



# **ACADEMY IMPROVEMENT PLAN**

## **MARCH 2021 TO AUGUST 2022**

## Targets for 2022 outcomes

	Whole Cohort	PP
A8	4.99	4.86
4+ English and Maths	81.3%	79.0%
5+ English and Maths	60.3%	56.6%
NEETs	0%	0%
EBacc entry for 2025	30%	28%
	<b>Percentage of KS3 students secure at or exceeding target level</b>	
Year 7 Measures(s)	85%	85%
Year 8 Measures(s)	82%	82%
Year 9 Measures(s)	79%	78%

**Target 1 – Rapidly improve the quality of teaching, learning and assessment so that it is consistently good and enables pupils to achieve well, by ensuring that teachers:**

- have high expectations of what pupils can achieve, regardless of their ability, across all subjects and year groups
- plan learning activities that are closely matched to pupils’ starting points and that challenge, interest and motivate pupils so that they make strong progress
- accurately assess pupils’ learning to correct misconceptions and deepen pupils’ knowledge and understanding.

Plan to August 2022	Actions	KPIs – By July 2021
<p><b><u>Quality First Teaching is consistently evident in all lessons across the Academy (WHI)</u></b> Teaching across the academy consistently supports pupils to make good progress through lesson planning and the application of the Brittons Learning Principles.</p>	<ul style="list-style-type: none"> <li>• Revise Learning Principles (and linked guidance) – LP5 to drive WORDs Matter Improvement Strategy.</li> <li>• Raise pupil understanding of T&amp;L ‘hot topics’.</li> <li>• Review and aggregate T&amp;L; assessment; marking and feedback policies into one overarching policy.</li> <li>• Departments to pilot bespoke pupil feedback approaches (LP6).</li> <li>• Whole school development and the TLCs focus on LP3 and LP5 (Application and Practice/Literacy and Oracy).</li> <li>• Implement summer term monitoring and evaluation schedule to inform end of year QTL Summary.</li> <li>• Revised Learning Principles shared with all stakeholders (in policy; displayed in learning areas; on website).</li> <li>• T&amp;L ‘hot topics’ shared with students via Streams.</li> <li>• 20/21 QTLAF Policy consulted upon, finalised and shared.</li> <li>• 20/21 QTLAF Policy to contain departmental ‘Feedback’ statements.</li> <li>• 20/21 Departmental QTL Strategy Plans drafted and discussed with SLT LM.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers to have engaged in CPD specifically on LP3 - Application and Practice.</li> <li>• Departmental QTL Summary documents shows LP1, LP2 and LP5 to be embedded (green in all subjects); LP3, LP4 and LP6 to be at least developing (amber) or stronger in all departments.</li> <li>• Whole school SLT QTL Summary document shows LP1, LP2 and LP5 to be embedded (green in all subjects); LP3, LP4 and LP6 to be at least developing (amber) or stronger in all departments.</li> <li>• Lesson observations and Learning Walks demonstrate teaching across the Academy is consistently high quality.</li> <li>• Student voice demonstrates at least 91% of pupil responses indicate teaching received helps them to make progress (10% increase on February. Return to Learning Survey – 293 responses).</li> </ul>
<p><b><u>High expectations/challenge (SEA)</u></b> Develop and implement a co-curricular pilot that enhances the level of student independence, critical thinking and curiosity.</p>	<ul style="list-style-type: none"> <li>• Co-ordinate and lead a Year 8 Able co-curricular pilot entitled Beyond the Boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of the provision through parent, student and teacher voice and guest speaker testimonials.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify Year 8 students for inclusion in the Beyond the Boundaries provision.</li> <li>• Conduct initial meeting with parents and students to outline the key aims of the provision and the evaluation methods.</li> <li>• Share road map for the provision with Teaching staff.</li> <li>• Develop, deliver and evaluate co-curricular sessions covering topics including growth mindsets and critical thinking and presentation skills.</li> <li>• Students to develop weekly pledges based on the content covered in sessions and implement these within lessons.</li> <li>• Teachers to target students within lessons through the use of suggested strategies.</li> <li>• Students to be involved in co-curricular master classes with guest speakers. Students to deliver presentations as a follow-up to master classes.</li> <li>• Evaluate the effectiveness of the provision through pupil, teacher, parent and guest speaker evaluation/testimonials.</li> <li>• Collate and launch a plan for implementation of the Beyond the Boundaries provision on a larger scale. Plan the expansion of the pilot for September to include students in Years 7, 8 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 students in each Key Stage 3 year group to be identified and included in the Beyond the Boundaries programme from September 2021.</li> <li>• By HT3 in 2021, a total of 45 students will be involved in this provision across Years 7, 8 and 9.</li> <li>• Student, teacher and guest speaker evaluation at the end of each half term used to gauge the impact of the provision.</li> </ul>
<p><b>Assessment (PSN)</b> Pupil assessment is clearly linked to the curriculum knowledge expectations. High quality feedback helps learners make rapid progress. Assessment outcomes are clearly used to inform planning.</p>	<ul style="list-style-type: none"> <li>• New assessment, feedback and marking policy is clearly communicated to all staff and expectations from each department are included.</li> <li>• Curriculum meetings with HoDs to focus on links between assessment and curriculum and rationale behind assessment design.</li> <li>• Summer QA uses new feedback/marketing expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff can explain the reasoning behind the methods of assessment and timings they have selected to use and can articulate how assessment outcomes are used to inform planning. Link SLT will join department meetings in the summer term to ask key questions directly to staff.</li> <li>• Student voice in Summer 2 shows that students understand the purpose of assessment and can explain how it works in each subject.</li> </ul>

	<ul style="list-style-type: none"> <li>• Formal end of year exams are held in the hall for each year group.</li> <li>• An overview of assessment information is shared with parents through an “assessment” page on the school website.</li> <li>• CPD for staff on mock exam review techniques and revision information to support KS4 students.</li> <li>• Assessment points and methods are all shown clearly on departmental schemes of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Marking seen in Summer 2 shows new policy is being followed by 100% of teaching staff.</li> </ul>
<p><b><u>Oracy/Literacy</u></b> (PHI) Embed the Academy’s literacy policy to ensure all teaching staff work collaboratively across the curriculum to ensure that every student possesses excellent literacy skills.</p>	<ul style="list-style-type: none"> <li>• Continued whole school CPD will embed the ‘WORDS Matter’ campaign.</li> <li>• To launch reading across the curriculum to raise the profile of the importance of reading for all students.</li> <li>• Quality assure the impact of current literacy intervention programmes.</li> <li>• Develop a robust action plan that links literacy intervention programmes with TLCs for 2021/22.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons and book reviews will show departments have high expectations of subject specific vocabulary and sentence construction.</li> <li>• QTL data will show improvement from Autumn 2 2020 from amber to green for LP5 and red to amber for LP4 by July 2021.</li> <li>• Weekly form time sessions on reading will be consistently delivered across year groups.</li> <li>• Year 7 and Year 8 reading age data to show 80% of students have improved their reading age by 10+ months improve from Autumn 1 2020 to July 2021.</li> <li>• Reading is integrated into TBA learning culture (PRIDE).</li> </ul>

## Target 2 – Improve the effectiveness of leadership and management by:

- ensuring that curriculum content is planned in detail so that pupils acquire deep knowledge and understanding across all subjects
- ensuring that teachers in every subject have a good knowledge of the new GCSE specifications so that pupils can reach the highest standards, including the most able pupils
- ensuring that teachers’ assessments of pupils’ progress and learning are accurate and reliable
- challenging staff underperformance swiftly and supporting staff to improve their practice
- ensuring that governors hold leaders to account effectively
- ensuring that subject leaders are challenged effectively by senior leaders, subject leaders monitor the work of their departments more effectively, and that consequently they all have an accurate understanding of how pupils are doing in different subjects.

Plan to August 2022	Actions	KPIs – By July 2021
<p><b><u>Curriculum delivery</u> (WCK)</b> All subjects have an ambitious curriculum that is well-planned and sequenced to facilitate the embedding of long-term learning throughout a pupil’s academic journey.</p>	<ul style="list-style-type: none"> <li>• Review the curriculum offer for 2021/22.</li> <li>• Monitor the Year 9 option process to ensure all students have a broad and balanced curriculum offer in Year 10 (IAGs).</li> <li>• Curriculum booklets to be completed for all subjects and shared on the academy website and with all teaching staff.</li> <li>• Learning Journeys to be completed, printed and displayed across the academy in communal areas, classrooms and student planners to provide a visual reference of the curriculum content for students.</li> <li>• Curriculum leaders to update and refine long-term curriculum maps.</li> <li>• Questions re. challenge included in Student Voice questionnaire.</li> <li>• Validation of an ambitious curriculum in lessons through learning walks by ELAT.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the introduction of RE once a week in Year 7.</li> <li>• Year 9 option analysis.</li> <li>• KS3 and KS4 curriculum booklets are used to clearly communicate the curriculum vision for each department.</li> <li>• Bespoke curriculum documents (such as Learning Journeys) are in place to communicate the curriculum sequencing of each subject for the student audience.</li> <li>• Long-term curriculum maps updated, shared and displayed in all department areas ready for the academic year starting September 2021.</li> <li>• Teaching staff at all levels are aware of the curriculum journeys and their part in them. Any subject teacher can articulate the curriculum they are providing alongside why this is ambitious and how it is sequenced to embed prior learning, while also providing the ‘next steps’ needed in a pupil’s academic journey.</li> <li>• Learning walks in HT6 are evidencing curriculum plans are being followed consistently.</li> <li>• Student Voice questionnaire will report an increase in challenge in lessons.</li> <li>• Learning walk feedback recognises greater level and consistency of challenge in lessons.</li> </ul>

<p><b><u>Leadership across the school at all levels</u></b> (WHI)</p> <p>Transparent communication of vision, policy and shared values ensure all staff understand and perform their roles in a way that enhances the effectiveness of the Academy and the care and education provided to students.</p>	<ul style="list-style-type: none"> <li>• Plan and publish summer term Leadership Schedule.</li> <li>• Required content of, and process for producing, Department and Pastoral Improvement Plans to be reviewed and renewed for Summer half-term 1 – new DIP/PIP format to be agreed by SLT.</li> <li>• Summer half-term 2 – All Middle Leaders to have undertaken training on new format (early June); completed provisional DIPs and PIPs for SLT QA (early July).</li> <li>• Consult on the professional development needs of teams and individuals and preferred means of implementation/delivery.</li> <li>• Plan the 2021/22 Academy Professional Development Strategy.</li> <li>• Research, plan and pilot coaching strategy for possible wider use in new academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• 2021/22 DIPs and PIPs in place by end of Summer Term and shared with Teams first department meeting in September.</li> <li>• Staff voice survey on CPD needs and preferences completed (end of April).</li> <li>• Coaching piloted and evaluated.</li> <li>• 2021/22 CPD programme in place by end of July.</li> </ul>
<p><b><u>Assessment</u></b> (PSN)</p> <p>Assessment data is accurate and reliable and used to evaluate the impact of the taught curriculum on student attainment.</p>	<ul style="list-style-type: none"> <li>• Implement rollout of Edulink platform.</li> <li>• Complete training for staff on use of assessment features of Edulink.</li> <li>• Exam board materials disseminated to departments to be used for moderation and standardisation of CAGs.</li> <li>• Assessment policy shared with staff and middle leaders trained on use of data sheets.</li> <li>• Data analysis and intervention meetings held with all HoDs to discuss Year 11 planning and necessary interventions.</li> <li>• Increased time for moderation and standardisation following mock exams, with CPD.</li> <li>• Data entry schedule agreed for 2021/22, taking account of teacher workload.</li> <li>• Intervention programme (Year 11) planned and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Edulink is used for final data collection of the year.</li> <li>• Positive feedback from HoDs.</li> <li>• Staff voice shows HoDs are clear about the purpose and usefulness of data analysis sheets and meetings.</li> <li>• Minutes of SLT link meetings show a clear plan is in place for wave 1 and 2 interventions following use of data analysis sheets.</li> </ul>

	<ul style="list-style-type: none"> <li>Data analysis sheets trialed successfully with Years 9 to 11.</li> </ul>	
<p><b><u>Pupil Premium (CLE)</u></b> To remove the barriers for pupil premium students so that they can access the curriculum effectively and perform in line with national expectations.</p>	<ul style="list-style-type: none"> <li>To develop and implement whole school classroom strategies to support PP progress in lessons.</li> <li>All PP students to be financially supported so that they are not disadvantaged and have full access to the curriculum at school and at home.</li> <li>To closely monitor PP attendance through HOY LM meetings. Early action from pastoral teams when students are identified as attendance concerns.</li> <li>For pastoral teams to remove barriers to learning for PP students through early intervention, support and ICT provision.</li> <li>Student ATL to be monitored at each data drop and students placed on report when concerns arise.</li> <li>To identify students that need academic support through pastoral line management meetings. Support to be put in place so that they can attain in line with expectations.</li> </ul>	<ul style="list-style-type: none"> <li><b>For August 2021:</b> <ul style="list-style-type: none"> <li>For PP attendance to be 95% or better.</li> <li>For PP behaviour indicators to be in line with or better than whole school indicators.</li> <li>For PP ALT scores and homework consequences to be in line with or better than whole school.</li> <li>All PP students to have ICT access so that they are able to engage with home learning, blended learning and homework.</li> </ul> </li> <li><b>For August 2022:</b> <ul style="list-style-type: none"> <li>For the PP attainment gap for A8 to close from 0.4 to 0.13.</li> <li>For PP students to have an average A8 score of 4.86.</li> <li>For PP attendance to be 95% or better.</li> <li>For PP behaviour indicators to be in line with or better than whole school indicators.</li> <li>For PP ATL scores and homework consequences to be in line with or better than whole school.</li> <li>All PP students to have ICT access so that they are able to engage with home learning, blended learning and homework.</li> </ul> </li> </ul>
<p><b><u>Catch-Up Funding (CLE)</u></b> To support children to catch up on missed learning caused by Covid-19.</p>	<ul style="list-style-type: none"> <li>To work with HODs to identify students that need catch up support in English and Maths.</li> <li>To employ English and Maths tutors through the National Tutoring Programme to support identified students.</li> <li>To employ Academic mentors through Teach First and support students who are behind in core subjects.</li> <li>To ensure that students have adequate ICT access so that in the event of quarantine/lockdown, disruption to learning is minimalised.</li> </ul>	<ul style="list-style-type: none"> <li>To make the most effective use of the catch-up funding allocated.</li> <li>For students who attend the NTP tutoring programme to show an improvement in literacy and class tests.</li> <li>For students attending the Academic mentoring programme, to show greater confidence and understanding in the units that are covered (student survey).</li> <li>All students to have ICT access so that they are able to engage with home learning, blended learning and homework.</li> <li>For Year 10 and 11 students to have developed a range of study skills in preparation for the summer assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>• To provide study skills seminars for Year 9, 10 and 11 students.</li> <li>• To close the reading gap caused by lockdown through the accelerated reading programme and MYON.</li> <li>• For a week-long summer school to take place that targets all Year 6 students, aiding transition and closing any gaps in Maths and English learning.</li> </ul>	<ul style="list-style-type: none"> <li>• For students to make more than expected progress in their reading ages so that the gap in actual reading age vs expected reading age closes.</li> <li>• For 80%+ of Year 7 students to engage in MYON.</li> <li>• For 80% of future Year 7 students to attend summer school.</li> </ul>
<p><b>Governance</b> (Chair of ITB) All governors understand their roles and perform these in a way which enhances the effectiveness of the Academy.</p>	<ul style="list-style-type: none"> <li>• Governors support and challenge the senior leaders to ensure the improvements are rapid and sustainable.</li> <li>• To elect two governors to increase the breadth and skill set of the ITB; a staff and parent governor.</li> <li>• Governor training undertaken to address skills and knowledge gaps (as identified in the skills audit).</li> <li>• Governor subject curriculum quality assurance visits take place.</li> <li>• Convert the ITB to an LGC.</li> <li>• Appoint new Chair and Vice Chair.</li> </ul>	<ul style="list-style-type: none"> <li>• ITB/LGC agendas focus on what will make the improvement faster and sustained.</li> <li>• ITB transitions back to an LGC.</li> <li>• Chair is successfully succeeded by suitable candidate in September 2021.</li> <li>• A full and balanced LGC for September 2021.</li> </ul>

**Target 3 – Improve the quality of personal development, behaviour and welfare by ensuring that teaching motivates pupils and encourages them to consistently apply their best efforts, including in the presentation of their work.**

Plan to August 2022	Actions	KPIs – By July 2021												
<p><b>Motivation and engagement in lessons (COS)</b> Students are regularly praised and rewarded for their engagement in lessons and their presentation of work. Students are motivated to actively participate and apply themselves in all aspects of the lesson.</p>	<ul style="list-style-type: none"> <li>Update Praise Point options and link to PRIDE and literacy policy.</li> <li>Plan behaviour assembly to introduce and reinforce changes (as above).</li> <li>Arrange end of term celebration assemblies with pastoral teams.</li> <li>Monitor attendance and punctuality – all year groups.</li> <li>Update and amend behaviour policy.</li> <li>Gather student voice feedback on behaviour.</li> <li>Analysis of A2L scores – HoY to plan mentoring.</li> <li>Analysis of lesson observation feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Praise points are seen as an effective tool in student feedback.</li> <li>Improved attendance – above National Average.</li> <li>Improved attitude to learning – decrease in number of on-call and isolations.</li> </ul> <table border="1" data-bbox="1424 464 2139 639"> <thead> <tr> <th>Year</th> <th>Number of on-call</th> <th>TIER - isolation</th> </tr> </thead> <tbody> <tr> <td>18/19</td> <td>286</td> <td>370</td> </tr> <tr> <td>19/20</td> <td>144</td> <td>148</td> </tr> <tr> <td>Target 20/21</td> <td>130 (10% reduction from 19/20)</td> <td>133 (10% reduction from 19/20)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Positive Student Voice feedback.</li> <li>Lesson observation evidence of praise/motivation of teachers and engagement of students.</li> </ul>	Year	Number of on-call	TIER - isolation	18/19	286	370	19/20	144	148	Target 20/21	130 (10% reduction from 19/20)	133 (10% reduction from 19/20)
Year	Number of on-call	TIER - isolation												
18/19	286	370												
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Target 20/21	130 (10% reduction from 19/20)	133 (10% reduction from 19/20)												
<p><b>PRIDE (SEA)</b> Develop and launch a new approach to the school’s PRIDE vision which replaces the existing framework and involves all stakeholders.</p>	<ul style="list-style-type: none"> <li>Produce a questionnaire to be sent to all stakeholders (Staff, Parents, ITB) to afford them the opportunity to develop an acronym for PRIDE.</li> <li>Review the Academy’s values to ensure they align with the PRIDE initiative.</li> <li>Lead staff training session which introduces the rationale behind the PRIDE relaunch.</li> <li>Collate results and share with stakeholders.</li> <li>Develop a specific criteria/vision for each aspect of PRIDE which identifies student expectations.</li> <li>PRIDE initiative to be launched following input from students, parents and all staff.</li> <li>Embed aspects of PRIDE within co-curricular opportunities including assemblies.</li> <li>Implement teaching strategies to make PRIDE visible in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders behaviour and surveys evidence the values espoused in PRIDE.</li> <li>Student voice questionnaires demonstrate understanding and awareness of the characteristics of PRIDE.</li> <li>All HOYs to have developed and delivered assemblies on each aspect of PRIDE in half term 5.</li> <li>All departments to have implemented teaching strategies which explicitly refer to PRIDE within lessons.</li> </ul>												

<p><b><i>Student wellbeing</i></b> (PHI)</p> <p>To empower students to contribute to the life of the Academy as well as provide them with the tools and information needed to make informed personal and academic decisions.</p>	<ul style="list-style-type: none"> <li>• Continuation of termly Student Voice contributions on the Academy priorities which help inform leadership decisions.</li> <li>• Coordinate the Level Up drop-down days for Years 9 to 11.</li> <li>• Launch Year 10 Post-16 careers programme.</li> <li>• Coordinate student wellbeing session for KS3.</li> <li>• Pledge passport, tracking sheet and launch (students, staff and parents) created ready for September launch.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT use Student Voice contributions to inform impact of initiatives and further planning.</li> <li>• Student Voice indicates student wellbeing has improved because of activities undertaken by the Academy.</li> <li>• Years 9 to 11 will have strategies to support memory, recall and developing their emotional resilience for academic success.</li> <li>• All Year 10s have completed a virtual work experience opportunity.</li> <li>• Year 10 at risk of NEET students to have received 1 to 1 careers guidance.</li> <li>• All KS3 experience a student wellbeing session.</li> <li>• Pledge passport, tracking sheet and launch (students, staff and parents) presented to SLT for critical reflection ready for September launch.</li> </ul>
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