



Jerry Clay Academy Implementation Plan 2025-26

English Hubs
Jerry Clay English Hub

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Registered address: Jerry Clay Lane, Wrenthorpe, Wakefield,
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Headline Priorities for 2025/6

Academy Next Steps 2025-26

Leadership and Governance	1a. Develop & strengthen middle leadership further to take on a cross trust role English, Art and History. Rolling programme for other subjects in Year 2 1b. Publish case-study on curriculum leadership impact – History, PE & Art 1c. Mentor emerging middle leaders for future governance roles. 1d. Ensure there is a range of skillsets on the LGB to challenge and support the strategic development of the academy
Curriculum	2a. Increase oracy through a systematic approach of partner talk to further deepen children's understanding across all subjects 2b. New subject leads are provided robust support 2c. Strengthen middle leadership through the use of study mornings – PE, Art and curriculum 2d. Further development of the writing curriculum which will be used trust wide
Developing Teaching	3a. Increase talk strategies – e.g. talk to your partner to deepen engagement and participation in all lessons 3b. Capture 'most effective strategies' in Trust-wide knowledge bank and utilize these for whole trust development – INSET day January 2026 3c. Develop new leader for RWI to ensure that fidelity, consistency and expectations are heightened across all groups

Achievement across the curriculum	4a. Establish stretch targets for middle/high attainers. 4b. Analyse transition outcomes (KS2 → KS3) for continuous improvement. 4c. Support the first 20% Year 6 children to ensure they achieve well and accelerate in their progress through very carefully mapped intervention support
Behaviour & attitudes	5a. Roll out a pupil voice campaign to measure engagement and satisfaction. 5b. Develop a pupil conference for the trust
Attendance	6a. Ensure the class initiative – Jar stars is sustained and heightened even further and that all staff are relentless with this 6b. Where any attendance drops, action plans are robustly put in place
Personal development and well-being	7a. Strengthen work with local employers. Plan out a more strategic approach to this throughout the whole school that complements the curriculum

Inclusion	8a. Support provided to new to role SENCo. Ensure she is enrolled on NPQSEN in Summer term 2026 8b. Publish SEND provision case studies in Trust newsletter. 8c. Co-design inclusion training across partner schools.
Early Years	9a. Support new member of staff and establish new team through robust support and training 9b. Continue to develop responsive projects 9c. Strengthen basic skills e.g. readiness for Year 1
Safeguarding	10a. Strengthen policy practice in use of AI 10b. Strengthen digital technology policy

IMPLEMENTATION PLAN – JERRY CLAY ACADEMY 2025.

Priority 1 - LEADERSHIP & Governance

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes (and so?)
Middle leadership needs strengthening to drive school-wide and cross-trust improvements in key subjects.	Develop Middle Leadership further to take on a cross trust role in English, Art and History with a rolling programme for other subjects in Year 2.	a. Develop lead staff for English and History AMAT meetings by September 2025. b. Schedule and deliver termly curriculum study mornings focused on collaborative subject development. c. Embed the Trust-wide writing strategy in all classrooms. d. Implement and model the "Golden Thread" approach in History across all trust schools.	- AMAT meetings are held termly with full attendance and clear agendas. - Curriculum study mornings demonstrate shared best practices and measurable impact. - Writing strategy is visible in planning, delivery, and work scrutiny trust-wide. - History curriculum reflects consistent use of Golden Threads in all schools.	- Middle leaders demonstrate impact beyond their own schools. - Subject leadership is recognised as a key strength across the trust. - Writing and History teaching quality improves trust-wide.

	Publish case study on leadership impact	a. Draw together outcomes of curriculum network – TP b. TP to draw together strategies to ensure impact at scale c. Case study to be used to share with other trusts and curriculum groups	- Case study utilised to support other schools in the trust and wider for effective system leadership and improvement at scale for curriculum subjects	
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PRIORITY 2- Curriculum

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
Nood to continue to drive oracy strategies and varied subject leadership support.	1. Increase oracy through a systematic approach of partner talk to further deepen children's understanding across all subjects	1. Oracy a. Appoint Oracy Champions (TP & RH). b. Provide staff training by L. Charlesworth. c. Implement phased roll-out with classroom coaching and regular monitoring. 2. Subject Leads a. Summer handover meetings between outgoing and new leads. b. Half-termly check-ins with SLT to review action plans.	- All classrooms embed partner talk strategies and "no hands up" policy consistently. - New subject leaders report confidence and clarity in their roles. - Writing practices align with the new principles document across all schools.	- Improved pupil oracy, participation, and independence. - Stronger subject leadership improves curriculum delivery and consistency. - Writing quality improves, supporting higher

		c. Ensure subject leaders attend AMAT meetings and follow shared templates. 3. Writing Strategy a. Finalise Trust Writing Principles document. b. Monitor implementation through book scrutiny and learning walks. c. Moderate writing across the English network termly.		achievement in English.
	2. New subject leads are provided with robust support	a. Handover meetings take place in the summer term to ensure comprehensive handover b. Half termly meetings with TP and Subject Lead c. Action plan clearly identified in the autumn term d. Attendance at the AMAT curriculum meetings e. Subject leadership templates in place	-All subjects are led with confidence by all leaders.	

	3.Strengthen subject leadership through study mornings	a.Study morning scheduled for 2025-26 for PE, Art and curriculum b. Information produced for study morning utilised across the trust c. Padlet of curriculum information shared for wider school useage	- Collate the impact of the study morning and how this has been used to drive change - Measure impact of study mornings on own school and how this has aided improvement in practice	
	4.Develoment of the Writing Trust Principles document to be used in JCA and beyond	a.Strategy developed by RH in liason with TP and TS b.Close monitoring of writing in connection to the principles document c.Work and support schools in the trust d. Moderate writing within the English network group	- Data impact across JCA and other trust schools - Staff confidence in teaching writing through the principals – seeing strategies embedded	

PRIORITY 3- DEVELOPING TEACHING

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
Ensure teaching strategies show a consistent application across the school and trust.	1.Increased talk strategics, e.g. talk to your partner to deepen engagement and participation in all lessons	a.Teaching and learning champion identified for the school – TP, alongside RH b.Training to be attended, led by L Charlesworth c.Phased implementation from each session and training given to all staff d.Regularly monitoring by TP and RH after each delivery session to ensure consistency	- Knowledge bank established and used in CPD sessions. - Coaching pairs observe, feedback, and support consistent practice. - RWI leader demonstrates strong oversight of programme fidelity and staff support.	- Teaching becomes more consistent and impactful across classrooms. - RWI delivery shows improved outcomes in phonics and early reading.

	2.Capture most effective strategies in trust wide knowledge bank and utilise these for whole trust development	a.Case/ lesson study delivered for January INSET b. Rigorous monitoring to capture evidence of effective impact c. Coaching pairs to feedback effective impact on teaching and learning impact	- There is an impact of the case study in teaching and learning across the Trust. - Coaching pairs work together to drive practise forwards.	
	3. Develop new leader for RWI to ensure fidelity, consistency and expectations are heightened across all groups	a. Trust training for RWI- September 2025 b. Development days c. Handover meeting with existing RL- AJ d. Coaching opportunities	a. Impact of the Trust training means that the new RWI leader makes the best possible start in role. b. Development Days show progression throughout the year, staff develop in confidence and attainment is impacted on positively. c. Staff feedback that they feel empowered through coaching and this is evident through drop ins.	

PRIORITY 4- ACHIEVEMENT ACROSS THE CURRICULUM

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
Need to further raise attainment for middle and high attainers and improve transition from KS2 to KS3.	1. Establish stretch targets for middle/ high attainers	a. Learning conversations identify target children to support to be working at Greater Depth. b. Regular contact meetings with teachers in target year groups for data. c. Monitoring of teaching and learning ensures that children are being challenged within lessons to fulfil their potential.	-A higher percentage of children are working at Greater Depth in each year group. -Teachers report that they are supported in achieving the best outcomes for their class. -Through drop ins, feedback sheets show that children are being challenged within lessons.	- Improved attainment for both higher and lower prior attainers. - Smoother transitions into KS3 with reduced learning gaps.
	2. Analyse transition outcomes (KS2 → KS3) for continuous improvement.	a. Contact feeder secondary schools for data information report. b. Include findings in an action plan to support continuous improvement.	-Over time, data shows improvements as a result of the support given.	
	3. Support the first 20% Year 6 children to ensure they achieve well and accelerate in	a. Quality first teaching ensured to support the progress of the first 20% in Year 6. b. Provision mapping outlines the support given to Year 6 throughout the year and interventions are reactive to need.	-At key data points, children are making good progress towards end of year targets. -The number of target children decreases through the year (based on their starting point)	

	their progress through very carefully mapped intervention support	c. Utilise 'Springboard' to support gaps identified in the cohort. Use this as a tool to support teaching in class. d. Boosters to run Spring Term onwards to support children with identified gaps.	a. Springboard data shows progress in the children's understanding.	
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PRIORITY 5- BEHAVIOUR AND ATTITUDES

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
To ensure pupils are actively engaged, feel valued, and behaviour for learning is consistently excellent.	1. Roll out a pupil voice campaign to measure engagement and satisfaction.	a. Further embed the cycle of pupil voice opportunities. b. Triangulate pupil voice outcomes from curriculum specific pupil voice.	a. Findings from pupil voice show that engagement and satisfaction are positive. b. Pupils continue to speak highly about engagement and satisfaction at Jerry Clay Academy.	- Pupils feel heard and behaviour for learning is consistently positive. - Junior Leadership impacts wider

	2. Develop a pupil conference for the trust	a. Pupils lead on a Junior Leadership conference for the Trust. b. Opportunities for Junior Leaders to contribute to the agenda of the conference with key development points.	a. Impact measured on other Junior Leadership Teams from across the Trust. b. A plan established for continuation of work with Junior Leadership Teams across the Trust.	trust improvement.
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PRIORITY 6- ATTENDANCE

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
Maintain and improve high attendance rates and reduce persistent absence.	1. Ensure the class initiative – Jar stars is sustained and heightened even further and that all staff are relentless with this	a. Ensure expectations are outlined in assemblies in September to ensure continuation of the success of the attendance initiative. b. Weekly attendance meetings with Senior Admin to continue. c. Ensure there is a Junior Leader responsible for attendance who will closely monitor the progression of this.	- Sustained or improved attendance compared to previous year. - Fewer pupils in persistent absence category.	- High levels of attendance support academic success. - Attendance strategies become embedded and consistent.

	2. Where any attendance drops, action plans are robustly put in place	a. Weekly attendance meetings with Senior Admin to continue. b. Termly meetings with LA EWO to continue to support children with poor attendance. c. Utilise Learning Mentor to support families who need support with attendance.	- Persistent absence figures will decrease. - There will be an instant improvement in attendance should any pupil fall into persistent absence.	
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PRIORITY 7 – PERSONAL DEVELOPMENT AND WELLBEING

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
Need to connect learning to real-life experiences and broaden pupils' understanding of career pathways.	1. Strengthen work with local employers. Plan out a more strategic approach to this throughout the whole school that complements the curriculum.	a. Contact local stakeholders to establish relationships/partnerships to support the curriculum. b. Map out opportunities where local stakeholders can support the curriculum with real-life experiences. c. Include these experiences within the curriculum model and long term planning moving forward.	- Pupils experience a range of real-world learning opportunities. - Curriculum maps reflect increased external engagement.	- Pupils better understand the relevance of learning to future life and careers. - Improved motivation, engagement, and curriculum knowledge.

PRIORITY 8 – INCLUSION

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
A new SENCo requires support and training to ensure high-quality inclusive practices are sustained.	1.Support provided to new to role SENCo. Ensure she is enrolled on NPQSEN in Summer term 2026	a. Nuts and Bolts of being a SENCo Training through Wakefield LA. b. New SENCo to attend planning meetings with SEN Specialist Teachers. c. New SENCo to have additional leadership time. d. Regular meetings between the new SENCo and TP as a long-term handover. e. New SENCo to be enrolled onto the NPQSEN in the Summer Term.	- SENCo builds confidence and expertise; stakeholders report strong support. - Case studies highlight good practice and outcomes for EHCP and SEN pupils. - Inclusion training shows impact across schools.	- A confident, skilled SENCo leads inclusive practices. - Inclusion outcomes improve across the Trust.
	2. Publish SEND provision case studies in Trust newsletter.	a. Establish a number of new SEN case studies, particularly including the EHCP children. b. Share case studies across the Trust to use as good practise for positive outcomes.	-The impact of the case studies will be shared and will start to have a positive impact on other children with SEN across the Trust.	

	3. Co-design inclusion training across partner schools.	a. Support inclusion training within the Trust.	-The impact of the inclusion training will start to have a positive impact on other children with SEN across the Trust.	
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PRIORITY 9 : EARLY YEARS

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
New team members in EYFS require support to deliver high-quality provision.	1. Support new member of staff and establish new team through robust support and training	a. Weekly support for new Reception teacher through monitoring cycle. b. Reception teacher to attend Early Years Leadership course through AMAT. c. Heighten practise alongside AMAT EYFS Programme.	-High quality outcomes through children's work in Reception. -Maintain percentage of children achieving GLD. -New EYFS teacher reports her confidence progressing in her practise throughout the year.	- GLD outcomes are sustained or improved. - High-quality provision maintained in EYFS.

	2. Continue to develop responsive projects	a. Reactive planning in place for Reception class. b. Learning Journey display to show progressive outcomes throughout the year. c. Continue to follow children's interests from starting points.	-High quality outcomes through children's work in Reception. -Maintain percentage of children achieving GLD.	
	3. Strengthen basic skills e.g. readiness for Year 1	a. Follow Reception Long Term Planning closely. b. Utilise AMAT writing strategy to progress throughout the year. c. Utilise Handwriting Policy to progress throughout the year. d. Comprehensive transition to be followed from Reception into Year 1.	- High quality outcomes through children's work in Reception. - Staff report increasing confidence and competence. - Evidence of child-led learning and progress in children's work. - Transition into Year 1 is smooth and well supported.	

PRIORITY 10 : SAFEGUARDING

Problem (Why?)	Intervention (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes
Policies around AI and digital technology need strengthening to support safe and effective use.	1. Strengthen policy practice in use of AI	a. AMAT Policy to be written and shared with staff. b. Work alongside new ICT support providers.	- Staff understand AI policies and integrate safe usage in classrooms. - Safeguarding compliance improved in digital areas.	- A safe digital environment supports effective learning. - The academy leads best practice in digital safeguarding.
	2. Strengthen digital technology policy			