupils that they work with.

Assessment

- The teacher checks progress throughout the lesson. Where there are misconceptions, the teacher intervenes and, as a result, makes a significant impact on the quality of learning.
- Marking is constructive and helps pupils to achieve high expectations.
- Feedback on pupils work on features a two-way dialogue between teachers and pupils and leads to high levels of engagement and interest.
- Pupils evaluate their own and others' progress accurately and constructively.
- The use of success criteria is firmly embedded into the routine of the lesson.
- Both the teacher and pupils are aware of their targets and what the 'next steps' are in their learning.

Targets

- Pupils have regular access to their targets. They understand their targets and how to achieve them.
- Pupils' targets are challenging and enable pupils to make exceptional progress.
- Targets are child-friendly. There is evidence of regular assessment towards pupils' targets

8. Staffing and Leadership Structure

The Leadership Structure in Annex 1 will be implemented which has been successful in developing outstanding practices in the Trust.

The Academy will aim to recruit the highest calibre of leaders to develop teaching and learning. Upon appointment to the roles, the Executive Headteacher will develop an individual training programme for each leader to accelerate their skills, knowledge and understanding. Performance Management will be the key vehicle for this to take place. With the establishment of high levels of accountability will come high quality levels of support. All leaders will be entitled to:

- Leadership training which will include access to the National College Programmes:
 - NPQML
 - NPQSL
 - NPQH

These will be facilitated by the Trust and in the Trust

- In-house training by the Executive Headteacher
- Mentor support provided by a leader with the same responsibilities in St Paul's Primary School

9. Governance

A local Governing Body will be appointed by the Board of Directors to monitor the School Improvement Plan and the support given to pupils who are under achieving. The Board of Directors will appoint a Chair on the local Governing Body. This person appointed, along with the Executive Head Teacher, will report to the Board of Directors on the progress the school is making towards its strategic objectives.

STRUCTURE FOR LDBS ACADEMY TRUST IN PARTNERSHIP WITH ST PAUL'S CE PRIMARY SCHOOL

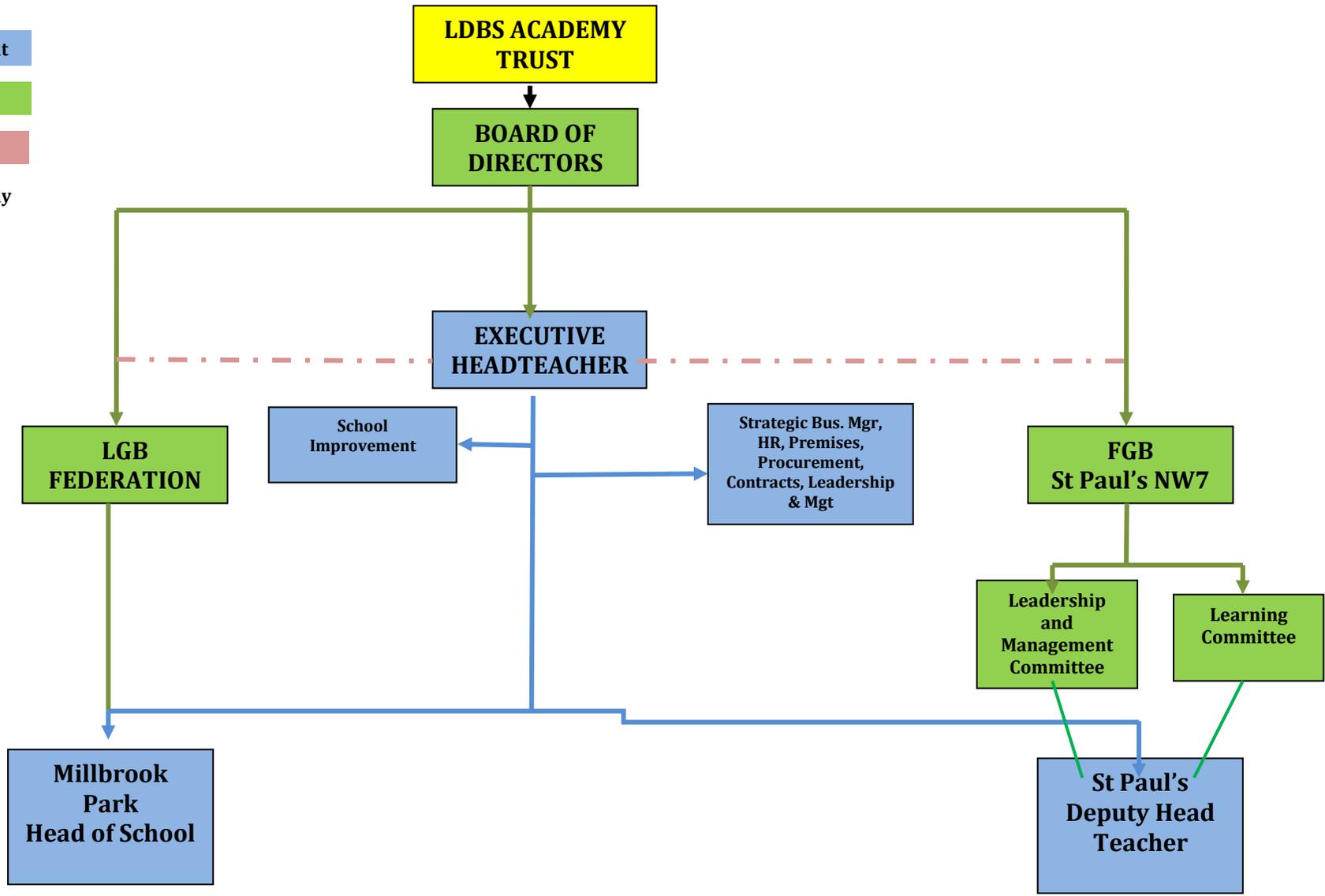
Leadership & Management

Governance

Communication/Liaison

LGB - Local Governing Body

→ Denotes Line



Training and Development

This will be planned directly from performance management and the School Improvement Plan. There will be a yearly overview, setting out strategic development for staff and then a termly planner that sets out the short-term plan. All staff will be encouraged to undertake additional staff development, identified within their performance management. All in-house training will be of the highest quality and staff will be given the opportunity to evaluate training and identify their next steps.

Coaching will be key feature of the Academy. All staff will be expected to be trained in the art of coaching. Coaching will be used regularly to develop teaching and learning with both staff and pupils. Key times during the year will be set aside for coaching sessions.

Learning Support Assistants will receive high quality training and support to be effective in their roles.

Performance Management

The policy used by the Trust will be implemented into the new Academy. All leaders will be given training on performance management. We will ensure that accurate data enables all leaders to make effective judgments of the performance of staff. The policy will set high expectations for teachers and leaders in the Academy. All teachers will be expected to be graded as Good. The policy states very clearly the support that will be put in place to support teachers who are less than Good.

Terms and Conditions

As set out in the TUPE documentation, all terms and conditions of staff will remain. The Academy will continue to use the Teachers Pay and Conditions document and the 'Green Book' for non-teaching staff.

10. School Organisation

Pupils will be organised into three classes in each year group. As the children progress onto the next year group, the Academy may choose to alter the groupings of children within each class to reflect the changing learning needs of the children.

By 2015, the Academy will have places for 90 pupils in Reception, 60 in Year 1 and 52 places in the Nursery (26 morning and 26 afternoon). This will lead to 192 pupils on role by 2016.

The Trust will be willing to discuss the possibility of the allocation of further pupil places.

The School Day

- Nursery: 8.30 am - 3.00pm
- Reception: 8.40 am - 3.05pm
- Years 1 & 2: 8.40 am - 3.10 pm
- Years 3 – 6: 8.40 - 3.10 pm

The School Year

This will be organised into three main terms, each term sub-divided into two half terms. The Academy will continue the current practice of teaching pupils for 38 weeks of the year, with five days allocated for staff training. Term dates will be published 18 months in advance of being

implemented. Parents will be notified of the Training Days during the summer term before the new academic year begins.

Healthy Eating

The Trust will continue to develop the high quality hot meals through the in-house catering. The Catering Manager will be line managed by the Head of School, although the Strategic Finance and Resources Manager will support the Head of School in the business aspects of catering.

11. Pupil Support

The Trust will build joint services to support pupils by employing the following:

- Family Support Worker
- Educational Psychologist
- Education Welfare Officer/Attendance Officer
- Speech and Language Support
- Behaviour Support and Speech Therapist
- Child and family counselor
- IT technician

The Local Governing Body will be responsible for holding the Inclusion Manager to account in the following areas:

- a. Promote community cohesion and inclusive practice relating to race, gender and disability equality
- b. Evaluation and monitoring strategies intended to support pupils in overcoming barriers to learning
- c. Monitoring and evaluating parental and community liaison
- d. Setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- e. Developing and reviewing policies identified within the school's policy review programme and in accordance with its delegated powers
- f. Monitor and evaluate the provision for Special Educational Needs
- g. To recruit and deploy Learning Support Assistants across the school to support learning needs
- h. Monitor the progress of underachieving groups towards their targets
- i. To agree annual attendance targets and monitor progress towards achieving these
- j. To systematically gather the views of stakeholders and report on these, in order that outcomes are effectively used to inform planning
- k. To monitor and evaluate:
 - the impact of the school's punctuality, attendance and behaviour policies
 - the impact of systems to deal with issues with bullying or racist behaviour
 - the effectiveness of care, guidance and support for learners
 - the extent to which pupils feel safe

- the extent to which pupils adopt healthy lifestyles
- the extent to which pupils contribute to the school and wider community
- the effectiveness with which the school promotes equal opportunity and tackles discrimination
- the effectiveness with which the school promotes community cohesion
- the effectiveness of safeguarding policies and procedures and ensure that the school complies with all health and safety and other safeguarding regulations (including child protection and safe recruitment)

12. Working with Parents and the Community

As a new Academy within a new estate, Millbrook Park School will seek to involve parents and carers every step of the way. As a golden principle we will be promoting the value of parental contributions to their child's learning and understanding that the learning journey is a partnership.

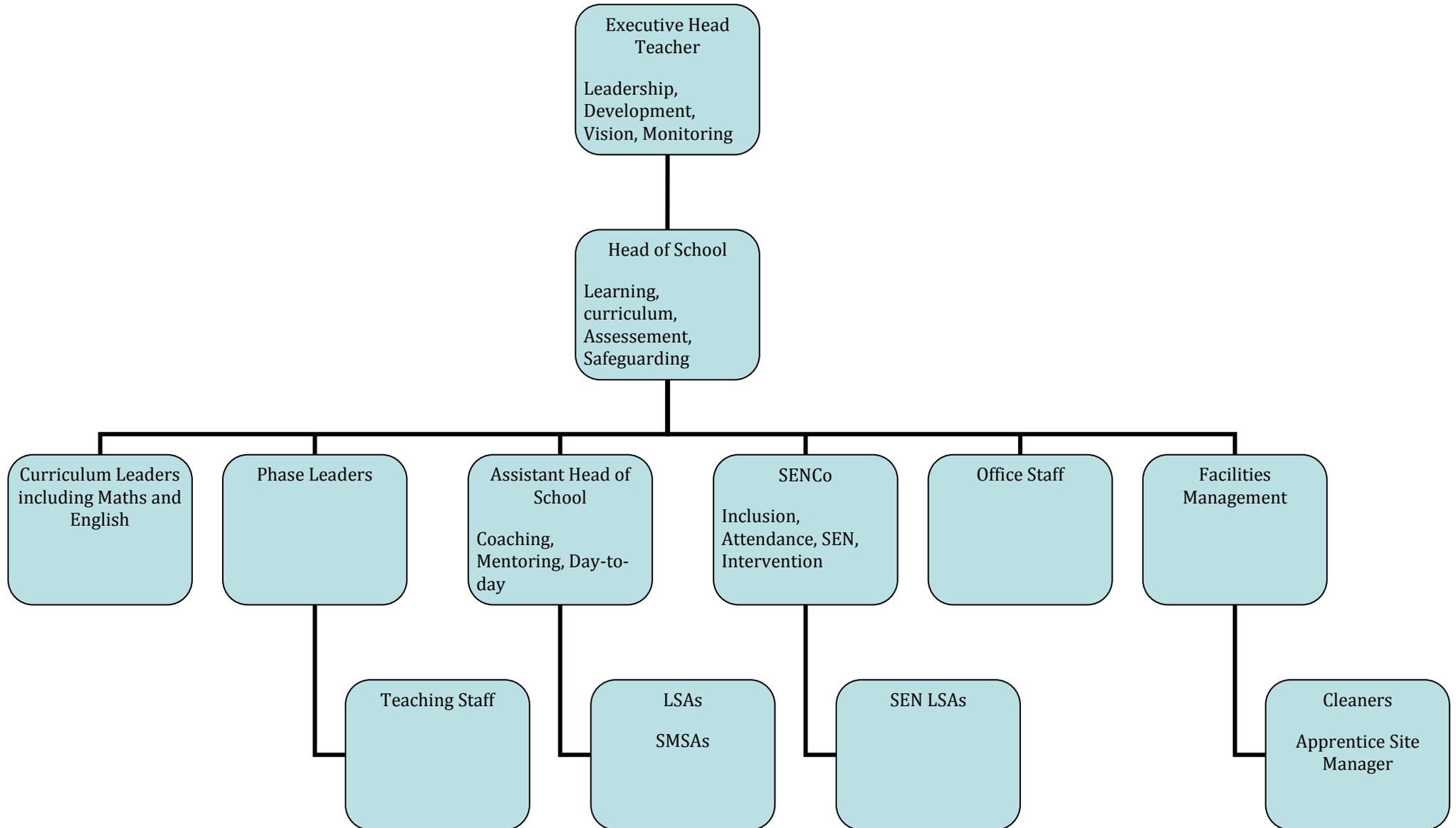
The Academy will develop excellent lines of communication with parents by:

- Implementing a weekly newsletter, sharing news and celebrating success
- Developing the Academy's website
- Giving parents easy access to all school policies to establish high expectations
- Establishing high expectations for home learning
- Organising regular parent consultation sessions on the progress their children are making

The Academy will establish the school's high reputation in the community by:

- Publishing success on a regular basis
- Developing a warm, welcoming entrance to the school
- Publishing the vision and aims of the Academy
- Surveying the parents and the community and providing feedback as to improvement strategies
- Developing the school grounds to establish a high quality learning environment
- Providing opportunities for joint activities with all schools in the Trust
- Publishing an annual 'Yearbook' on the successes of the Academy

Annex 1: Proposed Leadership Structure at Millbrook Park School



Annex 2: Curriculum Time Allocations

English	Hours per week	Total hours over the year	Percentage of 23 ½ hour teaching week	Times per week	Total hours over the year	Percentage of 21 hour teaching week
English	7	266	33	7	30	30
Mathematics	5	190	24	5	21	21
Science	1.5	57	7	2	76	8
ICT	50 minutes	31	4	1	38	4
History	50 minutes	31	4	1	38	4
Geography	50 minutes	31	4	1	38	4
Art & Design	50 minutes	31	4	1	38	4
Music	50 minutes	31	4	1	38	4
Physical Education	2 hours	76	9	2	76	4
Religious Education	1 hour	38	5	1	38	4
PSHCE	20 minutes	12	1	30 minutes	19	2

Curriculum time is absorbed within IPC sessions.

Annex 3: Proposed Curriculum Map Year 1-6

IPC Thematic Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Time-Travellers	Celebrations (1)	Say Cheese!	Flowers and Insects	Our World (Short version/UNICEF)	Hooray... Let's go on holiday!
Year 2	People of the Past (UNICEF)	Celebrations (2)	The Magic Toy Maker	The Magic Toy Maker	Super Humans (Possible early start in Spring 2)	From A to B
Year 3	Brain Waves (1 week) Scavengers and Settlers	Digital Gamers	Active Planet	Active Planet	Bright Sparks	Living Together (UNICEF)
Year 4	Brain Waves (1 week) Temples, Tombs and Treasures	Material World Shake it!	Saving the world (UNICEF)		How Humans Work	Gateways to the World
Year 5	Brain Waves (1 week) The Great, the bold and the brave	3D Designers Bake it!	Space Explorers	Space Explorers	Making new materials	Making new materials
Year 6	Brain Waves (1 week) AD 900	Being Human Full Power	Fairgrounds	Fairgrounds	What a wonderful world (UNICEF)	What a wonderful world (UNICEF)

