

SWB ACADEMY Development Plan 2021-22 EXECUTIVE SUMMARY

This strategic plan will guide our future direction and commitment to meet the needs of our students, staff and local community.

The ADP has been collaboratively created by the academy Senior Leadership Team and all stakeholders to support us in realising our vision to become 'First Class' in everything that we do. Priority areas of development have been established through consultation with stakeholders as well as rigorous interrogation of progress data through our Self Evaluation process.

Ormiston Academies Trust: OAT Vision: 'Achieving More Together'

Our mission is to become the Trust that makes the biggest difference, both inside and outside the classroom. When we think about what kind of difference we want to make, this is defined by our three core purposes, which are to **TEACH** and **DEVELOP** our pupils, while we effect **CHANGE** so that we can create schools where no one is disadvantaged.

To achieve our purposes, we need an organisation that is well designed and run, so we can support the work and get the best from our people, resources, estate and technology.

"Anyone can excel. Share what is best. Be inclusive. Enjoy the challenge"

The SWB vision is very simple:

'All SWB students will be respectful, responsible learners experiencing a first class education'

Our Mission

- At Ormiston SWB Academy, we value manners, kindness and celebrate diversity.
- We believe through nurture and hard work that every child has the potential to succeed and be the best that they can be.
- We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities
- Our students will be able to make informed choices in both their personal and work lives.
- Our 'Personal Tutor' and **Character, Organisation, Resilience, Excellence. (C.O.R.E.)** programme ensures that RSE, SMSC, R.E. health, safety and British values are integral and explicitly taught.
- Our CORE curriculum is intended to allow students to learn for life, equipping them with knowledge of the world. Students will have the mental strength and strong character, which will enable them to lead secure successful futures, giving them a distinct advantage in life.
- We have an excellent careers guidance programme which starts in Year 7. Work experience is tailored in Year 10 & Year 12 with a wealth of extracurricular opportunities.
- We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities.

Our building is amazing, with some of the best facilities available to provide exceptional resources for our students and the community. We are firmly dedicated to creating an inclusive environment where we can all feel safe, enjoy and achieve.

However fantastic our building is, it is the people inside it, it is the students and the staff that create our unique family atmosphere.

OBJECTIVES: We are dedicated to:

- Raising aspirations and transforming the lives of our students and the local community.
- Ensuring that students want to learn and achieve.
- Encouraging high self-esteem and high self-respect
- Being innovative, however embracing traditional values

2021-22 VISION – Where we want to be...	
Teaching & Learning	<ul style="list-style-type: none"> • Minimum 30% teaching described as 'Outstanding' 100% of teaching meets SWB expectations • First Class RSE & SMSC provision, enhanced by C.O.R.E. engagement
Progress and Attainment	<ul style="list-style-type: none"> • Progress 8 Score +0.1 G5+EM 40% G4+EM 60% EBacc at 25% and rising • 100% of students moving into sustained education, employment or training • Students make rapid and sustained progress across all subjects, including all vulnerable groups (In particular SEND, HAT Boys, Disadvantaged, Boys) • 85% Reading and Spelling ages at or above Chronological Age (If testing permits due to COVID)
Behaviour & Safeguarding	<ul style="list-style-type: none"> • Attendance at +96% and PA less than 12% • Reduction in number of students requiring Alternative Provision placements • Reduce FTE rate to less than 7.5% during the academic year • Equality of access to and involvement in, enrichment to promote cultural capital
Leadership & Management	<ul style="list-style-type: none"> • 98%+ of parents would recommend the academy • Leadership & Management at all levels is outstanding • All leaders gain appropriate qualification and development • Full and Oversubscribed in Year 7 (For 4th consecutive year) • Year 12 recruitment increased by 25%

FOCUS AREAS - ADP 2021-22	
COVID-19 RECOVERY PLANNING (SLT Lead RHU & Governors WMy, SYP)	
0.1	To support, nurture and encourage all students as they return fully into the academy. Using C.O.R.E. as one of our approaches
0.2	To ensure all lost learning time due to COVID-19 is addressed. Through <i>Bridging Units/Mastery/COVID Catch Up intervention</i>
Well Organised & Well-Run Academy through effective Leadership & Management (Lead RHU, BBA & Governor WMy)	
OVERALL AIM: To achieve an academy of high expectations, high aspirations and excellence	
1.1	Invest in support, training and development for all roles
1.2	Support all staff well-being, through our staff charter and consider workload as a key aspect of academy decision making
1.3	Use the academy's finances efficiently, effectively and economically. Enhance the strategic Leadership of Finance, Buildings & Grounds Maintenance and Community relationships
1.4	Ensure governors have a secure knowledge of the academy holding leaders to account guaranteeing the highest standards
1.5	Ensure Curriculum Development enables the progress and development of all students through: Intent: Clear framework for setting out our aims, including the knowledge and skills to be gained at each stage Implementation: the translation of our framework over time into a structure and narrative, within our context Impact/Achievement: the evaluation of what knowledge and skills learners have gained against expectations
1.6	Listen to all stakeholders to plan collaboratively and hear the voices of all
FIRST CLASS EDUCATION (SLT Lead BBA & Governor WMy)	
OVERALL AIM: For all students in all year groups to make substantial and sustained progress. Ensuring students love the challenge of learning and thrive, because of their thirst for knowledge. Focussing on:	
1. Effective Curriculum Delivery (Including appropriate challenge for all and effective feedback)	
2. Knowledge and Retention. (All students Knowing More & Remembering More)	
3. Removing the barriers to learning: (Particularly our SEND students - see Action Plan)	
2.1	All students achieve at least in line with other students nationally with similar starting points
2.2	Maximising student progress for all students. Ensuring that all sub groups make as much progress as possible. Aspiring to achieve zero difference between any subgroups. Ensure any gaps are reduced <i>SWB target subgroups: SEND, DISAD & HATS, SWB target subjects: English, Maths, Science and Humanities</i>
2.3	Continually review our curriculum and teaching so we know in detail where our strengths & weaknesses lie. 100% of teaching meets SWB expectations. Minimum 30% classed as 'outstanding teaching'.
2.4	Deliver high quality CPD to all staff and support them to ensure all staff develop their practice
2.5	Improve the levels of literacy and develop oracy across the academy
2.6	Ensure accuracy of assessment and subject specific moderation will challenge and support all levels of learning
2.7	Consistent meaningful and motivating high-quality and constructive feedback (and student response) from all teachers is evident across the academy. Embedding a rigorous and robust assessment system, which is manageable for staff
2.8	Improve knowledge & retention through routine use of knowledge organisers (using the SWB strategies) both in the classroom and as part of our homework strategy.
FIRST CLASS BEHAVIOUR & ATTITUDES (SLT Lead DMA, SWo & Governor SWa)	
OVERALL AIM: To ensure students are confident, self-assured learners, with excellent attitudes that have a strong positive impact on their progress. Based upon our core values of Character, Organisation, Resilience & Excellence	
3.1	To continue to provide a strong safeguarding culture, which is embedded into academy life, ensuring a safe & secure environment for all
3.2	Develop expertise of staff in SEND, pastoral and inclusion to ensure barriers are removed and appropriate support is provided to individuals through bespoke intervention and first class teaching
3.3	Attendance will be no less than 96% and vulnerable students will be identified quickly and supported effectively with measurable data. PA will be at least in line with National Average
3.4	Incidents of bullying will continue to be dealt with quickly. A proactive student voice & Anti Bullying alliance will support the student leadership team
3.5	Students will know and understand how to stay safe online and in the real world Ensure students have access to professionals that can offer specialist help in a way that is timely, expert, & appropriate <i>(The academy will collaborate with multi agencies to ensure students benefit from a wide range of opportunities & support)</i>
3.6	Further reduce exclusions through personalised behaviour intervention packages & in house AP
3.7	Enhance the use of Rewards and positive enhancement of first class behaviour and attitudes
FIRST CLASS PERSONAL DEVELOPMENT (SLT Lead BBA & Governor TBar)	
OVERALL AIM: To ensure students are confident, self-assured learners, with excellent attitudes that have a strong positive impact on their progress. Based upon the core values of Character, Organisation, Resilience & Excellence	
4.1	Develop and deliver a high quality C.O.R.E. curriculum which encourages exceptional personal development
4.2	Implement an extensive enrichment programme for staff and students
4.3	To provide a safe and nurturing environment for all. Ensuring access to the full curriculum, that considers not only academic learning and outcomes, but also the context of life-long learning. Outlining key safeguarding issues through our C.O.R.E. plan
4.4	Ensure students' futures are aspirational through engagement in a comprehensive careers strategy. Increasing no's in WEX.
5.0	EFFECTIVENESS OF SWB6 (SLT Lead JBY & Governor WMY & TBar)

Section 0: COVID-19 RECOVERY PLANNING (Lead staff RHU/BBA/DMA/SKI/SWO & Lead Governors WMY/SYP)

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	Staff Responsible (Who?)	Evidence of Success	R.A.G.
<p>0.1 To support, nurture and encourage all students as they return into the academy.</p>	<ul style="list-style-type: none"> Prepare for any ongoing eventualities due to COVID-19 Adapt CORE programme (Future Days, lessons, PT time and enrichment activities) to include spotlight on community issues, mental health topics, sexual health, relationships and careers. Practical and enrichment sessions begin again 	<p>Sept 21 start date</p>	<ul style="list-style-type: none"> DMA & SKI DHU & BBA LLA 	<ul style="list-style-type: none"> Any return lateral flow testing completed Outbreak management plan in place Plans in place for self isolating students C.O.R.E. Programme planned for the year Students and staff feel value from the CORE programme Students have grasped their age-related essential CORE knowledge All practical activities in lessons can resume Full enrichment programme offered after school and positive uptake. All logged on Evolve 	<ul style="list-style-type: none"> Sept flow testing completed ✓ OMP in place ✓ Class Charts to be used for SI students ✓
<p>0.2 To ensure all lost learning time due to COVID-19 is addressed. Through Bridging Units/Mastery/COVID Catch Up intervention</p>	<ul style="list-style-type: none"> Reading strategy to develop a love for reading across the academy Flexible curriculum Road maps adapted around students' progress through the curriculum (including learning affect by restrictions) Embedding consistent routines for learning Tracking progress through the curriculum via Live mark books (including formative and summative data). Teachers and leaders (Directors/SENCO/DoY) using data to strengthen planning/ reteaching/intervention Careful and appropriate use of COVID Catch up funds (See separate Catch-Up plan). Including the appointment of Academic Coaches through Catch up funds 	<p>Begins Sept 2021</p>	<ul style="list-style-type: none"> KMA BBA/JCR/KEL JCR/DMA/BBA JCR DMA/BBA 	<ul style="list-style-type: none"> Reading Aloud initiative in place during PT time Positive impact on age related reading ages evident Successful co-planning sessions Successful Year group reviews completed LW feedback. Staff feedback 100% staff applying routines successfully Assessment Plan for the year in place DoY monitor progress and achievement Co-planning makes use of markbooks Seating plans with supportive information in place across all lessons Academic coaches appointed and appropriately trained AC's supporting key individuals as identified 	<ul style="list-style-type: none"> 3 x AC's appointed ✓ DW Science LB English FA English

Section 1: Well Organised & Well Run Academy through effective Leadership & Management (Lead staff SKi/RHu/BBa/DMA & Lead Governors WMY)

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
1.1 Invest in support, training and development for all roles	<ul style="list-style-type: none"> A clear vision for the academic year, effectively communicated to all leaders, which is devolved down through all staff Ensure all leaders are ambitious to achieve the vision in their role and for the Academy To be responsive to diverse needs and situations Work creatively with, and empowering others Ensure a team ethos permeates the culture of the Academy 	<ul style="list-style-type: none"> September 2021 ongoing – reviewed half termly 	RHu & SLT LM	<ul style="list-style-type: none"> CPD for new leaders/early in leadership at all levels (focus SLT/Dir, engaging in qualification programmes (eg NPQSL/NPQH/NPQML/NPQEL). Engage in a bespoke Middle Leadership Development Programme focused on outstanding practice. Induction of all staff/leaders new to the academy/post to enable swift integration into academy expectations. Rigorous and robust use of Appraisal to set high expectations to hold all leaders to account, detailing carefully planned support. Restructure Middle Leader Meetings, chaired by Principal & VP with items on Outstanding Leadership being a standing agenda item. Ensure all leaders understand their role and how this contributes to the achievement of the academy vision. Ensure a culture where staff excel through a shared team ethos to take responsibility for and ownership of their area. 	Review In last 2 years: <ul style="list-style-type: none"> 70% of our current leadership post holders have undergone a leadership or coaching development programme 20 staff completing or completed NPQ course in the last 2 years SLT have begun Teach First 'Leading Together' coaching programme 8 Middle Leaders are involved in external coaching program 19-20 Appraisal completed (With COVID adaptations) & 20/21 targets set RHu/BBa run all Director Meetings, highlighting best practice. MLT Handbook now used more consistently. OAT staff questionnaire completed
1.2 Support all staff well-being, through our staff charter and consider workload as a key aspect of academy decision making	<ul style="list-style-type: none"> An agreed workload charter which encourages a cohesive culture built around professional trust. Ensure that the key components of the profession are meaningful, manageable and are planned Celebrate staff achievements and put into place strategies which allow staff to raise their concerns in confidence Encourage a healthy approach to work life balance for all staff. Continue to promote avenues for support for staff needing support with their mental wellbeing 	<ul style="list-style-type: none"> September 2021 ongoing – Reviewed termly 	LLA	<ul style="list-style-type: none"> Staff voice to help reflect on effectiveness of the Workload Charter for teaching staff which adapts to the needs of staff. Staff voice shows an improvement in the perceived culture where every member of staff feels valued and is developed. A bespoke Workload charter for non-teaching staff which clarifies their roles and responsibilities to ensure all staff feel included and valued. Calendared termly wellbeing events which give staff the opportunity take part in activities which promote a cohesive and unified culture. Re-introduction staff suggestions through SharePoint. Feedback to staff regarding staff suggestions to be shared fortnightly. Staff survey to show that the suggestions 'box' is valuable and helps staff feel that their thoughts are valued. 	<ul style="list-style-type: none"> Staff survey completed Staff Charter review – Responses collated and feedback given to staff Staff suggestions box to be replaced by staff suggestions tab on SharePoint. All suggestions will be collated, and responses shared with all staff on a fortnightly basis. Wellbeing events – to be planned: Christmas: Staff Christmas party, Staff Christmas quiz plus an optional menu of activities for staff to pick from. Easter: OSWBA great egg hunt (TBC) Summer: Summer BBQ
1.3 Use the academy's finances efficiently, effectively and economically Enhance the strategic leadership of Finance, Buildings & Grounds Maintenance and Community relationships	<ul style="list-style-type: none"> Effective use of Academy Budget, ensuring the Academy is well staffed and resourced Review of monthly Management Accounts Development of CLFP Review of staffing KPI and ratios Continued programme of facilities maintenance through Premises Development Plan (PDP) to ensure a pleasant and safe environment for staff, students and visitors. Relaunch community engagement programmes through internal and external lettings. 	<ul style="list-style-type: none"> Ongoing compliance schedule Promotion & maintenance of current/new lettings through extended contracts. 	RHU/ALA/MWE LTH & Site team with support from OAT	<ul style="list-style-type: none"> Very healthy budget returned, delivering above Trust expectations the previous two years. This has allowed for reinvestment into Academy facilities, IT infrastructure and learning resources. Improved recruitment to Academy priority areas as agreed by Trust due to outstanding financial performance. Building continues to be safe, clean and engaging. Additional classrooms in situ. Additional funding available from lettings to maintain the facilities. 	<ul style="list-style-type: none"> Outstanding financial performance and delivery of surplus for 2020-2021 OAT compliance audit highlighted no concerns Purpose build internal AP provision available from September, leading to reduced expenditure for external services Growing external lettings and wider community engagement post pandemic Reduction in Sixth Form pupil numbers may result in ESFA clawback

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<p>1.4 Ensure governors have a secure knowledge of the academy holding leaders to account guaranteeing the highest standards</p>	<ul style="list-style-type: none"> • A clear vision for the academic year, effectively communicated to and understood by all governors • Programme of regular Governor visits during the day • Appropriate training programme in place for each Governor • Governors reward and recognise the work of staff in the Academy • To provide critical analysis, challenge and support at a strategic level 	<p>3 LGB meetings per year</p> <p>+</p> <p>4 Progress Board meetings</p>	RHU/BMY/SYP	<ul style="list-style-type: none"> • Record of Governors visits into the Academy <ul style="list-style-type: none"> ◦ Governor Learning Walks ◦ Governor disciplinary meetings ◦ Governor attendance at academy training events ◦ Governor attendance at academy events • Roles are elected by governing body on an annual basis and normally in the Autumn term. • Terms of Reference created for LGB and for the sub-committees and formally adopted accordingly • Governors training programme in place • Progress Board Minutes 	<ul style="list-style-type: none"> • Log of all Governor visits now in place • Learning Walks yet to begin due to COVID • New staff governor appointed • New parent governor appointed • ToR in place from OAT. • All meetings follow OAT Schedule of Business for the academic year. Completed
<p>1.5 Ensure Curriculum Development enables the progress and development of all students through:</p> <p>Intent: Clear framework for setting out our aims, including the knowledge and skills to be gained at each stage</p> <p>Implementation: The translation of our framework over time into a structure and narrative, within our context</p> <p>Impact/Achievement: The evaluation of what knowledge and skills learners have gained against expectations</p>	<ul style="list-style-type: none"> • Curriculum vision is communicated to all staff, students and parents • Each faculty has a clearly defined curriculum framework and narrative encompassing a learning journey from Year 7 to Year 13 • Each year group has a defined framework of curriculum including CORE curriculum • CORE curriculum underpins all aspects of personal development, SMSC and British Values • Ensure assessment procedures for all Key Stages are appropriately challenging all ability students to achieve the best possible grades in external examinations, is accurately judged and the outcomes used to inform teaching and learning practice. • Effective feedback leads to students being able to articulate what they are good at in each subject and what (and how) they need to improve 	<p>Review September 2021 and Ongoing</p>	<p>BBA</p> <p>KEL</p> <p>JCR</p> <p>SKI/BBA</p>	<ul style="list-style-type: none"> • Review curriculum provision (including 6th form) in preparation for September 2021 <ul style="list-style-type: none"> ◦ Embedded, refined and developed plans in place • CORE curriculum plan in place and implemented ◦ CORE days planned and fully costed • Clear curriculum plan in place for each faculty area • Strategic year group overview plan in place <ul style="list-style-type: none"> ◦ Staffing ◦ Content ◦ Venues ◦ Passports ◦ Rewards 	
<p>1.6 Listen to all stakeholders to plan collaboratively and hear the voices of all</p>	<ul style="list-style-type: none"> • Development of the first Parental Voice and engagement action plan • July 2021 Parent Voice Survey to ascertain need/want • Calendar of in house parent events/information sessions • Meeting with Sue Bailey to look at best practices • Revision to parent section on academy website to include 'you said, we did' element. 	<p>September 2021 and ongoing</p>	DHU	<ul style="list-style-type: none"> • % attendance and participation in both academy wide parent events and bookable events • Increased engagement with parent surveys • Parental voice is more consistently positive • Improved parental and staff relationships: evidence through two way dialogue 	<ul style="list-style-type: none"> • 3 year vision shared and then developed with all stakeholders

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.1 All students achieve at least in line with other students nationally with similar starting points</p>	<ul style="list-style-type: none"> Embed the updated curriculum and identified pedagogical approaches, including consistent use of retrieval practice, literacy strategies and knowledge organisers Retention and recall strengthen via continuing to develop the use of knowledge organisers in and out of lesson time Embedding routines for learning Ongoing review and adaptation in response to Covid & external qualification developments. CORE Curriculum adapted to include community related aspects giving students a greater sense of belonging. Tracking progress through the curriculum via Live mark books (including formative and summative data). Teachers and leaders (Directors/SENCO/DoY) using data to strengthen planning/reteaching/intervention ½ term Curriculum Reviews led by subject Directors reviewing how effective curriculum implementation has been. Investigate any long-term trends around achievement and diagnose the issue by going back to Year 7. 		SKI/JCR SKI BBA BBA JCR BBA SKI	Autumn 2021 <ul style="list-style-type: none"> 2 Internal Curriculum reviews completed Directors using data to inform action/practice Dec 21/Jan 22 <ul style="list-style-type: none"> Increased % of students gain the essential knowledge required in subjects. June 22 <ul style="list-style-type: none"> Increased % of students gain the essential knowledge required in subjects. August 22 <ul style="list-style-type: none"> Progress 8 Score +0.1 G5+EM 40% G4+EM 60% Improvements in performance at Post 16 <ul style="list-style-type: none"> SWB6 A level A*-E SWB6 Applied Attainment SWB6 Academic Attainment 	We await the DfE announcement concerning any change to exam arrangements. Once this pathway is clear we will communicate any changes to staff and students.
<p>2.2 Maximising student progress for all students. Ensuring that all sub groups make as much progress as possible</p> <p>Aspiring to achieve zero difference between any subgroups. Ensure any gaps are reduced</p> <p><i>SWB target subgroups: SEND, DISAD & HATs</i></p> <p><i>SWB target subjects: English, Maths, Science and Humanities</i></p>	<ul style="list-style-type: none"> Whole academy CPD strengthening staff understanding of how to reduce the barriers to learning (including literacy, numeracy, SEND, disadvantage, mental health) Effective analysis of underperformance by all leaders at all levels ensuring students most affected by school closure and deliver targeted intervention (including SEND and vulnerable students) Effective use of seating plans and provision mapping as tools to guide and adapt interventions Embedding Subject specific strategies: Maths: Mastery curriculum in Yr 7 & 8 standard retrieval starters & modelled examples English: Mastery curriculum in Yr 7 & 8, reading whole texts, oracy to writing strategy Hums: Knowledge & retention activities in all lessons and reducing cognitive load in lessons Timely review of the quality of homework in faculties by the Directors where analysis forms the basis of action for departments and pastoral teams. Staff to use the rewards policy appropriately thus ensuring rewards are viewed as an a strategic tool in raising aspirations by staff and as a key motivator for learners in improving their attitudes towards learning 	Ongoing	BBA JCR BBA LLA LLA LLA	<ul style="list-style-type: none"> Review milestones from previous academic year and use these to ensure milestones are aspirational but achievable. Link Milestones to Rewards prizes. Ensure Directors of Year are clear in their role in tracking and monitoring progress of their year group with regards to achieving milestones Directors of Year to collate termly snapshot for their year groups and evaluate which Year group specific incentives have worked well Directors of Faculty to collate termly snapshot of how rewards are issued for staff under their lead and evaluate which incentives have worked well. Link R1s and R2s to the C.O.R.E values to highlight their place in the Academy's vision. Weekly analysis of positive behaviours through KPI and SD (KS3 and 4) Staff and pupil voice on the attitudes towards and culture of rewards measure effectiveness of the strategy Re-launch the Golden Ticket prize draw and ensure all staff use this strategy appropriately. Promote the end of year Rewards Day event and define criteria for access. Greater use of behaviour ratios to get a truer picture of behaviour for learning. 	<ul style="list-style-type: none"> SLT LM & Directors completed initial curriculum review. Plans for curriculum implementation review to start JAN 21 KOs extended to all years. KO CORE Extra sessions strengthened. Students most affected by C19 closure identified and TAI started. Send out pupil and staff survey at the end of Autumn A Milestone and prizes have been adjusted to ensure adequate challenge and reward are accounted for. Directors termly reports – ongoing Golden Ticket to be relaunched /GT prizes sourced Type of Rewards Day Event to be confirmed

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.3 Continually review our curriculum and teaching so we know in detail where our strengths & weaknesses lie 100% of teaching meets SWB expectations. Minimum 30% classed as 'outstanding teaching'</p>	<ol style="list-style-type: none"> 1. Relaunch SWB Learning Approach: defining what teaching looks like at SWB (including strengthening Routines for Learning) 2. Appropriate Curriculum CPD developing staff expertise at all levels: <u>Senior level</u> – develop understanding of curriculum via CPD and guided line management, <u>Learning level</u> – develop whole staff bodies understanding of science behind learning and barriers to learning (especially SEND and Literacy) via monthly CPD sessions <u>Subject level</u> – developing subject expertise via: <ul style="list-style-type: none"> • Weekly co-planning of enactment of the curriculum • Access to a range of subject based professional learning opportunities – linked to continually signposted by DPA • Training to effectively review curriculum implementation (internal and external) <u>Instructional Coaching</u> -for staff not yet consistency securing learning in their classroom. 3. Implement efficient QA system to analyses the intend v enacted curriculum and review the impact of a SWB education. QA used to identify CPD needs and strengthen curriculum planning moving forward. 4. Ensuring parents and externals can gain a real understanding of our curriculum via the website and social media 	<p>Launch Sept 21</p>	<p>BBA JCR KEL</p>	<p>Internal and external reviews will confirm:</p> <ul style="list-style-type: none"> • Knowledgeable staff body with a sound understanding of learning journeys and curriculum intent • Well sequence Curriculum planning across all subjects with resources that support teaching • Senior can confidently question leaders and diagnose the kind of support/challenge and lead purposeful engagement debates about overall purpose and ambition of curriculum as a whole • QA demonstrates teachers are delivering curriculum as intended and our using their knowledge of the students and how they learn. <p>Dec</p> <p>All subject areas have completed:</p> <ul style="list-style-type: none"> • 3 Curriculum Reviews • Data Analysis on any assessments • Introduced live mark books • Information used to plan improvements <p>April</p> <ul style="list-style-type: none"> • 100% staff fulfilling Routines for Learning • ECTs all on route to strongly passing first year. • External reviews demonstrate the curriculum is being effectively enacted <p>July</p> <ul style="list-style-type: none"> • Data analysis demonstrates most students are making significant progress. • QA demonstrates the curriculum is being effectively enacted 	

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.4 Deliver high quality CPD to all staff and support them to ensure all staff develop their practice</p>	<ul style="list-style-type: none"> • Embed instructional coaching • Enhancing leaders ability to deliver co-planning sessions • Increase the external CPD opportunities for staff, including: <ul style="list-style-type: none"> • Shadowing of roles (internally or externally) • Visit outstanding schools and sharing best practice • Access to post-graduate qualification and/or research • Coaching and/or mentoring to ensure reflective approach • Knowledge enhancement programme regarding wider school management • Links with OAT & We Are Beta Networks (where in place) • Commit extended time to develop Middle Leaders via coordinated and effective line management 	<p>Ongoing from Sept 21</p>	<p>BBA DPA/ SLT LM</p>	<ul style="list-style-type: none"> • CPD for new leaders/early in leadership at all levels (focus SLT/Dirs, engaging in qualification programmes (eg NPQSL/NPQH/NPQML). • Opportunity to experience the authority and responsibility of school leadership • Opportunities to shadow similar roles for a day in one other school • Number of CPD courses staff access 	
<p>2.5 Improve the levels of literacy and develop oracy across the academy</p>	<ol style="list-style-type: none"> 1. Instil and embed a 'reading culture' via 'Read-Aloud Programme' during PT and promoting the use of our library (including virtual library) 2. Purposeful Interventions using reading age test scores to allocate and track progress 3. Enhance learning talk strategies launched to all staff 4. Staff reading and oracy CPD across the academic year 	<p>SEPT 20</p>	<p>KMA</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Students are more independent with their reading and can employ strategies learnt to challenging texts. ▪ Students know how to approach more challenging texts and ask questions of the texts that they read. <p>Oracy</p> <ul style="list-style-type: none"> ▪ Students will speak confidently and fluently in a range of settings and audiences. ▪ Students are able to use their oracy skills when also structuring written responses, which will be most evident in extended pieces. ▪ Students can use a wider range of tier 2 (and 3) vocabulary in their speech <p>Writing</p> <ul style="list-style-type: none"> ▪ Through the regular modelling and scaffolding of writing, students feel more confident to approach extended writing tasks. <p>Students read more widely, both academically and for pleasure.</p>	

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.6 Ensure accuracy of assessment and subject specific moderation will challenge and support all levels of learning</p>	<ul style="list-style-type: none"> • Calendared timelines communicated to staff after standardised assessments are completed • Use of full papers from April of Year 10 • Key Stage 3 tests the essential knowledge and skills to inform curriculum planning. • English and Maths Key Stage 3 utilises the standardised Ark Mastery assessments which undergo formal moderation • Moderation and accuracy of assessment to feed into departmental planning (external moderation where possible – utilising OAT LP's) • GL Assessments in year 7 used to review student progress in September and June. • Rigorous system of data analysis which feeds into curriculum planning at a teacher and leader level. 	<p>Sept 21 Launch</p> <p>Dec 21</p>	<p>JCR</p>	<p>October 21</p> <ul style="list-style-type: none"> • 60%+ of students can confidently articulate what they can do well and what they need to do to improve in each subject. • Students in year 7 are taught a curriculum that matches their academic ability. • Year 7 teaching staff are able to plan the delivery of the curriculum effectively for their classes. • All KS3 tests are moderated to ensure they test the essential knowledge and skills. • External moderation of Humanities/English/Maths/Science assessments using OAT LPs. • All students are in the right sets which matches their current academic ability/performance. • Subject Directors use QLA to review their curriculums and amend long term plans to suit the cohort. • All teachers can confidently articulate what needs to be re-taught to classes and how this has been sequenced into the curriculum. • Students have a curriculum that is delivered to their needs, areas of strength and areas to improve. <p>December 21</p> <ul style="list-style-type: none"> • 80%+ of students can confidently articulate what they can do well and what they need to do to improve in each subject. • All KS3 tests are purposeful and informative for the development of students and the development of the curriculum. • Topics are correctly sequenced because Directors are continuously analysing the QLA from assessments. <p>February 21</p> <ul style="list-style-type: none"> • 100%+ of students can confidently articulate what they can do well and what they need to do to improve in each subject. • All Directors, and all teaching staff are reviewing the QLA data to inform medium and short term planning. • All students will have the curriculum adapted to ensure they are re-taught areas flagged up as needed to improve. 	

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.7 Consistent meaningful and motivating high-quality and constructive feedback (and student response) from all teachers is evident across the academy. Embedding a rigorous and robust assessment system, which is manageable for staff</p>	<ul style="list-style-type: none"> Feedback policy relaunch after covid restrictions Monthly Feedback Learning Walks introduced Enhanced approach to formative and summative assessment - With the aim of ensuring staff have a good understanding of what students have learnt. This includes the use of frequent low stakes testing to ensure all students experience success and celebrate the acquisition of knowledge Introduce the Live mark book to track all assessments Complete student voice to identify quality of feedback Subject Curriculum Reviews include open book looks 	<p>Sept 21 launch</p> <p>Half termly reviews through Year group curriculum reviews</p>	<p>BBA/KEL</p>	<p>Regular effective feedback on leads to students being able to answer following 2 questions (some with prompting):</p> <ul style="list-style-type: none"> What am I doing well in this subject? What do I need to do to improve my work in this subject? 	
<p>2.8 Improve knowledge & retention by embedding the effective use of knowledge organisers into the curriculum</p>	<ul style="list-style-type: none"> LP leading the implementation of knowledge organiser. 3 strategies taught and reinforced to staff and students Ongoing review of implementation – include data analysis, staff and student review 	<p>June 21</p>	<p>KEL</p>	<p>December 20</p> <ul style="list-style-type: none"> 80%+ of students to be using KOs regularly – both in and out of class. All teaching staff to have received CPD on how to effectively use KOs in and out of lesson. 80%+ of teaching staff to be confident in their use of knowledge organisers. Student voice used to analyse areas for improvement. <p>March 21</p> <ul style="list-style-type: none"> Best practice to be shared amongst staff and reflected upon as part of their own teaching practice. Knowledge organisers reflected upon in departments to focus on 'are they quiz able?' And 'are they student friendly?' <p>July 21</p> <ul style="list-style-type: none"> 80%+ of students to be using KOs regularly – both in and out of class. 80%+ of teaching staff to be confident in their use of knowledge organisers. 	<p>Inconsistently used in lesson. January focus on classrooms behaviours will address this.</p> <p>Teaching staff CPD complete.</p> <p>Student voice complete.</p>

Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>3.1 To continue to provide a strong safeguarding culture, which is embedded into academy life, ensuring a safe & secure environment for all</p>	<ul style="list-style-type: none"> • Full compliance with all training requirements, legislation and KCSiE 2021 updates • HSB legislation • Year Teams and Student Services staff lead on early intervention where unsafe behaviour is identified • Liaison and good relationships with external agencies where specialist support is required • Development of Mental Health strategy to raise awareness and ensure support programme in place • Mental Health Ambassadors in place as part of Student Leadership • Mental Health/welfare Governor to support whole academy staff mental health • Parental Survey to be completed • Students and staff questionnaires • Bespoke support plans with additionality provided by Student Services 	<p>Autumn 2021 2021 – 2022</p> <p>2020 – 2021</p> <p>Spring 2021 Autumn 2020</p> <p>2020 – 2021 Spring 2021</p> <p>On-going 2021</p>	<p>SWO HOY</p> <p>SWO SWO/JJO SWO/ SENDCOs /CSI</p>	<ul style="list-style-type: none"> • Annual safeguarding training in place for all staff: Prevent, Online safety, Level 1 KCSiE 2021 updates, Code of Conduct. HSB • Regular external H&S inspections of Academy facility in place • CPD for all staff to raise awareness of early intervention and Partners across city • Counselling support for identified students • Safe hands programme available to identified students • LA external support Inclusion support programme • Educational Psychology and Specialist teacher resources used effectively for high needs students • Improved staff, parental and student relationships: evidence through student, staff and parental dialogue • Students Leadership is established with identified roles • Student and parental concerns are handled effectively using the complaints procedure - outcomes ensure positive relationships • Parent view – Ofsted page, positive feedback • Students participation in survey 	<p>All staff have completed requirements.</p> <p>Completed in recent Safeguarding review and evidence shown of audits.</p> <p>On going CPD for all staff – this is timetabled for briefing in Spring term.</p> <p>Counselling is in place and students in receipt of this.</p> <p>Safe hands programme was timetabled for November, slight delay due to Covid but will commence in December.</p> <p>Inclusion support programme is underway and students are receiving support.</p> <p>High needs students are accessing EP and ST support – reports are being utilised to support with strategies, or next steps identified.</p> <p>Relationships with parents have improved during lockdown and we continue to support anxiety around Covid which further strengthens relationships. Further parental engagement is required.</p> <p>Students Leadership is established. Individuals have been identified (yellow tie) and presentation.</p> <p>A clear system for recording and actioning complaints is now in place.</p>

Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
3.2 Develop expertise of staff in SEND, pastoral and inclusion to ensure barriers are removed and appropriate support is provided to individuals through bespoke intervention and first class teaching	<ul style="list-style-type: none"> SEND focus on CPD forms 25% of all teaching and learning CPD. National College courses offering further development for pastoral staff. Rigorous monitoring of the curriculum to ensure high aspirations and inclusion for SEND students. Observations and live coaching weekly via specialist T&L SENDCO. Focus week for SLT – a week in the life of SEND. Provision Mapping up to date and used effectively – monitoring of strategies for individuals. 	On-going	SWO SAU JKI SLT	<ul style="list-style-type: none"> Staff are well informed and there is an ethos of everyone a teacher of students with SEND. SEND is a high priority across the whole of the academy. Courses have been completed – reflecting development of pastoral staff knowledge and experience. Curriculum planning includes bespoke analysis of SEND provision. QFT including provision for SEND students meeting individual needs. Staff are supported to ensure needs are met through effective strategies and information 	
3.3 Attendance will be no less than 96% and vulnerable students will be identified quickly and supported effectively with measurable data. PA will be at least in line with National Average	<ul style="list-style-type: none"> Year teams to continue to actively chase non-attendance, with particular focus on unauthorised absences Rewards for positive attendance improvements and gains Notification of each stage of non-attendance 92.5% disad – call in for EHA 	2021 - 2022	HOY/LGO/ DHU SWO/SKE SAU/JKI	<ul style="list-style-type: none"> Year group plan in place to ensure bespoke actions Supervision to include standing Year team agenda item - accountability Attendance support from Student Services Action plan to support SEND students with attendance Importance of attendance is evident throughout the whole academy and is discussed routinely in 'Personal Tutor' groups Pastoral supervision includes attendance as standing item and HOY are accountable for attendance. SDs feedback KWI offers daily intervention for hard to reach families and works as an additional layer to support. Attendance is a key priority and the ethos of the academy is to promote high attendance 	
3.4 Incidents of bullying will continue to be dealt with quickly. A proactive student voice & Anti Bullying alliance will support the student leadership team	<ul style="list-style-type: none"> Safeguarding team produce a one page document detailing the bullying 'process' Monitoring of allegations of bullying and reporting to SLT – actions termly Establishing an anti-bullying ambassador Embed ethos/culture of 'A telling School' 	Sept 21 and ongoing Half termly reviews	SWO SWO/SLT LGO/JJO All staff	<ul style="list-style-type: none"> Bullying is a key priority and clear processes/sanctions are followed Data produced termly and presented at LGB – minutes Ant Bullying Ambassador in place and meetings held routinely Student voice ensure ethos of a 'telling Voice' Group safeguarding email to ensure online referrals for students and parents 	<ul style="list-style-type: none"> Bullying incidents are reported. More analysis regrading allegations and actual needs to happen to ensure a clear picture. Anti bullying ambassadors are in place. Online email available. Requires further promotion.
3.5 Students will know and understand how to stay safe online and in the real world Ensure students have access to professionals that can offer specialist help in a way that is timely, expert, & appropriate (The academy will collaborate with multi agencies to ensure students benefit from a wide range of opportunities & support)	<ul style="list-style-type: none"> Safeguarding work with ICT department to embed basic online safety behaviours PSHE/form/assemblies programme include online safety Develop systems of information sharing with parents External agencies to share an enhanced knowledge with students periodically Personal tutor programme CORE Curriculum delivery & CORE Days Assemblies Structured cultural literacy programme targeted through year groups A range of PSHE and SMSC activities delivered by multi-agencies. 	RHu/BBA to launch new CORE Curriculum Sept 21 and ongoing Half termly	SWo DMA ICT staff DHU/SWO BBA	<ul style="list-style-type: none"> ICT planning incorporates online safety at regular intervals Student voice reflects understanding and knowledge CORE Students have good social awareness. Students are aware of what makes a good citizen. Students understand diversity in the community. Students engage in a range of SMSC and PSHE activities being more informed of healthy relationships. Raised aspirations; students experience higher education and have access to advanced learning skills programme 	Included as part of ICT planning, evidenced in recent safeguarding review.

Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
3.6 Further reduce exclusions through personalised behaviour intervention packages & in house AP	<ul style="list-style-type: none"> Bespoke pathways produced for individual students to support learning and pastoral needs. Pastoral system interventions SEND interventions Multi-agency interventions SWO/JJO to liaise with learning pathways team to monitor students attendance and progress. DMA Inclusion forum – to discuss students causing concerns and identify Pastoral and SEND interventions. Access arrangements, Referrals into multi-agencies to support students DOY to support academic success and reduce barriers to learning 	Sept 21 and ongoing Half termly reviews	DMA LGo DHu SWO	<ul style="list-style-type: none"> Low level disruption reduced/repeated incidents reduced Line management meetings show monitoring/support. Class Charts analysis Sanctions data to show improving trends Students targeted appropriately. Students engaged in learning and make expected progress. FTE's are reduced (and without additional inclusive networks such as managed IE and managed moves) Provision mapping tool showing improved Quality first teaching and identifying pupils' needs Improved work with the LA and external partners– e.g. safe hands programme Inclusion forum identified correct support for pupils Reduced detentions suggest that engagement is improving 	<ul style="list-style-type: none"> LA wide intervention is occurring such as PCSO RESPECT programme, 'Inclusion support' and 'safe hands' programme
3.7 Enhance the use of Rewards and positive enhancement of first class behaviour and attitudes	<ul style="list-style-type: none"> Directors monitoring and reporting on behaviour sanctions SEND Provision tool Restorative Justice Effective use of Rewards Policy as the vehicle for driving high aspirations and attitudes to learning which help pupils to excel. Reward Culture embedded in academy life <ul style="list-style-type: none"> Golden Tickets Phone calls home Social media Internal screens Sharing success with students Weekly student updates and challenges Curriculum Reviews Supportive learning walks	Sept 21 and ongoing Half termly reviews	BBA/SWO LLA LLA LLA DMA	<ul style="list-style-type: none"> Weekly analysis of positive behaviours through KPI and SD (KS3 and 4) Half termly analysis of rewards by staff and Directors of Year where learners efforts and attitudes to learning are rewarded Rewards linked to values – Increased positive calls home Monitor appropriate use of rewards through observations and LW Pupil voice to state that rewards are a motivating factor for them when learning both inside and outside of the classroom Staff know the needs of their students. Reduced incidents of low level disruption. Pupil voice on effectiveness of rewards policy Provision mapping tool to enhance staff knowing needs of children – although ASR has much of this information Reduced detentions show less low level disruption 	

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>4.1 Develop and deliver a high quality C.O.R.E. curriculum which encourages exceptional personal development</p>	<p>Ensure the LTP is appropriate for the students' needs :</p> <ul style="list-style-type: none"> Review LTP and incorporate Our Community (Diversity) focuses into the plan – this includes: <p>Lessons & Days PT time & Assemblies CORE/Cultural/Community calendar Enrichment opportunities 21/22 version LTP produced</p> <p>Ensure staff have the skills to plan and deliver CORE program</p> <ul style="list-style-type: none"> AAP Curriculum work with 1 DoY to QA MTP and strengthen. Producing model MTP and resources – creating a guidance sheet to create CORE plans and resources Each DoY linked to a member of L&T to strengthen Autumn 1 and Safeguarding units Build CPD/co-planning time into Tuesday night CPD program DoY work with relevant departments/staff to devise units and CORE day Plans Termly QA of implementation of CORE curriculum <p>Ensure all students understand and benefit from the CORE curriculum</p> <ul style="list-style-type: none"> Sept 2021 relaunch with each year (staff & students) being shown their years journey from the start Define how student work will be collated ½ termly student review lessons – what are my strengths/what do I need to focus on? Collate work in CORE journal Tracking CORE development & engagement in enrichment opportunities CORE Awards – on going throughout the year but resulting in graduation. <p>Celebration of CORE achievements across social media and academy digital signs</p>	<p>Sept 21 and ongoing</p> <p>Half termly reviews</p>	<p>BBA</p> <p>DHU</p> <p>LGO</p> <p>JBY</p>	<ul style="list-style-type: none"> Resources on staff portal Staff voice Student voice Engagement during CORE lessons and CORE day Increased student confidence Student accreditation towards CORE Graduation at the end of the year Parental and community feedback 	

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
4.2 Implement an extensive enrichment programme for staff and students	<ul style="list-style-type: none"> • Full range of enrichment opportunities on offer • All students and stakeholders aware of offer • Activities RA'd and adequate resourcing 	Sept 21 Ongoing ½ termly & after	LLA	<ul style="list-style-type: none"> • Full range of enrichment opportunities on offer • Engagement of all activities mapped and analysed on EVOLVE • Increased participation across all year groups 	
4.3 To provide a safe and nurturing environment for all. Ensuring access to the full curriculum, that considers not only academic learning and outcomes, but the context of life-long learning. Outlining key safeguarding issues through our C.O.R.E. plan	<ul style="list-style-type: none"> • Adapt the CORE curriculum ensuring it meets the needs of students in light of school closure and the RSE guidance • Plan effective MTP's and quality resources (alongside appropriate CPD) to enable CORE teachers to deliver positive learning experiences. • Adapt the CORE Futures Program to ensure our offer is delivered • Regular student and staff voice informs future planning • External CORE Curriculum review • End of Year Graduation 	Sept 21 Ongoing ½ termly & after Core Days Spring 22 July 22	BBA/DHU/LGO JBY SLT & Directors of Years	<ul style="list-style-type: none"> • Positive Student and Staff voice • External Review • % of CORE Future Programme achieved towards graduation 	
4.4 Ensure students' futures are aspirational through engagement in a comprehensive careers strategy. Increasing no's in WEX.	<ul style="list-style-type: none"> • Bespoke careers programme for every year • Dedicated CEG • Student 1:1 careers meetings on request • Act on feedback from the Careers Quality Award Mark (successfully completed in January 2021). • Provide careers interviews (1:1) lower down the school in year 9. • Development of C.O.R.E. curriculum to underpin personal development, confidence and self-belief • Development of PT's and Year Team roles to support and promote the role of CEIAG across the academy • Aspire to HE in place and targeting students for university consideration. • Ensure effective compliance with the Gatsby benchmarking and national careers strategy • Provision is improved and embedded for work experience so that an increasing number of students complete WEX. • Students to become more independent making decisions about future career choices. • Links to careers made explicit through department's approach to teaching of schemes of learning. 	Sept 2021 Action plan ongoing throughout 2021/22 September 2021 Ongoing December 2021	DOY/JJN/ JCR SKI/JCR BBA/ DHU/LGO & Dir's of Year	<ul style="list-style-type: none"> • Successful completion of the Careers QA Mark • A virtual programme to be launched which provides students with access to the same experiences/speakers that would normally be delivered. • The number of NEETs to continue to decline. • All students to confidently articulate their career path/post 16 or post 18 options. • Quality Assurance of CEG provision including student voice • Develop Year 9 Options Process further to deepen parental involvement in careers/choices well before options take place. (The 2021 cycle was moved to virtual at short notice owing to the pandemic) Improve full Ebacc participation • Careers units and days incorporated in each year. • CORE program tweaked to reflect current needs and meet RSE criteria • Year 9 Options in place. Ambition raised in triple science and computer science. Full Ebacc target to improve for 2022 • Aspire to HE contract signed and organised for 2021-2. TSH leads this. Campus visits planned • Jan 22 - At least a score of 90% in 8 Gatsby benchmarks 	Connexions interviews are underway. Students are able to talk about options <ul style="list-style-type: none"> • 100% of students wishing to go to university did so in 2021. 6 students secured places at Russell group universities.

OVERALL AIM: To maximise the effectiveness of the Sixth Form

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	Staff Responsible (Who?)	Evidence of Success	R.A.G.
5.1 Achievement – students perform equally as well as others nationally	<ul style="list-style-type: none"> Analysing performance data with teachers and directors at least 3 times per year Visit lessons regularly Sample book scrutiny Bespoke CPD for post 16 staff e.g. stretch and challenge Mentoring (Academic Intervention plan) and risk registers lead to increased outcomes Ensure we have the right students on the right courses from year 12 Reduce cover issues in post 16 lessons Careers guidance leads to aspiration amongst students. EPQ and LIBF are used to boost students' profiles Maths and English resits continue to be successful Ensure SEN students are supported fully 	<p>Sept Jan March</p> <p>All year</p> <p>Ongoing</p> <p>As per CPD calendar</p> <p>Ongoing</p> <p>August – Oct</p> <p>End of Sept</p> <p>Ongoing</p>	<p>6th form team, directors, teacher</p> <p>Directors / SLT</p> <p>SSH / JBY / BBH</p> <p>6th form team</p> <p>JBY SKI teachers</p> <p>Cover manager / JBY / teachers</p> <p>6th form team</p> <p>CPO and SHT with JBY</p> <p>JBY and CCH and KPO</p>	<ul style="list-style-type: none"> Teachers, directors, leaders are all aware and are being held to account of the progress of their classes Lessons show stretch and challenge, engagement and appropriate strategies to enable our learners to succeed Books show stretch and challenge, engagement and appropriate strategies to enable our learners to succeed Student voice of mentoring system Risk register info leads to intervention Improved retention and outcomes Non covered lessons in post 16 – student engagement in cover lessons increases Students are aware of their next steps and these are within reach Courses launched and lead to added value and uni offers VA continues to be improving trend SEN student voice is positive about the support they receive 	
5.2 Enrichment supports achievement and leads to students standing out on applications and leaving us ready for the next stage in their lives	<ul style="list-style-type: none"> Analysing performance data with teachers and directors at least 3 times per year Visit lessons regularly Sample book scrutiny Bespoke CPD for post 16 staff e.g. stretch and challenge Mentoring (Academic Intervention plan) and risk registers lead to increased outcomes Ensure we have the right students on the right courses from year 12 Reduce cover issues in post 16 lessons Careers guidance leads to aspiration amongst students. EPQ and LIBF are used to boost students' profiles Maths and English resits continue to be successful Ensure SEN students are supported fully 	<p>Sept Jan March</p> <p>All year</p> <p>Ongoing</p> <p>As per CPD calendar</p> <p>Ongoing</p> <p>August – Oct</p> <p>End of Sept</p> <p>Ongoing</p> <p>Launched Sept</p> <p>Ongoing</p>	<p>6th form team, directors, teachers</p> <p>SLT</p> <p>Directors / SLT</p> <p>SSH / JBY / BBH</p> <p>6th form team</p> <p>JBY SKI teachers</p> <p>Cover manager / JBY / teachers</p> <p>6th form team</p> <p>CPO and SHT with JBY</p> <p>JBY and CCH and KPO</p>	<ul style="list-style-type: none"> Teachers, directors, leaders are all aware and are being held to account of the progress of their classes Lessons show stretch and challenge, engagement and appropriate strategies to enable our learners to succeed Books show stretch and challenge, engagement and appropriate strategies to enable our learners to succeed Student voice of mentoring system Risk register info leads to intervention Improved retention and outcomes Non covered lessons in post 16 – student engagement in cover lessons increases Students are aware of their next steps and these are within reach Courses launched and lead to added value and uni offers VA continues to be improving trend SEN student voice is positive about the support they receive 	•
5.3 Students at SWB6th are aspirational in their choice of post 18 destinations	<ul style="list-style-type: none"> Analysing performance data with teachers and directors at least 3 times per year Visit lessons regularly Sample book scrutiny Bespoke CPD for post 16 staff e.g. stretch and challenge Mentoring (Academic Intervention plan) and risk registers lead to increased outcomes Ensure we have the right students on the right courses from year 12 Reduce cover issues in post 16 lessons Careers guidance leads to aspiration amongst students. EPQ and LIBF are used to boost students' profiles Maths and English resits continue to be successful Ensure SEN students are supported fully 	<p>Sept Jan March</p> <p>All year</p> <p>Ongoing</p> <p>As per CPD calendar</p> <p>Ongoing</p> <p>August – Oct</p> <p>End of Sept</p> <p>Ongoing</p> <p>Launched Sept</p> <p>Ongoing</p>	<p>6th form team, directors, teachers</p> <p>SLT</p> <p>Directors / SLT</p> <p>SSH / JBY / BBH</p> <p>6th form team</p> <p>JBY SKI teachers</p> <p>Cover manager / JBY / teachers</p> <p>6th form team</p> <p>CPO and SHT with JBY</p> <p>JBY and CCH and KPO</p>	<ul style="list-style-type: none"> Teachers, directors, leaders are all aware and are being held to account of the progress of their classes Lessons show stretch and challenge, engagement and appropriate strategies to enable our learners to succeed Books show stretch and challenge, engagement and appropriate strategies to enable our learners to succeed Student voice of mentoring system Risk register info leads to intervention Improved retention and outcomes Non covered lessons in post 16 – student engagement in cover lessons increases Students are aware of their next steps and these are within reach Courses launched and lead to added value and uni offers VA continues to be improving trend SEN student voice is positive about the support they receive 	•

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
5.4 Increased numbers of students choose SWB6th and remain with us	<ul style="list-style-type: none"> Ensure we offer the courses that students want – student voice and look at the year group make up coming through – compare with year 10 interviews data. Consider tech level courses. Level 2 pathway. Consider staffing implications early on for any course changes / additions Marketing budget secured Consider offering students the halfway house they wish for – one afternoon off a week – needs to be given to timetable early Release for team to go out to other schools for careers fayres, assemblies etc Time for interviews Taster days 	<p>Ongoing from Sept 21</p> <p>Ongoing – Feb</p> <p>By Feb</p> <p>Sept 21 onwards – dates already out</p> <p>July 22</p>	<p>JBY SLT</p> <p>JBY SLT</p> <p>JBY ALA</p> <p>JBY LLA</p> <p>JBY BBH</p> <p>JBY teaching staff</p>	<ul style="list-style-type: none"> Increased application numbers and enrolled students Increased, suitable offer for students Timetabling supports need Marketing budget supports need Marketing leads to higher numbers Timetable offers one afternoon a week off Careers fayres attended Interviews take place and students feel supported Taster days happen and are well planned 	•
5.5 SWB6th as leaders in the whole school	<ul style="list-style-type: none"> SWB6th leadership team created and aligns with KS3 and 4 system SWB6th students support the other years and are active role models e.g. buddies, mentoring SWB6th students lead the way in charity and enterprise events SWB6th reps are present in all academy activities SWB6th returns to whole school house system to enable SWB6th to lead competition across the academy SWB6th students run and support enrichment for younger students 	<p>In process</p> <p>From Sept 21</p>	<p>JBY LGO</p> <p>JBY LGO</p> <p>JBY HWA</p> <p>JBY JCR</p> <p>JBY JCR</p>	<ul style="list-style-type: none"> Leadership team set up and students support all school events Lower school students look to SWB6th as role models Lower school students feel supported and guided by SWB6th students Enrichment and support offered by SWB6th students SWB6th students lead house events 	•
5.6 Attendance in SWB6th supports the learning of students and shows an improving trend	<ul style="list-style-type: none"> Form tutors drive first stage of attendance 'watch' Pastoral team use new policy – ring students who are not in and make parents aware of current percentage attendance Wave warning system for attendance – letter sent home / parents called in Tracking spreadsheet for team and teaching staff use to be fully embedded 	<p>From Sept 21</p>	<p>Personal tutors JBY BBH</p> <p>HWA KDU JBY BBH</p> <p>6th team</p> <p>6th team</p>	<ul style="list-style-type: none"> Personal tutors having discussions re attendance and this is reducing absence New system is used and is reducing absence Parents feel supported and understand our policy Students aware of the wave policy Spreadsheet used to reduce absence and to facilitate communication with teachers and team 	•