



| The Vision           |          |                          |              |                 |
|----------------------|----------|--------------------------|--------------|-----------------|
| Precious Lesson Time | Outcomes | Positive Professionalism | SHARED PRIDE | Service Culture |

| 2020/2021 AIM:          | CURRICULUM  | CHARACTER (ONE CULTURE FOR ALL)   | CONDUCT   |
|-------------------------|---|---|---|
| VISION                  | <i>Students thrive in an aspirational and inclusive curriculum where 'precious learning time' is viewed as an entitlement for all. Staff are invested in their curriculum and they use their subject passion to create a vibrant and engaging curriculum.</i>   | <i>A respect for humanity and a safeguarding culture underpins all that we do. Staff and students work in a climate of shared pride and professional growth with a 'service culture' at the heart of our vision.</i>  | <i>Students learn to live values not rules, become active leaders within the learning community and self-regulate their conduct.</i>  |
| OFSTED<br>NEW FRAMEWORK | Overall Effectiveness (LW)<br>Quality of Education (JTH)  | Leadership and Management (JDE)   | Behaviour and attitudes (JSC)<br>Personal Development (JSC)   |
| DEVELOPMENT<br>2020/21  | <p><b>a. Curriculum: intent</b></p> <ul style="list-style-type: none"> <li>i. Review the KS5 curriculum (SLT)</li> <li>ii. T and L – Shift focus to Depth and Memory. (JTH)</li> <li>iii. Curriculum 20/21 – school closure recovery plan (SLT) All key stages.</li> </ul> <p><b>b. Curriculum: implementation</b></p> <ul style="list-style-type: none"> <li>i. Assessment and feedback: AFI 2 (JSC)</li> <li>ii. Differentiation AFI 1 (JTH)</li> <li>iv. Writing AFI 3 (JDE)</li> </ul> <p><b>c. Curriculum: impact (JDE)</b></p> <p>School meets outcome targets 2021</p> <p>All students progress to next stage of education / employment / training</p> | <ul style="list-style-type: none"> <li>i. Development of a broad, positive and inclusive learning community with full parent/carer engagement.</li> <li>ii. Developing Leadership throughout the organisation (Students – JSC; Staff - JDE)</li> <li>iii. Staff Work-load and well-being (LW)</li> <li>iv. Growth and development of the Sixth Form (JSC)</li> <li>v. Financial Security</li> </ul> | <ul style="list-style-type: none"> <li>i. Students move from abiding by the rules to living by the values of the academy. (JSC)</li> <li>ii. Attendance and Punctuality (JSC)</li> <li>iii. Shared Pride and positive professionalism (JDE)</li> <li>iv. Developing student pride and leadership (JSC)</li> </ul> |

AFI 1: Some teachers do not provide pupils with work that is suitably demanding. Leaders should ensure that work matches the aims of the curriculum and meets pupil's needs.

AFI 2: Not all teachers provide clear, direct feedback. Leaders should develop strategies to ensure that all staff consistently provide pupils with clear feedback to deepen their understanding and improve their achievement.



AF13: Leaders should develop strategies to improve the quality of pupils writing across the curriculum.

**1. CURRICULUM**

**LINK GOVERNOR: PHIL HARDING (COG)**

**OFSTED: QUALITY OF EDUCATION (JDE)**

| <b>DEVELOPMENT</b>  | <b>ACTION</b>  | <b>INTENDED IMPACT</b>   | <b>SLT</b> |
|---|--|--|------------|
| Review the curriculum at KS5  | <p>Map KS5 diet per subject – what is the student experience at KS5? (Dec 2020)</p> <p>Introduce recapping and revising throughout SOW (March 2020)</p> <p>Investigate sequencing within SOW and ensure assessment practices are rigorous, regular and drive assessment for learning.</p> <p>Ensure differentiation (including appropriate stretch and challenge) is a feature at Key Stage 5.</p> | <p>The quality of T and L improves as a result of a curriculum designed by subject specialists.</p> <p>Progress accelerates</p> <p>Student engagement improves</p>   | JDE        |
| Teaching and Learning –Shift Focus to Depth and Memory.               | <p>Continued dialogue around HPA tasks and ensure staff awareness of depth rather than breadth (Dec 2020)</p> <p>Ensure opportunities for deep learning are identified in SoW.</p> <p>Define Tasks and Activities that develop memory.</p> <p>Departments to ensure assessment calendars are in place with opportunities for interleaving and recall.</p>  | <p>Increased staff awareness of deep learning.</p> <p>Improved pedagogy in evidence in pupil work.</p> <p>9-6 grades 2021 and projections improve</p> <p>Improved assessment and exam outcomes</p> <p>Evidence of assessment in practice</p> | JTH        |
| Curriculum 20/21 – school closure recovery plan (SLT) All key stages. | <p>Departmental recovery plans in place (Sept 2020)</p> <p>Use of Baseline assessments in first half of autumn term to identify gaps in knowledge, skills and understanding (Oct 2020)</p>   | <p>Identification of key students and key KSU deficit areas.</p>   | JDE        |



|                                |  |  |     |
|--------------------------------|--|--|-----|
|                                | <p>Regular use of Assessment and QLA to identify and address gaps in KSU</p> <p>Continual review of SoW to ensure KSU gaps identified are addressed.</p> <p>Shift to differentiation by knowledge gap.</p> <p>Co-ordinated whole school approach to intervention to ensure targeted support is offered to students who have fallen behind.</p> | <p>Robust intervention plans with rigorous monitoring and tracking of pupil progress.</p> <p>Narrowing of gaps identified in September throughout the year.</p> <p>Positive exam outcomes for all groups of pupils.</p>  |     |
| Assessment and Feedback: AFI 2 | <p>Embed 3M marking policy (Sep 2020)</p> <p>ALPS – Connect to Reflect (Sep 2020)</p> <p>Students are given time to reflect and respond to feedback (Sep 2020)</p> <p>Shape new ways of marking and assessment in the light of Covid-19 (Sep2020)</p>  | <p>Marking is of a consistently good quality across all subjects, all students and all year groups.</p> <p>Feedback leads to accelerated progress.</p> <p>The quality of written work improves.</p> <p>Students reflect on feedback leading to greater engagement with the learning process.</p> <p>New assessment practices in place.</p> | JSC |
| Differentiation: AFI 1         | <p>Differentiation should be a consistent feature of every lesson. (March 2021)</p> <p>Define HPA tasks for new members of staff (Dec 2020)</p> <p>Use of student voice to understand whole school experience for HPA (Oct 2020)</p> <p>Review of HPA strategy document (March 2021)</p>   | <p>Engagement with how the HPA child learns and processes leads to more meaningful differentiation.</p> <p>Improved pedagogy in evidence in pupil learning.</p> <p>9-6 grades 2021 and projections improve</p> <p>Increase in participation rates across school</p>  | JTO |
| Writing: AFI 3                 | <p>Renewed focus on extended writing tasks (Nov 2020)</p> <p>CPD to support all staff to become “teachers of writing” (Jan 2021)</p> <p>Development of a consistent approach to the teaching of writing across the curriculum (March 2021)</p> <p>Robust QA to monitor and track quality of pupil writing (Dec 2020)</p>                       | <p>Evidence of extended writing tasks at all key stages and in all curriculum areas (including areas where writing has not been traditional)</p> <p>All staff confident in consistent use of techniques to support pupil writing.</p> <p>Improvement in quality as well as quantity of pupil writing</p>                                   | JDE |



| Outcomes – targets 2020                                      | <p>Cohort 2021 – targets</p> <table border="1"> <thead> <tr> <th colspan="3">Cohort Summary</th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>129</td> <td>100</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>5.18</td> <td></td> </tr> <tr> <td>Average Estimated A8</td> <td>48.58</td> <td></td> </tr> <tr> <td>Average Total Progress 8</td> <td>0.33</td> <td></td> </tr> <tr> <td>Students Achieving 9-4 in English and Maths</td> <td>111</td> <td>85.4</td> </tr> <tr> <td>Students Achieving 9-5 in English and Maths</td> <td>74</td> <td>56.9</td> </tr> <tr> <td>Students entered and achieving 99-44 in Combined Science</td> <td>95</td> <td>84.8</td> </tr> <tr> <td>Students entered and achieving 99-55 in Combined Science</td> <td>69</td> <td>61.6</td> </tr> <tr> <td>Students in COHORT Achieving the EBacc (Standard Pass) (NEW)</td> <td>18</td> <td>14</td> </tr> <tr> <td>Students in COHORT Achieving the EBacc (Strong Pass)</td> <td>18</td> <td>13.8</td> </tr> <tr> <td>Average English Progress 8</td> <td>0.12</td> <td></td> </tr> <tr> <td>Average Maths Progress 8</td> <td>0.35</td> <td></td> </tr> <tr> <td>Average EBacc Progress 8</td> <td>0.46</td> <td></td> </tr> <tr> <td>Average Open Progress 8</td> <td>0.32</td> <td></td> </tr> <tr> <td>Average Science VA</td> <td>0.367</td> <td></td> </tr> <tr> <td>Average Languages VA</td> <td>1.147</td> <td></td> </tr> <tr> <td>Average Humanities VA</td> <td>0.664</td> <td></td> </tr> </tbody> </table> | Cohort Summary |  |  | Measure | Total | % | Cohort | 129 | 100 | Average Attainment 8 Grade | 5.18 |  | Average Estimated A8 | 48.58 |  | Average Total Progress 8 | 0.33 |  | Students Achieving 9-4 in English and Maths | 111 | 85.4 | Students Achieving 9-5 in English and Maths | 74 | 56.9 | Students entered and achieving 99-44 in Combined Science | 95 | 84.8 | Students entered and achieving 99-55 in Combined Science | 69 | 61.6 | Students in COHORT Achieving the EBacc (Standard Pass) (NEW) | 18 | 14 | Students in COHORT Achieving the EBacc (Strong Pass) | 18 | 13.8 | Average English Progress 8 | 0.12 |  | Average Maths Progress 8 | 0.35 |  | Average EBacc Progress 8 | 0.46 |  | Average Open Progress 8 | 0.32 |  | Average Science VA | 0.367 |  | Average Languages VA | 1.147 |  | Average Humanities VA | 0.664 |  | The School continues its mission to provide a first class education for all students. | JDE |
|--|---|----------------|--|--|---------|-------|---|--------|-----|-----|----------------------------|------|--|----------------------|-------|--|--------------------------|------|--|---|-----|------|---|----|------|--|----|------|--|----|------|--|----|----|--|----|------|----------------------------|------|--|--------------------------|------|--|--------------------------|------|--|-------------------------|------|--|--------------------|-------|--|----------------------|-------|--|-----------------------|-------|--|---|-----|
| Cohort Summary   |   |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Measure  | Total   | %              |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Cohort   | 129   | 100            |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Attainment 8 Grade                                   | 5.18  |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Estimated A8   | 48.58   |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Total Progress 8                                     | 0.33  |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Students Achieving 9-4 in English and Maths                  | 111   | 85.4           |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Students Achieving 9-5 in English and Maths                  | 74  | 56.9           |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Students entered and achieving 99-44 in Combined Science     | 95  | 84.8           |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Students entered and achieving 99-55 in Combined Science     | 69  | 61.6           |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Students in COHORT Achieving the EBacc (Standard Pass) (NEW) | 18  | 14             |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Students in COHORT Achieving the EBacc (Strong Pass)         | 18  | 13.8           |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average English Progress 8                                   | 0.12  |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Maths Progress 8                                     | 0.35  |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average EBacc Progress 8                                     | 0.46  |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Open Progress 8                                      | 0.32  |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Science VA   | 0.367   |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Languages VA   | 1.147   |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |
| Average Humanities VA  | 0.664   |                |  |  |         |       |   |        |     |     |                            |      |  |                      |       |  |                          |      |  |   |     |      |   |    |      |  |    |      |  |    |      |  |    |    |  |    |      |                            |      |  |                          |      |  |                          |      |  |                         |      |  |                    |       |  |                      |       |  |                       |       |  |   |     |



Groups

|          | <b>English</b> | <b>Maths</b> | <b>EBacc</b> | <b>Open</b> | <b>P8</b> |
|----------|----------------|--------------|--------------|-------------|-----------|
| ALL      | 0.12           | 0.35         | 0.46         | 0.32        | 0.33      |
| MALE     | -0.29          | 0.38         | 0.29         | -0.14       | 0.06      |
| FEMALE   | 0.61           | 0.32         | 0.67         | 0.89        | 0.65      |
| PP       | 0.02           | 0.51         | 0.44         | 0.26        | 0.31      |
| NON-PP   | 0.17           | 0.27         | 0.47         | 0.36        | 0.34      |
| SEND     | -1.19          | -0.53        | -0.88        | -1.69       | -1.10     |
| NON-SEND | 0.17           | 0.39         | 0.51         | 0.41        | 0.39      |
| L/MPA    | 0.15           | 0.33         | 0.53         | 0.29        | 0.34      |
| HPA      | 0.15           | 0.44         | 0.48         | 0.44        | 0.38      |



Year 13 targets:

|                             |       |
|-----------------------------|-------|
| APS                         | 31.58 |
| Average Grade               | C     |
| Overall Value Added (SISRA) | tbc   |
| % A*-B                      | 34.8  |
| %A*-C                       | 58.9  |
| %A*-E                       | 100   |

**2. CHARACTER**

**LINK GOVERNOR: STEVE BRADDER (VCOG)**



**OFSTED: LEADERSHIP AND MANAGEMENT (JDE)**

| DEVELOPMENT  | ACTION   | INTENDED IMPACT  | SLT            |
|--|--|--|----------------|
| <p>Development of a broad, positive and inclusive learning community with full parent/carer engagement</p> | <p>Students respond to feedback as a consistent feature of the 3M marking policy. (Oct 2020)</p> <p>The School develops strategies in the light of Covid-19 to ensure parents/carers continue to fully engage in their child's learning. (Oct 2020)</p> <p>A home-school dialogue to be encouraged through the records of learning. (March 2021)</p>   | <p>The quality of written work is monitored by the student, staff and by parents and carers. In-year deterioration reduces and 'September standards' are maintained.</p> <p>Parents and carers have a good understanding of the curriculum, especially at KS3. They become active participants in their child's journey through the school as a result.</p>  | <p>JDE</p>     |
| <p>Developing leadership throughout the organisation.</p> <p>a. Students (JSC)</p> <p>b. Staff (JDE)</p>   | <p>A) Student leadership becomes a feature of 'values not rules'. (March 2021)</p> <p>Student leaders live their leadership with clearly defined roles and identity within school. (March 2021)</p> <p>Student leaders role model expected conduct and provide a source of aspiration for younger students. (Oct 2020)</p> <p>B Opportunities for staff to take on extra responsibilities as a stepping stone to future career progression.</p> <p>NPQ programmes to continue (Oct 2020)</p> <p>Opportunity for Associate SLT member to develop a project throughout the course of the year (Oct 2020)</p> <p>UPS Teacher Whole school targets defined (Sept 2020)</p> | <p>Conduct is self-regulating</p> <p>Students take responsibility for the progress of their school. Success becomes an aspiration for all.</p> <p>The school environment becomes increasingly self-regulating and staff duties reduce as a result.</p> <p>Capacity provided at all levels across the school with opportunities for career enhancement. Staff retention remains high. Alternatively, staff who do leave, only leave for "promoted posts".</p> | <p>JSC/JDE</p> |



|                         |   |  |        |
|-------------------------|---|--|--------|
| Reducing Staff workload | Annual staff welfare survey (April 2021)<br>Covid risk assessments reduce staff workload<br>Removal of break duties.<br>Recommendations for action to be made by SLT to the LGB.                            | Reduction in tasks required of staff which do not directly impact upon the improvement in the quality of teaching and learning.  | LW     |
| Financial Security      | Approved budget achieved with in-year surplus 21/22 (April 2021)<br>Y7 recruitment target Sep 2021: 170 (March 2021)<br>Y12 recruitment target 80 (Jan 2021)<br>Y12 into 13 retention target 95% (May 2021) | More investment can be made in teaching and learning as a result of prudent financial planning.<br>Class sizes remain less than 30.<br>Teachers have access to more resources to reduce workload.<br>Expansion of Sixth Form provision | LW     |
| Governance Restructure  | HOS 3 x Governor panel – operational reporting<br>EHT 4 x LGB – strategic reporting   | Reduction of workload for SLT<br>Governance becomes more strategic   | LW JDE |

**3. CONDUCT**

**LINK GOVERNOR:**

**OFSTED: BEHAVIOUR AND ATTITUDES / PERSONAL DEVELOPMENT (JSC)**





| DEVELOPMENT  | ACTION   | INTENDED IMPACT   | SLT |
|--|--|---|-----|
| <p>Students move from abiding by the rules to living by the values of the academy. (JSC)</p> <p>Value 1: No physical contact</p> <p>Value 2: Staff and student safety during the Covid pandemic.</p> <p>Value 3: Develop school ethos of Pride</p> | <p>Values defined and amended Covid conduct policy reviewed (Oct 2020)</p> <p>Students adapt to social distancing and safe behaviour within school.</p> <p>The theme of Pride becomes part of the fabric of the school.</p>                                | <p>Students self-regulate behaviour</p> <p>Reduction in exclusion</p> <p>Greater participation</p> <p>Students feel a sense of belonging and pride in their school.</p>                     | JSC |
| Attendance and Punctuality   | <p>Lesson-by-lesson registration secure (Oct 2020)</p> <p>Attendance data secure (Oct 2020)</p> <p>Punctuality to school – expectation reinforced (Sep 2020)</p> <p>Potential early issues with school non-attendance are resolved quickly (Sept 2020)</p> | <p>Attendance improves 95%+</p> <p>PA reduces to less than 7%</p> <p>PP attendance 96%+</p> <p>LAC attendance 98% +</p>   | JSC |
| Shared Pride and positive professionalism (JDE)  | <p>All staff feel valued, a sense of ownership of the school and are empowered stakeholders in school improvement.</p> <p>Staff feel supported from all levels of the organisation to meet the challenges of the Covid pandemic.</p>                       | <p>Increased evidence of initiatives being driven “from below” rather than SLT-led.</p> <p>Positive feedback from staff-voice.</p>  | JDE |
| Developing student pride and leadership (JSC)  | <p>Greater student involvement in all aspects of school life</p> <p>Development of prefect role</p>  | <p>Impact measured through student voice.</p> <p>Students become active and engaged members of the school community.</p> <p>Ambassadorial role for students within the wider community.</p> | JSC |