



ROUTE TO OUTSTANDING 2015/16

- 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.

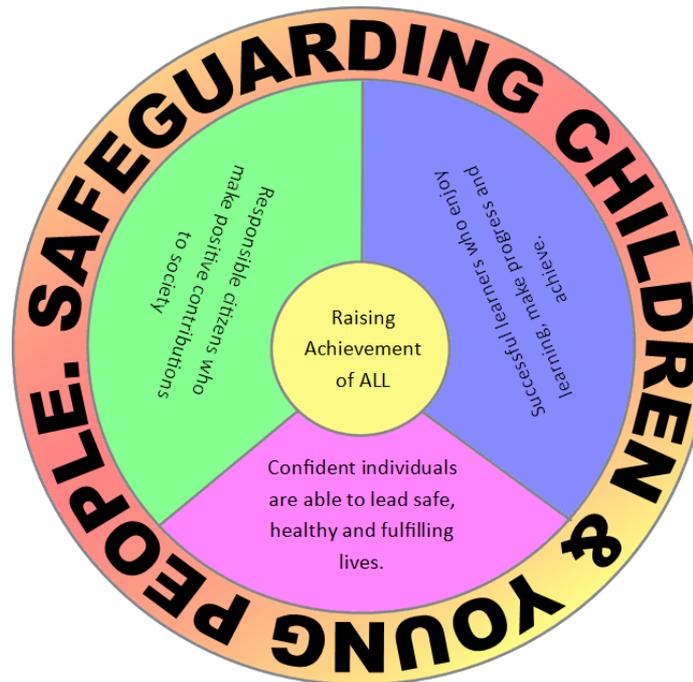
1. Ensure all teaching is good or outstanding.





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:

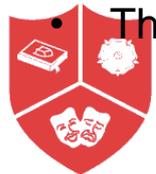
- **Successful Learners** who enjoy learning, make progress and achieve
- **Confident Individuals** who are able to lead safe, healthy and fulfilling lives
 - **Responsible Citizens** who make positive contributions to society





1. Ensure all teaching is good or outstanding

- The academy has a coaching and mentoring programme in place for staff to access
- Coaches have been trained via Leeds Carnegie Programme to ensure a robust, accountable system is in place
- There is a clear programme of training in place which is bespoke to staff needs
- Revised Teacher Appraisal system is now in place in the academy with clear links to teachers' standards; WCAT have carried out QA on our system. Targets are robust and ensure accountability
- The Academy carries out regular quality assurance of teaching through lesson observations, book looks, learning walks; external colleagues support us to validate our QA. All staff are formally observed twice with targets for development central to feedback.
- Staff are used to share their best practice and expertise with colleagues through whole-academy training days. Teaching and Learning Communities facilitate further sharing of good practice and opportunities for collaborative planning and feedback.
- The academy works with colleagues across WCAT to further support this target





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

- The academy will ensure targeted and bespoke training is in place to support staff develop their questioning skills
- Staff expertise will be utilised to help share good practice – the identification of our best practice re: questioning will support colleagues





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

- In-Year progress profiles created and distributed to staff after each DC
- Overview profiles including all vulnerable group data and prior attainment distributed to staff after each DC
- All staff trained on 4Matrix to ensure they can access their own progress data
- Assessment data and DC data separated and distinguished in all faculties
- Assessment protocols for assigning DC grades finalised in every faculty
- Planning and class profiles are an integral part of lesson observations, drop-ins and learning walks
- Challenge and differentiation are always a focus during lesson observations
- Staff have received bespoke on-going training on differentiation – linked to their own teaching timetables
- AAPs working on impact projects to support boys and Pupil Premium Pupils to make more progress





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

- Challenge and differentiation are always a focus during any form of QA in the academy (lesson observations, learning walks and book looks)
- As part of the Academy's training cycle, staff have received input on differentiation to further improve and develop their practice. They have subsequently incorporated this into their planning, embedded the new ideas and reflected on their progress.





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

- 'HIT' (Hemsworth Improvement Time) is embedded across all curricular areas to support students acting on targets with green pen
- All students have been issued with a green pen to help support the process
- The success of this initiative has been evaluated through regular QA procedures such as learning walks, book looks and lesson observations
- All staff in the academy have received training on setting appropriate next step targets which will help students progress
- All students in the academy have received information about how to use the green pen and the purpose behind the initiative.
- Bespoke further training and support has been given to colleagues to develop their assessment to ensure students respond to targets





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

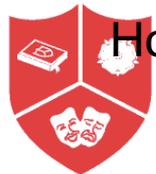
- Numeracy coordinator role created and filled
- Mathematical Literacy CPD for all staff
- Numeracy week introduced (half-termly) first one week 9
- Numeracy weeks now take place 2nd week of every half term.
- Year 7 & 8 Numeracy days have taken place.
- Year 7 and The Hepworth Wakefield working on piloting Maths and Art project – June/July 2016
- Numeracy puzzles launched to all year groups
- Additional numeracy support in place to support A Level Science students
- Literacy CPD all staff
- Literacy champions in place and cascade training to staff being undertaken
- Visits by writers and poets have taken place being well received by all year groups taking part
- Book Day was very successful with many entries to the competitions being run
- Formal review of ERIC (Reading for Purpose Scheme) undertaken by Leadership Team with positive comments being received regarding work covered and work being produced.
- Word of the Week in place and used in form tutor time
- Year 7 adventure – Wakefield Literacy Competition





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

- Motivation star awards linked to attendance, behaviour, punctuality and motivation
 - Three tiers of motivated stars created to ensure continued aspiration
 - Behaviour & Attendance leaders – role review, sharper focus on attendance & PA
 - ‘Tiered’ reward shop – students must have >90% attendance to access all rewards
 - Team Around the Child – role review & focus on attendance & PA
 - Academy Calendar to have ‘focus weeks’ – attendance, equipment, uniform, pride and respect
 - Reward shop re-launch – rewards for >95% attendance
 - Push on improving punctuality. Punctuality ‘focus group’ with 10+ sessions late.
- Home / school communication and interventions.





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
- C4L behaviour log developments, move 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
- C4L strategy embedded
- Staff CPD – PBM focus

Fixed Term Exclusions (days)											
Dec-14	Dec-15	Jan-15	Jan-16	Feb-15	Feb-16	Mar-15	Mar-16	Apr-15	Apr-16	May-15	May-16
287.5	92.5	353.5	129	416.5	156.5	501	191.5	549.5	212.5	583.5	264.5
C3 (remove) visits		C3 (remove) visits		C3 (remove) visits		C3 (remove) visits		C3 (remove) visits		C3 (remove) visits	
Dec-14	Dec-15	Jan-15	Jan-16	Feb-15	Feb-16	Mar-15	Mar-16	Apr-15	Apr-16	May-15	May-16
705	479	922	684	1069	878	1300	1082	1459	1346	1617	1589
Internal exclusion visits		Internal exclusion visits		Internal exclusion visits		Internal exclusion visits		Internal exclusion visits		Internal exclusion visits	
Dec-14	Dec-15	Jan-15	Jan-16	Feb-15	Feb-16	Mar-15	Mar-16	Apr-15	Apr-16	May-15	May-16
77	73	95	92	107	117	131	141	142	163	165	197
PIP (inclusion) visits		PIP (inclusion) visits		PIP (inclusion) visits		PIP (inclusion) visits		PIP (inclusion) visits		PIP (inclusion) visits	
Dec-14	Dec-15	Jan-15	Jan-16	Feb-15	Feb-16	Mar-15	Mar-16	Apr-15	Apr-16	May-15	May-16
638	424	811	531	921	614	1136	809	1256	949	1384	1181
447.5	325	512	437	575	528	707	654	787	750	870	909





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

- C4L rewards champion appointed to raise profile of reward shop and support in the further development of C4L log
- C4L launch – CPD delivered to all staff by Student Guidance leaders
- Consistent message given to staff & students via assembly and briefings – all aware of behaviour policy, rewards and sanctions
- C4L log used to monitor consistency of application of C1, C2, C3
- Launch of 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
- Impact of C4L strategy. Significant reduction in C3 visits, PIP visits and Fixed Term Exclusions
- 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 have a key role within the group

