

General Information			
Academy Name	Ormiston NEW Academy	Principal	Craig Cooling
URN	145134	Website	<a href="http://www.onewa.co.uk">www.onewa.co.uk</a>
LA	Wolverhampton	Email Address	<a href="mailto:Info@onewa.co.uk">Info@onewa.co.uk</a>
MAT	Ormiston	Telephone Number	01902 623111
Address	Marsh Lane, Fordhouses, Wolverhampton, WV10 6SE	Last Inspection	February 2022 – “Good”
About Our Academy			
2022-23	School	National 2021	Context
Number on roll	889	1010	Ormiston NEW Academy is a school in which consistent and specific teaching, learning and cultural norms underpin a developing culture of aspiration and endeavour following its designation as a ‘Good’ school by OFSTED in February 2022.
Pupil Premium	53.4%	27.2%	
FSM	57.6%	18.9%	
SEND K	14.4%	11.5%	
EHCP	1.8%	2.0%	
% White British	37.6%	65.0%	
% EAL	29.6%	17.2%	
Number of CLA	0.1%	0.90%	
ADACI IMD score (Index of Multiple Deprivation)		0.20	
The OAT 8			
Wellbeing and safeguarding		A brilliant journey	
Every second counts		OAT behaviours	
Improvement at pace		Great people	
Sustained outcomes		Financial Sustainability	
Academy Priorities			
KS4: Progress 8 to exceed 0 and improvement in 9-5 & 9-4 EM match			
KS5: VA to exceed 0 and Alevel and Applied general to exceed 25			
An ordered, consistent, and industrious environment			
All people are developed at all levels			
Vision		Values	
<p><b>Academy Principles 2022/2023:</b></p> <ol style="list-style-type: none"> <li>1 Culture is key in our community</li> <li>2 Consistently execute routines</li> <li>3 Increase attendance to 95%</li> <li>4 Industry, practice &amp; revision lead to excellence</li> <li>5 We are inclusive</li> <li>6 6<sup>th</sup> form is a thriving &amp; sustainable part of the academy</li> </ol> <p><b>NEW Curriculum Vision:</b></p> <p>Our students experience a fun, challenging and knowledge-rich curriculum that teaches them to be industrious and respectful, enabling them to thrive. Our curriculum is built upon reading, writing, oracy and mathematics and delivers excellence based on our principles of endeavour, practice and discipline.</p>		<p><b>Academy Values:</b></p> <ul style="list-style-type: none"> <li>• Pride</li> <li>• Endeavour</li> <li>• Collaboration</li> </ul>	

Priority 1: Leadership & Management

Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG
1a. Improve Student Outcome in key stages 4 and 5	Ensure that English & Mathematics outcomes match at 35% (5) and 55% (4) and that overall progress 8 is at 0	CCG/RWR /LWS/KES	09/23	07/24	Meeting time	CCG/RWR/ LWS/KES QA	<ul style="list-style-type: none"> <li>✓ Match meetings held at agreed regular intervals with all leaders</li> <li>✓ Match in 4+ and 5+ is gradually tracked and improved over time &amp; P8 @ 0+</li> </ul>	
	Develop teaching, leadership & consistency in Mathematics, English & Science	RWR/CCG /LWS/KES	09/23	07/24	Meeting time	CCG/RWR/ LWS/KES QA	<ul style="list-style-type: none"> <li>✓ Learning walks and books evidence consistent and impactful practice</li> <li>✓ English Lit shows improvement through quality assurance</li> </ul>	
	Ensure quality assurance model is effective in improving outcomes in all year groups	RWR/LWS /KES	09/23	07/24	Meeting time	CCG/RWR/ LWS/KES QA	<ul style="list-style-type: none"> <li>✓ Departments are actively managing their own quality assurance measures and can articulate gaps and solutions</li> </ul>	
	Develop and support MWN to ensure that KS5 outcomes exceed 25 in both A-level and Applied General	CCG/ MWN	09/23	07/24	Meeting time Coaching	CCG/MWN learning walks, Data analysis and QA	<ul style="list-style-type: none"> <li>✓ 6th form is industrious in and out of the Centre, students display role model behavior and are actively engaged</li> <li>✓ KS5 outcomes improve in A-level &amp; Applied General</li> </ul>	
	Improve teaching, learning, leadership, and consistency in the mathematics department	CCG/RWR /LWS	09/23	07/24	Meeting time Coaching	CCG/RWR/LW S/KES QA	<ul style="list-style-type: none"> <li>✓ Maths lessons are consistent in terms of method and delivery, using RFC's methods as a model in which students are actively engaged and teachers are checking for</li> </ul>	

					Mentoring Training		understanding so that knowledge gaps are closed ✓ Mathematics development model delivered to improve knowledge, skill and consistency in the department	
1b. Develop Leadership at all levels	Use Protocol #1 to develop leadership expertise at all levels	CCG/LWS	09/23	07/24	Coaching/mentoring/meeting time	CCG/LWS QA	<ul style="list-style-type: none"> <li>✓ Performance of all areas improves as a result of protocol training.</li> <li>✓ Academy is industrious, calm, quiet and academic behaviours are evident in all areas at all times.</li> <li>✓ Staff voice evidences training's utility in their development</li> </ul>	
	Deliver leadership training to Exec & SLT to be delivered fortnightly during leadership time	CCG	09/23	07/24	Best practice books and journals, visits and Coaching and mentoring	CCG/RWR/LWS QA	<ul style="list-style-type: none"> <li>✓ Colourworks and Protocol are referenced in staff voice as being helpful in their development</li> </ul>	
	Deliver insights/Colourworks training to all senior & middle leaders	CCG	09/23	07/24	Development/meeting time	CCG//LWS/RWR QA of use daily/weekly	<ul style="list-style-type: none"> <li>✓ Middle leadership improves and staff voice evidences its utility</li> </ul>	
	Ensure line management is consistent, in terms of approach and messaging and leads to improvement of outcomes	Extended Exec	09/23	07/24	Meeting time	RWR to ensure consistency	<ul style="list-style-type: none"> <li>✓ Deadlines are met in the QA calendar</li> <li>✓ Staff voice ensures that staff feel supported and challenged through line management</li> </ul>	
	Develop leadership protocol #2	CCG & Exec	09/23	07/24	Development time	CCG to explore new protocol	<ul style="list-style-type: none"> <li>✓ Protocol #2 is researched and developed for delivery</li> </ul>	

1c. Improve Academy Culture	Rebrand classrooms with propaganda, deliver drive to smarten and declutter all classrooms and improve display	CCG/LWS	9/23	11/24	Develop & Training time	Academy environment QA	<ul style="list-style-type: none"> <li>✓ Staff voice demonstrates communication is consistent and routines are consistently executed</li> <li>✓ Thursday night training sessions are well attended and show impact in the classroom</li> <li>✓ SHAPE, SLANT, No Opt Out and adaptive teaching methods are evident.</li> </ul>	
	Relaunch 4 part lesson with new propaganda and training for staff and students	CCG/LWS	9/23	11/24	Develop & Training time	Delivery of 4 part lesson evident daily	<ul style="list-style-type: none"> <li>✓ LWS/KES/RWR/CCG present in classrooms weekly</li> <li>✓ Academy cultural norms are evident and leading to improvement</li> </ul>	
	Improve well-being through the development of a well-being group	CCG/LWS	9/23	7/24	Development time	Staff voice	<ul style="list-style-type: none"> <li>✓ Staff voice evidences enhanced well-being</li> </ul>	
	Enhance Uniform with variation for certain groups of children	CCG/SWS	9/23	11/24	Design and marketing of the design	Student voice and opinion on variation	<ul style="list-style-type: none"> <li>✓ Introduce new tie for Year 11</li> <li>✓ Introduce Kilts from September for female students</li> </ul>	
	Deliver upgrade to canteen facilities	CCG/SWS	9/23	11/24	Cost of furniture	Monitoring of new build's effectiveness	<ul style="list-style-type: none"> <li>✓ Students are able to be accommodated successfully in the newly built canteen</li> </ul>	
	Launch other functional aspects of edulink and introduce parent pay	RWR/PBW/MCE	9/23	7/24	£ for development	RWR/PBW to monitor development	<ul style="list-style-type: none"> <li>✓ Parent voice evidences that parents feel better informed about the academy procedures and processes</li> </ul>	

1d. Ensure the Academy is economically stable and remains viable	Increase recruitment specifically in years 7 and 12	JML/RWR /MWN	09/22	07/23	£ needed for publicity	Exec to QA	<ul style="list-style-type: none"> <li>✓ Year 7 population is above 185</li> <li>✓ In year (8-11) allocations show a surplus by year end</li> <li>✓ Year 12 population is above 60</li> </ul>	
	Further develop the role of the Business manager and recruit for capacity in finance and data teams	CCG	09/23	07/24	Salary increase	CCG to manage SWS	<ul style="list-style-type: none"> <li>✓ SWS becomes responsible for more than her finance role including site responsibilities: managing projects, catering, IT, site and cleaning</li> <li>✓ Fortnightly finance tracking meetings with SWS regarding academy priorities and improvement to the fabric of the school</li> </ul>	
	Manage deficit so that Academy breaks even in August 2024 despite economic challenges	CCG/RWR /SWS	09/23	07/24	Meeting time	CCG/RWR/ SWS to manage £	<ul style="list-style-type: none"> <li>✓ CCG/RWR/LWS make strategic curriculum decisions to ensure we can actively manage an increase in student population.</li> <li>✓ Monies used to increase support staff and the expected growth in 6<sup>th</sup> form through both sports academies</li> </ul>	
1e. Improve communication	Staff voice evidences that communication has improved through a variety of mediums	Exec	9/23	07/24	Development time	Exec	<ul style="list-style-type: none"> <li>✓ Introduce staff calendar</li> <li>✓ Briefings become coordinated</li> <li>✓ Trips are managed more proactively so there is greater clarity about staff and student absence</li> <li>✓ Using daily review board so that staff are praised more</li> </ul>	
1f. Improve inclusion	Improve organization of monitoring and recording	LWS	9/23	12/23	Training time	LWS to take overall responsibility	<ul style="list-style-type: none"> <li>✓ Adapt inclusion referral forms</li> <li>✓ Introduce key stakeholder meeting</li> <li>✓ Introduce SIMS Intervention</li> </ul>	

	Develop leadership, management and communication in inclusion	LWS	9/23	7/24	N/A	LWS	<ul style="list-style-type: none"> <li>✓ Develop CGS in new role</li> <li>✓ Strengthen working relationship between senior leaders</li> <li>✓ Review the role of the TA to create specialists for each area of the SEN code of Practice</li> </ul>	
	Review and develop inclusion support offer	LWS	9/23	7/24	N/A	LWS	<ul style="list-style-type: none"> <li>✓ Streamline current offer and identify gaps</li> <li>✓ Use PASS data to ensure the correct students are being targeted</li> <li>✓ Explore how the PoD can be used to support SEND students</li> </ul>	
1g. Embed coaching model as the NEW personal Development process	Teaching staff all engage with growth model by setting a yearly goal within their Department Development Plan	LWS	10/23	7/24	Time for department meetings and CPD	LWS to monitor-staff voice and review forms	<ul style="list-style-type: none"> <li>✓ All teachers feed into the development of their department</li> <li>✓ All teachers develop as subject experts-both knowledge and pedagogy</li> <li>✓ Teaching staff don't see PM as a tick box exercise</li> </ul>	
	Teaching staff work together, within their departments, to improve quality of teaching and learning using STEPLAB as the vehicle for improvement	LWS	10/23	7/24	CPD	Exec to visit check ins	<ul style="list-style-type: none"> <li>✓ Subjects experts develop other subject experts via STEPLAB</li> <li>✓ HoDs understand the development needs of their teams and work with LWS and GWE to meet these needs</li> <li>✓ Experience is shared amongst departments</li> </ul>	
	Teaching staff engage with individual CPD, including action research	LWS	10/23	7/24	CPD	Teacher review	<ul style="list-style-type: none"> <li>✓ Teachers engage with the most up to date information and research for their subejct areas</li> </ul>	

	Support staff all set a goal and engage with individualized CPD	LWS/CCG	9/23	7/24	Meeting time and CPD	Support staff tracker monitored by LWS	<ul style="list-style-type: none"> <li>✓ Support staff are able to engage with CPD and develop in their roles in the same way teaching staff can</li> <li>✓ Support staff feel valued and developed</li> </ul>	
1h. Improve the process for new admissions	Elevate the new admissions process to being the responsibility of the executive team, overseeing transition into the academy and managing the volume and flow of new admissions.	RWR / LCE / LWS	9/23	7/24	Time for handover	RWR	<ul style="list-style-type: none"> <li>✓ New admissions are out of education for as short a time as possible.</li> <li>✓ The flow of new admissions into the academy is seamless for inclusion, EAL, H2P and 'normal' admissions.</li> <li>✓ Academy cohort numbers are regularly evaluated and changes made to accommodate greater numbers as and when the need arises.</li> </ul>	
1i. Improve Academy	<p>Initiate new building projects including:</p> <ul style="list-style-type: none"> <li>• Development of reception and possible two story office space</li> <li>• New multi-purpose space outside of the Endeavour building</li> <li>• Investment in toilet areas</li> <li>• Develop 6<sup>th</sup> form provision for possible outside area</li> </ul>	CCG/RWR /SWS	9/23	7/24	Development time	CCG/RWR/ SWS	<ul style="list-style-type: none"> <li>✓ Audit of current provision</li> <li>✓ Business case developed.</li> <li>✓ Consultation with RFR/MCN/Fabrice regarding viability</li> <li>✓</li> </ul>	

## Priority 2: Quality of Education

Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG
2a. Improve Academic nature of children	Invest in resources for the children to support organization, industry and homework (To include revision book, planner, stationary and individual house folder)	LWS	9/23	7/24	Development time	Use of pack and resources evident throughout the year	<ul style="list-style-type: none"> <li>✓ CCG to hold a weekly assembly with Year 11</li> <li>✓ Assemblies are held weekly with all year groups</li> <li>✓ AWB to strategically manage marketing of the Academy with the reputation enhanced through parent voice and increased student population</li> <li>✓ Both are evident weekly in learning walks</li> <li>✓ Bags purchased for all new year 7 students</li> </ul>	
	Design and launch aspirational display for common areas in the school	CCG/ LWS	9/23	7/24	Development and creation time	CCG/AWS/LWS to QA utility of these resources	<ul style="list-style-type: none"> <li>✓ New SLANT posters displayed</li> <li>✓ Alumni motivational display displayed in Endeavour Hall</li> <li>✓ New 4 part lessons propaganda shared and distributed</li> </ul>	
	Train children in revision techniques to ensure they are able to revise properly and thus complete homework, with teachers setting regular homework in line with the policy	LWS/GSE	09/23	07/24	Training time & QA	LWS to QA delivery	<ul style="list-style-type: none"> <li>✓ Baseline &amp; revisit Homework “evidence” each term displays consistent application of revision techniques in all students</li> <li>✓ Review homework completion at the end of 22/23 and then improved revision completion outcomes at the end of each in 23/24</li> <li>✓ Use Edulink for the recording of homework</li> <li>✓ Display homework timetable on website</li> </ul>	



							<ul style="list-style-type: none"> <li>✓ Homework to be a feature of all curriculum maps</li> <li>✓ Improvement in the number of behaviour points issued for homework</li> </ul>	
	Improve reading competency across the academy	GWE	09/23	07/24	Training time, developing library stock, reading books for all KS3 students	Line management with LWS	<ul style="list-style-type: none"> <li>✓ Developing form time reading through improving teacher delivery</li> <li>✓ Re-vamping Freedom to Read to ensure texts are appropriate</li> <li>✓ Implement DEAR in all KS3 two hour lessons</li> <li>✓ Improve the use of reading age data and the monitoring of literacy interventions</li> <li>✓ Develop Read around the world initiative through the library</li> </ul>	
	Continue to improve students' oracy	GWE	09/23	07/24	Training time	Line management with LWS	<ul style="list-style-type: none"> <li>✓ WoW is a regular feature of tutor time and embedded with all staff a students</li> <li>✓ Debate club is set up</li> <li>✓ Speak like an expert is a regular feature of all lessons and students can use relevant words with confidence</li> </ul>	
2b. Develop the 4-part lesson to improve student independence and engagement	Implement active listening in Part 2 of lessons	LWS/GWE	09/23	12/23	Training time with staff and students	Learning walks	<ul style="list-style-type: none"> <li>✓ During part 2 of lessons students are making relevant and useful notes</li> <li>✓ Teachers are more interactive in Part 2 of lessons through improved use of questioning</li> </ul>	
	Students interact with teacher feedback during part 3 of lesson to further improve independent application of knowledge	LWS	09/23	07/24	Training time with staff	Learning walks and book looks	<ul style="list-style-type: none"> <li>✓ Evidence of regular teacher feedback in all books</li> <li>✓ Students are able to work autonomously in part 3 of lesson, demonstrating the ability to independently apply knowledge</li> </ul>	

2c. Improve adaptive teaching and SEND outcomes	Continue to improve staff knowledge of SEND, EAL and more able strategies that lead to improved student progress	LWS	09/23	07/24	Training time with staff	LWS QA CPD, learning walk, book looks, progress data	<ul style="list-style-type: none"> <li>✓ Staff use OPP's with confidence</li> <li>✓ Staff have a better understanding of areas of need in order to meet these needs in the classroom</li> <li>✓ All teachers are equipped with the skills to support basic language acquisition for our new to English EAL learners</li> <li>✓ A more able strategy is effectively implemented, maintained and monitored</li> </ul>	
	Continue to develop a 'catch up, keep up' ethos around all children who are not working at ARE	LWS	09/23	07/24	Training time with staff	Learning walks, book looks, progress data	<ul style="list-style-type: none"> <li>✓ Catch up, Keep up ethos is applied to all children who are behind ARE, not just those with SEND</li> <li>✓ Department level monitoring enables a more proactive way to support children who have fallen behind</li> </ul>	
	Monitor more able provision through existing academy intervention, rewards and enrichment programme	LWS	09/23	07/24	Monitoring time	LWS/GSE to monitor impact of M/A interventions	<ul style="list-style-type: none"> <li>✓ Improved monitoring of more able provision through existing academy interventions, rewards and trips</li> </ul>	
	Continue to develop bespoke package of support for EAL students	CGS/JES	09/23	07/24	Additional EAL support/TA	Student voice	<ul style="list-style-type: none"> <li>✓ Two year groups will study towards ESOL</li> <li>✓ Out of classroom interventions will be supported by in class interventions</li> </ul>	
	Improve Year 11 SEND outcomes	LWS/CGS/KET	09/23	07/24		L/walks, progress data, book looks,	<ul style="list-style-type: none"> <li>✓ Monitoring and intervention will be more frequent and more timely</li> </ul>	

						intervention data	<ul style="list-style-type: none"> <li>✓ SEND progress will be in line with national average</li> </ul>	
2d. Improve assessment across the academy to ensure it is fit for purpose and leads to better outcomes	Focus on assessment every day in the classroom with teachers, and specifically middle leaders.	LWS / RWR	09/23	07/24	Training with staff	Line Managers, SLT On Call	<ul style="list-style-type: none"> <li>✓ Live marking relaunched to staff.</li> <li>✓ More opportunities for continuous informal assessment are seen in lessons.</li> <li>✓ Departmental trackers are consistently used to monitor and intervene.</li> <li>✓ Student performance in interleaved EDNs is monitored and these include interleaving.</li> </ul>	
	Evaluate assessment in key stage 3 and ensure this model is fit for purpose	RWR	07/22	07/24	Training with staff, support from OAT Lead Pracs	OAT ED, OAT Lead Pracs	<ul style="list-style-type: none"> <li>✓ Assessment in key stage 3 will be RAG rated for each department area.</li> <li>✓ Departmental improvement will be supported where necessary.</li> <li>✓ Training will be provided for teachers and/or middle leaders that require it</li> </ul>	
	Launch a new assessment calendar for 2023-24 in line with Ormiston requirements that is better suited to seasonal pressures.	KET	09/23	07/24	None	RWR	<ul style="list-style-type: none"> <li>✓ Assessment calendar is in place and followed</li> <li>✓ Middle leaders better able to cope with the demands of quality assurance as these are better timed</li> </ul>	
	Undertake more in-depth post-results analysis.	RWR	08/23	10/23	£ for recalling scripts and post-results services  Time	Line Managers	<ul style="list-style-type: none"> <li>✓ Results will be analysed in depth by subgroup using quixote</li> <li>✓ Teaching is informed by post-results analysis.</li> <li>✓ Scripts of previous students will be used to inform teaching and interventions.</li> </ul>	
	Report to parents at every data collection point including them in their child's progress at more regular intervals.	RWR / KET	09/23	07/24	£ Edulink  £ Postage	Line Managers	<ul style="list-style-type: none"> <li>✓ Parents will be in a position to pro-actively engage with their child's progress.</li> <li>✓ Parental engagement will improve.</li> </ul>	

						RWR/KET	<ul style="list-style-type: none"> <li>✓ Parents will access their child's data via Edulink</li> </ul>	
2e. Improve quality assurance procedures to improve consistency across the academy and ensure that best practice is common practice.	Line managers will undertake more quality assurance activities with middle leaders.	RWR	09/23	07/24	Time £ Cover	Line Managers  RWR	<ul style="list-style-type: none"> <li>✓ Middle leaders will have a more accurate appraisal of their departments and will identify areas for improvement quicker.</li> <li>✓ Every department will have in place a 'Departmental Development Plan' that will be regularly revisited as part of the assessment cycle.</li> </ul>	
	Quality assurance monitoring will become more data driven to allow for better whole academy monitoring and evaluation.	RWR	09/23	07/24		CCG / RWR	<ul style="list-style-type: none"> <li>✓ Leaders will have a better understanding of standards across the academy.</li> <li>✓ Leaders will be able to intervene quicker with greater accuracy.</li> <li>✓ Improvements will be quantifiable.</li> </ul>	

## Priority 3: Behaviour & Safeguarding

Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG
3a. Improve pastoral team	Examine best practice from other Ormiston and non-Ormiston schools regarding pastoral teams	LCE	09/23	07/24	Development Time	CCG/LCE/JML to research	<ul style="list-style-type: none"> <li>✓ Sustainability and capacity issues addressed in pastoral team</li> <li>✓ Pastoral team capacity benchmarked against different schools</li> </ul>	
	Provide opportunities for the development of the pastoral team including the wider pastoral team	LCE/JML	09/23	07/24	Development time	LCE/JML to QA delivery	<ul style="list-style-type: none"> <li>✓ Staff voice used to identify need</li> <li>✓ Model of excellence used establish targets</li> <li>✓ Staff voice evidences development</li> </ul>	
	Introduce new working pattern to enable pastoral officers to coach/mentor children, deliver interventions in a 4/1 weekly pattern	LCE/JML	09/23	07/24	Development time	LCE/LWS/JML to introduce and review	<ul style="list-style-type: none"> <li>✓ Staff voice evidences happiness and job satisfaction have improved</li> <li>✓ Student behavior improves as a result of intervention</li> </ul>	
3b. Develop the use of bootcamps	“NEWAISATION” bootcamps to be delivered to all children at the beginning of each term	LCE/JML	09/23	07/24	Development and delivery time	LCE/JML to deliver and use data to QA success	<ul style="list-style-type: none"> <li>✓ SLANT</li> <li>✓ SHAPE</li> <li>✓ NO OPT OUT</li> <li>✓ 4 PART LESSON</li> <li>✓ (All evident)</li> </ul>	
	Y7 Extended bootcamp to be developed and delivered in the first week of the autumn term	JML	09/23	10/24	Development time	LCE/JML to deliver and use data to QA success	<ul style="list-style-type: none"> <li>✓ Y7 children demonstrate behavioral norms expected daily</li> </ul>	

3c. Improve Behavior	Reduce suspensions and minimize permanent exclusions	CCG/LCE & JML	09/23	07/24	Meeting time	LCE/JML to monitor weekly	<ul style="list-style-type: none"> <li>✓ Suspension rate is lower than 18 at 07/24</li> <li>✓ Permanent exclusions do not exceed 22/23 levels</li> </ul>	
	Develop relationships with other schools, alternative provision providers and external intervention providers	LCE/JML	09/23	07/24	Development time	LCE/JML to QA quality of provision in other schools to assess it's utility for us	<ul style="list-style-type: none"> <li>✓ LCE is able to be entrepreneurial with sanction</li> <li>✓ Suspension rate improves</li> <li>✓ Student behaviour improves because of external intervention</li> </ul>	
	Improve out of lesson behaviors in corridors and on transition	LCE/JML	09/23	07/24	QA Time	CCG & LCE to QA transition periodically	<ul style="list-style-type: none"> <li>✓ Corridors are "calm &amp; quiet"</li> <li>✓ Transition behaviors evidence children being respectful, courteous and controlled</li> </ul>	
	Establish the Pod within the Academy to either deliver pre-perm ex interventions or become a specialist need Centre of excellence	LCE/LWS	09/23	07/24	Meeting and development time	CCG/LCE/LWS to QA it's effectiveness	<ul style="list-style-type: none"> <li>✓ Pod delivers bespoke service for children who need additional support</li> <li>✓ LCE/LWS to research models of delivery</li> <li>✓ LWS to liaise with DKY regarding partnering with LA for Centre of excellence if necessary</li> </ul>	
3d. Improve Uniform	Ensure the consistency of Uniform is excellent, every day	LCE/JML	09/23	07/24	QA time	LCE/JML to QA standards	<ul style="list-style-type: none"> <li>✓ Children are proud to look smart every day</li> <li>✓ Uniform inconsistencies are hunted out and removed</li> <li>✓ Student voice evidences they are proud to wear their NEWA Uniform</li> </ul>	
3e. Achieve and maintain excellent punctuality to school and lessons	Ensure all staff have sufficient training on how to accurately record punctuality to school and lessons	LCE/JML & PBW	09/23	07/24	Training  QA time	LCE/RWR to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Lateness to the academy will continue to reduce</li> <li>✓ Next day sanctions for punctuality will reduce</li> <li>✓ All students will clearly understand the importance of arriving to school and lessons on time</li> </ul>	

							<ul style="list-style-type: none"> <li>✓ Weekly data analysis will be used to provide targeted intervention for individual students</li> <li>✓ Students take responsibility for their own time keeping, including getting to school on time and during academy transition</li> </ul>	
3f. Improve the use of rewards	Introduce a new rewards system relating to the house system	LCE/ IJS	09/23	07/24	Meeting time  QA of rewards system  Training  Rewards budget	LCE/JML to QA delivery and effectiveness	<ul style="list-style-type: none"> <li>✓ Student voice evidences increased value of house points leading to rewards</li> <li>✓ Increased recognition of student's achievements</li> <li>✓ Increased profile of house points and rewards across the academy</li> <li>✓ Student behaviors improve because of reward recognition</li> </ul>	
	Publicise rewards progress throughout the school and ensure its profile remains consistent throughout the year	LCE/JML/ IJS	09/23	07/24	Training  QA of publicity	LCE/ JML/ AWB	<ul style="list-style-type: none"> <li>✓ All students will have up to date data informing them of their house points and overall house position</li> <li>✓ Students will see the value of achieving house points</li> <li>✓ Student voice will demonstrate the high profile of the rewards system</li> </ul>	
	To improve parental engagement with student rewards and successes	LCE/JML/ IJS	09/23	07/24	Development Time	LCE/ JML	<ul style="list-style-type: none"> <li>✓ Parents will have access to student achievement through EduLink and regular social media posts recognizing student achievement</li> <li>✓ Student progress to improve through parental engagement of rewards system</li> <li>✓ Parents to have positive communication with the academy which in turn will support their child's progress and achievement</li> </ul>	

	'Dream Big' initiative to be introduced across the academy	LCE/JML/IJS	09/23	07/24	Development Time	LCE/ JML	<ul style="list-style-type: none"> <li>✓ Students have higher aspirations through demonstration of hard work by staff members</li> <li>✓ Staff and student engagement will increase based around outside of learning interests</li> <li>✓ Students to have a role model within the academy that leads to raised aspirations</li> <li>✓ Subject profiles will be raised by subject staff leading in assemblies</li> </ul>	
3g. Ensure safeguarding is exemplary	To improve processes for early intervention	LCE/KCE	09/22	07/23	Training, QA time and LM time of MSN	LCE/LKY to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ MSN is suitably developed before being fully operational in her role</li> <li>✓ LM, training and support ensure she is supported and challenged</li> <li>✓ Clear identification and referral process embedded</li> <li>✓ Students who require early intervention are provided with this to improve their academy experience</li> </ul>	
	To ensure all reporting and monitoring processes are robust and effective	LCE/KCE	09/23	07/24	Training, QA time	LCE/LKY to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ All safeguard/attendance communication is logged accurately on CPOMS/SIMS and all staff are aware of how to report and monitor effectively</li> <li>✓ Students in category 1A receive a first day home visit and safeguard team pick up the incident if no contact is made. Safeguard procedures are then followed.</li> </ul>	



	To implement all staff training to address new key priorities in KCSIE 2023	LCE/KCE	09/23	07/24	Training	LCE/KCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Specific training is completed to support students with specific needs in line with KCSIE 2023</li> <li>✓ Students feel safe within the academy</li> <li>✓ Students know they can speak with all staff and get support if they have concerns. Signposts for support will be included at the end of every PSHE lesson</li> </ul>	
	Develop the expertise in the safeguarding team	KCE	09/23	07/24	Development time	KCE to monitor and coach and mentor staff	<ul style="list-style-type: none"> <li>✓ Ensure more pastoral staff are Level 3 trained and that there is a wide and diverse team</li> <li>✓ MSI &amp; ATR have received bespoke personal development</li> </ul>	
3h. Ensure attendance improves to 95%	Ensure attendance procedures are embedded and effective across attendance team	LCE	09/23	07/24	Training QA time Coaching/mentoring	LCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Clear procedures and routines have led to whole school improved attendance</li> <li>✓ Consistent and regular staff action in place to support attendance protocols</li> <li>✓ The attendance team have effective procedures for clarifying reasons for absence</li> <li>✓ Reduction in PA percentage</li> </ul>	
	Engage, work and support all parents/carers regarding positive student attendance	LCE/PBW	09/23	07/24	Training QA time & Coaching/mentoring	LCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Robust communication systems in place with parents/carers</li> <li>✓ Parents/carers/students all aware of raised expectations</li> <li>✓ Parent support group effective</li> </ul>	

	Home visits to be completed for absent students in line with vulnerable student category protocols	LCE/PBW	09/23	07/24	Training QA time Coaching/mentoring	LCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Significant reduction in detentions related to punctuality</li> <li>✓ Student attendance to improve with students returning to school quicker following an illness.</li> <li>✓ Persistent absence numbers reduce</li> </ul>	
	Ensure all staff understand their role in supporting the academy to improve attendance	LCE	09/23	07/24	Training QA time Coaching/mentoring	LCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Display boards evidence that attendance is publicized and monitored</li> <li>✓ Whole staff communication is maintained throughout the year regarding the progress and effectiveness of attendance</li> </ul>	

## Priority 4: Personal Development

Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG
4a. Create a character curriculum	Research other Character curriculums at other Academies including GSA	LCE/CCG	09/23	07/24	Research time	LCE/CCG to identify learning points from other models	✓ Character development programme planned for delivery from January 2024	
	Mapping of “NEWA PD/Character” entitlement across all key stages	LCE/VFN/MAW & MCY	09/23	07/24	Research & Development time	LCE to build coalition of people to map entitlement	✓ Character entitlement mapped and ready to be delivered upon from Easter 2024	
4b. Enhance the current enrichment programme	Increase the amount and variety of enrichment experiences	MAT/LCE	09/23	07/24	Funding related to experiences  Development time	LCE/MAT to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Enrichment programme evidences a broad variety of experiences</li> <li>✓ Student voice evidences that children are happy and eager to attend the clubs on offer</li> <li>✓ Evolve data evidences increased attendance to enrichment activities</li> </ul>	
	Improve the evaluation of the enrichment programme	MAT/LCE	09/23	07/24	Training  QA time	MAT to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Evolve data informs enrichment offer</li> <li>✓ Attendance at enrichment gradually increases.</li> </ul>	

					Coaching/mentoring		<ul style="list-style-type: none"> <li>✓ Attendance is mapped and recorded weekly, and data is produced to be able to analyse impact immediately.</li> </ul>	
	Develop the EVC role to provide experience and capacity to enrichment	LCE	09/23	07/24	Training time	LCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Transition from MWN to MCY complete</li> <li>✓ MCY completes EVC role independently</li> </ul>	
4c. Enhance Careers	To develop student language and understanding of the skills required to be more successful in their chosen destinations	VFN	09/23	07/24	Development training  QA time	LCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Students are aware of the different skills that each subject area helps them to develop</li> <li>✓ Students are more confident in relating their skills to different situations and settings</li> <li>✓ An increase in WEX placements</li> </ul>	
4d. Achieve Quality and Careers Standard Award	To be successful in renewing the QICS award	VFN	09/23	01/24	Time	LCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Students are receiving a quality careers programme</li> <li>✓ Students are aware of relevant pathways for final destinations</li> <li>✓ Student voice demonstrates students' awareness of progression pathways</li> </ul>	
4e. Improve Aspiration	Map students' aspirations across all year groups	IJS	09/23	07/24	Development time & Budget for Aspiration & rewards	IJS/LCE to monitor impact	<ul style="list-style-type: none"> <li>✓ Student voice evidences student identification of aspirations</li> <li>✓ Destinations data used to demonstrate student aspiration</li> </ul>	
4f. Improve PSHE Programme	Map PSHE and Citizenship programme against national standards to ensure we are compliant for all statutory areas	KCE/LCE	09/23	07/24	Development time  QA of programme and delivery	LCE/KCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Student voice demonstrates student awareness of all areas of PSHE and Citizenship</li> <li>✓ Students can demonstrate understanding through assessment in all topics</li> <li>✓ The curriculum is compliant in all statutory areas</li> </ul>	

							<ul style="list-style-type: none"> <li>✓ Curriculum is mapped in accordance with local data</li> </ul>	
	To develop students' understanding of resilience, mental health and well-being through a broad curriculum	KCE	09/22	07/23	Development time	KCE to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Student voice demonstrates understanding of mental health, well-being and resilience</li> <li>✓ Data is used to evidence students accessing support for mental health and well-being</li> <li>✓ Students able to demonstrate understanding of how to access support</li> </ul>	
4g. Develop the role of the form tutor in the 23/24 school day model	Develop training for all staff in expectations regarding the form tutor's role in the new school day 23/24	JML/IJS/ KCE/LCE/ MAT	09/23	07/24	Development time	CCG to QA training materials and delivery style	<ul style="list-style-type: none"> <li>✓ Staff voice evidences they understand expectations of the role and that these are delivered daily in all form rooms</li> <li>✓ Staff feel confident in the role of the form tutor through specific CPD</li> </ul>	
	Deliver and quality assure practice relating to the role of the form tutor	JML/IJS/ KCE/LCE/ MAT	09/23	07/24	Training time	QA of delivery on a daily basis	<ul style="list-style-type: none"> <li>✓ Staff voice evidences they understand expectations of the role and that these are delivered daily in all form rooms</li> <li>✓ Staff will deliver high quality form tutor lessons which will be evidenced in student books</li> <li>✓ Form tutor book trawls will evidence student progress during tutor time</li> </ul>	
4h. Further develop the use of Values across the school	Develop the use of Endeavor and Pride awards	IJS	09/23	07/24	Budget for rewards  QA nomination of students	CCG/ LCE/ RWR/ LWS	<ul style="list-style-type: none"> <li>✓ Student voice evidences that students value the Endeavour and pride awards</li> <li>✓ Students actively trying to achieve Endeavour and pride awards by producing higher quality work</li> </ul>	

	Develop training regarding how to narratively use the values in everyday practice	IJS	09/23	07/24	QA Development time Training	CCG/ LCE/ RWR/ LWS	<ul style="list-style-type: none"> <li>✓ Narrative language used consistently and embedded across academy</li> <li>✓ Student voice evidences that teachers are using consistent narrative language around Endeavour and Pride awards in lessons.</li> </ul>	
4i. Develop student Council and student voice	Weekly/monthly student voice opportunities with the principal and other staff	IJS/AWB	09/23	07/24	Time	IJS to ensure coverage is comprehensive	<ul style="list-style-type: none"> <li>✓ AWB to record common feedback and present feedback to SLT</li> </ul>	
	To develop the leadership skills of students within the student council	MAT	09/23	07/24	Student training	MAT to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Students are members of external youth leadership programmes</li> <li>✓ Student prefects are in post with specific responsibilities across the academy</li> </ul>	
	To develop student's understanding of local issues	MAT	09/23	07/24	Students training External visitors/visits	MAT to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Local issues embedded in tutor time discussions</li> <li>✓ Student enrichment activities established to target local issues (e.g., ASB)</li> <li>✓ Student council identifies projects related to local issues in line with OAT ~We WILL projects</li> </ul>	
	Develop a student council that provides students with the skills to exercise student views in relation to the school environment	MAT	09/23	07/24	Training QA time Coaching/mentoring	MAT to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Health and safety ambassadors are reporting to SLT on a regular basis</li> <li>✓ Student council members are hosting assemblies regularly</li> <li>✓ Regular student council meetings are taking place</li> </ul>	

4j. Improve Well-being	Enhancing student experience across KS3/4/5 through improved well-being	MAT	09/23	07/24	Training QA coaching/mentoring	LCE/MAT to evaluate effectiveness	<ul style="list-style-type: none"> <li>✓ Student voice evidence that students are happy at the academy</li> <li>✓ A reduction in in year-transfers</li> <li>✓ Student numbers increase</li> </ul>	
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## Priority 5: 6<sup>th</sup> Form

Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG
Increase attainment and value added outcomes for all students	Methodically track progress through grade harvests, run intervention and improve attainment of Alevel to 25+ & +VA	MWN/CCG	9/23	7/24	L/walk & meeting time	CCG/MWN/KBE to monitor and deliver intervention strategy	<ul style="list-style-type: none"> <li>✓ A level outcomes exceed 25</li> <li>✓ Improved outcomes on Applied General courses that are at least in line with national average (0)</li> <li>✓ Students exhibit industry inside and outside of the classroom</li> <li>✓ 35% of A-level cohort achieve the home-working reward</li> </ul>	
	Ensure AG students are industrious and improving outcomes so that average grade improves to at least a merit	CCG	9/23	7/24	L/walk & meeting time	CCG/MWN/KBE	<ul style="list-style-type: none"> <li>✓ AG Outcomes to exceed 25</li> <li>✓ 25% of AG cohort achieve the home-working reward</li> </ul>	
	Improve the quality of Teaching & learning in KS5	MWN/LWS/CCG/GSE	9/23	7/24	L/walk, training & meeting time	CCG/MWN/KBE	<ul style="list-style-type: none"> <li>✓ Learning walks evidence effective teaching &amp; learning</li> <li>✓ KS5 T&amp;L CPD evidences effectiveness through Staff voice</li> <li>✓ Outcomes improve</li> </ul>	
Develop new Curriculum offer for 24/25	Decide on the curriculum offer to ensure we have a unique position in the local KS5 market and that 6 <sup>th</sup> form remains viable and academic	CCG/RWR/MWN/LWS	9/23	7/24	Development time	CCG/RWR/MWN/KBE	<ul style="list-style-type: none"> <li>✓ Audit current courses</li> <li>✓ Decide on A-level and AG pathways</li> <li>✓ Consult students to influence 24/25 offer</li> <li>✓ Develop level 2 pathways</li> </ul>	



Develop Personal Development Offer	Further develop well being Wednesday to ensure there is appropriate variety and choice for the students	MWN/AWS	9/23	7/24	Development time	CCG/MWN to review quality of provision	<ul style="list-style-type: none"> <li>✓ Student voice advocates the utility of WBW</li> </ul>	
Improve destinations for all students	University, work and apprenticeship destinations increase with no NEET children	MWN/AWS	9/23	7/24	Monitoring time	MWN to monitor	<ul style="list-style-type: none"> <li>✓ Destination figures improve in comparison to 22/23 data</li> </ul>	
Improved culture and ethos in the sixth form	Raised expectations regarding industry, endeavour and academic behaviors launched, shared and evaluated	MWN/CCG	9/23	7/24	QA time by MWN/CRY/KBE	Climate walks	<ul style="list-style-type: none"> <li>✓ 6th form ambassadors are visible and effective in their roles</li> <li>✓ Home-working exists alongside industry in the majority of students</li> <li>✓ 6th form learning agreement leads to a 6th form which is industrious and successful</li> <li>✓ 6th form building culture is industrious, fit for purpose and actively managed</li> </ul>	
	6 <sup>th</sup> form display materials designed, produced and displayed to match MWN's vision	MWN/CCG/AWB	09/23	10/23	Development time	AWB/MWN/CCG monitor production and display of propaganda and upgrading of the 6 <sup>th</sup> form shell	<ul style="list-style-type: none"> <li>✓ Evident daily</li> <li>✓ Narrative is used orally as well as visually</li> <li>✓ 6th form painted over the summer holidays to radically reflect academy colours</li> <li>✓ CCG/MWN to strip current 6th form shell of messaging and determine other displays needed for later in the autumn term</li> <li>✓ 6th form building "feels" like part of the wider academy</li> </ul>	
Develop student leadership opportunities	Willow Project to be peer-mentoring a case load of students	Student leaders/MWN/AWS/ETN/KCE	09/23	12/23	Development time	CCG/DET/MWN to QA organization and delivery of the project	<ul style="list-style-type: none"> <li>✓ Student voice evidences the utility of the willow project's support</li> <li>✓ Daily drop in available for lower school</li> <li>✓ Willow mentors trained in safeguarding, mental health and coaching techniques</li> <li>✓ Willow Project is visible around the school.</li> </ul>	

							<ul style="list-style-type: none"> <li>✓ Willow Project is advertised through a range of mediums.</li> </ul>	
	6 <sup>th</sup> form ambassadors developed	MWN/AWS	09/23	07/24	Design of the role to be done with the children	QA by AWS	<ul style="list-style-type: none"> <li>✓ 6th form ambassadors to “host” guests</li> <li>✓ Ambassadors to be present on open events and parents evenings</li> </ul>	
	Head Boy/head Girl and Prefect team elected/chosen	MWN/AWS	09/23	07/24	MWN/AWS to decide process	Election/selection QA by MWN/AWS	<ul style="list-style-type: none"> <li>✓ HB &amp; HG &amp; prefect team visible around site and support have roles in wider Academy life</li> </ul>	
Improve Recruitment and retention	Hold a series of recruitment events throughout the year (October, December and March) to recruit for 9/24	MWN/CRY	9/22	7/23	Meeting & development time	CCG/MWN to monitor	<ul style="list-style-type: none"> <li>✓ Recruit 65 into year 12 in September 2023</li> <li>✓ Retain 60 into year 13 in September 2023</li> <li>✓ Sixth Form remains financially viable</li> <li>✓ Increased student numbers in Y12</li> <li>✓ Recruitment is effective so the right students are on the right courses to maximize outcomes and progress</li> <li>✓ Entry Requirements are reviewed in readiness for August, 2023 to ensure higher academic expectations of both A level and Applied General.</li> </ul>	
	Develop basketball/football academies to entrepreneurially increase recruitment into the 6 <sup>th</sup> form alongside the new 6 <sup>th</sup> form curriculum offer	MWN/CCG	9/22	7/23	CRY time	MWN to support CRY	<ul style="list-style-type: none"> <li>✓ Increase student population</li> <li>✓ Introduce level 2 pathways</li> </ul>	
	AWB to market the 6 <sup>th</sup> form internally and externally including the football and basketball academy	AWB/MWN/CCG	9/22	7/23	Marketing & development time	CCG/MWN/KGN	<ul style="list-style-type: none"> <li>✓ Increase student population</li> </ul>	

