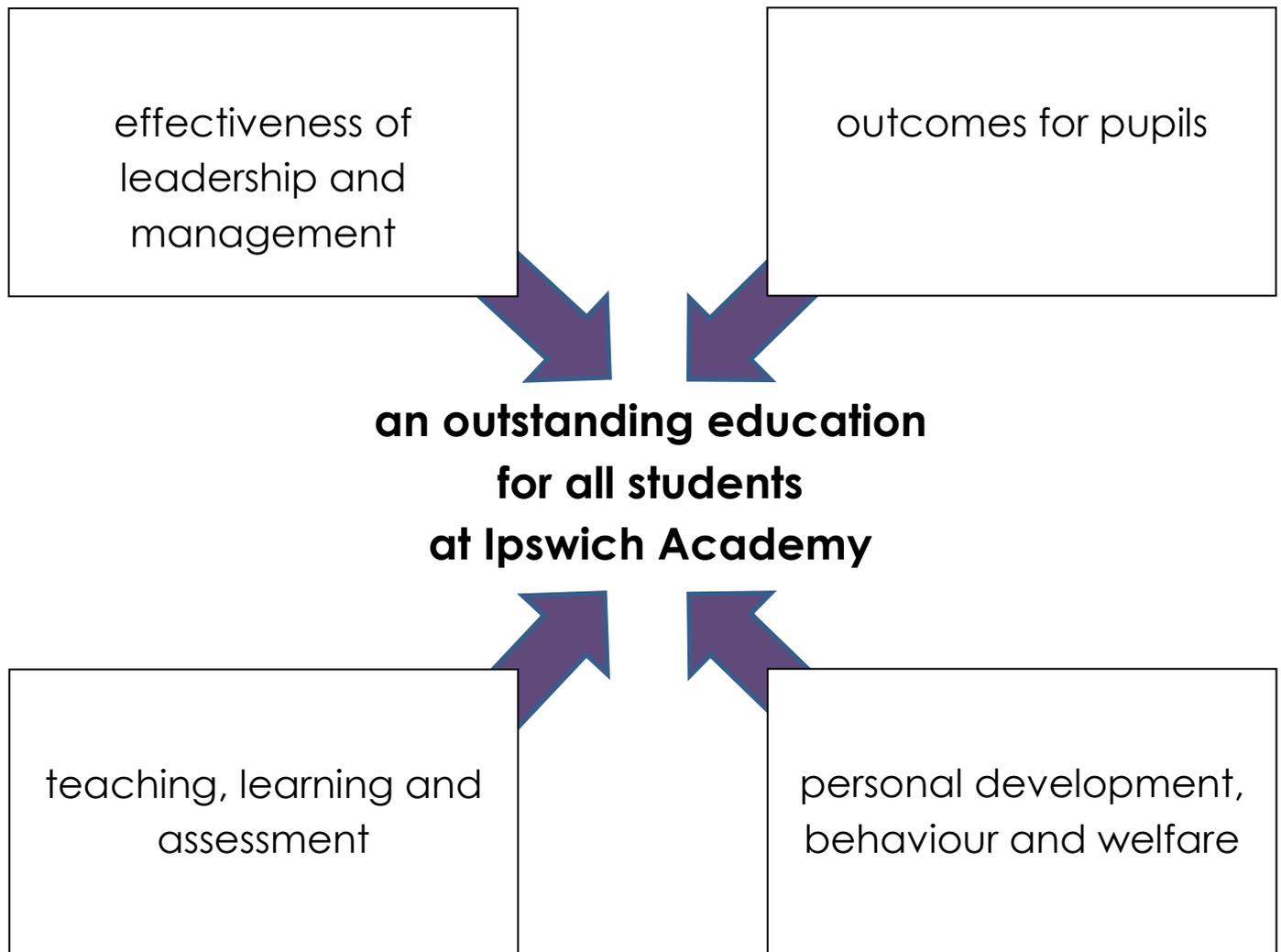


## **Academy Improvement Plan – abridged version**

September 2015 to January 2017

Date: 1<sup>st</sup> January 2016

Version: 1



## Effectiveness of leadership and management

Ref	Objective	Lead	Monitor	Evaluator	January 2017 success criteria
L1	To develop accurate self-evaluation that leads to sharp planning and continuous improvement.	APH		IEB	The academy is removed from special measures.
L2	To make certain that senior and subject managers have the correct skills and experience to secure rapid improvement.	APH		IEB	Leadership is outstanding in all areas.
L3	To increase the capacity of governance at all levels.	CC	DW	IEB	The academy is removed from special measures.
L4	To implement a rigorous performance management system, supported by professional development.	APH	BH	IEB	Student outcomes show good achievement, in line with objectives.
L5	To develop an appropriate curriculum, including opportunities for students' spiritual, moral, social and cultural development (SMSC).	APH	SLT	IEB	SMSC, including British values, is embedded throughout the curriculum.

## Outcomes for pupils

Ref	Objective	Lead	Monitor	Evaluator	January 2017 success criteria
O1	To improve outcomes for all students in year 11 so that achievement is at least in line with national averages.	HOL	APH	IEB	60% GCSE A*-C /9-5 English and mathematics Progress 8 (P8) score 0.25
O2	To improve outcomes for all students in years 7 to 10 so that achievement is at least in line with national averages.	WIS	APH	IEB	100% of students achieving in line with national expectations.
O3	To improve outcomes for all students in the sixth form so that achievement is at least in line with national averages.	WNN	APH	IEB	All students are achieving their ALPs targets
O4	To ensure that all students receive appropriately challenging work, especially the most able.	WNN	APH	IEB	100% GCSE A*-C / 9 – 5 100% GCSE A*-B / 9 - 6 English and mathematics P8 score 0.25
O5	To ensure that all SEND students and students receiving pupil premium funding achieve at least in line with national averages.	FLT	APH	IEB	SEND P8 score 0.25  Pupil premium P8 score 0.25

## Teaching, learning and assessment

Ref	Objective	Lead	Monitor	Evaluator	January 2017 success criteria
T1	To provide high quality teaching including questioning, discussion and verbal feedback.	WNN	APH	IEB	Consistently good teaching: 90% all teachers 0% inadequate teaching
T2	To secure accurate and appropriate assessment that informs subsequent planning.	WIS	APH	IEB	All data is accurate. Planning in all subjects is comprehensive and meets the needs of all groups of students.
T3	To provide high quality marking and feedback that leads to students improving their work.	WNN	APH	IEB	Students' progress is good in all subjects, evidenced in workbooks.
T4	To develop appropriate and effective homework.	DAE	APH	IEB	Homework is set and marked in all subjects; it contributes to the students' good progress.
T5	To improve teachers' subject knowledge.	WNN	APH	IEB	All teachers have good subject knowledge which they apply to their teaching.
T6	To improve students' levels of literacy so that all students can access the curriculum.	HOL	APH	IEB	Students' reading and writing abilities allow them to access the curriculum at the appropriate level for their age group.
T7	To secure high quality teaching for sixth-form students.	WNN	APH	IEB	All students are receiving high quality provision.

## Personal development, behaviour and welfare

Ref	Objective	Lead	Monitor	Evaluator	January 2017 success criteria
P1	To improve punctuality and attendance.	FLT	APH	IEB	Attendance 95% Persistent absence 6% Punctuality 100%
P2	To develop consistently good conduct and behaviour for learning.	FLT	APH	IEB	All students are equipped for learning, are fully engaged and take ownership of their learning in all subjects.
P3	To improve students' basic skills including handwriting, numeracy, reading and communication.	ACK	APH	IEB	Students' handwriting is good. They are confident readers and they enjoy discussing and debating issues.
P4	To review continuously safeguarding procedures including anti-bullying.	FLT	APH	IEB	All students feel safe in school. All students believe that bullying is dealt with effectively.

## Key Issues: OFSTED findings (January 2015)

Ref	Section 5 finding (January 2015)
	<p>Improve the quality of teaching, including in the sixth form, so that it is at least consistently good, by ensuring all teachers:</p> <ul style="list-style-type: none"> <li>• have strong subject knowledge and the skills to assess students' progress accurately</li> <li>• have high expectations of what students can achieve and use assessment information to plan lessons effectively to meet the needs of the different groups of students</li> <li>• mark students' work regularly and offer high quality feedback which helps students understand how they can improve their work</li> <li>• extend students' understanding of their work by using effective questioning and verbal feedback and by setting appropriate homework</li> <li>• develop appropriate strategies in the classroom to increase the confidence and skills of students so they have a thirst for knowledge.</li> </ul>
	<p>Improve the rates of students' progress in all Key Stages, including the sixth form, and so raise standards by:</p> <ul style="list-style-type: none"> <li>• speeding up the pace of learning to enable students to make the best possible progress</li> <li>• ensuring that all students receive appropriately challenging work, especially the most able</li> <li>• making better use of pupil premium funding to close the gaps in students' attainment and progress</li> <li>• improving students' levels of literacy in Key Stage 3</li> <li>• thoroughly planning all subjects in Key Stage 3 to ensure students can make consistent and even progress</li> <li>• reviewing admissions criteria and the advice and guidance given to students in Key Stages 3 and 4 to help them make more appropriate choices for sixth form study.</li> </ul>
	<p>Improve students' behaviour and attitudes to learning by:</p> <ul style="list-style-type: none"> <li>• ensuring that low level disruption is rare and that students take pride in the presentation of their work</li> <li>• establishing thorough and robust systems to improve attendance and reduce persistent absence.</li> </ul>
	<p>Rapidly improve the quality and impact of leadership and management, including governance, by:</p> <ul style="list-style-type: none"> <li>• ensuring the academy's improvement plans are thorough, realistic and monitored effectively</li> <li>• making certain that senior and subject managers have the correct skills and experience to secure rapid improvement in the quality of teaching, behaviour and, in doing so, achievement</li> <li>• increasing the capacity of governance, at all levels, to ensure it accurately challenges the leaders of the school and is able to hold them to account by independently assessing standards</li> <li>• developing an effective whole-school approach to raising standards in literacy</li> <li>• promoting opportunities in the curriculum for students' spiritual, moral, social and cultural development to positively influence students' attitudes to learning</li> <li>• ensuring appropriate professional development is provided, to teachers and leaders at the academy, through a more thorough and rigorous performance management system.</li> </ul>