**100 Day Development Plan**

**2024 – 2025**

**Academy: Newquay Junior**

**Headteacher: Craig Hayes**

**Chair of LGB/RIG: Sean Dixon**

**Key for colour coding:**

**Achieved**

**Work ongoing**

**Yet to be started**

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| ***Priorities from our Self Evaluation (colours linked to SEF)*** | **CELT strategic priority number** |
| **Quality of Education** | 1aIntent | Ensure that leaders of **ALL** subjects continue to be ambitious for all pupils, with a particular focus on disadvantaged and SEND support and show this in their planning. | 1, 2, 4, 5 |
| 1bIntent | Use regular summative and formative assessment to identify gaps in learning and inform future planning, teaching and deployment of staff. | 1, 2, 4, 5 |
| 1cIntent | Maintain excellent outcomes for pupils in reading, writing, maths and GPS, addressing learning gaps, with a specific focus on increasing the percentage of pupils who achieve the expected standard (85%) and the higher standard (40%). | 1, 2, 4, 5 |
| 1dIntent | Continue to improve outcomes for disadvantaged pupils in reading, writing, maths and GPS, addressing learning gaps, with a specific focus on increasing the year group percentage of pupils who achieve the expected standard (75%) and the higher standard (30%). | 1, 2, 4 |
| 1e Intent | Annual update training for new staff to Year 3 so that they are confident in delivering a synthetic phonic programme to Year 3 pupils who have gaps in their reading progress. | 1, 2, 4, 5 |
| 1fIntent | Ongoing training for all staff so that they are confident in teaching reading and follow the academy’s consistent approach. | 1, 2, 4, 5 |
| 1gIntent | Ongoing training in promoting a love of reading through reading for pleasure. | 1, 2, 4, 5 |
| 1hImplementation | Continue to provide subject-specific CPD. | 1, 2, 4, 5 |
| 1iImplementation | Ensure that teachers continue to check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback in **ALL** subjects. | 1, 2, 4, 5 |
| 1jImplementation | Develop the pedagogical skills and subject knowledge of teachers in the recently introduced Opening Worlds humanities curriculum and Winning With Number maths fluency curriculum | 1, 2, 4, 5 |
| 1kImplementation | Continue to use the outdoor learning spaces and local environment to support the intent of our coherently planned curriculum.  | 1, 2, 4, 5 |
| 1lImplementation | Continue to ensure that teaching pedagogy uses strategies that enable ALL pupils to remember content long term. | 1, 2, 4, 5 |
| **Behaviour** | 2a | Use of weekly attendance information to monitor the attendance of all disadvantaged pupils, identify those pupils who do not have attendance above 97% and provide support and intervention for those families in need. | 1, 2, 3, 4 |
| **Personal Development** | 3a | Continue to provide high-quality learning experiences about other cultures and religions through our planned residentials and educational visits | 1, 2, 3, 4 |
| 3b | Further expand the academy’s work to build pupils’ knowledge of possible future careers | 1, 2, 3, 4 |
| **Leadership and Management** | 4a | Continue to develop the pedagogical skills and subject knowledge of teachers in all subject areas. | 1, 2, 4, 5 |
| 4b | Staff questionnaire (June 2024) tells us that staff would like leaders to continue to consider their workload. | 1, 2, 4, 5 |
| 4c | Parent feedback tells us that parents would appreciate a review of the academy’s uniform policy | 1, 2, 3, 4 |

**HIGH PRIORITY WATCH (from our self evaluation and external initiatives)**

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**CELT Strategic Priorities**

1. The health of the organisation – as an educational charity, CELT has an obligation to be a high performing organisation that delivers its core objective to the best possible standard.
2. Advance education for public benefit as a core charitable objective – to make sure that students are leaving education with the skills that will set them up for success, address employer demands and ensure they understand the valuable roles they can play within society.
3. The health of the communities that CELT serves – due to the challenges facing public services in many communities, CELT recognises the role it must play in adding capacity and resource.
4. The effectiveness of governance – and being compliant, robust and transparent.
5. Being a good employer of people – providing quality CPD for all and dynamic Talent