SUMMARY ADP: ORMISTON NEW ACADEMY SEPTEMBER 2021

Context of the Academy:

Ormiston NEW Academy (NEWA) is a 11-19 secondary school serving a socially deprived area of Wolverhampton.
It is a place of vibrancy, industry, excellence and organisation that has recently undergone a period of transformation, following a long period of instability.

Historically, the Academy was "rebrokered" to Ormiston Trust in September of 2017. Whilst the predecessor School received a "Requires Improvement" judgement in 2015, it is universally acknowledged that the Academy was in decline, with behaviour, learning and outcomes all placing the Academy as a candidate for "special measures", which subsequently led to the rebrokering process.

Since 2017 several significant changes in Leadership have led to the revival of the current Academy:

- In 2017 the incumbent principal left the academy
- In September 2018 a new principal was appointed who alongside the Trust began the transformation of the school, with a renewed focus on behaviour management and the establishment of an interim Executive Board
- Finally, the current Principal was appointed in the Summer of 2019, who is supported by a senior vice Principal, a regional executive principal and an executive finance director (The Executive group)

The Executive group managed a re-structure in Summer Term 2019, reducing overstaffing, to save circa £400k, and create an appropriate model to move the academy forwards. Significant changes were made to the day structure, staffing structure, pastoral structure, behavioural expectations and teaching and learning, all planned to affect the situation of the academy.

Contextually, students at the academy are in the lowest quintile 5 (most deprived) of all schools in terms of deprivation, with 63% eligible for Pupil Premium and a large proportion of the remainder population are "almost premium". The academy has a pan of 210. The total number of students stands at 761 students. Recruitment is improving rapidly with 140 starting in Year 7 in September 2021.

The current principal is therefore the 4th in 4 years and the last two academic years have provided the Academy with a level of stability that was necessary for it to change and improve. Features of Academy everyday life now include:
- A Curriculum vision which is ambitious, knowledge rich and driven by endeavour, practice and discipline
- A Strong pedagogical model: the "4-part lesson" is the pedagogical architecture of the school
- Explicitly taught behavioural norms for all aspects of Academy life
- Increased leadership visibility
- Low staff and student absence collaborating to improve the Academy

An intensive 'Tom Bennett' behaviour training programme has supported the changes to above ethos and culture made by the principal and the senior team. Student outcome has improved over the last two years and predictions indicate they will improve again in 2022 and beyond.

The academy has a small but sustainable 6th form of over 100 students, this is growing rapidly and will be thriving and sustainable by September 2022. Student outcomes in key stage 5 are improving rapidly. Attainment and progress have improved substantially in the last 18 months in the 6th form.

Academy Principles: The guiding principles of the academy, developed by the Leadership Team, determine the direction the academy will travel over a three year period to become successful and sustainable. The annual priorities sit beneath the principles and reflect the immediate needs of the academy

- The Culture has to outweigh the deficit
- Develop NEW Identity
- Execution and consistent routines
- Recovery – both from historic poor teaching, deficit and the impact of Covid 19
- Teaching for memory not just content delivery
- Thriving & Sustainable 6th form
- Attendance

Academy Target   **– During Part 3:**

- Students are Industrious throughout
- All activities are completed
- Students take pride in both of their work's quality and presentation
- Students ask questions or seek clarification during independent work
- Teachers primary task in Part 3 is to provide feedback, normally formatively in books

- Throughout the Academy:

- Silence heard on corridors during lessons and during all Part 2s
- Sense of urgency is visible between lessons
- Planners visible on desks every lesson
- Students talk like experts daily
- Reading is a weekly form activity

Academy Success Criteria

	Autumn Term	Spring Term	Summer Term
Theme	INDUSTRIOUS	RESILIENCE	SUCCESS
Part 3	Hawking not waitressing during live marking Silence can heard from corridors during lesson time	Personalised hawking Differentiating support for individuals during Part 3	Better differentiated outcomes Students can measure their own and others' success
Behaviour	Sense of Urgency is visible between lessons Meet & Greet every lesson Every student is actively engaged	Resilience is developed to become independently engaged	
Coaching Culture	Teachers identify their development priority Establishing departmental "check ins"	Live coaching during lessons Middle Leader development to be better coaches Coaching launched with non-teaching staff	A coaching culture is visible
Attendance	Academy Expectation is 100% Attendance PA < 20%, Attendance > 94%	Academy Expectation is 100% Attendance PA < 20%, Attendance > 93.5%	Academy Expectation is 100% Attendance PA < 20%, Attendance > 93%
Revision/Homework	Every Planner on every desk in every lesson Students understand and complete revision for all subjects	Every Planner on every desk in every lesson Students are organised and revise every night	Every Planner on every desk in every lesson Students are organised and revise every night
Reading/Oracy/Writing	Hearing experts talk Freedom to read in form every week KS3 writing books being developed	Children speak like experts More reading opportunities for guided reading and extended writing	Reduce gap between the chronological age and the reading age English outcomes are better

ONEWA Success Criteria 21/22

	CC	RW	LC	LW	GH	ABS	AB
Responsibility	Vision, Values & Culture Behaviour Strategy T&L Strategy Leadership Development KS5 Strategy £	Quality Assurance QoE Strategy Data & Assessment strategy COVID £	Behaviour Safeguarding Inclusion Attendance	Quality of Education T&L SEND Coaching Culture	Systems Guidance Enrichment	Global Strategy QA of Targets £ Overview Site	Parent Voice Transition Capacity for CCG&RWR & Exec Team
21/22 Targets	KS4 P8 0 KS5 A 25+ AG 28+ Attendance: 93% @ 08/22	KS4 P8 0 KS5 A 25+ AG 28+ Attendance: 93% @ 08/22	KS4 P8 0 KS5 A 25+ AG 28+ Attendance: 93% @ 08/22	KS4 P8 0 KS5 A 25+ AG 28+	KS4 P8 0 KS5 A 25+ AG 28+ Attendance: 93% @ 08/22	KS4 P8 0 KS5 A 25+ AG 28+	KS4 P8 0 KS5 A 25+ AG 28+
Autumn Term Success Criteria	Improve ONEWA Culture: Part 3 Excellence is visible daily Year 11 industry is visible daily Routines are executed consistently Develop Leadership Culture: Develop Framework ML Leadership Development Line management is consistent Strategy support for Leanne & Parveen is effective & conducive English: QA of assessment corroborates judgements Maths: Ensure Curriculum Maps are complete & visible Support Leadership	English: QA of assessment corroborates judgements Maths: Ensure Curriculum Maps are complete & visible Support Leadership Science: Improve Science T&L Continue to develop science leadership Develop Leadership Culture: Strategy support for Laura & Kate is effective KS3 Assessment:	Academy Environment: Silence in corridors during lesson time Sense of Urgency is visible between lessons Meet & greet every lesson Every student is actively engaged Academy Outcome: 94%+ Attendance 20 FTEs Punctuality improved before and during school Inclusion: Uniform standards upheld for shoes, ties & blazers Consistent & controlled approach to all break and dinner times	Part 3 Excellence: Hawking not waitressing during Live Marking Part 2: SHAPE visible Silence during this part of the lesson Coaching: Teachers identify their own development priority Establishing departmental "check ins" Academy Environment: Planners visible on desks every lesson Hearing experts talk daily Freedom to Read in tutor every week KS3 writing books being developed	PE: Improve quality of T&L, visible daily by 1/10 Enrichment: Range of activities being delivered weekly by October 1st	N/A	Transition Lesson changeover is controlled and consistent Parent Voice Feedback mechanism established, publicized & collated by October 1st

	Science: Improve Science T&L Continue to develop science leadership	Ensure assessment criteria in place for all subjects for autumn term Assessment: Formative assessment is a weekly activity for all teachers in all classes Class data is being used diagnostically	Improve Y11 SEND Outcomes Improve Hub/SEND Provision	Assessment: Formative Assessment is a weekly activity for all teachers in all classes Class data is being used diagnostically SEND: Improve Y11 Outcomes Improve Hub/SEND Provision			
Dept/ Team LM	Core Finance	Core Admin Team	Careers Reprographics	Humanities MFL & More Able	PE Enrichment	Site Finance ICT Overview	Business/IT
People LM	RW AW LC LW PM Core Leaders	AW LC LW KES PB Core Leaders	JM JH KCE MS VF	JJ RG AN CG ED	MW	CC SW CJ ZH	AP

	AW	KE	PM	JM	JH	KCE	LH
Responsibility	PA to Craig & Rebecca Social Media Clerk to Governors Human Resources	KS3 & KS4 Standards	Key Stage 5	Key Stage 4 Pastoral	Key Stage 3 Pastoral	Inclusion Safeguarding PSE	Safeguarding Overview Guidance Coaching/ Development of LCE & KCE
21/22 Targets	Control all SM content by 08/22 Become HR Expert by 08/22	KS4 P8 0 Attendance: 93% @ 08/22	KS5 A 25+ AG 28+ Attendance: 93% @ 08/22	KS4 P8 0 Attendance: 93% @ 08/22	Attendance: 93% @ 08/22	KS4 P8 0 KS5 A 25+ AG 28+ Attendance: 93% @ 08/22	KS4 P8 0 KS5 A 25+ AG 28+ Attendance: 93% @ 08/22
Autumn Term Success Criteria	**PA** Manage CCG&RWR weekly & daily calendars Meetings and minutes are all consistent and complete Student success is updated monthly on Excellence wall **Social Media** Academy profile is consistently updated virtually, on a weekly basis **HR** Routines and Procedures are correct, consistent & compliant	**Year 11:** Are industrious during Part 3s Are revising for homework 35%+ are on target for 5s by Xmas **Assessment:** Formative Assessment is a weekly activity for all teachers in all classes Class data is being used diagnostically	**6th Form:** PREPARE visible 6th form block is industrious daily Lessons demonstrate industry Attendance above 93% 60+ in Years 12 and 13 Recruit 70+ from current Year 11 **KS5 Outcomes:** A on target for 25+ AG on target for 28+ by Christmas	**Year 11:** Are industrious during Part 3s Are revising for homework 35%+ are on target for 5s by Xmas **Transition & recruitment:** Raise profile of Academy in local Schools 150+ in Y7 in Sept 2021 Recruit 170+ in Sept 2022 **Environment:** Changeover is consistent & controlled Routines are consistent and throughout KS3&4 Silence during lesson	**KS3** Are industrious during Part 3s Are revising for homework Are consistently following Academy expectations daily Expectations in 7/8 & 9 are consistent **Environment:** Changeover is consistent & controlled Routines are consistent and throughout KS3&4 Uniform standards upheld for shoes, ties & blazers	**Inclusion:** Uniform standards upheld for shoes, ties & blazers Consistent & controlled approach to all break and dinner times Improve Y11 SEND outcomes Improve Hub/SEND Provision **PSE** Lesson delivery is visible weekly Student voice evidences impact	**Behaviour, PD & Safeguarding** Ongoing support/challenge and coaching of Behaviour & Safeguarding
Dept/ TeamLM	Reception	Creative Arts House System Music	Library EAL	KS4 Pastoral team	KS3 Pastoral Team	RS Inclusion	N/A
People LM	JS Emily	VR DG LS MW	JE DE	MP SL MB	IJ SB RM Alex	MS AT	N/A

Leadership & Management 2021/22

Objective	Action (What are we going to do)	Success Criteria (What does it look like?)	Led by	By when	RAG
Response to Covid 19: Reopening in Autumn term 2021 is safe and in line with governmental expectations including further isolation protocols if necessary.	All risk assessments and opening plans are written and enacted. Review of Academy Protocol regarding Covid 19.	• The academy opens safely and minimises the risk of transition of Covid 19 between students and students/staff. • Staff and students follow processes and know how to keep safe. • Blended learning plans and solutions for online learning are in place for further lockdown • Live online lessons are delivered seamlessly during further lockdown or periods of isolation.	RWR/LCE	Sep 2021	G
	Staggered start to enable testing of all year groups – communicated with all stakeholders and analysis of testing produced.		RWR/LCE	Oct 2021	G
	Online learning plan and edulink/teams used as learning platform for students affected by Covid 19. Plan a rotation of live online lessons, so that each child that tests positive has some access to live learning during their isolation period.		LWS	Ongoing	O
Ensure the Academy meets the success criteria for: • "Industrious" by October 31st • "Resilience" by February 24th • "Success" by May 31st	Raise expectations through the 4 part lesson and especially Part 3 and assessment. Increased focus on use of planners, industriousness and interaction with formative assessment.	• Students are engaged in Do Now retrieval and pink are acted upon • Behavioural norms are evident in all parts of the Four-Part lesson in and outside of all lessons • A greater sense of urgency is evident in and outside of all lessons • Live Feedback present daily in books • Robust QA from all levels of leadership inform practice and exceptions.	CCG	Dates in Obj	G
	All levels of leadership quality assure each and every lesson. QA is robust both in terms of quality and quantity – leadership are visible.		CCG	Dates in Obj	O
	Quality assurance is modelled to and enacted with leaders.		CCG	Dates in Obj	O
	Academy Target are publicised and shared with all stakeholders		CCG	Dates in Obj	O

Raised expectation and outcomes of core departments	Weekly LM meetings held with RWR & CCG. Fortnightly core meetings, with all three team leaders and SLT links .	• Core leaders evidence support & challenge through LM • Departmental targets for KS4 are met • RF's performance transforms the maths department • Quality assurance of English GCSE judgements is robust • Lessons in core evidence excellent and consistent practice with daily active engagement • Ensure Science curriculum leader has had development opportunities • Science pedagogy and routines demonstrate consistency and raised expectations	CCG/RWR	Dec 21	G
	P8 0 & 35%+ Maths and English Match shared as target and managed weekly through: • Matching spreadsheet • Departmental learning walks • Attendance at intervention		CCG/RWR	Half-termly	O
	Support RF with development of the maths department and specifically delivery and evaluation of teaching of N1, N2 and E1 forensically		CCG/RWR	Dec 21	G
	Quality Assure English judgements to ensure that predictions are reliable		CCG/RWR	Oct 2021	G
	Develop leadership and consistency in science department		CCG/RWR	Jun 2022	O
	Promote a "love of learning" in science and improve practice especially in Part 3s of each lesson		CCG/RWR	Jun 2022	O
	Coach and Train Maths and Science staff to better their practice and affect outcomes in all year groups but especially Year 11		CCG/LWS	Apr 2022	O
Develop a coaching culture with teaching and non-teaching staff	Research and establish coaching methods for use in ONEWA model	• Coaching model is understood, articulated by and acted upon by teaching staff • Coaching model is understood, articulated by and acted upon by non-teaching staff	LWS/CCG	Oct 2021	G
	Use experts outside of the Academy to increase expertise – Chris Moyse & Leadership Edge		LWS	Ongoing	G

	Establish Departmental check ins	• Departmental evaluations evidence the worth of departmental "check ins"	LWS	Nov 2021	R
	Develop model of excellence for books & 4 part lesson to be used as a training tool. Create a "menu" to determine self-elected PD targets	• Individual testimony evidences the impact of "pure" coaching	LWS	Oct 2021	G
	Launch Coaching strategy with teaching staff	• Individual testimony evidences the impact of "instructional" coaching	LWS	Sept 2021	G
	Launch coaching strategy with non-teaching staff	• Model of excellence impacts on the daily practice of teachers in their classrooms	LWS	Mar 2021	R
	Establish internal "pure" coaching model led by JJO	• Assessment is visible daily and books are full of formative comments	LWS/JJO	July 2022	O
Develop Leadership at all levels	Set framework priorities and targets for the autumn term for each member of the SLT.	• Staff and students are more industrious in lessons and around the academy.	CCG	Half-termly	G
	Recruit, create and develop the 2021 Academy Development Group. (ADG)	• Targets and priorities are evident in SLT and daily conversation • ADG Members are performing at or above expectation and feedback demonstrates ADGs worth	CCG	Oct 2021	R
	Improve the quality of middle leadership through coaching and weekly training and the of middle leader standards.	• Middle leader performance affects department consistency positively and middle leaders are performing at or above expectation	LWS	Apr 2022	O
	Increase communication with and accountability of these middle leaders.	• Middle Leaders standards are launched, known, delivered upon and used as a basis to develop staff and hold them to account	CCG	Jun 2022	O
	Coach/Mentor Key Leaders for development and improvement	• Key Leaders at all levels are performing at or above expectation • Reflection and Academy Principles are evident in academy life	CCG/RWR/LWS	Jun 2022	O

	Deliver training to all departments on the "Model of Excellence"	• Recruitment and the improvement of 'our own' improves the workforce.	CCG/LWS	Sept 2021	G
	Executive team is influencing at all levels and VPs and PA are all fully developed and influential		CCG	Apr 2022	O

Raise standards precisely with regard to:
 	
   o Uniform
   o Homework planners
   o Execution and routines
	Ensure these standards are briefed weekly and over-communicated	• Uniform is consistent as is staff application of uniform expectations
		• Homework planners support revision/homework in all students
		• Homework diaries are present on tables in all lessons
		• Consistent classroom propaganda affects and improves the classroom environment
			Exec	Weekly	G

	Uniform is checked and quality assured daily by form tutors and pastoral team		LCE	Daily	G
	Planners are visible every lesson by all students		LWS	Ongoing	O
	Bootcamps are delivered to ensure compliance with routines	• Uniform is consistent as is staff application of uniform expectations	JML/JHY	Termly	G
	Internal messaging and classroom display are updated to reflect the new marketing campaign but also retain their pedagogical and organisational use	• Homework planners support revision/homework in all students • Homework diaries are present on tables in all lessons	CCG/AWB	Nov 2021	G
	Ensure these standards are briefed weekly and over-communicated	• Consistent classroom propaganda affects and improves the classroom environment	Exec	Ongoing	G
Improve governance	Improve communication to governors including: • Developed principal's report • Minutes, reports and actions from sub-committees distributed • Monthly governor email	• Feedback on communication is positive • Governor voice evidences a more informed position	CCG/HGT/ AWB	Oct 2021	G

	Deliver governor training to include: • Learning walks • Data • Key academy strategy • OFSTED preparation	• Governor performance during OFSTED contributes to desired outcome	CCG/HGT/ AWB	Apr 2022	O
	Ensure Governing Body is full, new governors are recruited and inducted.		CCG/HGT	Ongoing	G
	Develop OFSTED readiness plan for governors.		CCG/HGT	Oct 2021	O
Improve staff wellbeing	Develop well-being charter.	• Staff voice evidences that staff feel happy and well looked after. • Staff attendance and absence is analysed and positive. • Staff retention is positive.	CCG	Jan 2022	R
	Well-being champion appointed.		CCG	Jan 2022	R
	Academy calendar explicitly details plans for well-being events, enhancements and opportunities.		AWB	Ongoing	O
Establish and embed Industry, resilience and practice during Part 3 of all lessons	Launch "model of excellence".	• Model of excellence visible in classrooms • Staff voice evidences it's worth on their development • Improved classroom practice • Students articulate and evidence raised expectations daily	CCG/LWS	Oct 2021	G
	Quality assure delivery of model in learning walks.		CCG/RWR/ LWS	Apr 2022	O
	Share expectations regarding Part 3 with students.		CCG/LWS	Sept 2021	G
Embed and further develop the "NEW" identity	Raise profile of the Academy in the community.	• Ensure external values and mission statement are communicated weekly	CCG/KGN	Ongoing	O
	Develop relationship with Local Authority		ABS/CCG	Ongoing	O

	Promote pride, endeavour and collaboration	• Ensure Open event 2021 is successful and delivers increased Y7 population of 150+ in 2022 • ABS/CCG to meet with LA leaders • CCG to visit neighbouring schools • Ensure external values and mission statement are communicated weekly • Diversity remains a consistent campaign including events such as BHM and training for staff • Students promote the Academy's values through a variety of media	Exec	Ongoing	O
Maintain and continually improve safeguarding procedures in order to continue to build a safeguarding culture where all students feel safe and know how to keep themselves safe	Develop further opportunities for training so all staff are confident in delivering the personal development and relationships curriculum and have a clear understanding of and expertise in safeguarding, in particular contextual safeguarding.	• All staff are confident in delivering PSHE content effectively and to a high standard • Lessons and student work is quality assured showing evidence of student progress. • Training needs are addressed through regular analysis of data and knowledge gaps filled • All staff trained fully on sexual violence and sexual harassment and data used effectively to highlight actions taken where necessary • Regular audits completed throughout the academic year that influences training and content of delivery meeting the needs of the students	KCE	Dec 2021	O
	Quality assure content, delivery and assessment of personal development and relationships curriculum.		LCE/KCE/SLT	Jan 2022	O
	Use CPOMS data analysis as a tool to target training needs and address curriculum development.		KCE	Weekly	O
	Undertake an initial focused review of the academies approach to sexual violence and sexual harassment		LCE/LKY	Oct 2021	G
	Regularly audit procedures and practice in safeguarding to ensure compliance, and to ensure that a culture of safeguarding is fully embedded across the academy, with safeguarding remaining a priority.		LCE	Monthly	O

	Maintain the quality and procedures on site to ensure safeguarding remains a priority in all areas of the school.		LCE/KCE	Monthly	G
O	Ensure through quality assurance processes and student/ staff voice that staff and students are confident in their knowledge and understanding of safeguarding issues.		KCE	July 2022	O
	Increase the number of L3 trained staff across the school to ensure effective coverage of the student body		LCE/KCE	Mar 2022	O

Quality of Education - 2021/22

Objective	Action (What are we going to do)	Success Criteria (What does it look like?)	Led by	By when	RAG
Embed assessment across the academy so that it is a fundamental part of every day practice, informing students, staff and parents of what students know, understand and can remember.	Embed a curriculum led assessment model into key stage 3 that measures impact by assessing how much of our curriculum a student has mastered.	• Assessment links explicitly with curriculum content. • Students' mastery of the curriculum is assessed. • Assessment policy informs teaching. • Teachers deliver dynamic, effective and engaging Do Now activities that enable them to assess what students know, understand and can remember • Teachers address 'pink' areas either immediately in lessons or through adjustments to planning, leading to greater progress. • Students take greater ownership over their own learning, making revision a priority. • Teachers are utilising a range of strategies to assess what students know, understand and can remember. • Teachers use this knowledge to inform lesson planning • There is a constant reflection and review cycle happening in every classroom, every day. • Students can self and peer assess in a purposeful way that leads to progress. • Academic interventions are directed appropriately. • Parents and the academy collaborate over student progress. • Data is robust and of quality. • Leaders can appropriately evaluate progress in their areas, communicate this with others and act upon it. • Students are well prepared for formal assessments at the end of key stage 4 and 5. • Academic interventions are directed appropriately.	RWR/LWS	Oct 2021	**O**
	Improve the Revision - Do Now – Gap Closing cycle by teaching students how to revise and training staff in the delivery and assessment of effective Do Now activities.		LWS	Jan 2022	**R**
	Upskill staff on a range of formative assessment strategies to utilise every lesson.		LWS	Jan 2022	**O**
	Teach students how to undertake purposeful peer and self-assessment.		LWS/JJO	Jan 2022 (self) July 2022 (peer)	**R**
	Create and share an assessment calendar with staff on a timely basis including three data capture points throughout the academic year for each cohort. Report these to parents and use for internal monitoring of progress and direction of interventions.		KET	Sep 2021	**G**
	Train SLT line managers to quality assure how subjects have arrived at assessment judgements and train middle leaders to interpret and quality assure data within their departments.		RWR / KET	Nov 2021	**O**

	Student current performance and next steps are regularly communicated with students through everyday formative assessment as well as following each data capture.		LWS / KET	Ongoing	**O**
	Introduce terminal exams in all year groups.		KET	July 2022	**O**
To further quality of learning and teaching, in order for students to be more actively engaged, independent, resilient, and make more rapid progress.	Develop the role of the teacher in part 3, ensuring the teacher makes informed decisions regarding which students to support and challenge, and gives daily feedback that is acted upon.	• Staff and students are more industrious in part 3. • More examples of extended practice in exercise books. • More evidence of students acting on advice and guidance in books. • Students know, understand and can remember more of the intended curriculum. • Students leave lessons knowing whether they have mastered the required element of the curriculum. • Students know their next steps. • Students are more independent and resilient, taking ownership of their learning. • Students are actively engaged in lessons • All staff are developed appropriately for their experience and expertise.	LWS	Jan 2021	O
	Re-introduce live marking policy, ensuring teachers are giving students timely and purposeful feedback that they can act upon to demonstrate progress		JJO/LWS	Nov 2021	G
	Extend 'No Opt Out' to students in Part 3 of lessons		LWS	Nov 2021	G
	Extend the CPD offer to a more bespoke approach, allowing teachers to focus on specific areas of pedagogical practice that will lead to increased student progress		LWS	Nov 2021	O
To ensure every teacher becomes a teacher of reading, writing and oracy, regardless of their discipline, to develop a strong literacy culture.	Review and refine the 'Freedom to Read' programme and train tutors to deliver this during the new extended tutor time.	• The weakest readers make rapid progress • Students develop a love of reading • There are a range of reading interventions that support the weakest readers in each year group and lead to accelerated progress • Students can articulate themselves in a clear and confident way in a range of scenarios • Students understand and apply key words in each subject area	LWS/GWE	Nov 2021	G
	Review reading age assessment structure to ensure interventions for the weakest readers are actioned more quickly and have greater impact.		LWS	Oct 2021	

	Develop Speak Like an Expert aspect of SHAPE	• Through word of the week, students can access academic command words more easily leading to greater progress	LWS	Nov 2021	O
	Introduce word of the week through form time	• KS3 writing books demonstrate an improvement in quality of writing across time	LWS	Apr 2022	R
	Introduce family lunch with Year 7	• Students' quality of work never falls below the standard of their 'best work' as demonstrated in their extended writing book.	LWS	Apr 2022	R
	Introduce extended writing books in years 7 and 8 which follow students from subject to subject, setting the standard of their 'best work'.		LWS	Nov 2021	O
Improve the quality of provision for all students with additional needs ensuring an equality of opportunity for all students to be successful.	Identify, monitor and intervene quickly with the most able students across the academy.	• More able students are aspirant, independent and resilient learners who stay in our sixth form to study an A-level pathway and go on to Higher Education.	JJO	Jan 2022	R
	Improve the identification of students with SEND and use the newly appointed HLTA to deliver specific interventions for the current SEND cohort and new arrivals.	• All learners have equality of opportunity and can make progress in line with expectations • An increased P8 score for Y11 SEND students • Narrowing of the Gap between SEND and non-SEND in all year groups	LWS/RGN	Nov 2021	G
	Further develop EAL strategies to ensure that students, in particular those who are new to the country, are able to access the curriculum.	• Developing transition for students with English as an additional language-in particular for those who are new to the country	PML/JES	Nov 2021	G
Improve outcomes for all students to achieve a sustainable progress 8 score of zero by 2022, as well as the 4+ and 5+ basics measures improving in line with national averages, narrowing the gaps for subgroups.	Target the students early who could match for 4+ and 5+ in English and maths.	• 35% of the cohort achieve 5+ matching in English and Maths • Students achieve a progress 8 score of 0 • Data captures provide accurate data so appropriate intervention actions are undertaken	KET	Sept 2021	G
	Meet with HoDs regularly to quality assure data captures and hold middle leaders to account for the moderation and standardisation of grades.	• Attendance to intervention is buoyant and these sessions are of value to students and help inform staff planning.	CCG	Oct 2021	O
	Organise Year 11 tutor groupings to enable specific intervention to take place during the new extended tutor time.	• Conversations are happening during lessons that focus on academic progress, and students are	KET	Sep 2021	G

		Deliver interventions across the core subjects both before and after school.	aware of their capabilities and our high expectations of them. • Staff and students are more industrious in part 3, and students are actively engaged in their learning. • Students will work harder at home on revision and independent learning, supported by their parents and the academy, leading to excellent outcomes.	KET	Oct 2021	O
		Current performance and next steps are regularly communicated with students, by teachers and the Year 11 team.		KET	Oct 2021	O
		Ensure quality first teaching is evident in Year 11 lessons, and students are actively engaged in all parts of the lesson.		LWS	Oct 2021	O
		Hold a GCSE Evening with Year 11 and subsequently Year 10 parents, collaborating with them to provide a supportive network around the cohort.		KET/RWR	Nov 2021	R

Behaviour & Attitudes 2021/22

Objective	Action (What are we going to do)	Success Criteria (What does it look like?)	Led by	By when	RAG
Create a positive environment in which students are committed to their education demonstrating active engagement in all lessons	Students are in full uniform, wearing the new academy tie and blazer and are equipped. Daily uniform and equipment checks take place in all year groups during form time.	• All students are wearing correct uniform and take pride in their appearance • Routines are consistent across form time, assemblies and all lessons • Reiterate Tom Bennett training and principles to impact upon staff consistent management of behaviour • Behaviour data indicates that the actions of staff are supporting a reduction in incidents and FTEs • Data shows a reduction in bullying incidents • Reflection room set up and provision regularly reviewed • Reflections completed by students demonstrate development in respect for themselves and others • Regular assemblies, PSHE sessions and 'Boot Camps' positively affect academy culture • Duty Rotas evidence high staff presence during breaks/lunches/free-time and support improvement in behaviour	All	Ongoing	G
	Ensure routines are embedded so that all students understand the academy expectations		All	Ongoing	G
	Assemblies and PSHE time to be used to promote expectations, standards and behavioural excellence		SLT/Pastoral Team	Ongoing	G
	Improve student's behaviour and attitudes during lesson and whilst on transition, so that they can become active participants and able to make independent positive decisions		All	Dec 2021	O
	Reflection continues to be used as an alternative intervention to prevent FTE.		LCE	Dec 2021	G
	FTE's continue to reduce across the academy		LCE	Dec 2021	O
	Development of 'The Hub' as a positive intervention space for inclusion, encompassing Safeguarding, SEND, Inclusion and Reflection.		KCE	Jan 2022	O
Improve attendance	Improve attendance to above 93% for the academic year.	• Weekly attendance above 93% • Annual attendance target met	LCE	July 2022	O

	Action	Success criteria	Lead	Date	RAG
	Ensure roles are clearly defined for the attendance team to robustly address first day calls, home visits, data management, admissions and referrals	• Weekly PA figure consistently below target % • Annual PA figure met • Attendance team restructure positively contributes to improved student attendance • Analysis shows improved attendance and reduced PA for all groups across the academy, particularly PP, SEND • Improvement in 6th Form attendance is evident • Quicker external interventions implemented, positively impacting the most at-risk students • Greater parental engagement • Effective rewards system in place with a high level of student buy-in.	LCE/RWR/ PBW	October 2021	G
	Attendance to receive a much higher profile across the academy – including 6th Form.		LCE	Dec 2021	G
	Clarify and strengthen the role of the form tutor in addressing daily student attendance		LCE/JML/ JHY	Nov 2021	O
	Revisit and review interventions and case studies for students with an attendance figure below 65%		JML/JHY	Jan 2022	O
	Engage, work with and support all parents/careers regarding positive student attendance		LCE/All	Nov 2021	O
	Reduce the percentage of students with persistent absence to 15%.		LCE/RWR	July 2022	R
	Daily and weekly checks on students who attend alternative provision and accurate records maintained.		PBW	Sep 2021	G
	Implement a rewards structure to support positive attendance		LCE	Dec 2021	O
Improve punctuality	Achieve and maintain excellent punctuality to lessons	• Lateness to school reduces • Punctuality to lessons improves	All	Dec 2021	O

	Provide staff with Sims training to support punctuality monitoring	• Staff are confident in use of Sims and data analysis • Effective rewards system in place with a high level of student buy-in. • Punctuality procedures embedded • Daily detention system in place, implemented, and monitored.	PBW	Oct 2021	O
	Provide training for relative staff on effective data analysis		PBW/RWR	Oct 2021	O
	Implement a rewards structure to support positive punctuality		LCE	Dec 2021	O
	Improve the sanction procedures for addressing lateness to the Academy and for being late to learning. Daily detention system in place, implemented, and monitored.		LCE/KCE	Sep 2021	G
Continue to embed safeguarding procedures	Centralise SEND/AP/Reflection/Safeguarding provision in a central "safe" space in the school. 'One stop' provision of inclusion services leading to a reduction in instances of poor behaviour and improved outcomes for students.	• Safeguarding review indicates academy takes appropriate actions to keep students safe. • Actions from the review is addressed. • Feedback from safeguarding expert (LKY) indicates progress. • Academy meets statutory safeguarding criteria. • Student voice indicates safeguarding has improved. • Safeguarding Audit report to be provided as evidence of external expertise working with Academy • 7 minute briefings provided to staff for teaching files • Monthly site safeguarding checks completed	LCE	July 2022	G
	Audit safeguarding practices using external expertise to improve quality of records and procedures.		LCE	Nov 2021	G
	Develop SEND provision in all areas of the Academy to ensure full compliance with OAT and DfE requirements.		RGN	July 2022	G
	Change PSHE provision to include the explicit teaching of "Behavioural norms" to support new procedures. Daily lessons delivered by Form Tutors.		LCE	Nov 2021	O

				LCE	Nov 2021	G
		Develop staff expertise through training so they are confident in identifying safeguarding concerns and are able to secure the help needed in keeping all students safeguarded. Termly updates to all staff.				
		Maintain the quality and procedures on site to ensure safeguarding is first priority in all areas of the school.		LCE	Ongoing	G
		Increase the number of L3 trained staff across the school to ensure effective coverage of the student body		LCE	July 2021	G

Personal Development 2021/22

Objective	Action (What are we going to do)	Success Criteria (What does it look like?)	Led by	By when	RAG
Develop PSHE to build responsible young adults that become good citizens	Ensure the new PSHE curriculum is fit for purpose, fully compliant and enables students to become good citizens	• PSHE sessions are created and delivered through form time and assemblies • Academy day structure is amended to allocate more time to PSHE and assemblies. • Schemes of work and sequencing documents are in place and ready for delivery • Student voice evidences coverage of curriculum topics	LCE/KCE	Oct 2021	G
	Staff receive sufficient training to equip then to deliver content effectively and with confidence		KCE	Dec 2021	G
	Ensure that RSE topics are delivered within curriculum for all year groups		LCE	Jul 2022	G
	Ensure that students are aware of the fundamental British Values both within PSHE and is built into curriculum plans across the academy		LCE	July 2022	O
Develop enrichment opportunities for all students across the academy	Students to experience a broad, diverse and fun enrichment offer throughout the academic year	• All students to be able to access the enrichment offer • Every NEW student participates in at least one curriculum enrichment activity during the academic year	KCE/MWN	July 2022	O
	Enrichment programme is mapped in order to ensure a broad and diverse coverage		MWN	Oct 2021	O
Embed the NEW identity to create pride and belonging	School to provide new blazers and ties to all students across the academy to promote pride and belonging in the NEW identity	• All students wearing new blazer and tie at all times • All students wearing appropriate footwear at all times • Student voice evidences pride in appearance	LCE	Dec 2021	G
	School take a non-negotiable stance regarding the wearing of formal black shoes		LCE	Dec 2021	G

	School to take immediate action to address uniform anomalies			LCE	Dec 2021	G
Improve opportunities for student, parent and staff voice	To establish and embed a culture of seeking student voice through various student voice forums within the academy	• Student voice activities are the norm across the academy • Student/parent/staff voice informs future planning • Interactive parent's evenings take place • Parents/staff to share feedback • Increased parental engagement via social media • Staff confident in giving open and honest feedback		LCE/KCE	Jan 2022	O
	To seek and act upon constructive parent views and opinions through electronic, paper and verbal interaction			LCE/KCE	Jan 2022	O
	To use opportunities throughout the year to gain staff views and opinions in order to involve all staff in the advancement of the academy.			LCE/KCE	Jan 2022	O
	To utilise social media as a communication platform to gain feedback from parents			LCE/KCE	Jan 2022	O
	To create and embed a culture of openness and honesty across the staff body by frequently seeking and acting upon valuable feedback			LCE/KCE	Jan 2022	O
Embed an effective Careers programme for all students across the academy	Successful links made within PSHE curriculum for delivery by form tutors and external agencies	• Integration with PSHE curriculum map • NEET figures recorded • Careers appointment spreadsheet and feedback		LCE/VFN	Oct 2021	G
	Reduce number of students recorded as NEET for Year 11 and Year 13 leavers respectively			VFN	Aug 2022	O
	Support from a careers advisor in school with a focus on years 11 and 13 in the first instance, but offering support to all vulnerable students and other year groups throughout the academic year			VFN/Neil	Ongoing	G

Sixth Form 2021/22

Objective	Action (What are we going to do)	Success Criteria (What does it look like?)	Led by	By when	RAG
Improve attainment and progress to demonstrate steady and sustained progress over time	Conduct curriculum review to ensure appropriate depth and challenge in KS5 courses	• Curriculum maps highlighted to show depth and challenge and Learning Walk proforma to specify this • Data drop checklist in use by HODs to inform pre/post data actions • Raising Attainment bulletin shared once every term to highlight key priorities • Progress continues on an upward trajectory towards average grade of C	PML/RWR/ DES	Nov 2021	**O**
	Quality Assure Grade Runs and hold middle leaders to account for the moderation and standardisation of grades		PML/RWR/ DES	Nov 2021	**O**
	Liaise with teaching and pastoral staff to action timely and robust interventions to support under-performing students		PML/RWR/ DES	Jul 2022	**O**
	Establish links with experts (Lead Practitioners within the Trust and/or consultants) to develop and contribute to 'subject Hubs', where teachers can source best practice and quality resources		PML	Dec 2021	**O**
Improve attendance	Embed use of the Code of Conduct agreement, using it in tangible ways to reinforce attendance	• Attendance will be 96% • Code of Conduct documents will be signed, returned and shared with all staff involved • Attendance will feature in QA procedures • There will be no missing marks and all absences will be authorised • Safeguarding is effective and we know which 6th Form students are on site at all times	PML/ DES	Nov 2021	O
	Effective use of Tutors and teaching staff to actively address attendance in impactful ways		PML/ DES/ SJN	Ongoing	O
	Introduce consequences for poor attendance and ensure message is communicated and reinforced clearly		DES/ SJN	Ongoing	O

Ensure 6th form is viable and sustainable	Research potential curriculum pathways and visit other academies to view best practice	• Close links to other successful Sixth Form centres will be established • Each group in the 6th form is viable and has appropriate numbers. • 80 students are recruited to the 6th Form in Sept 2022.	PML/ DES	Dec 2021	G
	Create a robust recruitment plan to recruit pupils in KS4		PML	Jan 2022	G
	Add the 6th Form to the CLFP model to check the viability and cost.		RWR	Jan 2022	O
Embed PSHE and Enrichment provision in 6th form	Introduce an Autumn term transition programme for Y12	• End of Autumn pupil survey to show majority of pupils feel supported and ready for KS5 • QA to determine pupil participation in PSHE • All pupils will be given a tailored route to the 'Five by Five' programme • Students are completing the end of unit assessment with at least 80%	PML/ DES/ MWN	Oct 2021	O
	Review PSHE curriculum and the role of the Form Tutor				
	Roll out 'Five by Five' enrichment programme		DES	Ongoing	G
	Monitor and QA delivery of PSHE		DES/ JES	Dec 2021	O
	Establish and then promote the use of the Sixth Form Study Centre		PML	Oct 2021	G
All leavers move into a valid pathway, university, apprenticeship or employment	UCAS preparation is thorough and robust	• 100% of students progress onto their chosen pathway • University progression increases by 5% • Career tracker is being used by tutors as a working document • No NEET students after Y13	DES	July 2022	O
	Engage with more apprenticeship providers		DES/VFN	Jan 2022	G
	Implement a career tracker which tutors check every half term, to ensure all Year 13 are on track for their chosen pathway		VFN/DES	Oct 2022	G