



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

Academy Development Plan

2023-2024

TRUST STRATEGIC PRIORITIES

Strategic Priorities for Academy Development Plans

1. Deliver the vision; Strive, achieve, believe! Ensure that our pupils and staff know and understand the importance of being in The Shared Learning Trust so that all demonstrate the vision and values in their behaviours.
2. Be ambitious for the development of pupils; their attainment, well-being and community responsibilities. We strive to deliver a “world-class” education through a carefully considered and securely embedded curriculum, so that pupils are best prepared for the next stage of their education.
3. Enhance our professional development programme, so that we can attract, retain and develop happy and motivated, high calibre staff, by offering CPD and career progression opportunities with attractive rewards and benefits

SCHOOL CONTEXT							
Number of pupils on roll	1590	Pupils eligible for pupil premium	552	Pupils with a statement of SEN or an EHCP	24	Pupils with EAL: (Nat.)	470
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)	L: 12 M: 63 H: 16	Overall absence last year:	9.97%	Persistent absence last year:	31.7%		
Proportion of ECTs (% of total teaching staff)	15 ECTs	Proportion of UPS staff (% of total teaching staff)	27%	Proportion of staff new to the academy (% <1 year)	37% Based on 1 Sept 2022 start date	Staff turnover last year (% of total staff)	35% (% of total staff)
Most recent Ofsted grade:	Good in all judgement areas (2018) <ul style="list-style-type: none"> Progress further accelerates in science by checking carefully that all the teaching is of a high standard The support provided for pupils with challenging behaviour leads to a significant reduction in the number of fixed-term exclusions, particularly for disadvantaged pupils Teaching in the sixth form continues to improve so that students make consistently strong progress across their study programmes. 						
Key Ofsted actions from last report:							
Other review findings and areas for development. (e.g. B11)	B11 (Jan 2023) and Subject Internal Reviews (2022-23) <ul style="list-style-type: none"> Ensure that assessments are fit for purpose across the school. Ensure they are used to inform quality curriculum and where further support and training is required. All teachers to consistently live mark. To carry out more pupil voice with the pupils so they are able to articulate their thoughts better and are prepared to speak about their subject. Develop the whole school understanding of how academic subjects are promoting the school's personal development mission. Sixth form review (May 2023) <ul style="list-style-type: none"> To develop the level of challenge and Academic rigour in classrooms, and the use of effective assessment to improve student learning. To raise the Achievement across the Sixth Form, with focus areas of High attaining students on entry, and Vocational courses. Raise Aspirations of the students in accessing wider opportunities within school and Post 18. 						

Key staffing issues (e.g. temporary posts, staff receiving support)	Science Faculty – new FL appointed in April 2023 and 6 new teachers appointed in September 2023 PE & PSHCE Faculty – 3 ECTs appointed in September 2022 with a further 2 ECTs appointed in September 2023
Pupil achievement for whole cohort	<p><u>Key Stage 4</u> Attainment across most subjects has increased since 2019 along with Basics - English & Maths (4+, 5+, 7+). EBacc entries have increased and have continued to increase with the current Year 10 cohort at 42%. Subjects with a positive Progress Score are GCSE Biology, WJEC Catering, GCSE Physics and BTEC Dance. Maths and English predictions are in line with the actual results however the accuracy of predictions in other subjects are not.</p> <p><u>Key Stage 5</u> There has been an improvement in APS since 2019. 55% of students studying BTEC qualifications achieve a Distinction/Distinction* and 40% of students studying Technical qualifications achieve a Distinction/Distinction*</p>
Achievement gap issues	<p>In the following Year 11 subjects, DA students had a higher progress score than non DA students: Biology, Chemistry, French, History, Psychology, Media & BTEC Sport. All other subject, non DA students had a higher progress score. In KS5, DA students achieve a slightly higher average point score than non DA students.</p> <p>In KS4, boys had a positive progress scores in 5 subjects and girls in 4 subjects. Boys achieved better in English, Maths & Science, History & Geography, whereas girls did better in MFL. On average boys achieved better for the majority of subjects. There was no significant gender gap in Key Stage 5.</p> <p>There is a significant gap between SEND students and non SEND students in most subjects at Key Stage 4.</p>
Current Accreditations	Send Inclusion Award (SENDIA) 2023, RACE Charter Bronze Mark 2022, Mental Health 2021

KEY PERFORMANCE INDICATORS							
		2023 National	2023 School	End of 2024 Target	Autumn Term Actual	Spring Term Actual	Summer Term Actual
Outcomes (Secondary) <i>NB: 'Actual' data determined by mocks / formal assessment.</i>	Progress 8		-0.03	-0.24	0.27	0.19	0.09
	Attainment 8		46.2	44.7	52.33	47.80	46.56
	% Basics (5+ in English & Maths)			47%	59%	45%	37.2
	English	5+		59%	68%	56%	57%
		4+		74%	90%	77.5%	76%
	Maths	5+		56%	64%	56%	44%
		4+		73%	90%	72.8%	67%
	Science APS (2 best)			5.07	5.13	4.52	4.48
	Humanities APS			4.32	4.34	3.91	4.00
	MFL APS			2.84	2.84	2.63	2.53
Outcomes (Post-16) <i>NB: 'Actual' data determined by mocks / formal assessment.</i>	Academic	average grade per entry	B	C-	B=	C+	C+
		value added	95%	89.3%	0.86	0.14	0.09
	Applied General	average grade per entry	Dist-	Dist-	Dist=	Merit+	Merit=
		value added	91.7	88.9	0.78	0.10	0.05
	Technical	average grade per entry	Dist-	Dist-	Dist+	Dist-	Dist-
		completion & attainment score	91.1	85.7	39.03	32.89	33.11
QoE	No. Staff on Active Mentorships						
	No. Staff on Formal Action Plans						
Attendance	Absence		7.9%	6.6%		5.4%	
	Persistent Absence		21.2%	20%		To date 23.8%	
Behaviour	Number of FTE		498120 (13.96%)	7.5% (128)		2.9% (50)	
	% Students with one or more FTE		6%	3.2% (54)		1.3% (20)	
	Number of PEX		5658 (0.16%)	1		1	

Final student outcome data will be incorporated into SEF and ADP the following academic year.

English and Maths @Grade 4+ National: 65% School: 65%

Boxes in red-These figures have not been released yet.

DEVELOPMENT PRIORITY OBJECTIVES FOR 2023/2024

Objective Area	Objectives	SEF Reference
Quality of Education	<ol style="list-style-type: none"> 1. Clearly adapt and personalise the curriculum to meet the needs of all students - with a specific focus on SEND students, ensuring they can apply what they know and can do with increased fluency, independence and challenge. 2. Supporting teaching staff to deliver high quality lessons and have good knowledge of the subject(s) they teach through subject-specific CPD and embed 'The Chalk Hills Playbook' to ensure RISPE is delivered to a high standard in every lesson. 3. Improve outcomes for all students – raise attainment and levels of progress to ensure that all students' progress meets or exceeds national average in all key stage groups. 	<p>1.3, 2.6</p> <p>1.1, 2.1, 2.2, 2.4, 2.5</p> <p>3.1, 3.2, 3.3, 3.4, 6.2</p>
Behaviour & Attitudes	<ol style="list-style-type: none"> 1. Reduce the number of suspensions, ensuring the students are able to engage with the curriculum across all subjects, leading to an overall positive effect on outcomes. 2. Monitor and apply early interventions to reduce the number of persistent absences. 	<p>4.1, 4.5</p> <p>4.2, 4.3</p>
Personal Development	<ol style="list-style-type: none"> 1. Promote student leadership and student oracy in the Academy by developing the role of student ambassadors to ensure they play an active role within the Academy. 2. Explicitly develop the PSHCE programme (including British values and SMSC) at KS4 & KS5 through the creation of a sequenced curriculum from Year 7 to 13 which is incorporated into the wider curriculum. 	<p>3.1</p> <p>3.3</p>
Leadership & Management	<ol style="list-style-type: none"> 1. Staff well-being, including the consideration for workload, is promoted and supported in the Academy. 2. Ensure that leaders use accurate assessment information to check the progress of all groups of learners, including learners who are SEND, HA, DA and those receiving additional funding. 3. Provide a CPD offer that caters for all staff across the Academy with real opportunities for development and with a particular focus on Middle Leadership Development, leading to increased autonomy and accountability. 	<p>5.1</p> <p>1.3, 5.2</p> <p>5.4</p>
Sixth Form	<ol style="list-style-type: none"> 1. Embed challenge within lessons to ensure the curriculum is sufficiently demanding. 2. Support students with mentoring so they have the skills they need to succeed in life, either going onto university or looking at training opportunities 3. Build a culture to raise aspiration, resilience and independence to help support students applying for Oxbridge/Russell Group universities. 	<p>6.1</p> <p>6.1, 6.3</p> <p>6.3</p>

Quality of Education

OBJECTIVE	ACTIONS	SUCCESS CRITERIA	COMMITMENT (Time, cost, resources etc.)	PERSON RESPONSIBLE	EVALUATION & IMPACT (Indicators of success, drawing on data measures where appropriate.)
Clearly adapt and personalise the curriculum to meet the needs of all students - with a specific focus on SEND students, ensuring they can apply what they know and can do with increased fluency, independence and challenge.	<ul style="list-style-type: none"> Update and refine curriculum to ensure it is ambitious for all learners in all subjects. Ensure curriculum resources are of high quality such that they perfectly align with the curriculum and in turn support curriculum delivery (RISPE) TAs to use Maximising Impact of Teaching Assistants (MITA) principles to scaffold, framework, and provide practical strategies and reflective activities to support progress and self-help skills for students. Zones of Regulation, 5 point scale, alongside Language for Thinking and Language for Behaviour and Emotions to be incorporated to Compass curriculum. Embed the Preparation for Adulthood PFA framework into the Nurture Curriculum. Incorporate CPD in relation to adaptive teaching practices and strategies for teachers; to build consistency of practise across all 	<ul style="list-style-type: none"> Curriculum Audit shows an ambitious curriculum in all subjects that meets at least the standard of the national curriculum. Resources for all subject areas are meticulously organised and well designed to support all learners. LSAs will be seen using MITA principles in lessons. COMPASS students will have successful reintegration to mainstream provision with reduced patrol callouts and suspensions. 	MITA training £1490 for two days of inset and tasks for LSAs	JLI WTU ABR	<p>December:</p> <p>Nurture Curriculum now offering MFL. LSA roles in classroom are now mapped to RISPE. TSLT LSA training has been organised for January 2024 with DWa. Language screeners have now been used at KS3 for new compass referrals. IEP template being reviewed at trust level December 2023.</p> <p>Ongoing reintegration of Compass students back into mainstream education. There has been a reduction in suspensions and patrol call-outs.</p> <p>Curriculums plans have been completed, but some departments are still looking to make the curriculum more challenging, based of Ofsted feedback. RISPE; majority of lessons have been observed are following the RISPE format. However, a handful of lessons that have been observed, the I do, we do, you do, has not been visible.</p>

Quality of Education					
	<p>faculty areas that will address the needs of SEND, EAL and HA students.</p>	<ul style="list-style-type: none"> SEND students' needs and co-produced targets will focus on their progress towards, Employment; Community Inclusion; Independent Living; and managing Health 			<p>April:</p> <p>Adaptive teaching is being observed during lesson walks, however this is not consistent across the academy. SEND students are able to access the curriculum and are regularly called upon during lessons to check understanding. Strategies identified on the IEP's are also visible during lessons. Further SEND CPD is planned later in the year.</p> <p>ASDAN Curriculum now in place and KS4 "Nurture" Hybrid planned.</p> <p>Reading interventions at Year 7 in place. Fresh Start at KS3 in place.</p> <p>SEND attend compass review and testing of referred student to COMPASS in place.</p> <p>LSA training has been delivered to all new LSAs by DWA.</p> <p>JLi to continue it's review as part of development time in new term (MITA/Self scaffolding)</p> <p>LW continues to ensure ambition in curriculum, concerns raised with FL leads for appropriate departments in Nurture and Targeted options.</p> <p>CPD has been delivered but ongoing. CPD on adaptive teaching and 5 A Day given, as</p>

Quality of Education					
					<p>well as training on Blanks Level Questioning have been covered.</p> <p>ELSA structure agreed and to be formalised for after easter</p>
					<p>July:</p>
<p>Supporting teaching staff to deliver high quality lessons and have good knowledge of the subject(s) they teach through subject-specific CPD and embed 'The Chalk Hills Playbook' to ensure RISPE is delivered to a high standard in every lesson.</p>	<ul style="list-style-type: none"> Allocated department time where subject specific CPD delivered regularly to help raise the quality of understanding and delivery. Non-specialist support to be provided eg, reading materials, links to podcasts, videos. LW – one of the foci to be subject knowledge. HOF/CLs to keep record of any exam board training undertaken and ensure key findings are shared across faculty. 2023/24 PTI courses, school visits and/or support from subject experts to provide opportunities for teachers to focus on key topics and new subject knowledge. 	<ul style="list-style-type: none"> All Teaching staff have a completed a subject specific training course or conducted a school visit - this is reflected within their performance management objective. FL/CL have an understanding of subject specific CPD requirements of their teams and have set up appropriate support. Curriculum reviews/LW show 		<ul style="list-style-type: none"> ABA NJA 	<p>December:</p> <p>The Playbook continues to be implemented to a good standard with weekly CPD each Wednesday. However, there are a number of staff on coaching plans who need to attend the Thursday Coffee & Croissant sessions. Staff continue to embark on subject specific CPD.</p> <p>April:</p> <p>The Playbook continues to be followed by all staff across the Academy. CPD continues to be provided around the Playbook, primarily on a Wednesday/Thursday. The</p>

Quality of Education

	<ul style="list-style-type: none"> • A detailed implementation plan for RISPE that ensures staff have a full understanding of the academy's approach to curriculum delivery. This will include a CPD schedule throughout the year that regularly identifies misconceptions, shares best practice and celebrates key milestones. • Through the use of the 5-part RISPE lesson, all staff are able to adapt their teaching to support SEND learners. • A RISPE tracker to be in place throughout the year that details each part of the 5-part lesson for all teaching staff. • The RISPE tracker is complimented with instructional coaching whereby staff are able to receive immediate support in a particular aspect of their curriculum delivery. • CPD will be provided to all senior/middle leaders to ensure they are fully understanding of how to complete the tracker and how to provide instructional coaching. This will also help with quality assurance. 	<p>content is delivered in a consistent and structured manner with subject knowledge to be a strength across all subjects.</p> <ul style="list-style-type: none"> • Identified staff to have undertaken relevant exam board training. • Staff agree that subject specific CPD has had a positive impact on curriculum delivery. • 'RISPE' is consistently modelled in all lessons such that students are maximising learning. • All teachers adapt their teaching to fully support SEND learners. 			<p>number of a staff on a coaching plan has reduced and these members of staff are being supported, with a view to coming off the plan next term.</p>
					<p>July:</p>
<p>Improve outcomes for all students – raise attainment and levels of progress to</p>	<ul style="list-style-type: none"> • The starting point for improved outcomes is a strong well-thought-out curriculum that is delivered consistently well. 	<ul style="list-style-type: none"> • At KS3, there is a closing of the gap in English, Maths and Science. 		<ul style="list-style-type: none"> • ERA • SBE 	<p>December:</p> <p><u>KS3- YR9</u></p> <p>Maths (-0.74)</p> <p>English (-0.18)</p>

Quality of Education

<p>ensure that all students' progress meets or exceeds national average in all key stage groups.</p>	<ul style="list-style-type: none"> • Year 10 Mock exams to provide accurate base line data. • Assessment information collected from all departments and to areas of strengths and weakness of topic following mock data • Revision booklets created with key revision topics to allow for students to take ownership over their own learning • Parental Engagement workshops to educate parents on strategies to help pupils revise and to build good relationship between school and home • Year 11 Personalised Key date Academic Calendar sent out to every pupil- this to be shared on the first parent evening. Mock Dates/PCE/Deadlines and • Exam data to be used to identify key pupils for the Eng/Maths match up (find out current figure). *Maths and English Intervention forms created to improve and increase outcomes • Create a KS4 section on the website- Key dates but also sections on how to revise – videos created will be uploaded • Once every half term/prior to summative assessment – department time to be used as Intellectual 	<ul style="list-style-type: none"> • At KS4, a positive progress 8 score across all subject • A significant reduction in the progress gap between DA and NDA • At KS5, positive VA score across most subjects. • All FLs and CLs have identified key Year 11 pupils have a 6-week intervention in place. Baseline tests carried out and analysed at the start of the academic year with an action plan implemented to raise attainment based on baseline test results. • FLs and CLs using Horseforth Quadrants to categorise pupils according to need • All FLs and SLT aware of Key pupils 			<p>Science (-3.02) Average all (-0.70) YR8 Maths (0.16) English (-0.23) Science (-3.09) Average all (-0.74)</p> <p>Positive progress score overall, but not for every subject. As is indicated by Autumn term 1 data for YR11's. Pupils have been identified for intervention and most students are attending intervention.</p> <p>Horseforth quadrant has not yet started. But key pupils have been identified and are having mentoring by SLT.</p> <p>Key Pupils are known by SLT and FL's, following new data template which has been shared with everyone. 5 key pupils, per class, per subject.</p> <p>All pupils given key topics that they need to revise, for upcoming mock exams. Following analysis of data in Jan, all pupils will be given their PLCs.</p> <p>Portfolio Subjects are on track, as is evidenced by meetings held between SBE, NJA and subject lead. Key pupils that are under performing have been identified and actions are in</p>
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Quality of Education

	<p>Preparation time – FL/CL/TLR to model the teaching and learning. *Teachers to use this time to adapt lessons to meet needs of individual class-MTPs to be produced with a section for ‘plan for live marking’. Sharing of good practice and addressing misconception in teaching and also contextualising learning to meet the needs of individual classes.</p> <ul style="list-style-type: none"> • Every teacher held accountable for their data via round table meeting with FLs and SLT link • APS checked at every data drop for all subjects and class teachers • FLs and SLT to meet SBE following every data drop to identify strengths/arears for development and key pupils to target for intervention • Book looks of pupils who are under performing across all subjects. • Portfolio Wednesday Intervention sessions introduced • SLT meeting (and mentoring) with underperforming students to find reason for underperformance and agree on SMART targets to close the gap • Regular ‘RAP’ data-led attainment meetings with FL’s, CL’s and KS4 TLR post holders, to discuss progress of 	<p>below target- photos shared and discussed in ‘Raise Meetings’ as well as Dept time.</p> <ul style="list-style-type: none"> • All pupils to have a personalised PLC- 95% of underachieving students are attending intervention sessions • All Portfolio based subjects have completed portfolio component and all students have met/exceeded target grades • 100% of student voice commenting on knowing what revision looks like for every subject. 			<div>Place, ie: art.</div> <div>Student voice has not been carried out. SBE to action this end of December, beginning of January</div> <div> April: April: KS3 – YR9 Maths (-0.58) English (-0.29) Science (-3.02) Average all (-0.58) </div> <div> KS3 – YR 8 Maths (-0.20) English (-0.40) Science (0.13) Average all (0.04) </div> <div> KS3 – YR 7 Autumn Data Capture: Maths (0.67) English (0.39) Science (0.92) Average all (0.53) </div> <div> Year 11 Maths (-0.63) English (-0.53) Science (-4.2) Average all (0.08) </div> <div>Positive progress score overall, but not for every subject as is indicated by Spr 2 Data.</div>
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Quality of Education					
	<p>identified students and support strategies to raise attainment for both Year 10 and Year 11.</p> <ul style="list-style-type: none"> • Two Year 11 PCE one in Jan following Dec mocks and one in after final mock • Regular robust formative assessments carried out (termly) with standardisation taking place to track student progress throughout the year • Pixl Wave for English and Maths to be used, allowing us to have an accurate picture against the national. 				<p>Raise meetings have been taking place all departments are compiling lists of 20 key pupils who will have the most impact in achieving a positive progress score. Plans in place (drop downs, Sat intervention, WTM exams) in lead up to exam to close gaps.</p> <p>PCE evening successful with 76% attendance.</p> <p>July:</p>

Behaviour & Attitudes

OBJECTIVE	ACTIONS	SUCCESS CRITERIA	COMMITMENT (Time, cost, resources etc.)	PERSON RESPONSIBLE	EVALUATION & IMPACT (Indicators of success, drawing on data measures where appropriate.)
Reduce the number of suspensions, ensuring the students are able to engage with the curriculum across all subjects, leading to an overall positive effect on outcomes.	<ul style="list-style-type: none"> • Develop the mentoring program that promote positive behaviours and build prosocial skills. • Ensure all pastoral staff consistently apply the behaviour policy • Actively engage schools, parents, students, and community partners • Provide a variety of graduated disciplinary options that can be tailored to meet individual and school needs • Train all school staff to apply school discipline policies and practices in a fair and equitable manner. • Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, to prevent, identify, reduce, suspensions. • HOY and AHOY intervene early to support students with behaviour modification. • Promote a safe and supportive classroom environment, including fostering teacher- student relationships built on trust. • Ensure all staff use responsive and restorative circles to address poor behaviour. 	<ul style="list-style-type: none"> • Suspension data is below YTD for the first, second and third term. • All students who have received one suspension are being mentored by their AHOY or HOY to help support their behaviour modification. • Students who have received 2 or more suspensions are given external support such as Boxing saves lives or Goals mentoring to support their behaviour. • There is a reduction in the number of students who have received two 	<ul style="list-style-type: none"> • Funding for external mentoring • CPD for key staff in the pastoral team • Resources for internal mentoring • Funding for rewards 	<ul style="list-style-type: none"> • WTU 	<p>December:</p> <p>There has been a reduction in the number for suspensions, for the first half term. However, there has been a permanent exclusion in the 2nd half term, which has impacted the data for suspensions.</p> <p>April:</p> <p>Suspensions have been reduced. YTD: we have lost 75 days, due to suspension. However, last academic year this was 118 days. There has been 1 permanent exclusion, which has been upheld.</p> <p>July:</p>

Behaviour & Attitudes

		<p>or more suspensions.</p> <ul style="list-style-type: none"> • Each key group for suspension data has shown an improvement as compared to the data from 2022 – 2023. • Suspensions are in line with national data or better than national data. 			
<p>Monitor and apply early interventions to reduce the number of persistent absences.</p>	<ul style="list-style-type: none"> • HOY to carry out daily attendance checks with student's daily non-attendance and update Attendance officer. • HOY to support with implementation and strategies of increasing/supporting attendance, daily weekly termly. • HOY to identify barriers and reasons for absence • Welcome information evenings to include information on attendance expectations • First letter to be sent when attendance drops below 96% 	<ul style="list-style-type: none"> • PA is above national • Attendance is above national • Reduction in KS4 absence • Increased rewards for PA students across all Key Stages • Better parental engagement 	<ul style="list-style-type: none"> • Time • Funding for rewards and trips • CPD for all staff • Meeting with attendance officer • Meeting with Heads of Year and 	<ul style="list-style-type: none"> • DCH 	<p>December:</p> <p>AHOY's are supporting with attendance absence calls every morning, with their year groups. Recorded evidence on Arbor and sent through to JRL & DCH. Weekly attendance trackers shared, with HOY's & AHOY's at the start of each week. DCH briefed HOY's & AHOY's on support with students with any barriers to attendance and support implemented. Termly attendance slides forwarded to CTA for</p>

Behaviour & Attitudes					
	<ul style="list-style-type: none"> Attendance action plans to be drawn up with parents & students for those students with attendance concerns Monitor at 92% with actions for at risk of PAs – attendance panel for parents and home visits to maintain and support home learning engagement. Year group data interrogation is consistent across all year groups Monitor 90% (PA) with actions – fines, letters and home visits Share vulnerable list every two weeks Attendance panel plans are reviewed for positive impact on engagement and attendance. Assemblies and rewards for improved attenders and engagement half termly Implementation of late desk on arrival Assistant HOYs to prioritising support of Attendance each morning. 		Assistant Heads of Year		<p>attendance expectations for year groups. Attendance and punctuality letter sent to parents in term 1. Term 1 attendance issued to students.</p> <p>April:</p> <p>Term 1, Term 2 Term 3 Attendances Rewards celebrated. Students attend TCHA in Sportswear. Term 4 Attendance Rewards lunch.</p> <p>HV Tracker developed and uploaded to teams. HV engagement by SEN, HOY/AHOY/SG Dept and Compass for AP students.</p> <p>Year group data shared with HOY/AHOY weekly and discussed with VP Behaviour every week.</p> <p>To support Assemblies and PL time. Attendance data and slides implemented to support.</p> <p>July:</p>

Personal Development

OBJECTIVE	ACTIONS	SUCCESS CRITERIA	COMMITMENT (Time, cost, resources etc.)	PERSON RESPONSIBLE	EVALUATION & IMPACT (Indicators of success, drawing on data measures where appropriate.)
Promote student leadership and student oracy in the Academy by developing the role of student ambassadors to ensure they play an active role within the Academy.	<ul style="list-style-type: none"> • Hold elections for student leadership with two representatives per year group to whole school leadership team • Student leadership team made up of elected representatives (Head Boy, Head Girl (Y13) and deputies (Y11), Environmental Lead, Equality and Diversity Lead, Charity Lead and Wellbeing Lead. • Half termly Year Council and Student Council meetings with fixed agenda items and feedback on previous requests. • Student Ambassadors to Lead on some open evening activities and Student Leadership to engage with parents and members of the community. • Role of student leadership and importance of being an ambassador to be integrated in PL sessions and assemblies. 	<ul style="list-style-type: none"> • Student council and Leadership team to be in place by September 29th. • Student Leadership to develop, organise and carry out at least three charity/whole school events. • End of term student voice surveys – student satisfaction on student voice by End of Year. • 6 student council (PL reps) and 6 year leadership (2 per year group 7-10 and student leadership team) to take place by July 19th 2024. 	<ul style="list-style-type: none"> • Meetings to take place half-termly with HOY. • Year council to also meet half-termly • Support for student events, both in terms of time and resources – funds raised by students as much as possible. 	<ul style="list-style-type: none"> • BWI • MBA • WTU 	<p>December:</p> <p>Leadership elections have been held. Student leadership team in place & regularly leading events. Year Council and student council taking place half termly. Students leading on assemblies.</p> <p>April:</p> <p>We have a JLT in place and we have student representatives for each form group, that now wear a high vis and take an active lead for assemblies. Students are now participating in duties and Chalk Champions are promoting events around the Academy. Student voice takes place regularly and focus student panels are also ongoing.</p> <p>July:</p>

Personal Development					
		<ul style="list-style-type: none"> • Student Leadership team to be leading assemblies at least once a half term per year group and to take an active role in transition events, open evenings, parents evenings and end of term celebrations. 			
Explicitly develop the PSHCE programme (including British values and SMSC) at KS4 & KS5 through the creation of a sequenced curriculum from Year 7 to 13 which is incorporated into the wider curriculum.	<ul style="list-style-type: none"> • Quality Assurance of PSHCE lessons and half termly observations of PSHCE lessons (informed by previous audits and student voice). • PSHCE to become a standing agenda item on the Student Leadership agenda. • Monitored outcomes of PSHCE assessment. Including half termly student panels with a selection of students including those from vulnerable groups. • Responsive sessions for wider societal issues either through the medium of assembly, PL time or PSHCE lesson time. 	<ul style="list-style-type: none"> • Selected student groups able to articulate learning from PSHCE lessons. • VG student selection able to articulate learning from PSHCE programme. • Evidence of spiralling of PSHCE curriculum and PL programme to ensure consistency and 	<ul style="list-style-type: none"> • Time to observe current practise and prepare for future adaptations and amendments 	<ul style="list-style-type: none"> • BWI • WTU 	<p>December:</p> <p>Student voice has taken place in all key stages. This has informed planning & quality assurance. Curriculum is now spiralled and sequenced. KS4 still to be improved.</p> <p>April:</p> <p>KS3 quality assured, observations regularly taking place and positive student voice feedback. Including those from vulnerable groups in panels.</p>

Personal Development					
	<ul style="list-style-type: none"> • Cross subject audit of the areas of PSHCE covered in individual subjects to ensure incorporation into the wider curriculum. • Review of PL programme to ensure consistency with values driven through PSHCE programme. • Understanding and celebration of a wide range of cultures through assembly/PL time. 	<p>development of student understanding.</p> <ul style="list-style-type: none"> • Auditing confirms that the curriculum is spiralled to reinforce key values and learning. • Assemblies cover a wide range of PHSCE topics, as well as cultural celebrations. • Student Leadership lead on a Culture Day to celebrate the Academy's range of cultures. 			<p>KS4 had been quality assured up until February half term, some issues with Spring 2 currently under re-design and will be reviewed on 22nd March 2024.</p> <p>KS5 response to changes in curriculum have resulted in positive feedback from staff and students.</p> <p>Cultural activities are fully embedded in form time curriculum and Culture day has taken place.</p> <p>Values curriculum ongoing in form time with staff CPD has also been delivered.</p> <p>July:</p>

Leadership & Management

OBJECTIVE	ACTIONS	SUCCESS CRITERIA	COMMITMENT (Time, cost, resources etc.)	PERSON RESPONSIBLE	EVALUATION & IMPACT (Indicators of success, drawing on data measures where appropriate.)
Staff well-being, including the consideration for workload, is promoted and supported in the Academy.	<ul style="list-style-type: none"> Staff wellbeing committee set up that meets regularly and then puts forward feedback/suggestions to the principal and wider SLT. Termly Staff survey conducted and results shared with a clear action plan that addresses key issues. Constantly reviewing the whole school calendar to ensure deadlines and meetings are spread out throughout the year. Provide teachers with adequate time on INSET days and on Monday afternoon to ensure they can collaboratively plan, moderate and develop their subject specific knowledge Continue to celebrate staff success and appreciation through employee of the month award, student appreciation cards etc 	<p>Lower staff turnover relative to school nationally.</p> <p>Staff feedback from survey explicitly highlights majority are staff are happy and their workload is considered.</p> <p>Feedback from staff wellbeing initiatives is positive.</p>		RAL	<p>December:</p> <p>Staff wellbeing committee has been set up. One meeting has happened this term but the person leading on this was on short term sickness so another meeting needing to happen early spring term.</p> <p>Staff survey has been completed with majority of feedback coming back as positive. No clear common themes at this stage. Calendar is constantly reviewed on a weekly basis with key events and data deadlines moved around. For example, the twilight CPD session was moved recently.</p> <p>Both days in September INSET as well as the upcoming INSET in January will be providing staff with team planning time. Employee of the month has continued and staff appreciation cards completed and to be distributed in penultimate week of this term.</p> <p>April:</p> <p>Staff wellbeing committee have now had two meetings following</p>

Leadership & Management					
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					<p>their launch earlier in the year. Actions have come through including the setting up of a staff sports team, an update/refresh to our onsite Gym facilities. Additionally, some team building activities were conducted at the start of the term during the afternoon of the INSET day.</p> <p>The next INSET day is on April 15th. As part of the cross trust INSET day, staff will have adequate time to plan in the afternoon when meeting with colleagues in similar roles across the trust.</p> <p>APR currently in the process of launching Spring staff survey. Results to be analysed.</p>
					<p>July:</p>

Leadership & Management					
Ensure that leaders use accurate assessment information to check the progress of all groups of learners, including learners who are SEND, HA, DA and those receiving additional funding.	<ul style="list-style-type: none"> • CPD for all staff on the use of Pupil Progress • Use Pupil Progress to inform planning and adapt teaching • Using data from Pupil Progress to set up interventions for students from Year 7 – 13. • Use a baseline test in English, Maths and Science at the start of the academic year (GL testing for English and Maths). • Deliver CPD on CATS and other baseline assessments in prior attainment data to support teachers' ability to "know their students" and effectively to meet their needs with specific individual interventions. • Regular 'RAP' data-led attainment meetings with FL's, CL's and TLR post holders, to discuss progress of identified 	<ul style="list-style-type: none"> • Staff are regularly using Pupil Progress to inform teaching and interventions. • Progress is improved for all groups of learners based on data extracted from Pupil Progress • Baseline tests carried out and analysed at the start of the academic year with an action plan implemented to raise attainment based on baseline test results and SATs data. Clear action plans in place by teaching staff to act on issues around groups' progress and support strategies in place. • Year 11 Intervention registers set up on 	<ul style="list-style-type: none"> • Time for CPD and use of Pupil Progress 	<ul style="list-style-type: none"> • CMR • SBE • ERA 	<p>December:</p> <p>Staff training given to all teaching staff on use of Pupil Progress</p> <p>Pupil Progress is the only system used for data input and tracking progress</p> <p>Pupil Progress being used by all subject areas for tracking student achievement</p> <p>Year 8: DA GAP Average (-0.07) Year 9: DA GAP Average (-0.13) Year 8: SEN Average (-0.76) Year 9: SEN Average (-1.04) Year 8: HPA Average (-0.75) Year 9: HPA Average (-0.63)</p> <p>April:</p>

Leadership & Management					
	<p>students and support strategies to raise attainment.</p> <ul style="list-style-type: none"> • Use of Horsforth quadrant to help identify the 'Ambition', 'Accelerate' and Action groups that may need interventions or in class adjustments based on data termly. 	<p>Arbour after data drops for targeted students.</p> <ul style="list-style-type: none"> • Class teachers identifying interventions to be used in lessons for students 1 grade below target. Additional intervention for those 2 or more grades. In class interventions evident in learning walks. • Registers used to monitor attendance at additional interventions. Leading to improved outcomes from Data entry to data entry • Progress against base line information monitored and key students using Horsforth Quadrant identified across all Key Stages for targeted intervention. • Year 9 and 10 Intervention registers set up on Arbour after data drops for targeted students. • End of year target achieved for Year 11 PP 			<p>Continued staff training given to all staff on the use of Pupil Progress.</p> <p>Data Capture is now carried out in Pupil Progress.</p> <p>Staff are using Pupil progress to analysis student assessment data.</p> <p>Year 7: DA GAP Average (-0.02)</p> <p>Year 8: DA GAP Average (-0.12) Year 9: DA GAP Average (-0.19)</p> <p>Year 7: SEN Average (0.56) Year 8: SEN Average (-0.10) Year 9: SEN Average (-0.98) Year 7: HPA Average (0.33)</p> <p>Year 8: HPA Average (0.50) Year 9: HPA Average (-0.43)</p>
					<p>July:</p>

Leadership & Management					
		<p>students that achieve a Grade 5+ in both English and Mathematics</p> <ul style="list-style-type: none"> • End of year target achieved for Year 11 boys that achieve a Grade 5+ in both English and Mathematics • Overall, SEN students will achieve an attainment 8 score in line with the whole target. • All HA students achieve their aspirational target grade for English and Maths 			
Provide a CPD offer that caters for all staff across the Academy with real opportunities for development and with a particular focus on Middle Leadership Development, leading to	<ul style="list-style-type: none"> • Middle leaders to attend IMPACT sessions in order to have a sharp focus on developing teachers' pedagogy, subject knowledge and subject pedagogy. • Middle leadership to receive coaching on 'confident conversations about the curriculum' • Secure ongoing professional development opportunities (i.e. NPQs, ASCL Leadership training, PTI, PiXL training). 	<ul style="list-style-type: none"> • Staff questionnaire has been used to ascertain CPD needs of staff, thus informing the academy of whole school CPD plan for each term • Middle leaders have linked their IMPACT sessions to performance management targets. 		NJA	<p>December:</p> <p>Following the Ofsted inspection on 31st October/1st November, the Impact schedule has been amended to focus on leadership development and department autonomy of progress across subjects.</p> <p>April:</p> <p>CPD continues to be provided for ML's through Impact sessions. This will focus on topics around</p>

Leadership & Management

<p>increased autonomy and accountability.</p>	<ul style="list-style-type: none"> • Ensure that all staff - teaching and non-teaching - have opportunities for relevant CPD and ensure it is closely linked to performance management appraisal outcomes. • Fully implement a mentoring and induction programme, supported by our ITT partners, ensuring trainees, new staff and ECTs (through the ECF) are well supported and thrive. • Develop a robust coaching strategy by focussing on bite-size amounts and utilising the impact of live coaching • Continue to source, provide and quality assure high quality CPD that raises the standard of teaching and learning in all aspects of the playbook, including the level of challenge provided. • Develop a bespoke coaching programme for middle leaders in preparation for Ofsted visit. This will develop high performing Middle and Senior leaders who have identifiable impact on curriculum areas and pupil outcomes. 	<ul style="list-style-type: none"> • Curriculum Leaders have carried out learning walks, alongside senior leaders (coaching and modelling), to identify strengths and improvements in teaching of their teams, thus informing the academy's and departments' CPD needs. • Curriculum Leaders are able to have confident conversations about the curriculum intent, implementation and Impact, as well as how well they know the academy and the quality of education it provides. • Additional bespoke middle leadership training is delivered to all curriculum leaders new to their role. • Middle leaders are able to have confident conversations about the curriculum intent, 			<p>HR, managing teams, accountability and training around data. In addition, SLT are now being provided with CPD through fortnightly SLT session (Tuesday afternoons).</p> <p>July:</p>
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Leadership & Management

	<ul style="list-style-type: none"> • Ensure IMPACT sessions for middle leaders focus on development of the curriculum and academy priorities. • Continue to succession plan and build capacity through early appointments and promotions. Gather feedback (through evaluations and online surveys) to measure the impact of CPD. 	<p>implementation and Impact, as well as well as how well they know the academy and the quality of education it provides.</p> <ul style="list-style-type: none"> • Curriculum Leaders have ensured that their teams have engaged with two CPD sessions to develop middle leadership. • Staff questionnaire indicates that staff feel the academy CPD offer supports the professional development • Curriculum Leaders are able to have confident conversations about the curriculum intent, implementation and Impact, as well as well as how well they know the academy and the quality of education it provides. • Staff surveys indicate that middle leaders feel they have received high quality CPD (both 			
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Leadership & Management					
		<p>internal and external) to further-develop their leadership skills.</p> <ul style="list-style-type: none"> Monday whole school CPD workshops have supported the academy priorities and staff requests from questionnaire, thus having a purposeful impact across the academy. 			

Sixth Form

OBJECTIVE	ACTIONS	SUCCESS CRITERIA	COMMITMENT (Time, cost, resources etc.)	PERSON RESPONSIBLE	EVALUATION & IMPACT (Indicators of success, drawing on data measures where appropriate.)
Embed challenge within lessons to ensure the curriculum is sufficiently demanding.	<ul style="list-style-type: none"> Schemes of learning/curriculum plans have been reviewed and updated to ensure the curriculum is demanding Ensure all CL or KS5 leads access examination reports and act on the outcomes. Ensure vocational courses conduct rigorous internal moderation within departments Monitor teachers planning & quality of teaching to provide challenge & raise achievement Conduct learning walks in line with whole Academy, focus on pace, questioning and challenge Conduct learning walks across both sites to ensure there is joint collaboration Ensure all students who are underachieving have an appropriate intervention plan 	<ul style="list-style-type: none"> Quality assurance of schemes of learning/curriculum plans show progression, stretch and challenge Subject reading lists have been shared with students and are present in student folders Data shows that progress has been made within year 13 cohort from previous data set LW show lessons have elements of challenge All subject content has been delivered 	<ul style="list-style-type: none"> Data meetings to be held after each data drops KS5 teachers to meet ever half term for KS5 meetings Unifrog subscription (already in place) FLs & CLs to quality assure their subjects on an ongoing basis – CL time, meeting time 	SAH ISU	<p>December:</p> <p>Evidence seen in LW tracker and checks carried out by CL/F/SLT line links</p> <p>Evidence see during Ofsted inspection regarding deep dives</p> <p>Students highlighted on AMR by teachers to meet key objectives</p> <p>Evidenced through raise review documentation</p> <p>Up Learn package to be implemented end of term to support Maths, Chemistry, Physics, Psychology, Biology & Economics</p> <p>Learning walks not conducted across sites to support joint collaboration</p> <p>April:</p> <p>During the Sixth Form review, joint learning walks have taken place and revealed that subject teachers' expertise was clear</p>

Sixth Form					
	<ul style="list-style-type: none"> • Monitor the quality of the intervention and evaluate its impact • Share data overviews with CL's and KS5 subject leads after each data capture • Ensure all students have challenging reading lists • Teachers direct students to a range of resources to supplement their learning through wider reading materials and consolidation work such as Open Learn courses to extend their learning 				<p>and modelling was embedded well into learning.</p> <p>Intervention sessions have been arranged internally and through Rugby College to support students preparation for exams.</p> <p>Unifrog is embedded into Y12 employability lessons to support students in researching post-18 pathways and creating applications.</p> <p>Uplearn has been implemented since January and has supported students in practicing content and technique. Engagement of Uplearn is tracked by HOY and subject teachers.</p>
					July:
Support students with mentoring so they have the skills they need to succeed in life, either going onto university or looking at training opportunities	<ul style="list-style-type: none"> • FT Vocational programmes include time to ensure that students and tutors discuss and set key targets to support them throughout their sixth form journey. Tracker in place. • Employability lessons make specific reference to the wider skills and opportunities to support with post-18 pathway. • Ensure there is a rigorous UCAS application process in 	<ul style="list-style-type: none"> • Yr12 students have been appointed as mentor for a specific subject, KS3 or KS4. • Employability programme embedded and is being delivered across the sixth form. • Students have made UCAS/Apprenticeship/ job choices. 	<ul style="list-style-type: none"> • Cost of coaches to external venues, universities etc • Cost of attending workshops • Ensure the careers 	SAH ISU	<p>December:</p> <p>Subject trackers show students on track and which units have been completed in – CNAT, Medical and PA</p> <p>Employability SOL, external speakers, workshops, external visits taken place including Russell Group universities</p> <p>Student voice feedback conducted to change SOL for Employability</p>

Sixth Form					
	<p>place with key stages/dates identified.</p> <ul style="list-style-type: none"> • Increase Y12 and Y13 involvement in the wider academy, including subject support, literacy, numeracy • Ensure the careers advisor is accessible to all sixth form students • All students use the Unifrog online platform to research different courses, pathways. Students attend higher education facilities to support with post 18 choices within the academies and community • Students to gain confidence by liaising with the careers service, working within the community, meeting key stakeholder and visitors. • Support Oxbridge university interview criteria for year 12 cohort • External visits to Russell Group Universities to raise academic awareness 	<ul style="list-style-type: none"> • All UCAS applications have been submitted by deadline • Careers interviews have taken place for Y13 • Y12 have completed some form of work experience /placement. • A range of volunteering opportunities have been shared and there is subsequent take-up. 	<p>advisor is accessible to all sixth form students</p>		<p>Careers meeting taken place for all Yr 13 students, students applying for apprenticeships have focused career plans in place with targets</p> <p>Yr 13 UCAS application deadlines shared and submissions received from students</p> <p>Mentoring started for core subjects, tracked by HOY Yr 12/11</p> <p>Students liaising with external visitors, community board, and trustee evidenced during Ofsted visit.</p> <p>April:</p> <p>HOY13 has provided 1-1 support to students to ensure UCAS was completed on time. Follow up assemblies and 1-1 conversations have explained next steps.</p> <p>Careers advisor accessible to all students to discuss career pathways, apprenticeships and applications.</p> <p>Zero Gravity and Migrant Leaders and Medic Mentor have offered career mentoring to key students.</p>

Sixth Form					
					<p>Y12 and some Y13 students have participate in mentoring opportunities with Y11 students.</p> <p>July:</p>
<p>Build a culture to raise aspiration, resilience and independence to help support students applying for Oxbridge/Russell Group universities.</p>	<ul style="list-style-type: none"> Students have access to sixth form counsellor to offer them support with key concerns such as mental health building resilience Subject teachers/PL tutors to Implement oracy sessions to support students gain confidence in class discussion and be more articulate when communicating Implement series of subject tutorials to enrich students understanding of the subject Implement a High achievers programme. Implement an assembly schedule lead by students. Students to meet a range of external speakers that will support with raising academic aspiration either for specific subjects/career pathways 	<ul style="list-style-type: none"> All Form tutors have set 2 SMART targets for every student in their form group, reviewed and updated each term Students' attendance to workshops/assemblies on raising academic aspiration Students have attended university visits and taken part in aiming higher sessions 	<ul style="list-style-type: none"> Cost of attending workshops External speakers Sixth Form Counsellor Cost of travel to external events 	<p>SAH ISU</p>	<p>December:</p> <p>Following student feedback PL activities adapted to support oracy</p> <p>Debate extra-curricular club started to support oracy</p> <p>External visits and talks from Universities, work placed employers, MPs</p> <p>Students meet regularly with sixth form counsellor tracked on spreadsheet</p> <p>Students delivered assembly on extra clubs, fundraising, student council, Evidenced during Ofsted visit</p> <p>April:</p> <p>Trips have gone out to employers such as Clifford Chance and Russel Group Universities (such as UCL).</p> <p>External speakers from att10tive, local council, universities have</p>

Sixth Form					
					<p>delivered assemblies to students.</p> <p>Advice has been shared with prospective Oxbridge, Medicine, Dentistry and Vet students regarding entry examination.</p> <p>Student Council met regularly to provide student voice.</p>
					<p>July:</p>