



ROUTE TO OUTSTANDING 2016/17

- Raise achievement in students "Best 8" subjects so that value added improves to at least National Average.
- Increase levels of progress in all subjects so that all students make at least expected progress and increase the number of students making good progress to be at least in line with National Averages.
- Ensure that gaps in achievement and progress continue to narrow (Pupil Premium, Gender, SEND, low achievers & more able)
 - Increase 5 A* - C (including English & Mathematics) to be at least in line with National Average.

BROAD & BALANCED CURRICULUM

10. Ensure that all students show pride and respect for themselves and others, their appearance, work and the learning environment.

9. Ensure all staff consistently apply behaviour policy and practices.

8. Ensure all staff have consistently high expectations of all students in all respects

7. Further improve attendance and punctuality and reduce persistent absence (PA)

6. RWCM. Further develop consistent systems to improve students' literacy and numeracy skills across all subjects.

5. Ensure that students improve their learning by acting upon feedback and next step targets

4. Ensure that all lessons are differentiated appropriately to engage, motivate and challenge students to secure learning and good progress.

3. Ensure that all teachers use assessment information to plan lessons to meet the needs of all students and challenge them to make progress.

2. Ensure all teachers use questioning effectively to challenge students to explore more difficult concepts.

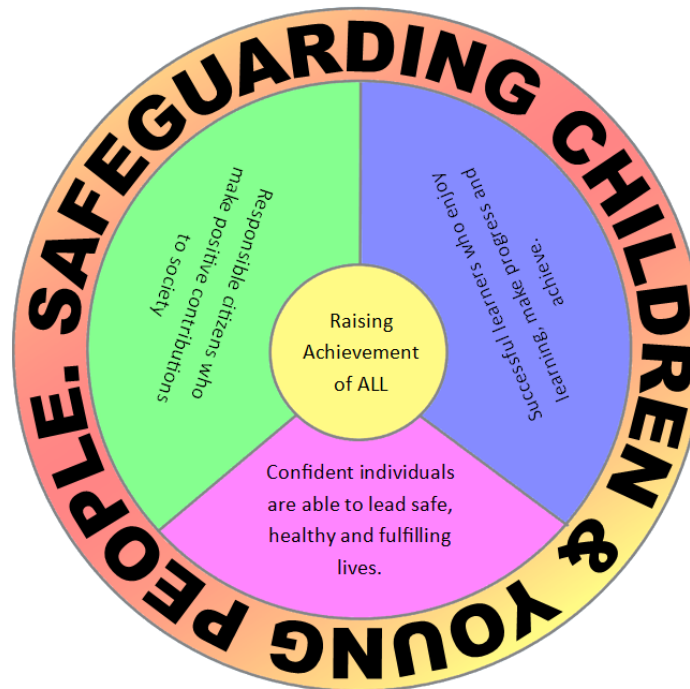
1. Ensure all teaching is good or outstanding.





We believe that by working on these areas, we will ensure that we meet our aim of “**RAISING ACHIEVEMENT OF ALL**”, supporting students to become:

- **Successful Learners** who enjoy learning, make progress and achieve
- **Confident Individuals** who are able to lead safe, healthy and fulfilling lives
 - **Responsible Citizens** who make positive contributions to society





1. Ensure all teaching is good or outstanding

- all teachers have been observed teaching this term and have been given feedback to ensure all teaching is good or outstanding
- the teaching profile of the academy is strong with the vast majority of lessons good/outstanding
- the coaching programme to ensure all teaching is at least good has continued this term; staff have been trained to support and coach colleagues
- staff have received further training during the academy INSET days; a well-known and renowned speaker was invited to the academy to work with all staff





2. Ensure all teachers use questioning effectively to challenge students to explore more difficult concepts.

- Bespoke CPD is in place for teachers to access re: questioning
- Good practice continues to be shared across the academy
- Lesson observations evidence some excellent practice





3. Ensure that all teachers use assessment information to plan lessons to meet the needs of all students and challenge them to make progress.

- New Life without Levels 'Progress' implemented across all KS3
- 3 Parents' information evenings ran to inform parents of new system
- Target setting using FFT20 (most aspirational) now applied to all key stages,
- All students have individual progress paths from their own starting points.
- All teachers regularly informed on their students' Attainment and Progress vs Expected progress





4. Ensure that all lessons are differentiated appropriately to engage, motivate and challenge students to secure learning and good progress.

- all teachers have been observed teaching this term and have been given feedback to ensure all lessons are appropriately differentiated
- such observations have evidenced excellent practice re: differentiation – many lessons allowed students to start at different points depending on their ability. There was clear evidence of the more able students being challenged.
- all staff are aware of students' different starting points so they can plan and differentiate accordingly
- staff have received further training during the academy INSET days; a well-known and renowned speaker was invited to the academy to work with all staff





5. Ensure that students improve their learning by acting upon feedback and next step targets

- HIT (Hemsworth Improvement Time) is now fully embedded across the academy; students' use of green pen to act on targets is commonplace and part of an established routine. This has been evidenced in lesson observations and other QA methods
- The academy has carried out two full 'book looks' in which assessment and feedback is monitored; relevant staff have been given feedback to ensure that all students always act upon feedback. The book looks show that the vast majority of students are acting upon feedback





6. RWCM. Further develop consistent systems to improve students' literacy and numeracy skills across all subjects.

- Academy continues to work in developing literacy and numeracy across all subjects. A focus on reading has been put in place with a list of recommended books across Key Stage 3 being placed on the website





7. Further improve attendance and punctuality and reduce persistent absence (PA)

- Attendance flow chart on display in all areas
- 'Tiered' reward shop for students above PA threshold
- B&A leaders closely monitoring ANY students in attendance decline
- B&A leaders – use of rewards and PA 'report'
- Updated 'attendance tracker' aids tracking of all students attendance and PA data
- Team Around the Child – role review & focus on attendance & PA
- Academy Calendar to have 'focus weeks' – attendance, equipment, uniform, pride and respect
- Punctuality 'focus group' with 10+ sessions late. Home / school communication and interventions including punctuality detentions
- Clear procedures for issuing Attendance/Punctuality Fixed Penalty Warnings & Notices. Robust monitoring & tracking





8. Ensure all staff have consistently high expectations of all students in all respects

- Motivation descriptors enhanced and re-launched to all staff in assemblies
- 'Focus weeks' in Academy calendar – attendance, uniform, equipment, pride and respect
- Consistent use of C4L strategy by all staff – monitored using C4L system
- C4L behaviour log developments, moved to web based system, continue to monitor consistency of application of C4L policy
- A 'no excuses' culture. Students should be ready and equipped to learn – rewards and sanctions via reward shop. Termly 'back to basics' assemblies
- Staff CPD INSET session – PBM focus – guest speaker





9. Ensure all staff consistently apply behaviour policy and practices.

- C4L rewards champion to raise profile of reward shop and support in the further development of C4L log
- Consistent message given to staff & students via assembly and briefings – all aware of behaviour policy, rewards and sanctions
- New C4L log used to monitor consistency of application of C1, C2, C3
- Restorative meetings following a C3 visit
- Motivation Star awards linked to behaviour
- Parents can view reward points gained or lost via ‘Reward Shop’
- Student voice used to gain student opinion regarding rewards, sanctions and consistency





10. Ensure that all students show pride and respect for themselves and others, their appearance, work and the learning environment.

- Motivation drive for pride – included in descriptors
- Only the highest standards achieve high levels of motivation
- C4L strategy encourages students to make positive choices
- Review & development of C4L behaviour log. Move to web based system in line with homework App and seating planner
- Student guidance staffing – key staff to monitor equipment & uniform
- Focus weeks in Academy calendar – focus on pride, behaviour & respect
- Senior students & student ambassadors – develop & expand role of students within the Academy
- Pride & respect working party – meeting time to plan and deliver 'pride & respect' activities. Student to have a key role within the group
- New motivated stars introduced, with different colours to further encourage students to maintain exceptionally high standards throughout the year

