



School Development Plan Priorities 2016/17

- **Stretch the most able.**
- **Narrow the gap between all groups of pupils.**
- **Ensure all pupils are adequately prepared new GCSE specifications and terminal exams.**
- **Embed new assessment methodology at KS3**

Priority
Effectiveness of Leadership and Management
<p>Ensure high standards of quality and performance</p> <ul style="list-style-type: none"> • A shared vision of high aspirations and success is celebrated across the Academy • Clear accountability structure in place to quality assure, support and challenge staff at all levels (check the checkers). • Continue to embed subject review with an emphasis on the PP gap and the achievement of the most able. • Robust performance management systems and personalised CPD supports and challenges staff to ensure the highest standards of performance for all, in particular those classed as disadvantaged and the most able. • Align staffing with academy and curriculum demands.
<p>The curriculum is fit for purpose and meets the needs of the local community.</p> <ul style="list-style-type: none"> • Pupils know how to make a positive contribution to society and have the skills needed to enter employment by developing careers education Yr8-11 and increasing the uptake of apprenticeships. • Pupils recognise how to be a successful learner (metacognition). • Develop character education. • Pupils are numerate and literate. • Embed new GCSE specifications and KS3 Learning Journey • The academy supplements the curriculum with a wide range of extra-curricular activities.
<p>Actively promote British Values</p> <ul style="list-style-type: none"> • Continue to promote British Values and SMSC across the curriculum. • Ensure pupils have access to a broad range of cultural experiences (Equality and Diversity) • Continue to monitor and actively tackle bullying and discrimination. • Ensure that staff continue to actively challenge stereotypes and derogatory language.



<p>Demonstrate an ambitious vision for all pupils.</p> <ul style="list-style-type: none"> • Pupils have high aspirations. The vision for high aspirations are shared across the academy, success is celebrated widely. Repeatedly share vision in all aspects of academy life (year 7-11) and in lessons. • Narrow the gaps in achievement between any groups of children and learners. • Pupils demonstrate a thirst for knowledge and a love of learning. • Pupils demonstrate resilience and leadership skills.
<p>Improve the engagement of all stakeholders.</p> <ul style="list-style-type: none"> • Parents are aware of how to support their child’s learning and progress – share KS3 learning journey for each subject. • Improve the engagement of parents of pupils who would be classed as disadvantaged. • Work closely with other providers and employers to enhance provision for pupils and their families.
<p>Quality of Teaching, Learning and Assessment</p>
<p>Teaching excites, fascinate and engages learners.</p> <ul style="list-style-type: none"> • High quality planning at all levels and for all abilities. • Clear learning focus to all lessons. • High engagement (no passive learners).
<p>All teaching is at least good.</p> <ul style="list-style-type: none"> • Exceptional subject knowledge and pedagogy ensure rapid pupil progress at all levels. • Short, medium and long term planning is rigorous and accessible to all. • Lessons are well planned and suitably differentiated to meet the needs of all learners. • All staff have excellent subject knowledge and understanding of new GCSE/BTEC specifications and KS3 framework. • Carefully crafted and individualised CPD, incorporating IRIS technology, leads to a significant improvement in T&L strategies.
<p>Homework is of a high quality</p> <ul style="list-style-type: none"> • Well planned homework, carefully crafted to meet the needs of pupils, enhances and supports classroom provision. • Homework has a clear focus and engages pupils/parents.
<p>Assessment data clearly informs teaching leading to rapid and sustained progress.</p> <ul style="list-style-type: none"> • Monitor KS3 learning journey. Clear alignment between SoW/ learning journey/can do statements/assessments and intervention. • Continue to strengthen the impact of formative assessment particularly pupil responses to marking and feedback (through Green for Growth). • Pupils are aware of how to improve and act upon feedback given to improve their learning (metacognition). • Parents are aware of how to support pupils with their learning- share learning journey and can-do statements.



- Laser sharp interventions. Develop the use of PLCs across departments to identify gaps in knowledge and respond with targeted intervention.
- Ensure pupils are well prepared for the new style GCSE subjects and terminal exams.

Personal Development, Behaviour and Welfare.

Continue to reduce exclusions

- Continue to reduce exclusions
- Subject leaders and Year Leaders consistently monitor and evaluate behaviour across the department/Year group and intervene as appropriate to improve standards of behaviour.
- Respond to increase in pupil numbers by developing social areas.

Improve attendance to above national average.

- Whole school strategy in place to continue to improve attendance for all pupil groups (FSM and K).
- Year Leaders work alongside Assistant Heads of Year to promote, monitor and improve attendance.
- Continue to reduce PA.

Pupils understand how to stay safe and healthy.

- Pupils are educated about extremism.
- Pupils are aware of what constitutes a healthy lifestyle.
- Pupils know how to stay safe on social media
- Pupils are safe from bullying

Outcomes for Children and Learners.

Close the gap between all pupils and those in vulnerable groups (particularly those classed as disadvantaged)

- Classroom teachers use data effectively and as a result, deploy a wide range of strategies and interventions to close the gap.
- Improve attendance for disadvantaged pupils and those classed as SEN without an EHC.
- Increase parental engagement for disadvantaged pupils.
- Review and amend targets set for disadvantaged pupils to narrow the gap.

Stretch the most able

- 4LP for pupils with high prior attainment.
- Ensure no dip KS2-3
- Develop strategies for classroom teachers to stretch the most able.
- Continue to raise aspirations for the most able.



All pupils achieve their potential (minimum 3 LP)

- Continue to improve tracking and intervention systems at KS3.
- Improve staff ownership and accountability of progress and intervention for pupils in lessons.
- Continue to raise standards for all groups of learners at KS4.
- Ensure that pupils are well prepared for terminal exams

All pupils meet the expected standard for RWCM.

- Identify pupils where standards fall below expectations.
- Plan targeted intervention
- CPD for staff at all levels
- RWCM is fully embedded across the curriculum. Continue gains in reading. Embed numeracy in key subjects- maths/DT/Science/Geography.

Post 16 Provision

All Sixth form provision is at least good.

- Continue to improve progress in maths and English through a rigorous programme of tracking and monitoring.
- Ensure that all post 16 teaching is at least good.
- Rigorous tracking and monitoring of attendance and progress leads to outstanding attainment.
- High expectations for all.

Strengthen the Impact of collaboration

Continue to create partnership links with business and the community

- The curriculum is enriched by a range of experiences and opportunities planned with relevant local partners.
- Increase the number of apprenticeships offered externally and taken up by pupils post 16.

Manage the impact of the multi academy trust

- Plan in place to manage costs associated with MAT.
- Growth Plan

Continue to build strong pyramid links

- Network leaders programme is maintained throughout the year to provide support across the pyramid with numeracy and literacy priorities.

Improve the Physical Environment

- Corridors and wall displays updated in all areas- academy vision and high aspirations hared throughout the building.
- Continue to seek opportunities to expand the site capacity.