

SWB ACADEMY Development Plan 2020-21 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, Middle Leadership Team, staff and Governors to support us in realising our vision to become exceptional 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. 'Learning for Life, Securing Success' is fundamental in all we do

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

2020-21 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 • Outstanding 2020 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% English Baccalaureate at 15% • 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 7.5% during the academic year • Equity 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 outstanding • All leaders gain appropriate qualification and development • Full and Oversubscribed in Year 7 for 7th consecutive year • Year 12 recruitment increased by 25%

FOCUS AREAS - ADP 2020-21

COVID-19 RECOVERY PLANNING (Lead RHU & Governors WMy, SYP)

0.1	To support, nurture and encourage all students as they return 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>
0.3	To develop staff, strengthening their knowledge and practices to positively impact on students return to the academy

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT (Lead RHU, BBA & Governor WMy)

OVERALL AIM: To achieve an academy of **high expectations, aspirations and excellence**

1.1	To develop and maintain high quality leadership and develop emerging leaders at all levels
1.2	Ensure emerging leaders are developed and guaranteed succession planning is in place
1.3	Ensure governors have a secure knowledge of the academy holding leaders to account guaranteeing the highest standards
1.4	Ensure Curriculum Development ensures 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
1.5	To develop, nurture and embed a culture of aspiration and innovation across the academy
1.6	Enhance the strategic leadership of Finance, Buildings & Grounds Maintenance and Community relationships

QUALITY OF EDUCATION (Lead BBA & Governor WMy)

OVERALL AIM: For all students in **all year groups** to make substantial and sustained progress.

Ensuring all students **love the challenge of learning and thrive** in lessons, because of their thirst for knowledge.

Focussing on: **1. Effective Curriculum Delivery** (including feedback & appropriate challenge)

2. Knowledge and Retentions 3. Removing the barriers to learning (Particularly SEND students)

2.1	All students achieve at least in line with other students nationally with similar KS2 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: MATs, HATs, HAT Boys, SWB target subjects: English, Maths, Science and Humanities</i>
2.3	To embed well sequenced and resourced curriculum across the academy.
2.4	To improve progress and attainment of Sixth Form Students for them to achieve at least in line with other students nationally
2.5	100% of teaching meets SWB expectations. Minimum 30% classed as 'outstanding teaching'.
2.6	Improve the levels of literacy and develop oracy across the academy
2.7	Ensure accuracy of assessment and subject specific moderation will challenge and support all levels of learning
2.8	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
2.9	Improve knowledge & retention by embedding the effective use of knowledge organisers into the curriculum

BEHAVIOUR & ATTITUDES (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	To continue to create the conditions of a positive learning environment for every student and teacher
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 <i>SWB targeted subgroups: SEND, HATs, Boys, Disad</i>
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 The academy will collaborate with multi agencies to ensure students benefit from a wide range of opportunities & support
3.6	Implement the extensive enrichment programme for staff and students. When appropriate following COVID
3.7	Students will be self-disciplined and take responsibility for their actions. Respect will drive success and restorative justice will develop relationships through the pastoral system
3.8	FTEs will be further reduced through inclusive pathways of learning
3.9	To develop independent and aspirational learners who have respect within our community

PERSONAL DEVELOPMENT (Lead BBA & Governor TBa)

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	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
4.2	To create the conditions of a positive learning environment for every student and teacher
4.3	Development of the C.O.R.E. Character, Organisation, Resilience & Excellence experience to ensure students advance towards meeting all challenges and expectations in each year group
4.4	Ensure students' futures are aspirational through engagement in a comprehensive careers strategy. Increasing no's in WEX.

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



OVERALL AIM: To safely and carefully reopen (and continue to adapt) the academy due to the COVID-19 virus

0.1. To support, nurture and encourage all students as they return 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 Bridging Units/Mastery/COVID Catch Up intervention 0.3. To develop staff, strengthening their knowledge and practices to positively impact on students return to the academy					
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	Staff Responsible (Who?)	Evidence of Success	R.A.G. 16.11.20
0.1 To support, nurture and encourage all students as they return into the academy. Using C.O.R.E. as one of our approaches	<ul style="list-style-type: none"> Stage 1 – Partially re-open the academy for Year 10 & 12 on a rotation basis Stage 2 – Fully re-open the academy in September Stage 3 – Prepare for any ongoing eventualities due to COVID-19 (SI students, bubble students and staff absences) 	<ul style="list-style-type: none"> June 2020 Sept 2020 Sept 2020 (Tier 1 Restrictions) 	<ul style="list-style-type: none"> SLT SLT SLT 	1. Year 10 on rotation timetable 2. Following Risk Assessment of COVID 19 plans all students return with good attendance to follow full curriculum. 30 minutes of extra C.O.R.E. lessons are scheduled and prepared with high quality content to support the students post lockdown 3. Plans in place for <ul style="list-style-type: none"> SI students Larger groups of 'Bubble SI' students Staffing absences <ul style="list-style-type: none"> 5.10.20 Year 8 53 student bubble SI 14.10.20 Year 8 27 student bubble SI 14.10.20 Year 10 59 student bubble SI 11.11.20 Year 13 15 student bubble SI 	Completed ✓ Completed ✓ Completed ✓ To date <ul style="list-style-type: none"> Year 9 working @ home 16.11.20 Year 13, 10, 9 & 8 bubbles have had to isolate
0.2 To ensure all lost learning time due to COVID-19 is addressed. Through Bridging Units/Mastery/COVID Catch Up intervention	<ul style="list-style-type: none"> Implementation of OAT bridging units Implementation of PIXL materials Create and implement Knowledge Organisers for all students Implement and QA additional daily 30 minute C.O.R.E. sessions (Reading/Literacy, Numeracy & Knowledge Organisers) 	<ul style="list-style-type: none"> Begins Sept 2020 	<ul style="list-style-type: none"> BBA/JCR/KEL 	Careful and appropriate use of COVID Catch up funds (See separate Catch Up plan) Appointment of Academic Coaches through Catch up funds 3 stages of Catch Up Plan identified and implemented <ol style="list-style-type: none"> Identify students adversely affected by lockdown through scoring system Map out appropriate interventions for each student (Quality first teaching/Small group intervention/Academic mentoring) Deliver interventions Review impact after 12 weeks Identify students for Cohort 2 	Completed ✓
0.3 To develop staff, strengthening their knowledge and practices to positively impact on students return to the academy	<ul style="list-style-type: none"> Staff training through extensive Further enhance online learning provision for students and training for staff 	<ul style="list-style-type: none"> Begins Sept 2020 during training day and ongoing as pandemic evolves 	<ul style="list-style-type: none"> BBA/JCR/KEL 	<ul style="list-style-type: none"> Staff training and walkthroughs on COVID Health & Safety routines. (Escorting, sanitising, different routes, one way systems etc) Training on MS Teams/Class Charts/Live lessons 	Sept training days Completed ✓

OVERALL AIM: To achieve an academy of high expectations, aspirations and excellence

- 1.1. To develop and maintain high quality leadership and develop emerging leaders at all levels
 1.2. Ensure emerging leaders are developed and guarantee succession planning is in place
 1.3. Ensure governors have a secure knowledge of the academy holding leaders to account guaranteeing the highest standards
 1.4. Ensure Curriculum Development ensures 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
 1.5. To develop, nurture and embed a culture of aspiration and innovation across the academy
 1.6. Enhance the strategic leadership of Finance, Buildings & Grounds Maintenance and Community relationships

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G. 23.11.20
1.1 To develop and maintain high quality leadership and develop emerging leaders at all levels	<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 	September 2020 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. Develop 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. 	<p>In last 2 years:</p> <ul style="list-style-type: none"> 70% of our current leadership post holders have undergone a leadership or coaching development program 20 staff completing or completed NPQ course in the last 2 years SWB have begun Teach First 'Leading Together' coaching programme for all SLT 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. Awaiting results.
1.2 Ensure emerging leaders are developed and guarantee succession planning is in place	<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 Commit extended time to develop Middle Leaders' vision and expertise of development planning Links with OAT Networks (where in place) 	Ongoing	BBA/JTL/ 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). Opportunity to experience the authority and responsibility of school leadership Opportunities to shadow similar roles for a day in one other school 	<ul style="list-style-type: none"> MLT Directors are now shadowing a variety of SLT and Senior Director roles CPO/ MTA/ AHA/ KEL/SSH 21 out of 34 leaders on leadership courses are on next level courses Current COVID restrictions prohibit such opportunities
Priority (What?)	Action Required - Tasks	When will it be done?	By Whom?	Evidence of Success	R.A.G. 23.11.20

	(How?)				
<p>1.3 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/BM/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 <p>• Progress Board Minutes</p>	<ul style="list-style-type: none"> • Log of all Governor visits now in place • Completed • Learning Walks yet to begin due to COVID • New staff governors due to be appointed for next LGB • New parent governor due to be appointed for next LGB <ul style="list-style-type: none"> • ToR in place from OAT. Completed ✓ • All meetings now follow OAT Schedule of Business for the academic year. Completed ✓ • PB1 & 2 Completed ✓
<p>1.4 Ensure Curriculum Development ensures 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-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 2020 and Ongoing</p>	<p>SKI/JCR/ BBA/DHU/LG ◦ & Dir's of Year</p>	<ul style="list-style-type: none"> • Review curriculum provision (including 6th form) in preparation for September 2021 <ul style="list-style-type: none"> ◦ Embed, refine and develop • CORE curriculum plan in place and implemented <ul style="list-style-type: none"> ◦ 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 	<ul style="list-style-type: none"> • Curriculum review completed during 19-20. On-going adaptations due to COVID. Review of implementation to take place Spring 21 • C.O.R.E. curriculum now in place. Off-site enrichment trips and visits postponed due to COVID • Curriculum plans and learning journeys now completed and will undergo ongoing review • TBC

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G. 23.11.20
<p>1.5 To develop, nurture and embed a culture of aspiration and innovation across the academy</p>	<ul style="list-style-type: none"> • 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 embedded for work experience, career experience and employer engagement opportunities • Raising aspirations of parents through informed knowledge of different pathways available. • 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. 	<p>Ongoing</p> <p>July 20 and ongoing</p> <p>Sept 20 and ongoing</p>	<p>SKI/JCR/ BBA/ DHU/LGO & Dir's of Year</p>	<p>End of each term</p> <ul style="list-style-type: none"> • Quality Assurance of CEG provision including student voice <p>• Develop Year 9 Options Process further to deepen parental involvement in careers/choices well before options take place.</p> <p>January 21</p> <ul style="list-style-type: none"> • At least a score of 50% in all 8 benchmarks <p>June 21</p> <ul style="list-style-type: none"> • At least a score of 80% in all benchmarks 	<ul style="list-style-type: none"> • Careers units and days incorporated into each year. • CORE program tweaked to to reflect current needs and meet RSE criteria • CEIAG QA completed by JCr... • Gatsby Benchmark Update... • Draft Year 9 Options in place ... SKI • JCr to confirm
<p>1.6 Enhance the strategic leadership of Finance, Buildings & Grounds Maintenance and Community relationships</p>	<ul style="list-style-type: none"> • To continue the ongoing programme of maintenance to ensure a pleasant and safe environment for staff and students. • To investigate the possibility of a new block of classrooms. • Continue with community engagement programmes through letting of internal and external building areas 	<p>LTH has a compliance schedule of works which will continue to be carried out in order to keep the building functioning.</p> <p>LTH to maintain lettings through extended contracts.</p>	<p>LTH & Site team with support from OAT</p>	<ul style="list-style-type: none"> • Building continues to be safe. • Additional classrooms in situ. • Additional funding available from lettings to maintain the facilities 	<ul style="list-style-type: none"> • OAT Safeguarding review highlighted no concerns and took many SWB systems to be used as OAT exemplars. • Plans being drawn up for possible SWB AP style venue in current IE classroom. DMA • No current lettings due to COVID • Additional cleaning times and additional cleaning supplies is currently costing the academy £3k per month

OVERALL AIM: For all students in all year groups to make substantial and sustained progress. Ensuring all students **love the challenge of learning and thrive** in lessons, because of their thirst for knowledge. Focussing on:

1. **Effective Curriculum Delivery** (including feedback & appropriate challenge)
2. **Knowledge and Retentions**
3. **Removing the barriers to learning** (especially Literacy & SEND)

- 2.1 All students achieve at least in line with other students nationally with similar KS2 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
SWB target subgroups: MATs, HATs, HAT Boys, SWB target subjects: English, Maths, Science and Humanities
- 2.3. To embed well sequenced and resourced curriculum across the academy.
- 2.4. To improve progress and attainment of Sixth Form Students for them to achieve at least in line with other students nationally
- 2.5. 100% of teaching meets SWB expectations. Minimum 30% classed as 'outstanding teaching'.
- 2.6. Improve the levels of literacy and develop oracy across the academy
- 2.7. Ensure accuracy of assessment and subject specific moderation will challenge and support all levels of learning
- 2.8. 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
- 2.9. Improve knowledge & retention by embedding the effective use of knowledge organisers into the curriculum

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
2.1 All students achieve at least in line with other students nationally with similar KS2 starting points	<ul style="list-style-type: none"> • Ongoing review and adaptation in response to Covid & external qualification developments. • Start the 3 Year Key Stage 3 • Bridging Curriculum across all years and subjects. This curriculum planning is flexible around the local Covid situation • CORE Curriculum adapted to allow the focus to be around securing the skills to restart, alongside Positive Health & Wellbeing • Subject based Revision Strategies development from Sept 20 with Year 11 - Period 6 Year 11 • 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. 	<p>Every ½ term Sept</p> <p>Sept</p> <p>Sept Review monthly</p> <p>½ termly</p> <p>Lit/Num - Sept SEND/Dis Nov+ M Health - Jan</p>	<p>SKI/JCR</p> <p>SKI</p> <p>BBA</p> <p>BBA</p> <p>JCR</p> <p>BBA</p> <p>SKI</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Internal Curriculum review Dec20/Jan21 • Xx% of students gain the essential knowledge required in subjects. <p>June 21</p> <ul style="list-style-type: none"> • Xx% of students gain the essential knowledge required in subjects. <p>August 21</p> <ul style="list-style-type: none"> • Progress 8 Score +0.1 <ul style="list-style-type: none"> • G5+EM 40% G4+EM 60% 	<p>Strong curriculums in place and reviewed ½ termly but COVID Impacts making this difficult to achieve.</p> <p>P8 predictions are in line to reach this.</p> <p>G5+ and G4+ not predicted to reach targets.</p>
2.2 Maximising student progress for all students. Ensuring that all sub groups make as much progress as possible.	<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 • CPD strengthening staff understanding of how to reduce the barriers to learning (including literacy, numeracy, SEND, disadvantage, mental health) 	Ongoing	BBA JCR		SLT Lm & Directors completed initial curriculum review. Plans for curriculum implementation

<p>Aspiring to achieve zero difference between any subgroups. Ensure any gaps are reduced</p> <p>SWB target subgroups: MATs, HATs, HAT Boys,</p> <p>SWB target subjects: English, Maths, Science and Humanities</p>	<ul style="list-style-type: none"> Effective analysis of underperformance and students most affected by school closure and deliver targeted intervention (including SEND and vulnerable students) English & MATs – extend the mastery curriculum into Year 8 with additional Effective use of the Rewards policy and Milestones to engage and inspire learners to become more resilient and independent through outstanding attitudes to learning. Timely review of the quality of homework in faculties by the Directors where analysis forms the basis of action for departments and pastoral teams. 		<p>BBA</p> <p>LLA</p> <p>LLA</p>		<p>review to start JAN 21</p> <p>KOs extended to all years. KO CORE Extra sessions strengthened.</p> <p>Students most affected by C19 closure identified and TAI started.</p>
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.3 To embed well sequenced and resourced curriculum across the academy.</p>	<ul style="list-style-type: none"> Curriculum document a live document in all subjects and is flexible around covid developments, responding to gaps in learning ½ term Curriculum Reviews led by subject Directors reviewing how effective curriculum implementation has been Co planning used to strengthen to quality of curriculum implementation QLA and curriculum reviews are used to inform further sequencing of learning 	<p>1/2 termly review</p> <p>Weekly</p> <p>Oct/Dec/Feb</p> <p>June</p>	<p>BBA</p> <p>BBA</p> <p>L&t TEAM</p> <p>BBA</p>	<p>Internal and external reviews 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 <p>June 21 Assessments</p> <ul style="list-style-type: none"> Xx% of students gain the essential knowledge required in subjects. 	<p>Plans for curriculum implementation review to start JAN 21</p>
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.4 To improve progress and attainment of Sixth Form Students for them to achieve at least in line with other students nationally with similar starting points</p>	<ul style="list-style-type: none"> PLCs or other system in use in all lessons and inform learning and teaching Sixth form teaching and learning section to website Transition days offered with introduction tasks to bridge gap between Year 11 and 12. 	<p>Aug/Sep</p> <p>Review results</p>	<p>JBY/SSH</p> <p>JBY/KEL</p> <p>JBY</p>	<p>QA System in place from September 2019</p> <ul style="list-style-type: none"> Regular monitoring of L&T in place, actions for any concerns Robust, accurate data collection with monitoring and QA of assessments & follow up actions Clear lines of accountability with teachers in place Increased A*-B grades No U grades 100% A-E Average Grade (C- / Distinction) <p>Value Added (In line with National)</p>	<p>PLCs/QLAs used for all mock exam subjects in Yr13. Yr12 will be completed in January.</p>
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.

<p>2.5 100% of teaching meets SWB expectations. Minimum 30% classed as 'outstanding teaching'.</p>	<ul style="list-style-type: none"> Introduce Overarching Approach to learning with 5 principles – Routines, Relationship, Retrieval, Remap, Reteach/Move Forward – this has includes adapting our Routines for Learning to make the new routines do able Leadership Learning Walks support Routines Increased co-planning of curriculum delivery within subject teams. Curriculum Reviews (when appropriate) - internal (at all levels) and external. Flexible and bespoke CPD opportunities for classroom based staff. T&L Team Focus on developing new and pathway C staff. Staff Appraisal - focused on developing quality of education (removing the outcome ; including self-review and an objective around flexible professional 	<p>SEPT 20</p> <p>Every lesson Weekly</p> <p>½ termly</p> <p>Reviewed ½ termly</p> <p>Nov20 Review March21</p>	<p>BBA</p> <p>SLT</p> <p>BBA</p> <p>BBA DPA</p> <p>T&L Team BBA</p>	<p>Dec 19 Learning walks QA evidences a secured learning environment in which students and staff feel safe, happy and confident</p> <p>March 20 100% Staff & are aware of their strengths and areas for development. 85% Judged as consistency Strong of outstanding.</p> <p>July 20 At least 90% of all teaching to be consistently "Strong or Outstanding". With 100% of all lessons meeting our routines for learning</p>	<p>DEC 20 - 98% of staff meeting SWB routines of learning. NQT on support plan.</p> <p>25% classed as outstanding</p> <p>Whole Academy CPD currently difficult to run with impact – new approaches trialed.</p> <p>ALL MPS and UPS staff completed appraisal. SLT to complete Dec</p>
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.6 Improve the levels of literacy and develop oracy across the academy</p>	<ul style="list-style-type: none"> Staff Training to include literacy strategies reminders and reading training Co-planning supports the effective delivery of literacy strategies, and subject specific vocab identified as essential in MTP's. Read High quality CORE Extra Reading Sessions delivered by trained staff (across the academy) developing effective reading habits and a love for reading. <p>Reading</p> <ul style="list-style-type: none"> Continue to use and strengthen reading strategies that were introduced in January 2020: Reciprocal Reading, SEEC model and Form Time Reading. C.O.R.E extra reading -Year 7, 8 and 9 will focus on reading a selection of full fiction texts with their teacher. Year 10 will read a collection of short stories, while Year 11 	<p>SEPT 20</p>	<p>KMA</p>	<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>All students receive additional literacy/reading and numeracy time each week – QA needs to happen to review quality</p>

	<p>will read a range of non-fiction/fiction texts to develop their cultural capital and understanding of the world around them.</p> <ul style="list-style-type: none"> The Accelerated Reader Programme will continue to run for year 7 and 8. Two top set Year 7 groups will trial a strategy that will encourage and develop a 'Reading for Pleasure' culture. Two bottom set Year 9 groups will also participate in The Accelerated Reader Programme weekly as a form of reading intervention <p>Oracy</p> <ul style="list-style-type: none"> Embed Everybody Listening & Everybody Talking strategy Oracy strategies included in co-planning framework to reinforce use in everyday lessons. <p>Writing</p> <ul style="list-style-type: none"> Within subject based co-planning sessions, continue to strengthen and develop writing strategies, that were embedded in previous academic years, through the modelling cycle 'I do, We do, You do'. 			<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>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. Students read more widely, both academically and for pleasure. 	
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
<p>2.7 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 year 10. Key Stage 3 tests the essential knowledge and skills to inform curriculum planning. English and Maths Key Stage 3 utilises the standisatised 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 	<p>SEPT 20</p> <p>DEC/JAN 20/21</p>	<p>JCR</p>	<p>December 20</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. <p>March 21</p> <ul style="list-style-type: none"> All teachers can confidently articulate what needs to be re-taught to classes and how this has been sequenced into the curriculum. 	<p>Reduction in QA activities impacting this. Student feedback sheets show this for examination subjects.</p> <p>Yr7 – GL Response Plan in place. Curriculums are being adapted to meet the needs of the year group.</p> <p>Happening with KS3 in December/January</p> <p>Streaming has impacted this. Sets to be reviewed</p>

				<ul style="list-style-type: none"> • Students have a curriculum that is delivered to their needs, areas of strength and areas to improve. • 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>July 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. 	post exams for each year group.
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.

<p>2.8 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 OAT SP24</p>	<ul style="list-style-type: none"> • Feedback policy adapted due to covid restrictions (increase whole class feedback) • 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 • Complete student voice to identify quality of feedback • Enhance the use of effective QLA after all big assessments 	<p>July 20 Sept 20 NOV/Feb/Mar After all big assessments</p>	<p>BBA/JCR</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>QLA/student feedback sheets provide this.</p> <p>COVID impacts the checking of this.</p> <p>Plans for curriculum implementation review to start JAN 21</p>
<p>2.9 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 19</p>	<p>JCR/SSH</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>

- 3.1 To provide a strong safeguarding culture, which is embedded into academy life, ensuring a safe & secure environment for all
 3.2. To create the conditions of a positive learning environment for every student and teacher
 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
 SWB targeted subgroups : HATs, Boys, Disad
 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
 The academy will collaborate with multi agencies to ensure students benefit from a wide range of opportunities & support
 3.6. Implement the extensive enrichment programme for staff and students. When appropriate following COVID-19
 3.7. Students will be self-disciplined and take responsibility for their actions. Respect will drive success and restorative justice will develop relationships through the pastoral system
 3.8. FTEs will be further reduced through inclusive pathways of learning
 3.9. To develop independent and aspirational learners who have respect within our community

Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
3.1 To provide a safe and secure environment for every student and adult attending SWB	<ul style="list-style-type: none"> Full compliance with all training requirements, legislation and KCSiE 2020 updates 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 2020 2020 – 2021</p> <p>2020 – 2021</p> <p>Spring 2021</p> <p>Autumn 2020</p> <p>2020 – 2021</p> <p>Spring 2021</p> <p>On-going 2021</p>	<p>SWO</p> <p>HOY</p> <p>SWO</p> <p>SWO/JJO</p> <p>SWO/</p> <p>SENDCOs/CSI</p>	<ul style="list-style-type: none"> Annual safeguarding training in place for all staff: Prevent, Online safety, Level 1 KCSiE 2020 updates, Code of Conduct 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> <p>Not completed to date - Staff responsible?</p> <p>Currently underway whole school through CORE. Safeguarding quiz is scheduled for January/February.</p>
Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
3.2 To create the conditions of a positive learning environment for every student and teacher	<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. 	<p>2020-21 - ongoing</p> <p>Provision map - Whole school launch Oct 20</p>	<p>BBA?</p> <p>LLA</p> <p>LLA</p> <p>LLA</p> <p>DMA</p>	<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 call home • Monitor 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 	<p>Awaiting provision mapping tool to enhance staff knowing needs of children – although ASR has much of this information</p> <p>Reduced detentions show less low level disruption</p>
3.3 Attendance will be no less than 95%. Vulnerable students will be identified quickly and supported effectively with measurable data. PA will be at	<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 	2020 - 2021	<p>HOY/LGO/ DHU</p> <p>SWO/SKE</p>	<ul style="list-style-type: none"> • Annual Year group plan in place to ensure bespoke actions • Supervision to include standing Year team agenda item - accountability 	<p>Delayed due to Covid and more reactive approach to attendance. Plan to be created for Spring 2020.</p> <p>Pastoral supervision includes attendance as standing item and HOY are</p>

least in line with National Average SWB targeted subgroups : SEND	<ul style="list-style-type: none"> SEND strategy to be decided 		SAU/JKI	<ul style="list-style-type: none"> 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 	<p>accountable for attendance. SDs feedback</p> <p>KWI offers daily intervention for hard to reach families and works as an additional layer to support.</p> <p>SEND review has taken place. Information will be used to form an action plan. Spring 2020.</p> <p>Attendance is a key priority and the ethos of the academy is to promote high attendance. CORE groups disseminate this information but PT sessions do not take place currently due to covid.</p>
Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
3.4 Students will be self-disciplined and incidents of bullying will continue to be dealt with quickly. A proactive student voice led through 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' 	<p>Autumn 2</p> <p>2020 – 2021</p> <p>Autumn 2020</p> <p>2020 – 2021</p>	<p>SWO</p> <p>SWO/SLT</p> <p>LGO/JJO</p> <p>All staff</p>	<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 	<p>On going work with pastoral team to ensure bullying is taken seriously and thoroughly investigated.</p> <p>Bullying incidents are reported. More analysis regrading allegations and actual needs to happen to ensure a clear picture.</p> <p>Anti bullying ambassadors are in place.</p> <p>Student voice currently under way.</p> <p>Online email available. Requires further promotion.</p>
3.5 Students will understand how to stay safe on line. The academy will work in collaboration with multi agencies to ensure students benefit from sign posting and information sharing so they are empowered to stay safe online.	<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 	2020 – 2021	<p>SWo</p> <p>Dma</p> <p>ICT staff</p>	<ul style="list-style-type: none"> ICT planning incorporates online safety at regular intervals Student voice reflects understanding and knowledge CORE programme 	Included as part of ICT planning, evidenced in recent safeguarding review.
3.6 Implement the extensive enrichment programme for staff and students	<ul style="list-style-type: none"> Relaunch of enrichment system with staff and students - COVID safe Monitor attendance rates for sub groups Monitor student voice Review 	<p>November 2020</p> <p>Throughout the year</p>	JCr	<ul style="list-style-type: none"> Engagement in enrichment activities, (to return to pre COVID figures where possible) Increased engagement by all sub groups 	

				<ul style="list-style-type: none"> A varied and appealing enrichment programme 	
Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
3.7 Respect will drive success and restorative justice will develop relationships through the pastoral system	<ul style="list-style-type: none"> HOY and support staff in the classroom Pastoral staff on single floors addressing areas of improvement with pupils and staff DOY to support academic success and reduce barriers to learning Directors proactive to support members of their teams. 	<p>September 2020</p> <p>Ongoing</p>	<p>DMA</p> <p>DHu</p> <p>LGo</p>	<ul style="list-style-type: none"> Low level disruption reduced/repeated incidents reduced Line management meetings show monitoring and support. Class Charts analysis Sanctions data to show improving trends 	<p>Massive reduction in detentions.</p> <p>REFLECT hugely down on two years ago, in line with last year</p> <p>IE figures reduced on last year</p> <p>Weekly LM meeting show pupils of concern and action being taken</p> <p>Inclusion forum shows specific actions taken with most disaffected pupils</p>
Priority (What?)	Action Required – Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.

<p>3.8 FTEs will be further reduced through inclusive pathways of learning</p>	<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. 	<p>2020-21</p>	<p>DMa LGo DHu</p>	<ul style="list-style-type: none"> Data showing improving progress. 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 	<p>Exclusions in line with previous year, but with far less options to support (such as managed IE elsewhere)</p> <p>Inclusion forum identified correct support for pupils</p> <p>Reduced detentions suggest that pupil engagement is improving</p> <p>LA wide intervention is occurring such as PCSO RESPECT programme, 'Inclusion support' and 'safe hands' programme</p>
<p>3.9 To develop independent and aspirational learners who show respect within our community</p>	<ul style="list-style-type: none"> Personal tutor programme CORE Curriculum delivery Assemblies CORE Days CED Structured cultural literacy programme targeted through year and house groups. A range of PSHE and SMSC activities delivered by multi-agencies. Activities for More Able students 	<p>RHu/BBA to launch new CORE Curriculum</p> <p>Sept 20</p>	<p>RHu BBa/DHu</p>	<ul style="list-style-type: none"> 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 	

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 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**
- 4.2. To create the conditions of a positive learning environment for every student and teacher**
- 4.3. Development of the C.O.R.E. Character, Organisation, Resilience & Excellence experience to ensure students advance towards meeting all challenges and expectations in each year group**
- 4.4. Ensure student's futures are aspirational through engagement in a comprehensive careers strategy. Increasing no's in WEX.**

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
4.1 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 in 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 at least good 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 	<p>Sept 20</p> <p>Ongoing ½ termly & after Core Days</p> <p>Spring 21</p> <p>July 21</p>	<p>BBA/DHU</p> <p>SLT & Directors of Years</p>	<ul style="list-style-type: none"> Positive Student and Staff voice External Review % of CORE Future Program achieved 	<p>Student voice is underway through CORE. Staff quiz is scheduled for January INSET. Student voice is scheduled for Jan – Feb.</p> <p>Safeguarding review outcome re curriculum and CORE were very positive.</p> <p>CORE is on going. Despite restrictions with COVID alternatives are being sourced.</p>
4.2 To create the conditions of a positive learning environment for every student and teacher	<p>Reward Culture embedded in academy life</p> <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 	<p>Ongoing through Autumn Term and then reviewed</p>	<p>LLA/BBA/DHU/LGO</p>	<ul style="list-style-type: none"> Class Charts data SIMS marksheets 	<p>Class charts is used effectively to identify top achieving students: rewards are in place.</p> <p>SIMS mark sheets are being used for assessments.</p>
4.3 Development of the C.O.R.E. Character, Organisation, Resilience & Excellence experience to ensure students advance towards meeting all challenges and expectations in each year group	<ul style="list-style-type: none"> Review of Year 1 curriculum and developed this on CORE Extra CORE Futures Days adaptations due to COVID. 	<p>Summer 2020 in time for Sept 2020 start</p>	<p>DOY</p>	<ul style="list-style-type: none"> Resources on staff portal Staff voice Student voice 	<p>Staff have all available resources provided.</p> <p>Staff and student voice has been collated and used to inform planning.</p>
Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.

<p>4.4 Ensure student's futures are aspirational through engagement in a comprehensive careers strategy. Increasing no's in WEX.</p>	<ul style="list-style-type: none"> • WEX moved until Summer of Y11 (Covid) • Bespoke careers programme for every year group • Dedicated CEG • Student 1:1 careers meetings on request 	<p>Summer 2021 to evaluate WEX placements</p>	<p>DOY/JJN/ JCR</p>	<ul style="list-style-type: none"> • Successful completion of the Careers Quality Award 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. 	<p>Accreditation has been submitted. Awaiting outcome.</p> <p>CORE/W.Ex and other activities have been launched through an online/virtual.</p> <p>Strategies are in place to ensure NEETs reduce.</p> <p>Connexions interviews are underway. Students are able to talk about options.</p>
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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.
1.1 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 As per CPD calendar</p> <p>Ongoing</p> <p>August – Oct</p> <p>End of Sept Ongoing</p> <p>Launched Sept</p> <p>Ongoing</p>	<p>6th form team, directors, teachers SLT Directors / SLT SSH / JBY / BBH 6th form team JBY SKI teachers Cover manager / JBY / teachers 6th form team 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 	
1.2 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 As per CPD calendar</p> <p>Ongoing</p> <p>August – Oct</p> <p>End of Sept Ongoing</p> <p>Launched Sept</p> <p>Ongoing</p>	<p>6th form team, directors, teachers SLT Directors / SLT SSH / JBY / BBH 6th form team JBY SKI teachers Cover manager / JBY / teachers 6th form team 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 	•
1.3 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 	<p>Sept Jan March</p> <p>All year</p> <p>Ongoing As per CPD calendar</p> <p>Ongoing</p> <p>August – Oct</p> <p>End of Sept Ongoing</p>	<p>6th form team, directors, teachers SLT Directors / SLT SSH / JBY / BBH 6th form team JBY SKI teachers Cover manager / JBY / teachers 6th form team CPO and SHT with JBY</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 	•

Priority (What?)	Action Required - Tasks (How?)	When will it be done?	By Whom?	Evidence of Success	R.A.G.
	<ul style="list-style-type: none"> Maths and English resits continue to be successful Ensure SEN students are supported fully 	<p>Launched Sept</p> <p>Ongoing</p>	JBY and CCH and KPO	<ul style="list-style-type: none"> VA continues to be improving trend SEN student voice is positive about the support they receive 	
1.4 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</p> <p>Ongoing – Feb</p> <p>Done</p> <p>By Feb</p> <p>Sept onwards – dates already out</p> <p>July</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 	•
1.5 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</p> <p>From Sept</p> <p>From Sept</p> <p>From Sept</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 	•
1.6 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 	From Sept	<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 	•