Overview | Academy

General Information

Academy	Ormiston NEW Academy	Number on roll	1004
URN	145134	Pupil Premium	48.60%
Local Authority	Wolverhampton	FSM	54.70%
OAT Region	West	SEND K	16.40%
		EHCP	1.70%
Principal	Craig Cooling	% White British	32.70%
Education Director	Rod Hughes	% EAL	32.60%
		Number of CLA	0%
Last Inspection	Februuary 2022	ADACI IMD score	0.3088

Context

Ormiston NEW Academy continues to develop following its successful OFSTED inspection in February 2022 and the record results it achieved in August 2022. Since these milestones the Academy has massively expanded (growing from 780 in July 2022 to currently 870). This has resulted in short term recruitment challenges where we have needed to expand year groups very quickly to cope with the extra 100 students in the building. This has been done with the expected expansion of Year 7 and Year 12 in September 2023.

Our CLFP KPIs account for a teacher/pupil ratio of 72% and an overall bonus of 9.7%. Staffing changes have been kept to an absolute minimum despite the significant growth in numbers and alterations to the curriculum model in September 2023. ECTs are being targeted to keep costs low for the four positions we have requested to recruit for (maths, food, computer science and English/classics). Staff on maternity leave will plug gaps and over staffing in certain subjects such as PE will be used to cover gaps in science, rather than recruiting additional specialist staff.

In our staffing and curriculum review we have tightened the number of PPA provided and leadership time has also been reviewed and reduced. Ormiston NEW Academy serves a community which is over 60% disadvantaged. This is a privilege but also demands that we have extra capacity in our leadership time to be able to effectively manage our school community. Current FTE rate is 10.65, in comparison to OAT average of 9.8. This has been achieved and is managed by leadership presence who maintain a calm and controlled environment.
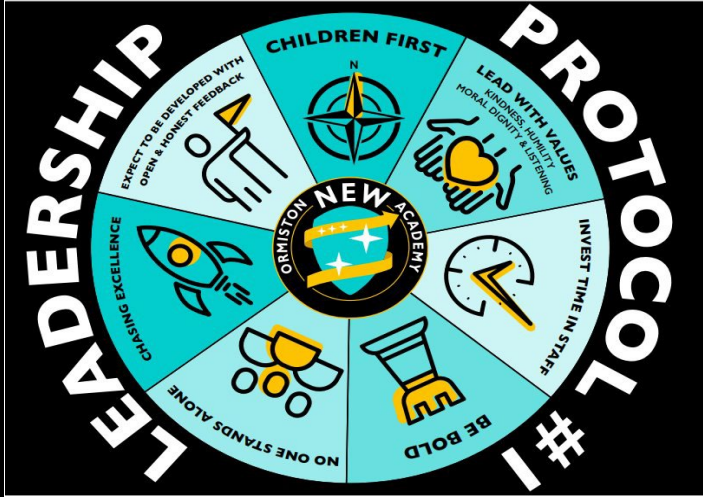
Together, through pride and endeavour, we achieve excellence

PRIDE

ENDEAVOUR

TOGETHER

Key Performance Indicators			Academy		

KPI	Actual		Targets		
	2022/23	2023/24	2024/25	2025/26	2026/27
Basics 5+ (All pupils)	22%	26%	45%		
Basics 4+ (All pupils)	39%	42%	65%		
Basics 5+ (DA)	13%	19%			
Basics 4+ (DA)	31%	34%			
Attendance (All pupils)	88.3%	89.9%			
Attendance (DA)	85.4%	87.2%			
Persistant Absence (All pupils)	38.6%	33.3%			
Persistant Absence (DA)	41.8%	45.2%			
Suspensions (All pupils)	200	198			
Suspensions (DA)	160	155			

Academy specific targets	1
	2
	3
	4

Project / Priority Planner — Academy

#	Project / Priority	Rationale	Where do you want to be in 3 years' time?	Budget implications	Sept 2024/25
1	Increase Attendence to 95%	Attendence is above N/A but not good enough and needs to improve.	95%	Ensure that recently increased attendence team remains at full capacity. Investment in form boards.	I
2	Ensure the School is full.	Aim for 24/25 is for between 1070 and 1100. If we go above 1080 then new funding rules come into play. Proactively manage appeals and waiting lists.	Full	Investment in marketing materials and new classrooms to ensure academy remains a destination school in the local community and we are able to cater to need.	P
3	Improve Assessment	Develop assessment policy/improve KS3 assessment/How to use soft/DN data/Improve in class assessment/Report better post assessments	Assessment to be used both formatively and summatively proactively to affect student outcomes.	Development time	P
4	Improve Leadership at all levels	Retain status as the OAT academy that invests in leadership. Clear focus on the development of middle leaders in 24/25. Colourworks and protocols to be used to improve all & NPQ programme and coaching used to grow new leaders.	Leaders are developed to both improve the school and prepare a series of leaders for growth both and outside of the academy.	Cost of NPQH in subsequent years/protocol 2 development/colourworks for M/L & time cost in terms of development	P
5	Develop Personal development to be outstanding	Character, personal development, culture and values are the area we have internally pinpointed as that which we could champion prior to the OFSTED post February 2026.	Personal development = oustanding	Development time for mapping	R
6	Develop new cultural protocols	Out of classroom/Lunchtime/Transition/Quality assuyrance/Tutor time	Academy is built upon consistently executed routines. New protocols needed to accommodate the changes to the school day and fabric of the school in 24/25	Development time for mapping	R
7	Growing Great teachers	Further investment needed in explicit T&L development time in CPD Cycle to standardise and improve practice. Effective Capacity needed under Laura to ensure we can train and develop Teachers properly.	Have a steady production line of teachers being grown to either be effective in the classroom and/or be our next set of leaders.	Development time	P
8	Development of White House/Red house	Development of these buildings necessary as new bases for the 6th form and the football academy.	By the end of 24/25 both bases to be fit for purpose.	Signage/greater changing room capacity/virtual network	R
9	Establish SEND Resource Base	Following an approach and funding from Wolverhampton LA establish and develop specialist provision for all students in our care with cognition and learning challenges. Ensure base is fit for purpose.	Base is operational for 20 students.	Investment following recipt of funds from LA in a range of areas.	P
10	Improve Inclusion	The graduated approach is fit for purpose and supports students at all levels	The gradualated approach is effetive at all levels, with teachers taking greater ownership of SEND progress at a classroom level, leading to better monitoring, intervention and ultimately improved SEND outcomes	Investment in staffing and training	P
11	Bring the Community into the School	Further opportunity needs to be given for parents to be part of everyday academy life. Promoton of what we do well has increased but needs to be more strategic and designed around excellence and the values.	Thought of as the leading school in Wolverhampton.	Promotion costs, time for parental events	R
12	Gain School of Sanctuary status	Create a supportive and welcoming environment for EAL students	School of Sanctuary status awarded; school is a beacon of good practice for supporting EAL students across the city and the Trust	Investment in the TA & EAL team	R
13	Develop Values PET	Signage and propaganda display to be designed to promotoe the new values and school vision. These to be in all buildings as well as in every classroom. NEWA student "bible" to be developed for delivery in 2425.	For the Excellence & the Values to be lived and breathed by all staff and students.	Investment in propaganda for all areas of the school.	R

Timeline headers: **2024/25** (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, June, July) | **2025/26** (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, June, July) | **2026/27** (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, June, July)

Leadership Structure		Vision	Values
EXEC	CCG RWR LCE LWS NOC	Together, through pride and endeavour, we achieve excellence	Pride
EXEC EXT.	& KES JML MSW MWN SWS		Endeavour
SLT	& KCE, CGS, IJS, JHY		Together

Leadership Protocol #1	Curriculum Mission Statement	Tactical Protocols 2024/25
	Our students experience an engaging, challenging and knowledge-rich curriculum that teaches them to be industrious and respectful, enabling them to thrive. Guided by our academy values of 'Pride, Endeavour, Together' our curriculum delivers excellence in reading, writing, oracy, and mathematics.	Excellence
		10 Books Every Lesson
		Distraction Free Classrooms
		Work Hard feel Proud
		Participation Ratios
		Revision
		SLANT, SHAPE & NO OPT OUT

Vision

What is your long term vision for this priority?

For ONEWA to be a safe and calm school where students are able to learn in an inspiring environment.

ONEWA PD offer to enrich the curriculum offer by providing students with experiences and opportunities that enhance their lives and well-being.

Key Performance Indicators

How will you measure the impact of your actions?

Improve Attendence
Student Voice feedback on Culture
Reduce PA and SA students
Reduce Suspension Rates & Limit Perm Ex

Objective (why?)	Lead (who?)	Actions (how?)	2024					2025							Monitoring and quality assurance	RAG HT1	HT2	HT3	HT4	HT5	HT6	Resource or budget implications	Estimated cost
			July	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July									
Sustain and develop academy culture	LCE/JML	Embed consistent Uniform standards by all students													QA students arriving on the school gate and Form Tutors to QA uniform during tutor time. Teaching staff to inform pastoral if student arrives to lesson with incorrect uniform. All staff to address uniform standards								
	LCE/JML	Esnure that "NEWA Norms" are shared weekly in formtime													QA Tutor Time to ensure consistent delivery. Staff training delivered to ensure consistent approach. NEWA Norms shared via SLT weekly.								
	LCE/JML	Develop Form Board values/norms master for delivery in september													LCE/JML to create and share with all staff to display in tutor rooms								
	LCE/JML	Develop "A day in the life od a NEW student" document for delivery in september 2024													LCE/JML to create booklet to be distributed to all students in September and shared with all parents via social media/school website								
	LCE/JML	Prepare precise bootcamps on specific areas of academy culture													LCE/JML to create bootcamps. LCE/JML/JHY to deliver to all students to ensure consistent messaging is delivered. Year 7 to complete additional bootcamps in September.								
Improve Attendance to 95%	LCE/JML	Improve Y11 Attendance													LCE/NPY to QA all attendance protocols and ensure communication with parents/carers is clear and consistent.								
	LCE/JML	Reduce Number of persistently absent to below National Average													Monitor and track individual student attendance and ensure pro-active approach to implementing strategies and communicating with parents/carers								
	LCE/JML	Increase whole school attendance to at least be in line with national average													Monitor and track individual student attendance and ensure pro-active approach to implementing strategies and communicating with parents/carers								
	LCE/JML	Improve parent engagement regarding attendance						//							LCE to effectively line manage team to ensure clear strategies are being implemented to increase parental engagement								
	LCE/JML	Raise the profile of attendence so that it has equivalent standing as safe-guarding													LCE to QA regular communication thatis being shared via website, social media, letter, email and text message to parents/carers. LCE to ensure that attendance focus becomes a priority with ALL staff								
	LCE/JML	Identify students who need attendance intervention earlier in their time at the Academy through a triage system reviewed monthly by key Staff													LCE/JML to liaise with key staff to ensure early attendance interventions are implemented. LCE/JML to QA impact of early intervention								
Improve Punctuality	LCE/JML	Organise reward and sanction system for punctuality to lesson													LCE to liaise with attendance team/IJS to QA rewards and sanctions are actioned and are consistent and clear								
	LCE/JML	Improve Punctuality to form time													LCE to QA form time punctuality and implement sanctions where appropriate. LCE to QA FT involvement with form time punctuality								
	LCE/JML	Review Punctuality protocols by visiting other schools' best practice													LCE/SJN to visit other schools to identify best practice								
Improve Personal Development Offer	LCE/JML/MAR	Map existing PD provision within the Curriculum													LCE/MAR to map existing PD across the academy. LCE to QA process								
	LCE/JML/MAR	Ensure attendance records are accurate and consistent to enrichment													LCE to QA Evolve registers are accurtae and up to date.								
	LCE/JML/MAR	Recruit and develop student Council and establish KS5 student leadership													LCE to QA democratic process of recruiting student council representatives. MAR to develop training of new student council recruits.								
	LCE/JML/MAR	Further develop "The Willow Project" ensuring support is quality assured and analysed for impact													LCE/MAR to QA impact of The Willow Project through student voice								
	LCE/JML/MAR	Deliver "We will" project for 24/25													LCE to liaise with MAR for We Will projects and QA delivery and impact								

	LCE/JML/MAR	Create a student led enrichment programme as well as a range of enrichment clubs being delivered by staff and student leaders		MAR to lead student enrichment programme and ensure communication with students/parents/carers/staff is consistent.
	LCE/JML/MAR	Ensure PSHE/PD & Careers Curriculm is delivered and is adapted based on local priorities to the Academy		MAR/KCE to deliver PD/PSHE curriculum in line with local priorities
	LCE/JML/VFN	Ensure all students receive careers opportunities in line with gatsby benchmarks and careers quality assurance mark		VFN to QA delivery of careers and provide opportunities for students to experience careers opportunities
Improve inclusion	LWS/CGS	Launch "reset" room and associated protocols		
	LWS/CGS	Ensure CGS has enough capacity to strategically lead SEND		
	LWS/CGS	Create department TA system		
	LWS/CGS	Improve graduated approach at all levels		
	LWS/CGS	Increase number of students recieving SEND support		
	LWS/CGS	Improve accuracy of SEND register and OPPs		
	LWS/CGS	Improve EAL provision to upskill teaching staff to support EAL students in school with greater confidence		
Develop Pastoral team	CCG/LCE/JML	Pastoral team to visit other academies to analyse for best practice in role		LCE/JML to organise opportunities for pastoral to team visit other academis. LCE/JML to QA process and impact
	CCG/LCE/JML	Develop administration capacity in KS3 transition		CCG/LCE/LWS to recruit KS3 transition lead and provide appropriate training
	CCG/LCE/JML	Ensure all pastoral team have restraint and first aid training		LCE/KCE to QA training has been completed and staff are using appropriately
	CCG/LCE/JML	Identify capacity solutions for all key stages in the pastoral team		CCG/LCE/JML to QA capacity of pastoral team reflects students on site
	CCG/LCE/JML	Deliver training regarding the use of data to support them being effective in their role		JML/RWR/PBW to deliver appropriate training to pastoral team. LCE /JML to QA impact of training.

Vision	Key Performance Indicators
Students at Ormiston NEW Academy will develop a lifelong love of reading; confidently accessing written word in all aspects of their lives.	*50% reduction in number of students with a reading score below ARE* *50% reduction in the gap between average reading score for disadvantaged students*

Objective (why?)	Lead (who?)	Actions (how?)	July	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Monitoring and quality assurance	HT1	HT2	HT3	HT4	HT5	HT6	Resource or budget implications	Estimated cost
Improve reading across Y11 cohort	GSE	Implement Lexonik Leap and Advance. SEND lead English Academic Coach/Librarian to be trained in delivery + GSE and LWS trained to aid quality assurance													Regular and timetabled meetings with JSE and RGN, drop in to interventions to check delivery. Use lexonik for support. Pupil voice								
	GSE	Use data from NGRT tests to identify students for intervention. Share this data with SEN and EAL leads + whole staff													New students to be screened for Lexonik upon entry. RA scores visible on SIMS. Feedback through LMM.								
	GSE	Create Lexonik Leap groups and timetable across Y11, tackling key groups of SEND, EAL and students below 85 SAS. All Leap students to move to Advance													Regular use of Lexonik reports								
	GSE	Create Lexonik Advance groups and timetable across Y11, tackling key groups of SEND, EAL and students with between 85 and 155 SAS													Regular use of Lexonik reports								
	GSE	Frequently update parents/carers and staff on Lexonik progress and celebrate student successes																					
Improve reading for EAL students	LWS/GSE	Implement Lexonik Leap. EAL specialist teacher trained in delivery													Regular meetings with LET, drop ins to interventions to check delivery. Use Lexonik for support. Pupil voice								
	GSE	Use data from NGRT tests to identify students for intervention. Share with EAL team													New students to be screened for Lexonik upon entry. RA scores visible on SIMS. Feedback through LMM. Twice yearly NGRT tests to monitor progress/identify intervention groups								
	GSE	Create Lexonik Leap groups for identified EAL students focusing on Y10, moving into Y7/8 and then Y9													Regular use of Lexonik reports								
	LET/JES/GSE	Frequently update parents/carers and staff on Lexonik progress and celebrate student successes																					
Improve reading for the lowest 20% of students + mid range students	GSE	Implement and timetable students for Lexonik Leap and Advance													Regular meetings with JSE, RGN and LET, drop ins to interventions to check delivery. Use Lexonik for support. Pupil voice								
	GSE	Use data from NGRT tests to identify students for intervention. Share this data with SEN and EAL leads + whole staff													New students to be screened for Lexonik upon entry. RA scores visible on SIMS. Feedback through LMM. Twice yearly NGRT tests to monitor progress/identify intervention groups								
	GSE	Create Lexonik Leap groups and timetable across Y10, moving onto Y7/8 and then Y9, tackling key groups of SEND, Disadvantaged students and students below 85 SAS													Regular use of Lexonik reports								
	GSE	Create Lexonik Advance groups and timetable across Y10, moving onto Y7/8 and then Y9, tackling key groups of SEND, Disadvantaged students and students between 86 and 155 SAS													Regular use of Lexonik reports								
	GSE	Frequently update parents/carers and staff on Lexonik progress and celebrate student successes																					
Enhance the culture of reading academy wide	LWS/JSE	Ensure that every child in KS3 has a reading book with them every day. Spare pack of short stories to be in every teaching room in case a student attends													Form tutor checks as part of equipment check. SLT QA tutor checks and FUR time								
	LWS/GSE	Continue to raise the profile and teacher engagement with FUR. Every Y7 student to withdraw reading book from the library within the first 2 weeks and then provide every Y7 with a free and chosen reading book through Book Buzz. Every student across KS3 will have been given a free reader													QA through SLT drop ins with a focus on FUR. JSE to monitor withdrawal of books from the library								
	GSE/JSE	Continued use of the library for reading, Speak Up programme, Lexonik interventions as well as being open every break and lunchtime													Data reports from Reading Cloud to monitor books on loan								
	GSE/JSE	Create opportunities for extra curricular activities and competitions																					
	GSE/JSE	Raise the profile of reading and literacy days e.g. World Book Day. Link to celebrations e.g. Black History Month, Pride Month																					
	GSE	Ensure that reading is part of our reward system. Achievement points available on SIMS/Edulink													Weekly checking of reading achievement points on SIMS								
	GSE/JSE	Subject specific sections of the library, including reference books to support KS5 studies and Careers													JSE to monitor KS5 students using/withdrawing reference books								

	GSE	Raise awareness of parents/carers in our academy reading offer. To be available on website and updated regularly																						
	GSE	Disciplinary reading promoted with ways that students read in particular subjects and types of texts to use within each subject. Disciplinary Literacy handbook to all staff and available in Literacy Documents desktop folder													GSE and LWS to QA through drop ins and reading section of curriculum maps										
	GSE/JSE	Monthly reading podcasts broadcast on YouTube and Spotify. Hosted by GSE and JSE													Check number of followers and number of listeners										
Use reading and literacy to promote personal development	GSE	Weekly tutor time reading across Y7-10. To incorporate non-fiction texts on local and current affairs To be planned on termly basis. Reading, oracy and critical thinking.													GSE to plan sessions. LWS to QA delivery through drop ins										
Consistent approach to the teaching of subject specific vocabulary across the academy	LWS/GSE	Identification and incorporation of subject specific Tier 3 words into curriculum documentation.													GSE to use curriculm maps, meetings with Middle Leaders and exam specifications to compile a 'Speak Like An Expert' list.										
	LWS/GSE	Use of Lexonik vocabulary strategy through phonemes and etymology as an academy wide strategy to teach new vocabulary in the classroom													Use of term 1 to embed Lexonik training. First with Middle Leaders 1-2-1. CPD to be created by GSE										
	LWS/GSE	Full staff training in how to use Lexonik in the classroom. Ensure that vocabulary is taught explicitly													QA drop ins and use of cuuriculum documentation. Check logins through Lexonik Cloud. Praise and Shout Outs through StepLab										

Vision	Key Performance Indicators
At Ormiston New Academy we grow great teachers who deliver excellent lessons every day. Our teachers deliver well planned lessons, that are well adapted to suit the needs of the students in front of them. They provide timely feedback that moves students forwards, enabling all students to make progress relative to their starting points. All teachers at NEW Academy will take part in frequent high quality CPD, focused on the academy's development areas as well as being facilitated to pursue their own personal development interests.	How will you measure the impact of your actions? Improvement in Student Outcomes Improvement in "Live marking" in part 3s of lessons and staff feedback evidenced in Book Trawls Step Lab will provide data on how departments and individuals engage with initatives

	Objective (why?)	Lead (who?)	Actions (how?)	July	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Monitoring and quality assurance	HT1	HT2	HT3	HT4	HT5	HT6	Resource or budget implications	Estimated cost
1	Develop Great Teachers	LWS/MSW/CCG	Deliver 4 Part Lesson Training to all staff													Audit practice daily and ensure all staff receive training								
		LWS/MSW/CCG	Continue and develop Coaching/Mentoring of staff at all levels through the use of Steplab													MSW to ensure coverage is democratic and equitable and that the wider team use steplab to contribute to active monitoring and support								
		LWS/MSW/CCG	Improve teaching through explicit and regular pedagogical twice half termly sessions on calendar and specific support where appropriate													Staff voice used to assess utility and impact evaluated daily through learning walks, tour and steplab								
		LWS/MSW/CCG	High Expectations for all teaching model. V. present & Enthusiastic/Engagement of all/Adapt & Scaffold/Same outcome different route													Staff voice used to assess utility and impact evaluated daily through learning walks, tour and steplab								
		LWS/MSW/CCG/CGS	Improve adaptive teaching through improved use of OPPs													CGS/LWS & CCG to audit compliance of OPP								
		LWS/MSW/CCG	Reveiew and develop induction package for new staff													Staff voice to feedback on quality and supportivness								
		LWS/ANN	Creating a strong ITT Provision													ITT provision produces a factory line of new Teachers for the academy and provision means ITT students experience quality provision								
		LWS/GSE/SHL	Developing a strong ECT provision													ECT Provision is supportive, challenging and bespoke to the indivuual so that beginnings teachers are successful and deliver NEWA Norm driven teachiing and behaviours								
2	Emebed and Sustain "Live Marking"	LWS/MSW/CCG	Identify Departmental solutions for Live marking													Audit all departments provision								
		LWS/MSW/CCG	Ensure that 10 books are live marked each and every lesson by all staff													SLT/ML learning walks and book trawls evidence compliance with the standard throuhout the year								
		LWS/MSW/CCG	Complete Half termly Book Trawls to evaluate the impact of Live marking													Exec to track and plan for completion								
		LWS/MSW/CCG	Complete learning walks to evaluate the consistency of Live Marking													Exec to track and plan for completion								
		LWS/MSW/CCG	Evaluate live marking through teacher's professional goal setting and progess meetings													LWS/MSW to triangulate evidence against individual teacher goals								

Vision	Key Performance Indicators
What is your long term vision for this priority? Progress Score above zero. 4+ match 65% 5+ match 45% Average A-level grade C+	**How will you measure the impact of your actions?** Long term sustainable improvement in student outcomes at KS4 and KS5

					2024					2025							RAG							
	Objective (why?)	Lead (who?)	Actions (how?)	July	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Monitoring and quality assurance	HT1	HT2	HT3	HT4	HT5	HT6	Resource or budget implications	Estimated cost
1	Improve Outcomes in KS4	MWN	Well managed transition into KS4, robust options process, right kids on the right courses													RWR to quality assure process, ensure no 'empty buckets', highest proportion possible of students getting their first choice options. QA of choices against KS2 data and future pathway.								
		KET	Quality assessment plans in place for Pearson BTEC courses and PSAs to maximise outcomes in PSA and ensure students are well prepared for external examinations.													All BTEC assessment plans to be shared centrally with KET and RWR and learning walks establish if this is being followed. BTEC trackers to be shared centrally with KET and RWR.								
		CCG / RWR / KET	Through close monitoring of performance of target students in Year 11 ensure that the 4+ and 5+ matching are maximised													Line management meetings with ERT and RFC updating target students RAG ratings regularly. All staff aware of who the target students are. Battle board in place. SLT to monitor progress of these students in all aspects of academy life.								
		RWR / KET	Close monitoring of new admissions to the cohort, target students identified quickly.													New admissions discussed at every vulnerables meeting. Through core LM new admissions who could be target students quickly identified and added to interventions. Student voice with new admissions into year 11.								
		KET / MSW	Improve in lesson support for Year 11 teachers, targeted learning walks every day directed by KET, monitoring of HWK completion and quality through Work Hard Feel Proud.													Completed Work Hard Feel Proud spreadsheet, data from this regularly shared with staff and SLT. Students receiving regular reward and praise. Quality of homework seen to improve during SLT On Tour.								
		GSE	Improve reading across the cohort, regardless of starting point. [See Reading tab].													Reading ages improve, lexonic reports show marked improvement. Students are able to access exams much better and improvement in comprehension is seen in exam performance.								
		KET	Safe space for revision is established after school for all year 11 students to have an appropriate place to work, either independently or supported.													Attendance stats for students engaging in this facility after school.								
		RWR / KET	Monitoring of curriculum completion to ensure enough time for revision prior to exams. Where necessary, plan in drop down days to ensure content is covered in time.													Through line management monitor curriculum completeness and feed this back through curriculum forum on Monday mornings. Any issues arising are caught quickly and strategy in place to overcome them.								
		CGS / RSH / AHS	Ensure all exam access arrangements are in place in time for the first set of mocks so that students have sufficient rehearsal prior to the summer exams.													Students with additional needs or who may qualify for access arrangements have them for both sets of mocks in year 11 and as a result their performance improves.								
		RWR / KET	Collapse the timetable for year 11 at the start of May to ensure that students are in front of the right teachers at the right time prior to exams.													Well planned and communicated collapsed timetable shared with all staff. Students see the advantage of being in school and attendance maintains. Students are well prepared for each external exam.								
2	Improve Key Stage 3 Assessment	RWR / KET / CCG / LWS	Quality assessments are used in KS3 to summatively assess twice a year. These are quality assured through multiple processes with the line manager, and again after the fact once the data from these assessments is analysed. Assessments should build towards GCSE but not include GCSE questions. No multiple choice questions should be included in the questions that 'count'. Assessments must build on all knowledge taught to date throughout KS3.													Assessments are QAd during line management meetings. Data collected from these assessments is modelled against a normal distribution to check its validity. Content of assessments shared centrally with QAt eam.								
		RWR / PBW	Teachers submit a percentage score for each student in every subject across KS3 twice a year to provide more quantitative data leading to better and more strategic intervention.													Subject leaders sign off their KS3 data collections checking for accuracy against the QLA documents and completion. Middle leaders evidence through line management actions taken as a result of the assessment data.								
		RWR	Middle leaders maintain QLA spreadsheets for each KS3 assessment (twice a year) to identify and address gaps.													QLA documents are shared centrally with the QA team and trends / patterns in data are discussed during line management meetings and department meetings (will be seen in minutes). Students of concern are flagged during department meetings as well.								
		RWR / NOC	Students and parents are pro-actively engaged in their learning and assessment with a shared assessment calendar and revision mats provided online prior to each assessment window.													Assessment calendar and revision mats on academy website, signposted to parents on a timely basis.								
		RWR / KET / KDY	KS3 data is analysed and trends across the academy are identified and strategic improvements put in place to catch gaps early rather than waiting until KS4.													Analysis reports produced of each data collection KS3 with agreed actions and interventions shared with leadership team and other relevant staff.								
		RWR / KET / CCG / LWS	Regular 'temperature checks' are carried out in between the assessment windows with each subject doing this in their own way. Student progress is regularly monitored through these temperature checks and any students of concern are raised at department meetings.													Temperature check monitoring is shared with line manager who checks through LMM that these are being regularly completed and used. Evidence of this in LMM minutes.								
		RWR	Redesign report master to make it clearer for parents and less 'busy'.													New reports issued to parents for the academic year 2024-25.								

#	Focus	Staff	Action		Success Criteria	
3	Improve reporting to parents	MWN	Improve attendance to parents evenings by marketing them earlier, and across all channels (text, letter, website, social media, edulink). Include an 'extra' at all parents evenings to attract parents to attend.		Parents evening attendance >60% for every event.	
		RWR / MWN	Parents receive two reports per year, rather than one. Each report tells them whether their child is on, above, or below expectations in KS3. This is calculated based on their percentage score compared to their ranking in the cohort at the start of year 7. At KS4 forecast grades are shared with parents.		Two reports on Edulink by the end of the academic year. Improvement in parental engagement around academic progress. Increased attendance at parents evenings.	
		MWN / KET / KDY	Hold more events to improve parental engagement in academic progress, identify target events across the year suitable to each key stage (KET - KS4, KDY - KS3, MWN - KS5)		Well attended parental events engaging more parents in their child's learning and positive parent voice from these events	
4	Improve Quality Assurance Cycle	RWR	Departments to revisit their DDP once the ADP is shared with all staff. Departments to refresh their DDP for the academic year 2024-25.		Department Development Plans are regularly used and referred to as seen in the minutes of department meetings and line management meetings.	
		RWR	Master quality assurance cycle in place across the academy including all assessment dates, data collections, directed time, SLT QA triangulations and MLT learning walks. Every department meeting to include work scrutiny on the agenda		Quality Assurance calendar shared with all staff.	
		RWR / MSW	All learning walks and work scrutinies to be completed on Microsoft Forms and the findings shared with all staff. Learning walks tie in to Steplab with shoutouts where good practice is seen in line with the academy teaching and learning focus.		Completed Microsoft Forms with findings shared in a report that is shared with all key stakeholders.	
		RWR / LWS	Quantitive quality assurance data is used to inform CPD and strategic planning across the academy.		Evidence within the QA, T&L and leadership strategies of data being used to inform next steps.	
		RWR / SLT Team	SLT triangulations pull together data and information from across all aspects of the academy to focus leadership strategy in that area.		Evidence within the QA, T&L and leadership strategies of data being used to inform next steps. Targets set from initial triangulation and this is revisted at the next triangulation. Evidenced in minutes.	
		RWR	Monthly department meeting minutes to be recorded on Microsoft Forms against a set agenda. Minutes from these meetings is collected instantaneously and discussion points for key agenda items shared with the relevant staff (CGS / JML / JHY / YC)		Completed Microsoft Forms with findings shared with all key stakeholders and feedback given to middle leaders where actions are taken as a result of these minutes.	
5	Improve 6th form	MWN / SWS	Develop White house to become the 6th form Centre, ensuring all spaces are fit for purpose and that the building is well used for social and study time.		White house becomes a thriving hub of sixth form activity with students engaged in independent and group study during free periods.	
		CCG / SWS / MWN	Develop red building to make it fit for purpose as the centre for the Football Academy.		Red building fully functional as a football academy base.	
		RWR / MWN / RFH / GFH	Develop football academy ensuring it is the best in the area for curriculum offer, coaching and facilities by increasing capacity and growing partnerships with TT Elite and external sponsorship.		Thriving football academy with a squad size of around 40. High calibre of players and academic profile. Football academy scholars are role models around the academy site. High attendance, punctuality and low behaviour points. Football academy students are proactive in student leadership. Teams perform well and	
		RWR / MWN / RFH / GFH	Through marketing make the football academy a positive influence on the rest of the academy to create a future pathway for younger students to join.		Younger students regularly involved with FA scholars, either through coaching, enrichment clubs or rewards. Younger students speak of their aspirations to join the Football Academy.	
		LCE / MAR / ASW	Develop 6th form student leadership opportunities as part of the personal development offer.		LCE to QA democratic process of recruiting student council representatives. MAR to develop training of new student council recruits.	
		MWN	Track and monitor academic progress by conducting regular review meetings with class teachers and middle leaders where appropriate. Where possible have assessment data externally quality assured. Ensure that regular temperature checks are undertaken by classroom teachers and that this data is shared with sixth form team.		Minutes of review meetings between MWN and class teacher / middle leader. Actions followed up on a timely basis.	
		MWN / ASW / AWS	Ensure students have realistically aspirational intentions post sixth form, with a solid understanding of their own performance against the entry criteria for their chosen pathway. QA all UCAS applications to ensure that every student has a safe insurance offer.		Proportion of students going through clearing on results day decreases. Teacher forecasts are used to find appropriate courses at appropriate institutions.	
		RWR / MWN / ASW	Develop better systems of learning in sixth form encouraging students to foster independance and ownership over their classwork, revision and homework.		Significant improvement seen in the quality of student work, organisation, independence and ownership of their work evidenced through sixth form triangulation.	
		MWN / LWS / MSW	Develop the standard for the NEWA sixth form 4 part lesson, train staff in how to deliver this and monitor its implementation to improve the quality of KS5 teaching and in turn improve outcomes.		Learning walks and 'On Tour' feedback with a sixth form focus.	
		RWR / MWN	Develop the curriculum offer to ensure the 6th form is thriving and students are all on the right courses		Retention rates on all courses. Students choosing an offer that suits their interests and needs for further study rather than what 'fits'. Fewer course changes in HT1. Fewer students repeating Year 12.	

Leadership		Ormiston NEW Academy

Vision	Key Performance Indicators
What is your long term vision for this priority? That the expectation of leadership at all levels is that you are developed, that is a right and an obligation and that that leads to the betterement of students and staff.	**How will you measure the impact of your actions?** Improvement in staff and student feedback regarding the impact of training and develpment of senior and middle leaders and general happiness regarding the well-being of staff and students

Objective (why?)	Lead (who?)	Actions (how?)	July	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Monitoring and quality assurance	HT1	HT2	HT3	HT4	HT5	HT6	Resource or budget implications	Estimated cost
Develop Leadership	CCG/RWR/LWS	Organise weekly/fortnightly development sessions with M/Ls led by CCG/LWS													M/L voice evidences development work which is supportive, challening and influences practice								
	CCG/RWR/LWS	Develop protocol #2													LWS to develop protocol #2 by end of September 2024 for use in M/L development sessions with associated training packages								
	CCG/RWR/LWS	Develop protocol #2 training sessions and deliver to all middle leaders													LWS/CCG to audit delivery and impact								
	CCG/RWR/LWS	Deliver colourworks training to all middle leaders													Audit delivery to all middle leaders								
	CCG/RWR/LWS	Audit Protocol #1 with all Middle Leaders													Audit delivery to all middle leaders								
	CCG/RWR/LWS	Fortnightly development sessions for senior leaders as part of the SLT meeting cycle													Audit delivery to all senior leaders								
Develop Support staff offer	CCG/RWR/LWS	Launch and embed delivering excellence with all staff													CCG/NOC/LWS to ensure all have completed this process								
	CCG/RWR/LWS	Review and Improve Finance Protocols and systems													CCG/SWS/LWB top review and create new protocols to improve transparency and efficiency of orders and roles								
	CCG/RWR/LWS	Deliver customer service training for all public facing support staff													AWB/SWS to source customer service training for all public facing staff								
	CCG/RWR/LWS	Develop capacity in the pastoral, finance, pastoral and TA teams													Review at Exec whether these teams are fit for purpose								
	CCG/RWR/LWS	Design and deliver a rota system for duties for support staff													Audit attendence of support staff on rota weekly								
Make Academy environment improvements	CCG/RWR/LWS	Ensure the Academy has enough capacity in terms of teaching and meeting space to serve 1100 students													Exec to review capacity monthly								
	CCG/RWR/LWS	Develop the outside space of the Together building to support Year10/11 lunch and break routines													SWS/CCG to source solutions for outdoor space to be delivered by Easter 2024								
	CCG/RWR/LWS	Replace all signage to reflect the new values													CJS to approach signage compant for quotes all rooms to be rebranded by december 2024								
	CCG/RWR/LWS	Develop Red building to house the football academy													CCG/CJS/RSE to research solutions for extra changing capacity in the PE block								
	CCG/RWR/LWS	Redevelop and repurpose reception													CCG/SWS to pursue funding to develop receptoin space								
	CCG/RWR/LWS	Redevelop toilets on the ground floor of the Pride building													To be completed by Easter 2024								
Improve Academy Culture	CCG/RWR/LWS	Develop well-being group for staff led by CCG/ETN													Staff voice evidences a staff body who feel valued, recognised and happy								
	CCG/RWR/LWS	Develop alternative cleaning solutions for the Academy													SWS/CCG to research new cleaening solutions for the academy including replacing the current contract with a team of our own staff and recruit a cleaner								
	CCG/RWR/LWS	Paint and upgrade Corridor displays													CJS/CCG to upgrade corridors throughout 2024								
	CCG/RWR/LWS	Embed Uniform changes: Kilts, PE Kit and Ties													Kilts to be become commonplace in KS3 & new PE Kit to be grown throughout the school, New Ties purchased annually								
	CCG/RWR/LWS	Improve interaction with parents, through principal clinics, parent voice and feedback through Edulink													Parent Voice is positive & supportive and negative feedback acted upon								