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

2021/2022 AIM:	**CURRICULUM**	**CHARACTER (ONE CULTURE FOR ALL)**	**CONDUCT**
VISION	*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.*	*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. We move from rules to values in our mission and the key school value "Shared Pride", is understood by all.*	*Students learn to live values not rules, become active leaders within the learning community and self-regulate their conduct.*
OFSTED FRAMEWORK	Overall Effectiveness Quality of Education	Leadership and Management	Behaviour and attitudes Personal Development
DEVELOPMENT 2021/22	a. **Curriculum: intent** i. Ensure high standards, excellence in Teaching and Learning and VESPA principles permeate the sixth form (MKI) ii. T and L – Shift focus to Challenge, Depth and Participation (MKI) iii. Respect Agenda (Including Cultural Capital and Diversity) (JTH) iv. Embedding Reading opportunities across all curriculum areas (JDE) v. RSE and Health Ed (including mental health) in SMSC (JSC) vi. Curriculum 21/22 – school closure recovery plan (SLT) All key stages. b. **Curriculum: implementation** i. Assessment and feedback: AFI 2 (MKI) ii. Differentiation AFI 1 (MKI)	i. Development of a broad, positive and inclusive learning community with full parent/carer engagement. (SLT) ii. Developing Leadership throughout the organisation (JDE) iii. Staff Work-load and well-being (JDE) iv. Growth and development of the Sixth Form (MKI) v. Financial Security (LWA) vi. Development of ambition through CEIAG programme (JSC) vii Implementation of ECF and development of the role of the professional tutor (JTH)	i. Students move from abiding by the rules to living by the values of the academy. (SLT) ii. Attendance and Punctuality (JSC) iii. Shared Pride and positive professionalism (JDE) iv. Developing student pride and leadership (JSC) v. Anti-bullying culture lead by students (Diana Award) (JSC) vi. Review of House system (JDE)

iv. Writing AFI 3 (JDE) c. **Curriculum: impact** School meets outcome targets 2022 (SLT) All students progress to next stage of education / employment / training (JSC)		

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.

AFI3: 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)

DEVELOPMENT	ACTION	INTENDED IMPACT	SLT
Ensure high standards and excellence in Teaching and Learning permeate the sixth form	Head of Department meetings focusing on academic progress of students and steps to ensure progress of underperformers. Focus on academic standards within lessons, with high expectations of student work ethic inside and outside of the classroom. Ensure differentiation (including appropriate stretch and challenge) is a feature at Key Stage 5. Quality assure the typical student experience within the Sixth Form through student voice, learning walks and work scrutiny. Introduce 'Student Status' to sixth form, allowing students to earn privileges through hard work and engagement with their learning. Students will be trained through	The quality of T and L improves as a result of a curriculum designed by subject specialists. Progress accelerates Student engagement improves	MKI

	assemblies in the VESPA model to improve attitudes to learning (The A-Level Mindset – Griffin & Oakes, 2016), before eventually introducing the student status model.		
Teaching and Learning – Shift focus to Challenge, Depth and Participation.	Full assessment review with HoDs to ensure that assessments are meaningful and lead to student progress. Summative assessments provide meaningful data which will be used to inform future teaching. Challenge leads to learning – Define idea to increase 'The Ratio: Participation Ratio & Thinking Ratio' within lessons. - Boost participation ratio (PR) – How many students are participating and how often? Provide the scaffolding and support, then remove when appropriate for certain students. - Boost thinking ratio (TR) – When students are participating, how hard are they thinking? Long term memory development – Ensure working memory is not overloaded and opportunities are given to revisit and re-enforce ideas through the use of interleaving and flexibility within curriculum plans.	Increased staff awareness of deep learning. Improved pedagogy in evidence in pupil work. 9-6 grades 2022 and projections improve Improved assessment and exam outcomes Evidence of assessment in practice	MKI
Respect Agenda (Including Cultural Capital and Diversity)	Investigate the Hackney Project for maximising opportunities for widening sources to reflect a greater diversity in the curriculum (as a whole school experience). (Jan 2022) Develop an understanding of diverse representation in teaching staff resource presentation including assemblies (Sep 2021) Create a Year 1 strategic plan for developing students' understanding and appreciation of the diverse world around them. Link to LGBTQ+ audit Heads of Department to devise and implement a cultural calendar, linked to schemes of work and extra-curricular provision	Staff awareness raised and resources developed to reflect a developing professional understanding (Oct 2021) Strategic Plan in place (Sep 2021)	JTH
Embedding Reading opportunities across all curriculum areas.	SRK to develop and implement an action plan to encourage reading across the curriculum. (Sept 21) To include: Departmental reading lists	Students have opportunities for wider reading at all key stages and across all curriculum areas. (Dec 21) Reading becomes habitual for students (June 22)	JDE

	Training in use of reading age scores Enhanced use of library		
RSE and Health Ed (including mental health) in SMSC	Curriculum Audit (September 2021) Parent/carer consultation on provision (September 2021) Implementation from September 2021 Consent education (Ref : Everyone's Invited) from Jan 2022 Mental Health Lead in place Sep 2021 Mental Health First aiders (Student services) (Sep 2021)	Fully compliant by September 2021	JSC
Curriculum 21/22 – school closure recovery plan (SLT) All key stages.	Departmental recovery plans updated (Sept 2021) Use of Baseline assessments in first half of autumn term to identify gaps in knowledge, skills and understanding (Oct 2021) Regular use of Assessment and QLA to identify and address gaps in KSU Continual review of SoW to ensure KSU gaps identified are addressed. Shift to differentiation by knowledge gap. Co-ordinated whole school approach to intervention to ensure targeted support is offered to students who have fallen behind.	Identification of key students and key KSU deficit areas. Robust intervention plans with rigorous monitoring and tracking of pupil progress. Narrowing of gaps identified in September throughout the year. Positive exam outcomes for all groups of pupils.	SLT
Assessment and Feedback: AFI 2	Embed 3M marking policy: (Sep 2021) ALPS – Connect to Reflect (Sep 2021) Students are given time to reflect and respond to feedback (Sep 2021) Shape new ways of marking and assessment.	Marking is of a consistently good quality across all subjects, all students and all year groups. Feedback leads to accelerated progress. The quality of written work improves.	MKI

	Enhance KS5 assessment practices.	Students reflect on feedback leading to greater engagement with the learning process. New assessment practices in place.	
Differentiation: AFI 1	Differentiation should be a consistent feature of every lesson. (Dec 21) Define HPA tasks for new members of staff (Dec 2020) Use of student voice to understand whole school experience for HPA (Oct 2021) Review of HPA strategy document (Feb 2022) Ensure support and scaffolding for LPA and SEND students is a feature of lesson practice. (Feb22)	Engagement with how the HPA child learns and processes leads to more meaningful differentiation. Improved pedagogy in evidence in pupil learning. 9-6 grades 2021 and projections improve Increase in participation rates across school	MKI
Writing: AFI 3	Action plan in place from SRK (Sep 21). To include: Renewed focus on extended writing tasks (Nov 2021) CPD to support all staff to become "teachers of writing" (Jan 2022) Development of a consistent approach to the teaching of writing across the curriculum (Dec 2021) Robust QA to monitor and track quality of pupil writing (Sep 2021)	Evidence of extended writing tasks at all key stages and in all curriculum areas (including areas where writing has not been traditional) All staff confident in consistent use of techniques to support pupil writing. Improvement in quality as well as quantity of pupil writing	JDE
Outcomes – targets 2021/2	Cohort 2021/2 – targets	The School continues its mission to provide a first class education for all students.	SLT

Cohort Summary		
Measure	Total	%
Cohort	112	100
Average Attainment 8 Grade	5.28	
Average Estimated A8	49.86	
Average Total Progress 8	0.25	
Students Achieving 9-4 in English and Maths	103	91.2
Students Achieving 9-5 in English and Maths	68	60.2
Students entered and achieving 99-44 in Combined Science	69	72.6
Students entered and achieving 99-55 in Combined Science	33	34.7
Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	36	31.9
Students in COHORT Achieving the EBacc (Strong Pass)	25	22.1
Average English Progress 8	0.04	
Average Maths Progress 8	0.33	
Average EBacc Progress 8	0.3	
Average Open Progress 8	0.3	
Average Science VA	0.125	
Average Languages VA	0.705	
Average Humanities VA	0.63	

Groups

	English	Maths	EBacc	Open	P8
ALL	0.04	0.33	0.3	0.3	0.25
MALE	-0.31	0.38	0.17	-0.08	0.04
FEMALE	0.41	0.27	0.44	0.69	0.47
PP	0.06	0.28	0.23	0.27	0.22
NON-PP	0.03	0.35	0.34	0.31	0.28
SEND	0.21	0.96	0.04	-0.07	0.23
NON-SEND	0.03	0.29	0.32	0.32	0.26
L/MPA	0.00	0.34	0.26	0.26	0.22
HPA	0.33	0.16	0.29	0.4	0.4

Year 13 targets:

APS	37.38
Average Grade	B-
Overall Value Added (SISRA)	0.41
% A*-B	64.7
%A*-C	88.9
%A*-E	100

2. CHARACTER

LINK GOVERNOR: STEVE BRADDER (VCOG)

OFSTED: LEADERSHIP AND MANAGEMENT (JDE)

DEVELOPMENT	ACTION	INTENDED IMPACT	SLT
Development of a broad, positive and inclusive learning community with full parent/carer engagement	Students respond to feedback as a consistent feature of the 3M marking policy. (Oct 2021) A home-school dialogue to be encouraged through the records of learning. (March 2022)	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. 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.	SLT
Developing leadership throughout the organisation. a. Students (JSC) b. Staff (JDE)	A) Student leadership becomes a feature of 'values not rules'. (March 2022) Student leaders live their leadership with clearly defined roles and identity within school. Student leadership initiative is embedded and becomes part of the fabric of the school. (March 2022) Student leaders role model expected conduct and provide a source of aspiration for younger students. (Oct 2020) B) Opportunities for staff to take on extra responsibilities as a stepping stone to future career progression. Opportunity for Associate SLT member (SRK) to develop a project (Developing Reading and Writing) throughout the course of the year (Sep 2021) UPS Teacher Whole school targets defined (Sept 2021)	Conduct is self-regulating Students take responsibility for the progress of their school. Success becomes an aspiration for all. The school environment becomes increasingly self-regulating and staff duties reduce as a result. 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".	JDE / JSC
Staff Work-load and well-being	Annual staff welfare survey (April 2021) Covid risk assessments reduce staff workload	Reduction in tasks required of staff which do not directly impact upon the improvement in the quality of teaching and learning.	JDE

	Working from home practices to be retained where successful. Recommendations for action to be made by SLT to the LGB.		
Financial Security	Approved budget achieved with in-year surplus 22/23 (April 2022) Y7 recruitment target Sep 2022: 180 (March 2022) Y12 recruitment target 80 (Jan 2022) Y12 into 13 retention target 95% (May 2022)	More investment can be made in teaching and learning as a result of prudent financial planning. Class sizes remain less than 30. Teachers have access to more resources to reduce workload. Expansion of Sixth Form provision	LWA
Growth of the Sixth Form	Enhanced and innovative recruitment procedures including Use of Social Media, advertising, taster days. Enhanced recruitment procedures aimed at JFCS, including Sixth form taster day (Subject to SD)	80 students recruited to Sixth Form	MKI
Development of ambition through CEIAG programme	CEIAG plan in place (Sept 21) and regularly monitored.	0% NEET All students to have had a significant conversation around future careers	JSC
Implementation of ECF and development of the role of the professional tutor	Professional tutor successfully facilitates delivery of ECF. All stakeholders (SLT, mentors, ECT) have clear knowledge and understanding of ECF.	Successful Completion of induction Year 1 for ECTs TRA is a model of best practice with regard to ECF.	JTH

3. CONDUCT

LINK GOVERNOR:

OFSTED: BEHAVIOUR AND ATTITUDES / PERSONAL DEVELOPMENT (JSC)

DEVELOPMENT	ACTION	INTENDED IMPACT	SLT
Students move from abiding by the rules to living by the values of the academy. (JSC) Value 1: No physical contact Value 2: Scholarly behaviours. Value 3: Develop school ethos of Pride	Values defined and communicated to all stakeholders(Oct 2020) Comprehensive tutor and assembly programme to re-inforce school values. Consistency of expectations amongst staff. The theme of Pride becomes part of the fabric of the school.	Students self-regulate behaviour Reduction in exclusion Greater participation Students feel a sense of belonging and pride in their school.	SLT
Attendance and Punctuality	Lesson-by-lesson registration secure (Oct 2021) Attendance data secure (Oct 2021) Punctuality to school – expectation reinforced (Sep 2021) Potential early issues with school non-attendance are resolved quickly (Sept 2021)	Attendance improves 95%+ PA reduces to less than 7% PP attendance 96%+ LAC attendance 98% +	JSC
Shared Pride and positive professionalism (JDE)	All staff feel valued, a sense of ownership of the school and are empowered stakeholders in school improvement. Staff feel supported from all levels of the organisation to provide an outstanding standard of education for students.	Increased evidence of initiatives being driven "from below" rather than SLT-led. Positive feedback from staff-voice.	JDE

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Developing student pride and leadership (JSC)	Greater student involvement in all aspects of school life Development of Student leadership roles. School council is an active force within the school.	Impact measured through student voice. Students become active and engaged members of the school community. Ambassadorial role for students within the wider community.	JSC
Anti-bullying culture led by students (JSC) (Diana Award)	Development and implementation of an anti-bullying action plan. (Oct 2022) Students take an active role as anti-bullying ambassadors Student survey (Oct 2021 and March 2022) shows a demonstrable impact of the anti-bullying strategy.	Diana Award (July 2022) There is a tangible anti-bullying culture which sits side by side the safeguarding culture across the school. Every child is safe and can articulate that they feel safe from harm or intimidation.	JSC
Review of House system	Review and audit the pre-Covid House system, identifying its successes and explore ways of replicating them in the year group system. To create a sense of community in the Year group system. To explore student leadership opportunities through a possible new House system. Explore ways of creating new House group identities through academic competitions, extra-curricular life and charity / community work	Students to feel a sense of community and belonging. Students to make positive contributions to school life and to the wider community.	JDE