

Academy Improvement and Development Plan 2021/22: Excellence and Pride in all we do

Objective	Key indicators and actions	Responsible	Key dates	Progress: reviewed every half term – March 2022 update
Expectations: what we can achieve and what we should expect				
GCSE basics at 60%	<ul style="list-style-type: none"> • Identification of key students especially on 4/5 across English and Maths • Close monitoring of lesson quality and work achieved (every two weeks) • Close monitoring of the quality of teaching and targeted support provided when necessary • Period 6 interventions planned for key students across the year • Use of My Tutor to support maths progress • Mocks in November to be full papers for English (Lang and Lit) and Maths • Use of tutor time for set specific interventions • Regular review of progress and changing of plans as necessary 	M Craig C Sherwood D Wilson R Slack G Sargent	<ul style="list-style-type: none"> • By 20 September • Ongoing • Ongoing • By 20 September • Starting 20 September • November • From 7 September • Ongoing through line management and SLT 	Key students identified and interventions ongoing, including MyTutor for Maths (second tranche starts March 2022), additional small group lessons in English, period 0 (tutor time) use for extra English and Maths, and period 6 lessons (which are targeted but also ultimately open to all Year 11 students). Monitoring of teaching ongoing. Second set of Year 11 mocks currently taking place.
A level average grade at B-	<ul style="list-style-type: none"> • Identification what target means in terms of number of students 	I Morrison C Sherwood D Wilson	<ul style="list-style-type: none"> • By 7 September 	Ongoing analysis of individual student data and support being put in place.

	<ul style="list-style-type: none"> Targeting where we are likely to get those grades from – subjects and individuals Targeted use of Keystone tutoring at A/A* to increase Russel Group access and increase average grade Close monitoring of quality of teaching and work being produced (every two weeks) Use of Period 6 interventions with key focus on exam skills and techniques Data analysis following collection points and subject/student intervention plans developed from this 	A Bell P Braybrook All post 16 HODs	<ul style="list-style-type: none"> Analysis done by end September Starts on 13 September Ongoing Start 20 September October Half term 	<p>Targeted Keystone tutoring in place for English, Maths, Sciences, Psychology.</p> <p>Period 6 not launched due to focus on Year 11. However, additional support sessions now timetabled as student voice showed skills areas (how to prepare for exams etc) to be the area of concern, not content.</p>
Progress 8 figure of +0.4-0.5	<ul style="list-style-type: none"> Identification of what needs to be achieved to meet this figure Use of tutor time and Period 6 interventions to support target Pastoral team to lead analysis of individuals and interventions Figures reviewed following Mocks 	C Sherwood B Daly M Dominy All KS4 HoDs	<ul style="list-style-type: none"> 30 September Tutor time – 7/9/21 Period 6 – 20/9/21 Ongoing November 	Ongoing – second set of mocks currently taking place which will inform further targeting of interventions
Closing of the gap between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none"> DP/PP lead to line manage SEND Create flexibility within the SEND team for bespoke interventions to support key students Close analysis of individuals using methodology from P8 points above 	M Craig D West All HoDs	<ul style="list-style-type: none"> 01/09/21 In place for 01/09/21 <p>Ongoing but focused on Data Drop points</p>	<p>DP/PP lead now manages SEND</p> <p>Some more bespoke interventions now enabled with a teacher of reading appointed.</p> <p>Data analysis occurring, update once Year 11 Feb/March mocks completed.</p>
Whole school attendance figure of 96% or higher	<ul style="list-style-type: none"> Maintain existing work to ensure continuation of current high standards in this area 	D Varey B Daly C Watson All HoY and SSAs	<ul style="list-style-type: none"> Ongoing 	Attendance currently at 92% due to impact of Covid-19 – this is still well above national average.

				New Attendance Manager (with previous experience in role) starts in next few weeks.
Behaviour: high standards, consistently applied				
Term on term decline in numbers of C2, C3 and FEX	<ul style="list-style-type: none"> • After school detention figures to be on average below 50 every night • Restorative conversations become the norm • Explicit instruction on behaviour expectations in lessons is observed and is having impact (SLT every two weeks) • Figures reviewed at a weekly rotation of HoYs at SLT 	D Varey B Daly All HoY and HoDs	<ul style="list-style-type: none"> • Reviewed weekly • Staff training September • Ongoing • Ongoing 	<p>Following Ofsted (Nov 2021) focus is now on behaviour in unstructured time. Better deployment of duty staff, clear demarcation of out of bounds areas etc.</p> <p>Detentions being restructured to ensure more consistency and improve first-time attendance to these.</p>
Students are wearing full uniform with pride	<ul style="list-style-type: none"> • All students are in full uniform as a basic norm across the school • Uniform checks are the start of tutor time, lessons and assemblies • Persistent issues are dealt with at an SLT level and uniform provided where needed • Students, staff and parents are aware of expectations and what to do if there are problems. Message is repeated regularly and clearly throughout the year 	M Craig All form tutors	<ul style="list-style-type: none"> • From day 1! • From start of term • Ongoing • Through all school newsletters as needed 	<p>As part of the wider improvements being made to school culture, clearer rules introduced regarding hoodies, shoes etc. School now carries stock of spare shoes.</p> <p>Clear communication to parents and students, including the benefits of wearing uniform with pride.</p>
Consistent expectations between years and departments	<ul style="list-style-type: none"> • Monitoring by SLT/HoY/HoD quickly identifies any inconsistent application of new expectations • Line management and CPD deals with issues that emerge during the year 	All SLT All HoY All HoD	All points are ongoing from the start of the year	Ongoing
Development of a taught behaviour curriculum through assemblies and tutor time	<ul style="list-style-type: none"> • Year starts with a series of consistent messages in assemblies from the Behaviour working group • Follow up tutor time activities for all years (including 12/13) follow 	D Varey B Daly D Wilson Members of the behaviour	<p>Assemblies are in place for start of term.</p> <p>Follow up activities start in late September</p>	New focus on routines and micro-scripting to aid staff.

	<ul style="list-style-type: none"> Targeted ongoing CPD for staff on aspects of the behaviour curriculum 	working group as needed		
Homework and the building of studious habits				
All students in all years receive regular, rigorous homework to support in class learning	<ul style="list-style-type: none"> Clear expectation of amount of work students should be doing is outlined at start of year Setting and quality of tasks set is monitored by HoD through SLT line management every two weeks 	All HoD	<p>Expectations clear at start of the term.</p> <p>Ongoing</p>	Ongoing. Implementation of Bromcom from Easter 2022 may aid monitoring.
Presentation in all books is strong, consistent and shows pride in student work	<ul style="list-style-type: none"> Book look/MAF processes are reviewed All lesson visits include a review of work completed and presentation Line management to include subjects specific work scrutiny on at least a monthly basis 	M Craig All HoD	<p>September</p> <p>Following SLT discussion on 13 September</p> <p>Ongoing throughout year</p>	Regular whole school calendared monitoring is in place. Nov 2021 checkpoint involved 178 samples with 89% good or better.
Increased and flexible use of time away from lessons to support progress	<ul style="list-style-type: none"> Use of Period 6 already outlined Coordinated use of external tutoring Learning Support team to take more flexible approach to interventions. To become bespoke and time limited Priority always given to English and Maths 	M Craig C Sherwood D West R Slack G Sargent	<p>September</p> <p>September</p> <p>From September</p>	Ongoing as already described
Whole school focus on reading to increase vocabulary and word power	<ul style="list-style-type: none"> Tutor time reading is in place from week 1 Impact of this is reviewed by both school and trust every half term Read, Write programme to start in November with appointment of Teacher of Reading Formal plan for this area developed during term 1 	E Warriner	<p>Tutor time – start of September</p> <p>End of October</p> <p>November</p> <p>By October Half Term</p>	<p>Tutor time reading now well established. Regular reminders of best practice shared with all staff.</p> <p>Teacher of Reading now in post</p>
Accountability				
Clear structures and expectations across the school for line management at both SLT and department level	<ul style="list-style-type: none"> Shift in line management structure. All SLT will be responsible for an EBACC area 	S Griffin	In place for start of term	SLT line management structure, meetings, learning walks in place as described.

	<p>and a year group amongst their other responsibilities</p> <ul style="list-style-type: none"> • A formal agenda for meetings is established at the start of the year • Line management meetings are centrally timetabled • SLT are also timetabled for a period each week for lesson visits (in addition to on call periods) • Planned rotation of key HOD and HoY at full SLT to ensure wider accountability • Agreed plan of LECC presentations across the year to ensure wider scrutiny of all points in the plan • Work with Regional Director to ensure external scrutiny from trust colleagues including those in other schools 		<p>In place for start of term</p> <p>In place for the start of term</p> <p>In place for the start of term</p> <p>Following SLT meeting on 13 September</p> <p>In place for first LECC – October 2021</p> <p>Ongoing</p>	<p>Following Ofsted (November 2021), key focus of the school is now the Ofsted priority areas for improvement – behaviour (school culture, behaviour in unstructured time) and personal development. Rapid developments in these areas taking place, working together with trust colleagues.</p>
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