



THE
BRITTONS
ACADEMY

Academy Improvement Plan

VERSION 3 (RAG RATED)
SEPTEMBER 2022 TO AUGUST 2023

Headline Summary of 2021/2022 AIP

Priority 1 The school offers an ambitious, broad and balanced curriculum, that is coherently planned and sequenced to enable students to access future opportunities that suit their aspirations and interests.

Following extensive reviews of the KS3 and KS4 curricula, comparing our offer with good and outstanding schools, the following changes have been implemented; RE once a week in Years 7 and 8 (and 9 in 2023/4), Design and Technology to have dedicated timetabled lessons (no carousels) and PSHE lessons introduced in Years 10 and 11, once a fortnight.

Priority 2 Each department engages with high quality, evidence-informed CPD in order to improve subject and pedagogical knowledge as they implement an ambitious and effectively sequenced curriculum. This ensures all students have the knowledge they need for future learning and employment.

CPD provision this year has equipped staff with a thorough understanding of ‘the curriculum as the progression model’ and the types of knowledge their curricula are built around. As a result, departments have reviewed, adapted and implanted an ambitious KS3 curriculum in line with the National Curriculum in which knowledge is effectively sequenced for retrieval, consolidation and development over time. Each department has a clear vision and intent underpinning their curriculum and ‘knowing’ is prioritised over ‘doing’. SLT have empowered Middle Leaders as the experts in their discipline, sharing and exploring the research around disciplinary literacy and oracy. Middle Leaders have then adopted and adapted practical pedagogical strategies to best meet the needs of learners in their subjects. Students have been actively and deliberately taught to read, think, speak and write for a wide range of purposes across the curriculum and have been seen in learning walks and book scrutinies to be able to do more, remember more and know more. There is a clear focus on reading to increase knowledge, deliberate vocabulary development and concise articulation of knowledge across the school with strategies such as pre-reading, ‘say it again better’ and ‘spend the words’ in regular use. Both pre-reading and revised approaches to homework have helped to maximise and increase curriculum time, leaving more time in lessons for the elements of learning requiring direct instruction and expert teacher-input. Pre-reading has also supported students of all abilities to engage in each lesson, coming to lessons knowing more and therefore better equipped to participate meaningfully in the thinking and discussion in class. In addition to supporting the departmental implementation of whole school improvement foci, Middle Leaders have also led their own departmental professional development with a focus on the continued development of subject knowledge and evidence-informed approaches to effective implementation. Each individual teacher has also engaged with a personal professional growth plan, sharing their reading, practical trials and the impact on learning with colleagues at regular points. All departments have finished the year reviewing their work on whole school improvement priorities and a curriculum is in place for 2022/23 that clearly signposts deliberate opportunities and strategies to continue building excellent literacy and oracy skills; a clear and focused approach to assessment, feedback and improving from feedback; and prioritises knowledge both in lessons and independent learning at home.

Priority 3 Each year group is offered an ambitious pastoral curriculum which ensures all students have the knowledge and personal development opportunities they need to succeed in life and to become confident and impactful world citizens.

The pastoral curriculum offered a range of activities throughout the week; learning conversations, SMSC/British Values, literacy and careers focus. The pastoral curriculum provision map was created to ensure key areas had been addressed to develop student's personal wellbeing, ability to form healthy relationships, confidence and independence; preparing the students for modern Britain and developing understanding of our British Values. Consistency has been developed within year groups and all students had access to an ambitious curriculum that developed their personal skills. Students' attendance and punctuality significantly improved and the gap between PP and non-PP attendance narrowed. Attendance was above National Average throughout the year for PP, non-PP and SEND students.

Priority 4 The school has a diverse co-curricular offer for all students, enabling them to develop and discover their interests and talents and increase their cultural capital.

The co-curricular offer improved this year but remains a priority for 2022/23. All departments provided co-curricular opportunities within the school setting, which were generally linked to the curriculum offer. Off-site activities increased but were still limited. All students had the opportunity to attend at least one off-site activity during the year. PP funding was used to ensure that all students had access to the co-curricular programme.

The CEIAG was redesigned to ensure each year group had a wider range of encounters with employers (Gatsby Benchmark 5) and institutions from further and higher education (Gatsby Benchmark 7) throughout the academic year. An annual Careers Fair was launched alongside Alumni Talks and student surveys were used to evaluate CEIAG events. The CEIAG programme was mapped against the Gatsby Benchmarks, the PSHE curriculum and the Skills Builder key employability skills and 'Bronze' accreditation was secured from Skills Builder relating to Gatsby Benchmark 4 – linking curriculum learning to careers.

2022/23 Target: Leaders continue to improve the quality of education by ensuring teachers have the expertise to systematically and precisely check pupil understanding, effectively adapting teaching to close identified gaps and enable students to make expected progress.

Plan to August 2023	Areas of Focus	Intended Outcomes
<p>Priority 1 Quality of Education - WHI Each department engages with high quality CPD in order to improve subject and pedagogical knowledge as they implement a coherently planned and sequenced curriculum.</p>	<ul style="list-style-type: none"> ■ Ensure effective implementation of the curriculum through the provision of regular, targeted and appropriate, evidence-informed CPD. ■ Embed disciplinary literacy to ensure that every student can fully access the curriculum and is able to develop excellent literacy skills. 	<ul style="list-style-type: none"> ■ Each individual teacher will be able to articulate how they have engaged with the academy’s CPD provision and the impact this has had on student engagement and progress. ■ Meet or exceed the national average of 74% of each KS3 year group meeting the expected standard in reading e.g. their reading age is their current age. ■ KS3 Reading Age data shows 100% of students making expected or above progress between tests e.g. if the tests are 6 months apart, the Reading Age data should show 6+ months of progress made.
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. <i>They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</i> In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<ul style="list-style-type: none"> ■ A range of effective assessment practice ensures student knowledge is secure before moving on and planning is adapted to address identified misconceptions. ■ Students benefit from feedback which enables them to build cognitive independence and take their next steps. 	<ul style="list-style-type: none"> ■ Assessment informs curriculum planning and implementation. This will be monitored through learning walks/observations and book looks. ■ Student work demonstrates the ability to improve their work as a result of impactful feedback. ■ Students can ‘self-scaffold’, can articulate the steps they need to take to apply knowledge, can complete processes and achieve specific learning outcomes.
	<ul style="list-style-type: none"> ■ Data analysis is conducted by Heads of Year and Heads of Subject following each data collection point using a common template. SISRA analytics informs KS4 data analysis. 	<ul style="list-style-type: none"> ■ Middle leaders utilise the analysis to inform next steps and interventions.

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- Middle Leaders to take accountability for the Quality of Education in their areas:
 - developing outstanding subject knowledge;
 - ensuring pedagogy is highly effective in enacting the intended curriculum for all students;
 - setting high expectations and ensuring students are able to meet these by developing appropriate levels of cognitive independence.
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- Middle Leaders will articulate and evaluate their leadership of QoE and the impact on practice and learning in their areas via the CEP.
 - Monitoring will demonstrate the effective application of CPD learning to classroom practice with a positive impact observable on student learning – students will know more, be able to do more and remember more.
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- Home learning enriches the impact of our ambitious, effectively sequenced and linked curriculum.
 - Each department has homework clearly mapped through curriculum documentation.
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- Take timely, decisive and supportive action whenever the quality of education is considered to be a barrier to student progress.
 - Supportive action will have been taken and recorded where classroom practice is seen to be a barrier to student engagement or progress.
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Priority 2

Behaviour and Attitudes - COS

The school has high expectations for all students' behaviour and conduct. The culture is built on positive and respectful relationships. Students have good attendance and punctuality.

- Develop pastoral teams' ability to track, intervene and improve punctuality, attendance and behaviour.
 - Improve consistency amongst year teams; holding half termly pastoral meetings with Heads of Year and Support and Guidance Managers, with Heads of Year reporting to SLT each half term
 - Students are resilient and take pride in their work.
 - Students are committed to their learning and relationships among students and staff reflect a positive and respectful culture. Students are safe and they feel safe.
 - Students are regularly rewarded for excellent behaviour / attendance and improved behaviour / attendance; parental letters / phone calls / e-mails, badges, 'Love2shop' vouchers, certificates, 'jump the queue passes', achievement points, 'golden ticket event' and whole school rewards trip.
 - Attendance above 95% (last year 93.8%).
 - Narrow the gap between PP and non-PP attendance to 1.5% (last year 2.4%).
 - Improve PA to 16% or lower (last year 20.5%).
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Priority 3

Personal Development including Co-Curricular, CEIAG, SMSC/British Values and PRIDE – CLE & PHI

The curriculum extends beyond the academic and provides for students' broader development and to develop their character. Students are prepared for life in modern Britain and to be good citizens.

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- Transform the CEIAG Programme into a well-sequenced and knowledge-rich CEIAG curriculum for all year groups that explores a wider range of Post 16-18 pathways as well as the most current Labour Market information. Develop a wider alumni network that will run bespoke industry workshops alongside talks. Signpost Skills Builder employability skills across the curriculum to ensure silver accreditation criteria is met.
 - Embed Skills Builder programme to link curriculum learning to careers – Gatsby Benchmark 4.
 - Develop a robust pastoral provision map which incorporates SMSC, British Values, Literacy, Numeracy and Skills Builder into the Form Time Programme.
 - Student voice surveys conducted twice within the school year. Student Council and Prefects play an active role in democratic decision making.
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- Narrow the gap between PA and PP PA to 5% or lower (last year 7.7%).
 - FTE and PEX data below National Average – (pending publication of DfE data).
 - Reduction of 5% for repeat offenders following a suspension (target - 10% 2022-23).
 - Reduction of 10% for repeat offenders following a TIER consequence (target - 15% 2022-23).
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- Compass Plus Evaluations show all Gatsby Benchmarks fully met at 100% by July 2023.
 - 0% NEET by August 2023.
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- Achieve Skills Builder Silver accreditation by August 2023.
 - Half termly learning walks evidence effective implementation of Form Time Programme.
 - Students are responsible and active citizens and the British value of democracy is upheld by students working together to discuss and debate ideas in a considered way.
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| <ul style="list-style-type: none"> ■ Diversity Council meetings held termly, Culture Day held in Autumn term. | <ul style="list-style-type: none"> ■ The academy promotes an inclusive environment that celebrates diversity and meets the needs of all students. |
| <ul style="list-style-type: none"> ■ Mental health and wellbeing provision are mapped both within and outside the academy. The wellbeing hub and MHST support a proactive approach to student wellbeing. | <ul style="list-style-type: none"> ■ Students develop confidence, resilience and knowledge of how to keep themselves mentally healthy. Students are aware of the support available to them. |
| <ul style="list-style-type: none"> ■ All departments to further develop co-curricular opportunities including clubs, trips and events. | <ul style="list-style-type: none"> ■ EVOLVE reports show a comprehensive co-curricular offer and evidence all students engaging in at least one co-curricular and one off-site activity during the academic year. |
| <ul style="list-style-type: none"> ■ Staff to actively promote regular attendance at co-curricular activities to students and monitor the uptake and engagement. | <ul style="list-style-type: none"> ■ EVOLVE reports show increased offer and increased take up of a wider range of students. |
| <ul style="list-style-type: none"> ■ To embed PRIDE into the culture of the Academy. | <ul style="list-style-type: none"> ■ All staff and students are able to articulate why PRIDE values are central to their personal development. Students can identify when they are using PRIDE attributes, and the impact that they have. |
| <ul style="list-style-type: none"> ■ Grow and develop the most effective staff and leaders for the positions available. | <ul style="list-style-type: none"> ■ To be fully staffed with succession planning in mind. |
| <ul style="list-style-type: none"> ■ Develop middle leaders to effectively improve the QoE and implement the AIP. | <ul style="list-style-type: none"> ■ Improved departmental analysis and target setting. Improved Year team outcomes (fortnightly meetings). Improved results. |
| <ul style="list-style-type: none"> ■ Provide as broad a three-year KS3 curriculum and as flexible an option system as possible, so that as many students as possible get their first choices for KS4 study and beyond. | <ul style="list-style-type: none"> ■ The most broad and ambitious curriculum possible is offered and that all students have the required knowledge to progress to the next stage of their studies. |

Priority 4

Leadership and Management - THM

The curriculum offered is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. The culture is a safe and supportive one.

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- Factor staff workload and wellbeing into all decisions, adopting the DfE Wellbeing Charter.
 - Staff feel supported and managed to perform well. Annual ELAT staff survey is positive.
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- Maintain a strong safeguarding culture using clear policies and systems and effective staff training and student education.
 - Safeguarding is a strength of the school and students feel safe and are protected online and offline. Students at risk of harm are identified quickly and supported effectively. Bullying, discrimination, sexual harassment and sexual violence are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
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- Ensure information to governors, CEO and Trustees is provided in a manageable format and in a timely manner.
 - Minutes and meeting notes evidence that Governors support and challenge effectively to hold leaders to account for the quality of education. Governors have the appropriate skills and experience and are well-prepared for meetings. Governors carry out additional duties to extend their knowledge of the school and engage with all stakeholders.
 - The ELAT Headteachers' report and dashboard adopted.
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- A8 target 4.8 2023 (+0.7)
 - 4+ English and Maths 62% (+8%)
 - 5+ English and Maths 39% (+9%)
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