



# ACADEMY IMPROVEMENT PLAN

## Our Vision

Our vision is to create an environment that provides the best start to a bright future for all our students, by giving them all the opportunity to become the very best they can be, in the fullest sense of the term.

## Our Mission

- To give all our students the best start for a bright future and help them become the adults they want to be.
- To welcome, value and respect students of all faiths, or none, and encourage their input in how the Academy is run.
- To have a distinctively Christian ethos that is tolerant and respectful of everything except bad behaviour and bullying.
- To raise aspirations and nurture self-confidence so that all our students can raise their expectations of what the future holds.
- To make quality, leadership and a business and enterprise culture part of daily life in this Academy.
- To encourage students to challenge themselves and embrace the Outward Bound approach to enjoyable and constructive learning.
- To play an active role in the community outside the school gates.
- To respect the environment in all we do.

## Our Values

1. **Forgiveness** – Restoring wholeness and healing through Christ's forgiveness. Peace, reconciliation, understanding, empathy, internationalism.

*For if you forgive others their trespasses, your heavenly father will also forgive you [Matthew 6:14].*

2. **Vocation** – Discovering our God given talents.

Self-discovery, education, adventure.

*Lead a life worthy of the calling to which you have been called [Ephesians 4:1].*

3. **Respect** – Looking for the image of Christ in everyone.

Equality and respect for all humans and the world we live in, environment.

*Do to others as you would have them do to you; for this is the law and the prophets [Matthew 7:12].*

4. **Positivity** – Developing a relationship with God through Jesus Christ.

Worship and reflection, God in charge, hope, self-sacrifice, democracy.

*Rejoice always, pray without ceasing, give thanks in all circumstances [1 Thessalonians 5:16-18].*

5. **Service** – Seeking true greatness.

Looking after others, service, finding God's way for every individual, leadership.

*Whoever wants to be the first must be last of all and servant of all [Mark 9:35].*



## Our Aspirations for 2020

- A To ensure student attendance at TSCA is at 96% or better.
- B To ensure there is a significant reduction in fixed term exclusions from 2016-17.
- C To ensure all students are actively engaged in their learning and are challenged appropriately to ensure they make good progress in all lessons.
- D For academic progress and outcomes of all students and groups of students (including disadvantaged and SEND students) to be above national averages.
- E To ensure our vision, ethos and Christian values are well-known, upheld and developed including a Good or better SIAMS judgement.
- F To ensure that the academy has appropriate facilities and resources to deliver an excellent education to its students.
- G To ensure strong working relationships between the executive team and the governing body so that governors are able to effectively support and hold academy leaders to account.

## Attendance (CSO)

Aspiration - To ensure student attendance at TSCA is at 96% or better.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
A1	Overall attendance	<p>Overall attendance figure for 2016-17 was 93.0% (national figure 94.8%).</p> <p>Whilst 60.8% of students had an attendance figure greater than 95%, too many students miss odd days from school (22.0% students had an attendance figure between 90-95%).</p>	<p>Attendance for Years 7-11 at 96% and for most students to rarely miss a day at school (90-95% attenders reduced to circa 12%).</p>	<p>Systematic weekly monitoring of attendance for all students (CSO, SBA, learning managers) and of absence codes.</p> <p>Challenging but supportive relations fostered with families of students with attendance issues (&lt;95%) identified via weekly monitoring (SBA, WPA).</p> <p>Attendance agenda promoted by all stakeholders in the Academy on a weekly basis (at executive team meetings, team leader meetings, in school assemblies and at whole staff briefings) and on a monthly basis through the Principal's newsletter to parents and carers.</p> <p>Every instance of absence accounted for and challenged where appropriate by WPA.</p> <p>The impact of every period of absence on an individuals percentage figure shared with parents by CCR.</p> <p>Accountability meetings held with parents, students and key staff (learning managers, SBA, EMO, ACA and CSO) when benchmark triggers are activated.</p> <p>Instances of unauthorised absences treated as truancy and consequences system invoked as appropriate.</p> <p>No term time holiday to be authorised except in exceptional circumstances and with special permission from the principal.</p> <p>Systematic correspondence and monitoring periods applied in line with local authority guidance to move to prosecution and issuing of fixed penalty notices.</p> <p>Weekly interschool competition, celebration and recognition of 100% attendance further complimented by half termly inter-tutor group competitions and termly achievement celebrations.</p>	SBA	<p>Whole Academy attendance figure better than 93.0% and working towards 96%.</p> <p>Number of students with attendance between 90-95% less than 22.0% and working towards 12%.</p> <p><i>Key evidence - weekly attendance breakdown, termly analysis and reports to ASAG.</i></p>	<p><b>AUTUMN</b> Overall attendance figure 93.9%. 20.9% actual v 7.9% YTD on course for 90-95%.</p> <p><b>SPRING</b> Overall attendance figure 93.5%. 22.9% actual v 12.9% YTD of students with attendance between 90-95%</p> <p><b>SUMMER</b></p>	<p>£300 mileage £250 prizes</p>
A2	Pupil Premium attendance	<p>Pupil Premium (PPr) students had low attendance last year (PPr 89% v non PPr 95% = 6% gap).</p> <p>The national figures for 2015-16 were PPr 93.6% v non PPr 96.2% = 2.6% gap.</p>	<p>PPr student attendance to be in line with the academy average (0% PPr gap) and above national figures for PPr attendance.</p>	<p>Weekly systematic weekly monitoring of attendance for PPr students (CSO, SBA, EMO).</p> <p>Attendance RAG submitted to EMO weekly PPr 'War Room' monitoring.</p> <p>PPr attendance discussed with LMs, with clear actions in place.</p> <p>In addition to interventions mentioned in A1, PPr students at risk of under attending will be allocated staff mentors.</p>	EMO/SBA	<p>Pupil Premium student attendance gap lower than 6% and working towards 0% against non-Pupil Premium student attendance. Number of students with attendance &lt;80% less than 6.6% and working towards 0%.</p> <p><i>Key evidence - weekly attendance breakdown, termly analysis and reports to ASAG.</i></p>	<p><b>AUTUMN</b> PPr attendance 90.6% v non PPr 95.3% = 4.7% gap.</p> <p><b>SPRING</b> PPr attendance 89.8% v nPPR 95.1% = 5.3% gap</p> <p><b>SUMMER</b></p>	
A3	SEND attendance	<p>SEND students had low attendance last year SEND 86% v non SEND 94% = 8.0% gap.</p>	<p>SEND student attendance to be in line with the academy average (0% SEND gap) and above national figures for SEND attendance.</p>	<p>Weekly systematic weekly monitoring of attendance for SEND students (CSO, SBA, ACA).</p> <p>TA for each year group to make contact with parents each day for each potentially</p>	ACA/SBA	<p>SEND attendance better than 86% and working towards 95%. SEND Gap less than 8% and working towards 0%.</p>	<p><b>AUTUMN</b> SEND attendance 87.2% vs 94.9% non SEND, 7.7% gap</p>	

## Attendance (CSO)

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Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
		The national figures for 2015-16 were SEND 92.3% v non SEND 95.8% = 3.5% gap.		<p>avoidable absence.</p> <p>ACA and TA to discuss attendance with each parent at SEND reviews (three per year) paying particular focus to those students who take full days off for paediatrician appointments.</p> <p>Review the SEND support register in line with SEND meetings/review period to identify and remove students who no longer need SEND support in line with the current code of practice.</p>		<p><i>Key evidence - weekly attendance breakdown, termly analysis and reports to ASAG.</i></p>	<p>SPRING SEND attendance 81.7% vs 94.4% non SEND, 12.7% gap</p>	
A4	Persistent absence	<p>The number of pupils who were persistent absentees (PA) was too high in 2016-17, PA was at 18.6%.</p> <p>The national figure for 2015-16 was 13.1%</p>	The attendance of pupils who have previously had exceptionally high rates of absence to be rising quickly towards the national average (PA reduced to circa 10%).	<p>Systematic weekly monitoring of attendance for previous PA students and current PA student (CSO, SBA, ACA).</p> <p>Prioritised application of attendance systems in A1.</p> <p>The provision of an Anxiety Related Non Attendance (ARNA) support programme including use of a specific room, specialised staff, individual tracking of impact, bespoke timetables and extensive family support.</p> <p>Progress Learning Centre Manager monitors the weekly attendance of students with ARNA to identify patterns of absence and address.</p>	SBA / ACA	<p>Number of students identified as Persistent Absentees less than 16.6% and working towards 10%.</p> <p><i>Key evidence - weekly attendance breakdown, termly analysis and reports to ASAG.</i></p>	<p>AUTUMN 15.9% actual v 4.5% YTD PA</p> <p>SPRING 14.4% actual v 8.3% YTD PA</p>	
A5	Sixth Form attendance	Most students are punctual but attendance needs to improve (Year 12 90.7%, Year 13 83.7%, 2016-17), reporting of sixth form attendance is inaccurate due to nature of their timetables.	Attendance for Years 12-13 at 96% and for most students to rarely miss a day at school, reporting of attendance statistics for sixth form to be 100% reliable and accurate.	<p>Review reporting of sixth form attendance on our Management Information System and work with ISAMS to make corrections as necessary.</p> <p>Systematic weekly attendance meetings to monitor Year 12 and 13 attendance.</p> <p>Contact with parents made at below 95%, meeting with parents below 90%.</p> <p>Persistent absenteeism followed up by two attendance panels run by the Sixth Form Team, Attendance Team and Exec Team member (Feb and April).</p> <p>All students complete 'planned absence' and 'return to school' forms for any absence for review with a member of the Sixth Form team.</p>	DSA	<p>Attendance better than 90.7 % for Year 12 and 83.7% for Year 13 and both working towards 95%.</p> <p><i>Key evidence - weekly attendance breakdown, termly analysis and reports to ASAG. 4 case studies to be kept on students who are persistent absenteeism (2 in year 13 and 2 in year 12).</i></p>	<p>AUTUMN Year 12 attendance 93%, Year 13 attendance 91%. Overall attendance 92.0%</p> <p>SPRING Year 12 attendance is 92.9%, Year 13 attendance is 90.4% Overall attendance 91.4%</p>	
A6	Sixth Form curriculum and recruitment	The sixth form is increasing in popularity and numbers on roll are increasing every year. In 2015 71 students enrolled in year 12, in 2016 76 students enrolled in year 12, and in 2017 94 students enrolled in year 12.	Retention to be around 50% with approximately 100 students entering Year 12 annually.	<p>Curriculum review and indicative choices process to ensure post 16 curriculum is fit for purpose and responds to demand.</p> <p>Appoint high quality permanent staff into leadership positions.</p> <p>Develop and ultimately extend our dedicated and well-equipped sixth form areas to encourage development of attitudes to learning (see also B8 and F4).</p>	DSA	<p>Numbers on entry into Year 12 to be at least 100. Improved dedicated facilities with considerable investment at least planned for implementation.</p> <p><i>Key evidence - indicative choices returns, final enrolment in September 2018, FFPAG minutes and plans for facilities.</i></p>	<p>AUTUMN 100 students have indicated they would like to stay at the sixth form on their indicative choices form (23rd Nov 2017).</p> <p>SPRING 93 students have been interviewed and offer letters have been made. Meetings for progression of other y11 students have been arranged and completed</p>	
							SUMMER	

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Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
A7	Sixth Form retention	78% of students in year 12 completed the year and 92% of year 13 students, 2016-17. In 2016, 80% students nationally were retained over the full two years in school sixth forms (Education Data Lab).	95% year 12 students complete the year and 100% of year 13 students.	<p>Thorough and personalised guided choices and interview process to take place for Year 11s between September and May to include IAG from Careers Inc as necessary.</p> <p>Students to be identified for 'pathways' of courses which each have clear entrance criteria set by subject team leaders.</p> <p>Three week trial and assessment period for all year 12 students to take place in September with course changes or careers interviews taking place as necessary.</p> <p>Transition assignments for each subject to be completed throughout the Summer between Year 11 and Year 12 to gain entry to a given course.</p>	DSA	<p>Year 12 - retention rate higher than 78% and working towards 95%, Year 13 - retention rate higher than 92% and working towards 100%.</p> <p><i>Key evidence - DSA to track retention figure and include in attendance summary document.</i></p>	<p><b>AUTUMN</b> Year 12 retention currently at 98% (2 students left since September) and Year 13 retention at 97% (2 students left since September).</p> <p><b>SPRING</b> Year 12 retention currently at 97% (3 students left since September) and Year 13 retention at 97% (2 students left since September).</p> <p><b>SUMMER</b></p>	

## Behaviour (CSO)

Aspiration - To ensure there is a significant reduction in exclusions from 2016-17.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
B1	Exclusions	<p>Fixed term exclusions (FTE) were above the national averages in 2016-17. 10.9% students received at least one FTE in 2016-17. 6.7% received at least two FTE in 2016-17 6.7%.</p> <p>Nationally these figures were 4.3% and 1.7% respectively for 2015-16.</p> <p>In 2016-17 there were 2 permanent exclusions which was in line with national figures for 2015-16.</p>	<p>FTE to be rare and exceptional. The proportion of FTE to be reduced and below the national figure of approximately 3%.</p> <p>The proportion of repeated FTE to be reduced and below the national figure of approximately 1%.</p> <p>Zero permanent exclusions.</p>	<p>The provision of quality first teaching and support, through the training and development of skilled and capable professionals (see C1 and C2).</p> <p>The consistent, fair and transparent application of the graduated behaviour policy, maintaining high standards but adjusting appropriately in accordance with individual need. Increased use of internal isolation as opposed to use of FTE where appropriate.</p> <p>Systematic weekly monitoring of behaviour points totals and rates (CSO, GHE, learning managers).</p> <p>Challenging but supportive relations fostered with families of students with behavioural issues (&gt;2 behaviour points per week) identified via weekly monitoring (GHE, SSH, LMs).</p> <p>Systematic weekly monitoring of consequence types and reasons by student and by staff issuing consequences (CSO, SSH, learning managers and team leaders).</p> <p>Interventions prompted via weekly systematic monitoring and tracking systems. Accountability meetings held with parents, students and key staff (learning managers, GHE, ACA, EMO and CSO) when benchmark triggers are activated.</p> <p>Systematic correspondence of all behaviour incidents to parents, tutors and subject team leaders by SSH.</p> <p>Membership and participation in Mansfield Area Partnership School Behaviour and Attendance Partnership (MAP SBAP) to access support for the most complex and challenging students.</p>	CSO	<p>The proportion of pupils on roll receiving at least one FTE to be below 10.9% and working towards 4.3%.</p> <p>The proportion of pupils on roll receiving at least two FTE to be below 6.7% and working towards 1.7%.</p> <p>Zero permanent exclusions.</p> <p><i>Key evidence - weekly breakdown, termly analysis, reports to ASAG and case studies.</i></p>	<p><b>AUTUMN</b> 5.4% students received at least one FTE.</p> <p>3% students received at least two FTE.</p> <p>0 permanent exclusions (3 have been avoided through SBAP partnership).</p> <p><b>SPRING</b> 7.1% of students received at least 1 FTE.</p> <p>4.4% of students received at least 2 FTE.</p> <p>0 permanent exclusions (4 have been avoided through SBAP partnership)</p> <p><b>SUMMER</b></p>	
B2	Alternative Provision	<p>In 2016-17, 24 students accessed a variety of approved alternative provision at a cost of £60k. Additional funding was not always accessed to support this. Academic outcomes for Year 11 students who accessed alternative provision were significantly lower than expected.</p> <p>14 students experienced part-time provision as part of an agreed graduated and supportive response to their individual needs.</p>	<p>Reliance on costly external alternative provisions to be rare and exceptional with financial support for any external alternative provisions systematically obtained prior to commencement.</p> <p>Academic outcomes for those accessing alternative provision in line with expectation.</p> <p>Use of part time timetables rare and exceptional.</p>	<p>Systematic half termly review and evaluation of provision for those on alternative provision, seeking to maximise mainstream provision whenever possible, subject to meeting agreed objectives and in agreement with all stakeholders.</p> <p>Effective use of Mansfield Area Partnership School Behaviour and Attendance Partnership, Additional Family Needs and Higher Level Needs funding (and other funding streams) bids and subsequent funding to ensure provisions are financially viable and sustainable.</p> <p>Appointment of 'Off-Site' tutor and assistant alongside a requirement of suitable property to be a venue for creation of a self-sustaining TSCA alternative provision.</p> <p>Creative ideas alternatives sought and applied to maximise engagement in school for the most complex students (e.g. virtual classrooms, mixed year group timetables).</p>	CSO	<p>Number of students accessing external alternative provision to be less than 24 and reducing.</p> <p>Attendance, behaviour and achievement data from external alternative provision to be included into internal monitoring systems and evaluated accordingly.</p> <p>Number of students on part time timetables to be less than 14 and number of hours reduction to be moving towards 0, with impact statistics for attendance, behaviour and achievement considered.</p> <p><i>Key evidence - Half termly data cycle analysis, attendance certificates, case studies, part time table contracts, review notes.</i></p>	<p><b>AUTUMN</b> 20 students accessing external alternative provisions.</p> <p>5 students accessing internal alternative provision.</p> <p><b>SPRING</b> 16 students accessing external alternative provisions.</p> <p>3 students accessing full time internal alternative provision.</p> <p><b>SUMMER</b></p>	
B3	Low level disruption	<p>There is too much low-level disruption from a small minority of students. 5% of students had 20 or more C4 sanctions in 2016-17.</p>	<p>Low level disruption to be rare and almost non-existent. Well managed classrooms and excellent and engaging lessons mean that the</p>	<p>Interventions prompted via weekly systematic monitoring and tracking systems (see also B1).</p> <p>Trial of new behaviour learning system with Year 9 (Ready to Learn) in Spring 2.</p>	GHE	<p>Proportion of students with 20+ C4 less than 5% and working towards 1%.</p> <p><i>Key evidence - weekly breakdown, termly</i></p>	<p><b>AUTUMN</b> 2.1% students had 20 or more C4 sanctions issued.</p>	

## Behaviour (CSO)

Aspiration - To ensure there is a significant reduction in exclusions from 2016-17.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
			issuing of a C4 is rare and repeated issuing of a C4 is exceptional. Less than 1% of students to have 20 or more C4 sanctions.	CPD for all classroom based staff on behaviour for learning (11th Jan 2018) and follow up peer observations to take place during Jan-Feb 2018.  Subject team leaders to manage and support with most disruptive students.  Alternative curriculum packages considered for the most complex cases (see also B2).		<i>analysis, reports to ASAG and case studies.</i>	SPRING 3.8% of students have 20 or more C4 sanctions issued.  SUMMER	
B4	Behaviour interventions for Pupil Premium students	Some improvements in behaviour for pupil premium students with particular behavioural needs but this needs to be further improved and sustained. 9.7% of PPr students received 20 or more C4 sanctions v 2.9% of non PPr cohort = 6.8% gap, 2016-17.	For individuals or groups with particular needs, there is sustained improvement in student behaviour (0% behaviour gap PPr v non PPr).	The provision of quality first teaching and support, through the training and development of skilled and capable professionals (see C1 and C2).  Identifying PPr students who are on 10 or more C4 sanctions as target students: letters to parents notifying that their general behaviour is not satisfactory and is being monitored; those students discussed in detail with learning managers half termly.  PLC to provide strategic intervention through a nurturing and supportive environment for those presenting behavioural issues aiming to address causes of behaviours and provide strategies for self management.  PPr students collected from P5 and delivered to C5 to avoid escalation through consequences system.  Learning managers and EMO to meet each half term to look at rates of behaviour for PPr cohort. Interventions and impact monitored and tracked.	EMO/GHE	PPr Behavioural Gap to be less than 6.8% and working towards 0% with reductions in proportions of both PPr and non PPr cohorts with 20 or more C4 sanctions issued.  <i>Key evidence - weekly breakdown, termly analysis, reports to ASAG and case studies.</i>	AUT 5.2% PPr v 0.7% non PPr with 20 or more C4 sanctions = 4.5% gap.  SPRING 8.6% PPr v 1.7% nPPR with 20+ C4 sanctions = 6.9% GAP  SUMMER	
B5	Behaviour interventions for SEND students	Some improvements in behaviour for SEND students with particular behavioural needs but this needs to be further improved and sustained. 12.2% of SEND students received 20 or more C4 sanctions v 4.1% of non SEND students = 8.2% gap, 2016-17.	For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour (0% behaviour gap SEND v non SEND students).	The provision of quality first teaching and support, through the training and development of skilled and capable professionals (see C1 and C2).  Students identified from SENDCO, learning manager team or subject team leaders that are accruing points referred to PLC for targeted intervention which aims to identify and address underlying issues.  Behaviour points and consequences reasons are discussed at termly SEND reviews with parents.	ACA/GHE	SEND behaviour gap to be less than 8.2% and working towards 0% with reductions in proportions of both SEND and non SEND cohorts with 20 or more C4 sanctions issued.  <i>Key evidence - weekly breakdown, termly analysis, reports to ASAG and case studies.</i>	AUTUMN 3.9% SEND v 1.8% non SEND students with 20 or more C4 sanctions issued = 2.3% gap.  SPRING 8.1% SEND v 3.4% non SEND students with 20 or more C4 sanctions issues = 4.7% gap.  SUMMER	
B6	Behaviour around the Academy	Most students conduct themselves well throughout the day, including at lunchtimes. The school is an orderly environment. Student conduct reflects efforts to promote high standards. Approximately 1.5 iC4 was issued per student in 2016-17.	Students' impeccable conduct reflects our effective strategies to promote high standards of behaviour (iC4 average <1).	Staff survey and student voice used to gain insight into the key issues for where conduct falls below our expectation - actions to be taken as a result.  Effective promotion and celebration of Christian Values through half termly assemblies, staff briefings, monthly principal's newsletter.  Timely reminders of our Christian Values and how they link to our expectations for behaviour around the site to be delivered in assemblies by LMC.  Full review of duty positions, rotas, CCTV, bells and use of the toilet areas. Actions to be agreed and implemented by executive team.	LMC/CSO	iC4 average to be less than 1.5 and working towards 0.  <i>Key evidence - weekly breakdown, termly analysis, reports to ASAG and student voice feedback.</i>	AUTUMN iC4 average 0.5 per student.  SPRING iC4 average 0.89 per student  SUMMER	
B7	Bullying and anti-social behaviour	Work is done in the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the instances of bullying behaviour and/or use of derogatory or aggressive language. 50 incidents were logged in 2016-17 for 38 individual victims (including separate instances for multiple perpetrators) There were 3 instances of repeated behaviour	Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. Reduction in reported incidents and repeated instances to be at 0	Supportive and challenging relationships formed between each student and the significant adults in their school lives (tutor, learning manager, school leader) formed through tutor time discussion programmes.  Supportive and challenging relationships formed between students (especially student leadership body) based on mutual respect, through vertical tutoring and the creation and promotion of more student leadership positions.  The existence and promotion of the ABC Anti Bullying Committee led by MFO.  Instances of bullying dealt with swiftly and effectively using restorative justice in the first instance and	CSO	Repeated incidents on log reduced from 3 to 0.  Student voice feedback indicate bullying is not a significant issue and rare incidents are dealt with swiftly and effectively.  <i>Key evidence - bullying log, student voice feedback.</i>	AUTUMN 0 repeated instances of bullying by the same perpetrator on the same or other victim.	

## Behaviour (CSO)

Aspiration - To ensure there is a significant reduction in exclusions from 2016-17.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
		<p>instances of repeated behaviour.</p> <p>In addition there were 14 recordings of racist incident with 4 victims experiencing repeated incidents from different perpetrators.</p>	<p>instances to be at 0.</p>	<p>instances of bullying dealt with swiftly and effectively using restorative justice in the first instance and punitive measures should repeated behaviour occur.</p>			<p>SPRING</p> <p>0 repeated instances of bullying by the same perpetrator on the same victim or other</p> <p>SUMMER</p>	
B8	Sixth Form independent learning	Most students work well in their free time and with regards to homework and know how to study independently.	All students to undertake 5 hours per week of independent study per subject and manage their own learning effectively.	<p>All students to complete SMART action plan for all data entry cycles with the support of a member of the sixth form team.</p> <p>Weekly meetings and training to help students complete independent study and manage their own learning.</p> <p>Half termly sixth form review weeks to be undertaken where students get one to one advice from teachers on how to improve their independent study. These to be stored in student files and help student set SMART targets.</p> <p>Student voice to be used to see if students understand how to be independent learners and impact of target setting.</p>	DSA	<p>Weekly assembly takes place and action plans are completed, checked and stored in a file for each student each half term.</p> <p><i>Key evidence - weekly plans and resources for Wednesday mornings, case studies of improved student performance due to improved attitudes to learning, decrease in DSs, increase in attendance, improvement in outcomes for students, student voice feedback.</i></p>	<p>AUTUMN</p> <p>Weekly assemblies and rota in place. 3 review assemblies have taken place and targets set.</p> <p>4 student voice meetings with sixth formers carried out to check impact and understanding.</p> <p>SPRING</p> <p>All students in year 12 have been issued with an independent study folder.</p> <p>SUMMER</p>	
B9	Sixth Form expectations for conduct and effort towards studies	The majority of sixth formers are confident and most conduct themselves extremely well. Some are developing excellent personal, social and employability skills. The minority of students do not meet the expectations of the sixth form with an average of 8 DSs being issued per student in a term for the academic year 2016/17.	All sixth formers are confident and conduct themselves excellently. They have excellent personal, social and employability skills. No more than 3 DSs per student per term on average.	<p>DS system fully and persistently implemented and informal, verbal, written and final warnings are issued as necessary.</p> <p>DSs to be measured and monitored on a weekly basis and all warnings (informal to final) logged and kept on students' files.</p> <p>All resulting meetings with parents are documented.</p>	DSA	<p>Average number of DSs per student to be below 8 and working towards a maximum of 3 per student per term so informal warnings are rarely issued.</p> <p><i>Key evidence - weekly DS reports with termly analysis, 4 case studies to be kept on students who are the first to receive informal warnings (2 in year 13 and 2 in year 12).</i></p>	<p>AUTUMN</p> <p>244 Ds in total = 1.6 per student for the Autumn term. 10 students issued with an informal warning and 1 issued a formal verbal warning.</p> <p>SPRING</p> <p>416 DSs in total = 2.26 per student. 33 students have been issued with an informal warning and 6 with a verbal warning</p> <p>SUMMER</p>	



## Classroom Practice (IJA/MFL)

Aspiration - To ensure all students are actively engaged in their learning and are challenged appropriately to ensure they make good progress in all lessons.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
C1	TSCA Approach	Inconsistent application of TSCA Approach to teaching and learning (TSCAA). Summer term 2017 - 70% of lessons were rated as green the Teaching and Learning RAG document (T&L RAG).	There is a consistent and 100% application of TSCAA: 1) All staff have a Teaching File. 2) Challenge and Aspire Objectives are clearly displayed in every classroom in every lesson. 3) All lessons have a 3 part structure to them with 'Do it Now' tasks clearly displayed or evident on entry. 4) Departments have mark books on which common tasks and assessments are clearly indicated, with dates linking to assessment points. 5) Kagan seating plans are in place, recorded in the Teaching File and are refreshed every half term (PPr and SEND students are indicated). 6) Collaborative learning strategies are regularly used. 7) PINS is used every half term for in-depth assessment. DIRT follows assessment. Work is marked according to PROUD.	Learning Objectives (TSCAA 2, 8, 10, 14) - promote a common understanding through briefing and learning walks, displays/portfolios of pupils work in each department, promote a shared understanding of big picture.  Teaching & Learning activities (TSCAA 1, 3, 5, 6) - Amjad Ali INSET Day (Oct 2017), SLE Creative ideas CPD (Jan 2018) supported by the further drip feed of ideas for collaborative learning through the T&L newsletter, briefings and emails, focus for joint observations, revisit the kanga activities by demonstration at CPD sessions.  Assessment (TSCAA 4, 7, 9, 11) - use half termly work scrutiny and work with team leaders to address any issues with underperformance.  Rewards (TSCAA 13) - provision of praise boards, cards, stamps.  General - The introduction of a poster into each workroom, bespoke CPD programme, change of	MFL/MHA	All staff are following TSCAA the majority of the time as identified through learning walks and work scrutiny, 90% lessons recorded on T&L RAG are rated Green.  <i>Key evidence - fortnightly T&amp;L RAG and termly summary document, evidence of impact of coaching support programmes.</i>	AUTUMN In Autumn, 65% of lessons were rated green on the T&L RAG. There was a steady improvement over the term  SPRING In Spring 69% of lessons were rated green. This represents a pleasing improvement over this term on our journey to 90%  SUMMER	Amjad Ali INSET delivery £2500
C2	Continuous Professional Development	CPD is an extensive offer - both internal and external and which is informed by PM targets. Insufficient focus on CPD which will drive forward application of TSCAA and encourage teachers to ensure all students are fully engaged in their learning.	CPD consistently informed by performance management, lesson observations and triangulated T&L RAG in order to bring about a consistent application of TSCAA and drive forward student progress. Where underperforming groups are identified, CPD and coaching is used consistently and strategically to support staff to bring about improvements.	Use lesson observation and performance management targets on CPD Genie to inform our internal and external CPD offer.  Fortnightly review of the triangulated T&L RAG to inform our internal and external CPD offer and identify candidates for additional coaching and bespoke support. Termly foci for whole academy improvement to be identified.  Additional review of the T&L RAG after each reporting cycle to assess how we can support teachers whose group/s of particular cohorts (e.g. PPr, SEND) are underperforming.  All teaching staff to be set a CPD performance target which relates to engagement with and impact of CPD on classroom performance and student engagement in lessons.  Formal Lesson Observations to have developmental focus with term 1 observation generating strengths and areas for improvement for term 2 and term 3 being peer observations where teachers are paired strategically to use their strengths to learn from each other.  See also E15.	MFL	All teachers to attend at least 3 CPD sessions per year as a minimum and all pass their PM target linked to CPD.  <i>Key evidence - CPD Programme, CPD Genie reports of staff involvement and feedback on CPD sessions, PM pass rate.</i>	AUTUMN 75% of staff have records on CPD Genie of 3 or more training courses, including 'A La Carte' and External Courses. Focus for whole staff CPD has been on active and engaged learning (spring term focus identified as behaviour for learning and summer term will be stretch and challenge for all students in all lessons).  SPRING 78% now have records of 3 or more training sessions on CPD Genie. Focus for Summer is stretch and challenge.  SUMMER	
C3	Performance Management	We have a robust PM structure which is linked to staff and student performance but is somewhat impersonal with regards to developing personal skills as appropriate to their work area and potential for leadership roles.	A robust PM structure linked to staff performance and our CPD offer as well as the development of relevant personal and leadership skills for all staff.	Pilot a more personal leadership and skills appraisal for LMC with NSL in March 2018.  Evaluate and amend this process with a view to extend to the executive team and then all staff for the 2018-19 academic year.  LMC to complete quality assurance of all targets set in the Autumn term.	LMC	Pilot completed and evaluated ready for use with all staff from September 2018.  <i>Key evidence - revised PM document and anonymised example, anonymised PM records and link to performance and pay awards.</i>	AUTUMN Clear targets with success criteria set. Pilot preparation underway.  SPRING Pilot forms prepared for trial run to take place in Summer Term.  SUMMER	
C4	Quality Assurance (QA)	Robust QA of teaching and learning which triangulates lesson observation and work scrutiny. Learning walk coverage 54%, 2016-17.	All teachers visited on a learning walk at least fortnightly (100% coverage). Robust and triangulated T&L RAG which includes a student voice element and is updated daily with learning walk information and half termly with work scrutiny feedback and progress data for each teacher's groups.	Learning walk coverage to be increased via monitoring of completion and an executive team informal competition.  Use of SISRA to extract data regarding progress of groups and cohorts (e.g. SEND/PPr) taught by particular staff. Training for IJA to ensure this can be extracted and added to the T&L RAG for scrutiny. Focused learning walks to explore particular issues identified by scrutiny of data cycles to take place in addition to line management area learning walks.  Quality Assurance Triad training and process (with cross school QA) to be provided by SNMAT (12th Jan 2018) in conjunction with Magnus CoE Academy and Minster School to include strategies for the use of student voice in QA of T&L.  Termly student voice meetings with a group from each key stage to discuss views on T&L and other topics.	IJA	Coverage figure 90%  Meaningful progress data for each teacher included on the T&L RAG.  Student voice utilised half termly for QA of T&L.  <i>Key evidence - T&amp;L RAG, Impact of Teaching document, 3 x Triad Academy Review reports, student voice QA feedback.</i>	AUTUMN Coverage figure 77%.  Strategy identified to deliver progress data to staff on LW RAG.  First student voice meetings have taken place with a programme in place for the remainder of year.  SPRING Coverage figure for Spring was 91%. Full round of student voice meetings has taken place and actions ongoing.	

## Classroom Practice (IJA/MFL)

Aspiration - To ensure all students are actively engaged in their learning and are challenged appropriately to ensure they make good progress in all lessons.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
C5	Impact of Middle Leadership	The impact of middle leadership in driving forward improvements in teaching and learning is clear to see in terms of outcomes for our students. However, there remains a need to encourage an even greater ownership of all quality assurance processes pertaining to the performance of teachers in their subject areas and of students they cater for.	Middle leaders are fully trained, capable, inspiring and key drivers of progress and improved performance across the academy taking full responsibility and ownership of all performance issues of staff and students within their subject areas.	<p>Introduce fortnightly team leader meetings to train middle leaders and provide a forum for improvement.</p> <p>Team leaders to work together to create, as a team, a shared understanding of the role of middle leaders at TSCA and a concurrent system to support their quality assurance and continuous improvement processes.</p>	IJA	Middle leaders are fully trained, capable and supported by senior leaders to take full responsibility and ownership of all performance issues within their teams and of all issues relating to the performance of students in their subject areas..	<p>SUMMER</p> <p><b>AUTUMN</b> Team leader meetings and training have taken place on a fortnightly basis but further development work with regard to quality assurance processes is required.</p> <p><b>SPRING</b> Team leader meetings are continuing in a different form. Team leaders will run alternate meetings themselves and drive the agenda and hence improvement in classrooms. Alternate meetings will be team leader and exec team briefings. The cultural shift towards team leader ownership of quality in teams has begun.</p> <p>SUMMER</p>	
C6	Stretch and challenge in lessons	TSCAA has been embraced by most staff however there needs to be a sharper focus on the progress of every student from their individual starting points. Kagan techniques are used inconsistently across the curriculum.	Differentiation is employed correctly in all lessons in order to ensure that students reach their target grades and beyond. Teachers are supported by their team leaders and further CPD where necessary to ensure that this becomes part of their typical classroom practice. Kagan and other suitable techniques to engage, stretch and challenge all learners are used widely with confidence by all staff.	<p>Make use of whole staff CPD time to refresh staff awareness of Kagan collaborative techniques (and introduce new staff to them).</p> <p>Use Team Leader meetings to create a shared understanding of what good practice looks like for 'Stretch and Challenge' and how to train and QA their staff through work scrutiny and lesson observations.</p> <p>Teaching and Learning team to prepare and deliver a presentation to staff on and include a feature article in the Spring Newsletter.</p> <p>Learning walk focus on Stretch and Challenge by Senior Leaders with fortnightly feedback through line management.</p>	MFL	Teaching and support staff have a clear understanding of their students' starting points, subject specific assessment criteria, and the techniques required to stretch all students to achieve or exceed their target grades.	<p><b>AUTUMN</b> In Autumn 1, 59% of lessons were rated green on the T&amp;L RAG. In Autumn 2, this figure was 70% indicating an improvement. Further work is needed to embed 'Stretch and Challenge' teaching strategies for all learners into the daily practice of all staff.</p> <p><b>SPRING</b> Stable figure from learning walk RAG of 70%. We anticipate that with this terms focus on stretch and challenge this will improve. Also the cultural shift towards team leader ownership of quality in classrooms will impact this figure. Team leaders are in the process of writing development plans focussing solely on the classrooms where stretch and challenge for all is a distinct focus.</p> <p>SUMMER</p>	
C7	Homework	Homework is identified on SOWs and team leaders are aware that the requirement is 1 hour per 4 hours taught. However, the reality is sketchy at best and is clearly inconsistent in driving forward student progress.	The consistent and transparent setting of homework across all departments within the academy so that homework can support students in making progress in each subject area.	<p>Investigate potential use of web-based software packages to assist in the setting, monitoring and marking of homework tasks.</p> <p>Purchase package and train all staff it is use including the transfer of all homeworks from SOW.</p> <p>Launch to students and parents.</p> <p>Monitor usage and impact on progress, take action where required.</p>	IJA	100% teacher usage of software.  <i>Key evidence - reports of usage from software package.</i>	<p><b>AUTUMN</b> Suitable package identified, on track for launch in summer term.</p> <p><b>SPRING</b> As above.</p> <p>SUMMER</p>	Approx. £4000

## Classroom Practice (IJA/MFL)

Aspiration - To ensure all students are actively engaged in their learning and are challenged appropriately to ensure they make good progress in all lessons.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget Impact?
C8	Marking and feedback	All books being marked up to date and PINS is being used half termly. More focus is now needed on how 'Next Steps' and how teacher feedback drives forward progress.	Next steps tasks and student feedback is clearly driving forward the progress of all students.  100% compliance with the Marking & Assessment Policy and TSCAA.	Regular QA of work scrutiny process by IJA/RJE with reports back to line managers and action taken where necessary.  Expectations for marking in line with TSCAA and for work scrutiny process are reiterated and made clear to team leaders.	RJE	100% teachers marking according to the Marking & Assessment Policy and TSCAA.  100% team leaders complete work scrutiny reliably and QA of the process shows that it was robust.  <i>Key evidence - T&amp;L RAG, QA Report for work scrutiny.</i>	AUTUMN 85% AUTUMN 1 80% AUTUMN 2  QA procedure in place with 93% of team leaders on board with clear expectations. Training through team leaders to get this to 100%.  SPRING 92% As issues have been identified with QA we are trialling a different approach during Summer1.  SUMMER	
C9	Schemes of work (SOW)	All SOWs are stored centrally, written in a common format and easily accessible by all stakeholders.	SOW to be working documents with periodic review dates. All assessments, particularly those related to new qualification courses are available via hyperlinks and undergo an annual QA process.	Clear expectations for standards and development of SOW to be delivered through fortnightly Team Leader meetings.  All homeworks and assessments to be hyper-linked to SOW.  IJA to complete a QA process on assessments for all SOW, especially those pertaining to new qualification courses.	IJA	All SOW reflect standards expected and requested by IJA.  All assessments reflect the requirements of new courses.  <i>Key evidence - SOW on shared drive, QA Report.</i>	AUTUMN 98% of SOW are as requested. Plan in place for the QA of assessments.  Ongoing staff training through team leaders group re requirements of new exam courses.  SPRING All SOWs are in place QA of assessments will be done during Summer term.  SUMMER	
C10	Oracy across the curriculum	Implicit oracy structures established within collaborative strategies. However, these need to be tied to a purposeful agenda of improving talk with including a specific focus on improving outcomes for disadvantaged cohorts. No specific data is analysed to assess the development of oracy skills.	Improved levels of confidence in and outside of the classroom. Collaborative learning strategies supported by oracy frameworks with assessment of impact included. Students have time to learn about talking and the pragmatics of talk.	All teachers to complete a 2 part Oracy CPD programme which will include provision of resources to reduce staff workload and improve uptake of strategies.  Separate Oracy curriculum to be developed and delivered for a year 8 group in RS as a pilot project/trial.  Oracy focus half term to run in the summer term to showcase improved confidence levels and self esteem.	EMO/CNE	Temporarily, drama/performing arts CPIs will be used as baselines, until all cohorts have studied and been assessed on the specifically adapted Drama and Oracy SOW and assessment framework. May 2018 data cycle average drama CPI to be 0 for students engaged in oracy programme.  <i>Key evidence - student voice feedback, analysis of Drama and Oracy framework CPIs.</i>	AUTUMN Y8 Drama average Current Performance Indicator (CPI) was -0.4 (PPi -0.5).  SPRING Oracy will be measured through student voice and qualitative data informed by student voice response. This is being collected currently. A CPI Grade Descriptor sheet has been developed and grades will be submitted separately into ISAMS from Sep onwards for Y8 students receiving this module. This will enable analyses of the Oracy SOW and its impact.  SUMMER	

## Classroom Practice (IJA/MFL)

Aspiration - To ensure all students are actively engaged in their learning and are challenged appropriately to ensure they make good progress in all lessons.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget Impact?
C11	Literacy across the curriculum	All GCSEs have some element of technical accuracy identified by subject areas. Most departments have identified areas of need they require specialist support for. Whole school marking policy for literacy being used and monitored but not always to good effect. Lexia and Accelerated Reader software packages used to improve basic literacy standards.	All students benefit from improved literacy standards, evidenced in at least 0.3 EAP for each year group for English as well as being demonstrated in reading age information which delineates actual reading age score, in that all students are reading at their actual age or above. All subject areas to have named and effective literacy champions. All subject areas to be confident with the literacy needs of their curriculum and able to mark for literacy effectively. Identified pupils follow a suitable Lexia package.	Subject teams to have completed and submitted literacy audits. Literacy champions to work with JHA to bridge subject area literacy needs. Students complete their course on Lexia and disparate literacy curriculum. Subject area literacy champions to work to embed literacy in to subject SOW. JHA to give exemplar literacy mats that are subject specific in order to support champions creating subject literacy intervention tools. Co-production of a literacy SOW with primary feeder schools as a transition bridging unit.	EMO/JHA	All students benefit from improved literacy standards, evidenced in at least 0 EAP for each year group for English. All subject areas to be more confident with the literacy needs of their curriculum and able to mark for literacy more effectively.  <i>Key evidence - student voice feedback, analysis of English CPIs and data provided by Lexia and Accelerated Reader.</i>	AUTUMN Y7: 0.3 Y8: 0.1 Y9: 0.3 Y10: -0.8 Y11: -0.9 (All based on FFT20 targets)  Audits complete and all students enrolled on Lexia. Focus required on older students.  SPRING Y7: -0.3 Y8: -0.4 Y9: -0.2 Y10: 0.2 (chances) Y11: -0.7 (chances) (All based on FFT20 targets)  SUMMER	
C12	Numeracy across the curriculum	Numeracy skills for years 9 & 10 are significantly weaker than for years 7 & 8. Inconsistent data on numeracy levels from primary schools. Numeracy across the curriculum is currently not a key focus for the academy. No current baseline numeracy assessment.	All year groups to demonstrate a minimum of 0.3 on the EAP, supported by quality numeracy provision. All students are efficient at calculations with the four operations. Yearly standard format numeracy data (National Numeracy Test) is collected for all students and analysed according to key cohorts. Numeracy across the curriculum supported consistently throughout the academy.	Baseline assess (National Numeracy Test) years 7, 8, 9 and 10. Create data collection and analysis process, aggregating baseline to maths CPI.  Use meeting time to engage subject areas, complete an audit of current practice and align numeracy content in SOW.  Launch of 'Timetable Rock Stars' across the academy to improve accuracy and speed of numeracy calculations.  Day celebration of numeracy with subject team activities, inter-school competitions and assembly.	EMO/ASH	Improved numeracy leading to increased progress in maths CPI, and trackable progress in annual baseline data. All year groups to be at 0 EAP for maths.  <i>Key evidence - Numeracy baseline and Maths CPI half termly analysis.</i>	AUTUMN Y7: -0.1 Y8: -0.7 Y9: -0.7 Y10: -1.1 Y11: -1.0 (All based on FFT20 targets)  National Numeracy Tests to be implemented next term.  SPRING Y7: -0.9 Y8: -1.4 Y9: -0.9 Y10: -0.2 Y11: -1.0 (All based on FFT20 targets)  SUMMER	
C13	Use of Teaching Assistants (TAs)	Some inconsistency in the effective use of classroom support staff, robust measuring of the impact of TA use is not currently in place.	All staff to have clarity on the role of the TA within the classroom to ensure high quality classroom support is provided in all lessons where it is allocated. TAs have access to SOW and assessments to ensure they are familiar with the curriculum. 100% lessons are green on SEND T&L RAG document.	ACA to allocate TAs to a particular year group.  Use Education Endowment Foundation report on making best use of TAs and disseminate key messages via CHU (Deeps role) and CPD sessions as appropriate.  Create and begin to use a measurable way of monitoring effective use of TAs - SEND T&L RAG to document and track TA learning walk findings.  SEN support timetable emailed out to all staff at the start of each term.	ACA/CHU	80% lessons are green on SEND T&L RAG document.  <i>Key evidence - SEND T&amp;L RAG document.</i>	AUTUMN TAs allocated to year groups. Timetable sent to all staff.  SPRING Development plan now in place to drive forward how team leaders work more strategically in order to use the TA to accelerate the progress of key groups within the classrooms.  SUMMER	

## Data & Performance (CBE/GMI)

Aspiration - For academic progress and outcomes of all students and groups of students (including disadvantaged and SEND students) to be above national averages.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
D1	Overall Progress and Attainment at KS4	<p>On average our students now make expected progress at GCSE. Progress 8 figure for 2017 was 0.07. This is much improved from 2016 (-0.46).</p> <p>19 subjects had an average progress against targets score of -0.3 or below.</p> <p>On average in 2017 our students achieved an attainment 8 score of 45.7 which was slightly above national averages (44.2) and therefore had improved from 2016 when this score was 46.2 compared to 48.5 nationally.</p>	<p>All students to make expected progress in all subjects with our Progress 8 figure to be in the top 20% of schools nationally (approx 0.3).</p> <p>All subjects to have a positive average progress against targets score.</p> <p>Average attainment 8 score to be above the national average.</p>	<p>Implementation of clearer assessment criteria (Current Performance Indicators - CPIs) across all departments from Sep 2017 to ensure more consistent half termly reporting (also see D13).</p> <p>Ensure all underachieving year 11 students are in receipt of suitable interventions to be coordinated by subject leaders who are held to account at fortnightly line management meetings and half termly data analysis/intervention meetings. Particular focus on subjects that underperformed at GCSE in 2017 - French, English Literature, Technology, Business Studies with all subjects providing an action plan following publication of 2017 results.</p> <p>English, Maths and Science interventions to be centrally coordinated and managed by JWA through a weekly RAG meeting process.</p>	GMI/JWA	<p>Overall Progress 8 figure to be at least 0.1 and working towards top 20% schools nationally.</p> <p>All subject areas to have an average progress against targets score of no lower than -0.3.</p> <p>Average attainment 8 score to be at least in line with the national average of (44.2 in 2017).</p> <p><i>Key evidence - half termly data cycle analysis, CPI subject documents, subject action plans, intervention trackers.</i></p>	<p><b>AUTUMN</b> Progress 8 prediction is -0.28 (without ECDL we estimate approximately 0.02).</p> <p>Currently 15 subjects have an average progress against targets score of under -0.3 (Trilogy Science, Biology, Chemistry, Physics, History, French, Business Studies, Catering, Classics, Economics, Electronics, ICT, Media Studies, Resistant Materials and Construction).</p> <p>The current predicted Attainment 8 score is 45.06.</p> <p><b>SPRING</b> Progress 8 prediction is -0.25 (without ECDL we estimate approximately 0.18).</p> <p>Currently 12 subjects have an average progress against targets score of under -0.3 (Biology, Physics, French, Business Studies, Classics, Economics, Electronics, ICT, Media Studies, <b>Physical Education</b>, and Construction and <b>Media</b>). <b>Bold</b> subjects are new to the list; 5 are no longer on the list.</p> <p>The current predicted Attainment 8 score is 43.07.</p> <p><b>SUMMER</b></p>	JWA deeps role (£1250)
D2	Attainment in English & Maths at KS4	<p>In 2017 39.8% of students achieved good passes (grades 9-5) in English and Maths, slightly above the national average which was 39.0%.</p> <p>62.3% achieved standard passes (grades 9-4) in English and Maths, slightly below the national average which was 63.3%.</p>	<p>The percentage of students achieving good and standard passes in both English and Maths to be above the national average.</p>	<p>Team Leaders of English and Maths to evaluate 2017 performance and write detailed action plans for improving outcomes in their subjects for 2018.</p> <p>English and Maths interventions to be centrally coordinated and managed by JWA through a weekly RAG meeting process.</p> <p>Employ use of range of targeted interventions as appropriate (one-to-one tutoring, additional lessons during curriculum time, small group interventions, compulsory period 6 lessons, holiday time sessions) and monitor impact and level of student engagement weekly to ensure interventions are being utilised efficiently and effectively.</p>	GMI	<p>The percentage of students achieving good and standard passes in both English and Maths to be at least in line with the national average (good passes 39.0%, standard passes 63.3%, 2017).</p> <p><i>Key evidence - half termly data cycle analysis.</i></p>	<p><b>AUTUMN</b> Good passes in English and Maths predicted to be 36%.</p> <p>Standard passes in English and Maths predicted to be 62%.</p> <p><b>SPRING</b> Good passes in English and Maths predicted to be 39%.</p> <p>Standard passes in English and Maths predicted to be 60%.</p> <p><b>SUMMER</b></p>	JWA deeps role (£1250)
D3	Progress of Disadvantaged students  (Please also see the separate Pupil Premium Review Strategy document)	<p>In 2017, our disadvantaged students made much better progress than in 2016 compared with national averages for non-disadvantaged students. The 2017 TSCA disadvantaged students' average Progress 8 score was -0.3 compared to -0.76 in 2016.</p> <p>However, there are still differences in the progress of our disadvantaged students</p>	<p>All disadvantaged students in all year groups and subjects to make progress in line with national non-disadvantaged students.</p>	<p>All underachieving pupil premium students to be allocated priority interventions in English and Maths in year 11 (e.g. one-to-one tutoring, small class interventions, additional maths and English lessons etc.).</p> <p>Subject team leaders to write action plans following 2017 results to analyse the performance of pupil premium students in their subjects and plan specific actions to reduce or diminish any differences in progress within the year 11 cohort. They will then be held to account for the impact of these actions following each reporting cycle.</p>	EMO	<p>2017 average Progress 8 figure for disadvantaged students to be above -0.3 and moving towards 0.</p> <p>Disadvantaged students in all other year groups to be moving towards making progress in line with their non-disadvantaged counterparts across all subject areas. The gap should be no greater than 0.38 between the national average for Non PPr and our PPr cohort P8.</p>	<p><b>AUTUMN</b> PPr: P8 prediction -0.54 v non PPr -0.19.</p>	One-to-one tutoring - £86,000.

## Data & Performance (CBE/GMI)

Aspiration - For academic progress and outcomes of all students and groups of students (including disadvantaged and SEND students) to be above national averages.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
		compared with non-disadvantaged students nationally and within the academy, especially for those with middle ability prior attainment.		<p>Half termly data analysis of pupil premium progress in all year groups and subjects, with a review of the impact of agreed actions and strategic interventions during accountability meetings with team leaders.</p> <p>Other additional interventions include the Nottingham Trent University outreach program for all year groups; Achievement assembly program which focuses on and celebrates improvement and progress; Careers' events and NEET avoidance programs; CPD sessions focusing on engaging disadvantaged pupils; focus on oracy and supporting collaborative structures; wide scale focus on literacy intervention to support PPr student access to more challenging syllabi.</p>		<p><i>Key evidence - subject leader action plans, half termly data cycle analysis, line management accountability meetings.</i></p>	<p>SPRING PPr P8 prediction -0.69 v non PPr 0.09</p> <p>SUMMER</p>	
D4	Use of Pupil Premium funding	Tracked and monitored spend documentation and website compliancy. Not reviewed by external Pupil Premium Review agency.	To have been reviewed by an external Pupil Premium Reviewer and to show full transparency with our PR spend, in addition to showing impact of spend and reflections for future use of the pupil premium. In addition, we always seek to be fully compliant with all website and publication requirements.	Pupil Premium Review planned for February 2018. Full internal and then external review of impact of spend, with forward planning to take into account successes and areas for improvement for the 2017-18 Pupil Premium Statement.	EMO	<p>All Pupil Premium spending is accounted for and impact reviewed and evidenced thoroughly and termly.</p> <p><i>Key evidence - pupil premium tracking document, review outcomes.</i></p>	<p>AUTUMN Review booked. PPr strategy statement complete.</p> <p>SPRING Review complete and positive outcomes identified. Action Plan currently being completed by EMO, in line with PPr Review Strategy. Governor now identified as link to secure accountability measures.</p> <p>SUMMER</p>	£1750 for Pupil Premium Review
D5	SEND students	<p>In 2017, our SEND students' average Progress 8 score was -0.63 compared to -0.47 in 2016. We estimate this to have been negatively affected by approximately 0.15 due to gaps in Progress 8 counting qualification slots.</p> <p>SEND students particularly struggled to make progress in the new English GCSE.</p> <p>No detailed analysis of impact of spend in PLC and TA provision in place.</p>	<p>All SEND students in all year groups and subjects to make progress in line with national non-SEND students.</p> <p>PLC and TA spending provide good value for money and a measurable impact on outcomes for SEND students.</p>	<p>Systematic half termly monitoring of SEND cohort achievement and progression.</p> <p>All students on SEND support register are made known to all staff and information relating to SEND/Access arrangements updated following SEND review meetings.</p> <p>All staff can readily access links to passports on the SEND register and health register for students with disabilities (as managed by health care team) and which include details regarding parent and student voice.</p> <p>Interventions implemented based on information from class teachers, subject team leaders, learning managers and half termly data which are then discussed at SEND reviews with appointed TA for the relevant year group present.</p> <p>Review use of PLC for additional SEND interventions using SWOT analysis and implement new more systematic and impact based intervention programme which identifies and addresses underlying causes of underperformance for students with SEND.</p> <p>Additional Family Needs (and Higher Level Needs where appropriate) funding applied for where predicted spend is above the £6000 per student notional SEN budget.</p>	ACA	<p>2017 average Progress 8 figure for SEND students to be above -0.63 and moving towards 0.</p> <p>SEND students in all other year groups to be moving towards making progress in line with their non-SEND counterparts across all subject areas.</p> <p>Costed provision map will link costings of PLC and TA provision to impact.</p> <p><i>Key evidence - costed provision mapping, subject leader action plans, half termly data cycle analysis, case studies to include examples of review meetings, action plans and passports.</i></p>	<p>AUTUMN Y11 Predicted SEND P8 Score = (-0.4)</p> <p>Y10 = -1.6 Y9 = -1.3 Y8 = -1.7 Y7 = -0.3</p> <p>SPRING Y11 Predicted SEND P8 Score = (-1.9)</p> <p>Y10 = -0.64 Y9 = -1.3 Y8 = -2.6 Y7 = -0.9</p> <p>SUMMER</p>	
D6	Year 11 Leavers' Destinations	In 2016 and 2015 our non-NEET figure was 91% compared to 94% nationally. Internal analysis estimates this figure to be at 97% for 2017.	100% student leavers to be recorded as in education, employment or training after they leave the academy.	<p>Secure D2NT funding and support for Year 11 students who are likely to at this stage to not enter education, employment or training when they leave year 11.</p> <p>Delivery and data collection (for grant funding purposes) of NEET prevention programme to be provided by Careers Local.</p>	CTA	<p>99% in education employment or training after they leave us in 2018.</p> <p><i>Key evidence - internal tracking and Careers Inc RAG documents.</i></p>	<p>AUTUMN 19 year 11 PPr attended Futures Careers Fayre on 12th October 2017. 30 students are enrolled on a NEET programme with Ideas for Careers (to include workshops and enhances guidance sessions with specialist careers advisors).</p> <p>SPRING NEET programme fully delivered. Of the 30 participants 26 completed the programme fully. 1 PA, 1 excluded, 2 refusals although attended some sessions.</p> <p>SUMMER</p>	Career Local (Funded) £6,000

## Data & Performance (CBE/GMI)

Aspiration - For academic progress and outcomes of all students and groups of students (including disadvantaged and SEND students) to be above national averages.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
D7	Progress and attainment at KSS	<p>On average our students now make expected progress in the sixth form. In 2017, our academic value added figure was -0.18 and for applied general courses 0.10. This is much improved from previous years: In 2016 the academic value added figure was -0.2 in 2016 and applied general -0.74.</p> <p>On average in 2017 our students achieved an academic APS of 26.15 (average grade C-) which was below the national average of 31.52 (C). For applied general courses the APS was 39.55 (average grade Dist+) which was ... national average of (.....).</p>	<p>All students to make expected progress in all subjects with our key value added figures being above the national average.</p> <p>Average points score to be above the national average with an average grade of at least a B-.</p>	<p>Half termly predicted grades from all departments to ensure identification of students underperforming. All students aware of predicted grades and target set to improve on a half termly basis. All data entry by teacher done with students to ensure students understand their predicted grades and how to improve.</p> <p>Half termly meetings with all departments on attendance, behaviour and attainment to ensure qualitative data to help identify students for interventions.</p> <p>A quiet study room set up and monitored to ensure students can complete 5 hours of independent study.</p> <p>Transition work introduced for between year 11 and year 12 to ensure early identification of students who may not meet target grades</p>	DSA	<p>2017 academic value added figure to be above -0.14 and ideally above 0. 2017 applied general figure to not drop below 0.09 and to be moving towards an above average figure. Average grade to be a minimum of a C with an average points score at least in line with the national average.</p> <p><i>Key evidence - half termly data cycle analysis.</i></p>	<p><b>AUTUMN</b> Academic value added figure 0.16, applied general figure -0.76.</p> <p>Academic average points score 32.1 (estimated to be a grade C).</p> <p><b>SPRING</b> Academic value added figure -0.09, applied general figure -0.53. Academic average point score at 31 estimated to be grade C?</p> <p><b>SUMMER</b></p>	
D8	Progress and attainment of KSS disadvantaged students	In 2017, our post 16 disadvantaged students made much better progress than in 2016 compared with national averages for non-disadvantaged students. The 2017 TSCA disadvantaged students' academic value added score was -0.29 with an average grade of D+ compared to -0.7 in 2016. The same figure for applied general courses was -0.49 with an average grade of Dist- and in 2016 this was -1.89	To ensure that disadvantaged students have at least the same value added score as non-disadvantaged pupils at KSS.	<p>Addressing attendance and behaviour across the board to ensure disadvantaged pupils receive high quality provision. Weekly meetings and interventions in regards to both attendance and behaviour with disadvantaged student identified.</p> <p>Ensuring a silent study room with resources for all student to undertake independent study.</p> <p>Identifying all disadvantaged pupils and ensuring that all subject teachers know this and plan accordingly.</p> <p>High quality teaching and learning in the Sixth Form for all students following the TSCAA from the lower school.</p> <p>Ensuring that disadvantaged pupils have high aspirations in regards to further education or career options.</p>	DSA/BGO	<p>All disadvantaged pupils to gain a good progression route which meets their aspirations.</p> <p>Increase Value added score for disadvantaged students and closing the gap on non-disadvantaged students</p> <p>Ensure the attendance and behaviour or disadvantaged pupils is in line with the sixth form average.</p>	<p><b>AUTUMN</b> 86% year 13 disadvantaged students hold university offers. 1 did not apply and currently has no progression plan in place.</p> <p>Average attendance for post 16 disadvantaged students is 92.1% (non-disadvantaged 92.5).</p> <p>Average DS for disadvantaged students 2.1 (non-disadvantaged 1.4).</p> <p>Average RAG score is 1.88 for disadvantaged students (non-disadvantaged 1.98).</p> <p><b>SPRING</b> 86% year 13 disadvantaged students hold university offers. 1 did not apply but is applying for apprenticeships.</p> <p>Average attendance for post 16 disadvantaged students is 90.6% non-disadvantaged is 91.5%</p> <p>Average DS for disadvantaged is 3.6 for non-disadvantaged it is 2.1</p> <p>Average VA score for disadvantaged is 0.63 for non-disadvantaged it is -0.13</p> <p><b>SUMMER</b></p>	
D9	Post 16 Leavers' Destinations	In 2016 94% students leaving the sixth form remained in education, employment or training for two terms which is above the national figure of 88% (2014). This continues a trend from 2015 when 92% our students leaving sixth form achieved the same. Internal analysis estimates this figure to be at 96% for 2017.	100% students leaving the sixth form to remain in education, employment or training for at least two terms.	<p>IAG and Careers Inc. used to support and guide all student son a case-by-case basis.</p> <p>UCAS Support/mentoring to be provided by Sixth Form Team to provide a named mentor to each student.</p> <p>Wednesday morning programme to include careers ready and key talks from industry in the area including advice and information regarding apprenticeships.</p> <p>Mentoring and support for those at risk of not securing suitable destination.</p> <p>Increased focus on destinations in the final term of year 12 to ensure all pupils have a destination plan for the end of Y13. Internal UCAS deadline in October to ensure all pupils not applying to university are identified early and support out in place.</p>	DSA	<p>A minimum of 98% students leaving the sixth form to remain in education, employment or training for at least two terms.</p> <p><i>Key evidence - internal analysis of sixth form leavers destinations, UCAS Destinations Report, DfE data analysis.</i></p>	<p><b>AUTUMN</b> 100% of students who left in 2017 are in some sort of education, training and employment.</p> <p><b>SPRING</b> Estimated 100% of students who left in 2017 are in some sort of education, training and employment.</p> <p><b>SUMMER</b></p>	Enhanced UCAS Subscription £...

## Data & Performance (CBE/GMI)

Aspiration - For academic progress and outcomes of all students and groups of students (including disadvantaged and SEND students) to be above national averages.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
D10	Progress at KS3	<p>At the end of 2016-17 29.5% of Year 7 students were on average performing at 0.3 or more grades below where they should have been at that point. For Year 8 this figure was 27.5%.</p> <p>2/10 subjects delivered to year 7 had an average performance of below -0.3 grades where the students should have been at that point. For Year 8 this figure was 5/12 subjects.</p>	<p>All students to make at least expected progress, averaged across all subjects over the course of each year.</p> <p>All subjects to have positive scores against expected progress.</p>	<p>See D14 with regard to improvements to the assessment, tracking and monitoring of progress.</p> <p>All students aware of predicted grades and targets set to improve on a half termly basis.</p> <p>Team Leaders of subjects which have an average performance of below -0.3 to discuss this with their Executive line manager and create a plan to improve the performance.</p>	GMI	<p>All students to make progress measured against their "flight-path" which is at least Neutral or Positive (i.e. at least -0.3).</p> <p>All subjects to have scores of greater than -0.3 against their expected progress.</p>	<p><b>AUTUMN</b> Year 7 - 24.9% below -0.3 Year 8 - 52.7% below -0.3</p> <p><b>Year 7 Subjects - 5/15 below -0.3</b> <b>Year 8 Subjects - 10/15 below -0.3</b></p> <p><b>SPRING</b> Year 7 - 69.7% below -0.3 Year 8 - 86.6% below -0.3</p> <p><b>Year 7 Subjects - 11/15 below -0.3</b> <b>Year 8 Subjects - 14/15 below -0.3</b></p> <p><b>SUMMER</b></p>	
D11	Use of Year 7 catch up	<p>In 2017 reading attainment, 62% of year 7 had reached the standard score of 100 on entry. By the end of Year 7 this figure had improved to 94%. In maths these figures were 68% increasing to 82%.</p> <p>Of the new year 7 cohort 66% of year 7 had reached the standard score of 100 on entry in reading and 66% in maths. The national comparison figures for this cohort were 72% for reading and 75% for maths.</p>	<p>For all students who join us below the expected standard to have reached it by the end of year 7.</p>	<p>All underachieving year 7 students will receive literacy and numeracy interventions in addition to their normal curriculum offering. These will take the form of one-to-one/small group sessions with dedicated lead literacy and numeracy teaching assistants, over the course of the year, until they reach 100 according to standardised testing.</p> <p>All year 7 students will be provided with Lexia and Accelerated Reader licenses and dedicated curriculum time to further boost reading skills.</p> <p>Best PPr readers invited to exclusive period 6 book clubs to engender continued interest.</p>	EMO	<p>90% students to have achieved the standard required score of 100 in reading and 91% for maths.</p> <p><i>Key evidence - Year 7 catch-up statement, termly report.</i></p>	<p><b>AUTUMN</b> 84.3% students now at standard score of 100 or above for reading. 82.7% students now at standard score of 100 or above for maths.</p> <p><b>SPRING</b> 87.5% students now at standard score of 100 or above for reading. 92.4% students now at standard score of 100 or above for maths.</p> <p><b>SUMMER</b></p>	
D12	Reading	<p>Improved profile of reading with whole school book events over the year (e.g. World Book Day, whole academy assembly and tutor activities). However, subject leaders are disengaged with the Learning Resource Centre (LRC) as a resource and there was a decrease in books loaned out of the LRC and (1919 books loaned in 2016-17 compared to 3568 in 2015-16).</p> <p>Average reading ages in September 2017: Year 7: 10.06 Year 8: 11.00 Year 9: 11.09</p>	<p>Increased LRC lending to one book per main school student per term (6000 annual lends).</p> <p>Students to have a more embedded and visible love of reading, demonstrated in their active use of the LRC and other reading opportunities.</p> <p>Broader reading opportunities available across the curriculum.</p> <p>All reading ages to be equitable to actual age.</p>	<p>LRC Manager to visit team leaders and consult on greater text selection available. This is to include fiction and non-fiction titles, to encourage broader approach to integrating texts into wider curriculum.</p> <p>LRC Manager to run book club events (British Book Association) including author visits and collaboration with other schools.</p> <p>Teaser Book Collection (theme/key stage specific) delivered termly to all students. First chapter of appropriate titles (available and demonstrated in LRC) printed, bound and given to students: expectation that text remains in planner, all students thus having a text at all times for Drop Everything And Read (DEAR) opportunities. Also intended to entice students to borrow one of the books which they've read the first chapter of.</p> <p>Increase reading opportunities by introducing DEAR time in tutor periods. Continue with whole school reading activities (e.g. World Book Day celebrations).</p>	EMO	<p>3000 lends, 2017-18</p> <p>For all students to make at least real time progress, and for all reading age averages to improve by 8 months.</p> <p>Year 7: 11.02 Year 8: 11.08 Year 9: 12.05</p>	<p><b>AUTUMN</b> 768 LRC loans Year 7: 10.07 Year 8: 10.58 Year 9: 11.39</p> <p><b>SPRING</b> 412 LRC loans - 10 week + snow week. (so, proportionally similar) Year 7: 10.08 Year 8: 11.03 Year 9: 12.01</p> <p><b>SUMMER</b></p>	Lexia - £27,000 (3 year license)
D13	Curriculum & Guided Choices	<p>ECDL entry high, Ebacc entries low (16% in 2017 and then 24% Y11, 56% Y10 and 25%), gaps in baskets, curriculum suitability for each individual student need to be reviewed.</p>	<p>Appropriate, increased Ebacc entries but with a personalised curriculum for each individual student. Year 8 fully supported through a thorough careers and guidance programme (including industry related activities) to inform their qualification choices.</p>	<p>ECDL to be removed from curriculum &amp; Ebacc entries more closely monitored.</p> <p>Delivery of Year 8 Options activities and Fast Tomato aptitude testing.</p> <p>Curriculum to be reviewed and agreed in order to achieve a more balanced package for our students without compromising aback entries. Pathways of our current year 8 students to be decided using a more sophisticated method.</p>	CBE	<p>Ebacc entries increased to over 50% for Year 8.</p> <p><i>Key evidence - half termly data cycle analysis, curriculum plan, SISRA analysis of entry patterns.</i></p>	<p><b>AUTUMN</b> Ebacc entries 25% current year 9</p> <p><b>SPRING</b> Ebacc entries according to pathways for current year 8 - 56%</p> <p><b>SUMMER</b></p>	Fast Tomato £438



## Data & Performance (CBE/GMI)

Aspiration - For academic progress and outcomes of all students and groups of students (including disadvantaged and SEND students) to be above national averages.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
D14	Assessment and monitoring of progress	Inconsistent assessment process both intra-department and inter-department.	All departments working from a common grade descriptor document that will provide a more accurate current performance indicator (CPI) for all students.	<p>Team leaders to produce the CPI document with teams as a reference point for teachers to assess current performance.</p> <p>Department accountability time to be directed twice half termly so that standardisation and moderation can be embedded as common practice for the assessment of all year groups.</p> <p>Half termly analysis to be improved so that headline figures are presented at the beginning of each half term per subject. This will shape the line management meetings with team leaders for the half term. A greater focus will be put on the breakdown of key cohorts across all year groups and teaching groups.</p> <p>Data team to investigate the current system of target setting (FFT20) to ensure underachievement is not being factored in to our target setting for individual students.</p> <p>Creation of an executive team dashboard to summarise all key aspects of each data cycle.</p>	CBE	<p>A more consistent level of grading which reflects the ability of the student.</p> <p>Clearer evidence of steady and consistent progress being made to allow for more meaningful interventions.</p> <p>Erratic CPI grading will be eradicated due to clearer understanding of progress rates and accurate assessment.</p> <p><i>Key evidence - half termly data cycle analysis, CPI subject documents.</i></p>	<p><b>AUTUMN</b> Progress made from aut 1 to aut 2 Year 7 - 0 Year 8 +0.1 Year 9 +0.1 Year 10 - 0 Year 11 +0.3</p> <p><b>SPRING</b> Progress made from aut 1 to spr 2 Year 7 - -0.6 Year 8 - -0.5 Year 9 - -0.1 Year 10 - -0.4 Year 11 - -0.33</p> <p><b>SUMMER</b></p>	n/a
D15	Half termly reports to parents	Half termly student reports are accessed by 20% of parents on the Parent Portal. This limits the impact that parents can have on the progress of their child.	95% of parents typically accessing half termly reports through the Parent Portal.	<p>Buy into iSAMS mobile device app package to make logging into the Parent Portal more convenient and palatable for parents and carers.</p> <p>Monitor the number of parents who access the reports.</p> <p>Target reminders for parents who are not logging in whenever individual contact is made and also more widely and generally at each parents' evening and via monthly principal's newsletters, social media and our website.</p>	CBE	<p>At least 85% parents on average are accessing half termly reports.</p> <p><i>Key evidence - reports from iSAMS, examples of promotional material on various media.</i></p>	<p><b>AUTUMN</b> 89% of our parents accessing Parent Portal</p> <p><b>SPRING</b> 76% of all parents accessing parent portal</p> <p><b>SUMMER</b></p>	iSAMS Parent App package £1700
D16	End of year reports to parents	The end of year report is currently a generic tutor report with comments about progress made in all subjects from tutor and about the personal development, commitment to our academy and Round Square values and wider curricular involvement of the student. Currently we have no evidence that students, parents or teachers find the process and the reporting method of any use.	<p>Specific reports written by subject teachers where appropriate in order to give more specific advice on how to improve in each subject but without losing all of the personal development aspect of the end of year student report.</p> <p>Any decisions to change the reporting format will be through consultation and opinion from parents and teachers.</p>	<p>Establish and agree an effective template, method and timeline for completion which achieves all required aspects of the end of year report and keeps additional teacher workload at a reasonable level. A staff and parent survey will be issued in order to inform any potential changes</p> <p>Train and support all teachers and tutors in the completion of the reports to a consistently high quality.</p> <p>Establish an effective QA process to ensure only high quality written reports are provided to parents and carers.</p>	CBE	<p>New format is manageable for teachers and completed to a high quality before being made available to all parents and carers.</p> <p><i>Key evidence - Staff and parent survey</i></p>	<p><b>AUTUMN</b> Staff survey to be sent out week beginning 22/2/18</p> <p><b>SPRING</b> 34 members of staff rated the reporting system 2.6 out of 5 as an average. New system launched to address the identified issues.</p> <p><b>SUMMER</b></p>	none

## Ethos and Values (LMC)

Aspiration - To ensure our vision, ethos and Christian values are well-known, upheld and developed including a Good or better SIAMS judgement.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
E1	Wellbeing of academy community  (Please also see the separate Wellbeing Development Plan document).	<p>Average staff survey rating for staff wellbeing 3.03/5.</p> <p>Student voice has not yet been used to ascertain their views on how well the academy promotes wellbeing.</p> <p>Staff attendance 2016-17 96.87%, labour stability 75%.</p> <p>Student attendance 2016-17 - 93.0%.</p> <p>There is some promotion of emotional wellbeing within the Academy but not prioritised and practised consistently. There is a mental health first aider in place with some promotion and practise of mental health support but this is not accessible for the whole school community.</p>	<p>Average staff survey rating for staff wellbeing at least 4.5/5.</p> <p>Student voice wellbeing surveys are in place and average rating is at least 4/5.</p> <p>Staff attendance 97.5%, labour stability 90%.</p> <p>Student attendance 2016-17 - 96.0%.</p> <p>A culture that prioritises, promotes and practises emotional wellbeing, good mental health and healthy and safe lifestyles for now and the future for all stakeholders in the school community.</p>	<p>Exec team to prioritise wellbeing focus in all meetings with 'People' item covered first at weekly meetings[]</p> <p>Team Leader meetings to prioritise wellbeing focus in all meetings with 'People' item covered first at fortnightly meetings.</p> <p>Subject team leaders to prioritise wellbeing focus in all meetings with 'People' item covered during department time.</p> <p>Specific wellbeing sessions for staff provided through CPD programme (e.g. Mental Health First Aid, Yoga etc.).</p> <p>Christian and CHECK Values to be embodied by students and staff throughout the Academy (see also E7 and B6).</p> <p>All students to be taught through a comprehensive and planned programme how to maintain a healthy lifestyle (see also E2).</p> <p>All staff to be trained in mental health awareness and strategies through CPD Programme (INSET to be held April 2018).</p> <p>Complete staff and student surveys and take action in response to staff and student voice (see also E12).</p> <p>Work with Liverpool Hope University on their Wellbeing in Secondary Schools project as a pilot school.</p>	LMC/CAS	<p>Average staff survey rating for staff wellbeing at least 4/5.</p> <p>Student voice wellbeing surveys are in place and average rating is at least 3/5.</p> <p>Staff attendance 97%, labour stability 85%.</p> <p>Student attendance 2017-18 - above 93.0% and moving towards 96%.</p> <p><i>Key evidence - staff surveys, student voice, exec team and team leaders' meeting minutes, staff attendance, staff retention, student attendance.</i></p>	<p><b>AUTUMN</b> Average staff survey rating for wellbeing 3.59/5. Student voice wellbeing survey trial survey planned. Staff attendance 96.1%, labour stability from 1st September 94.4%. Student attendance 93.9%.</p> <p><b>SPRING</b> Average staff survey rating for wellbeing 3.59/5. Student voice survey trailed through tutor groups for PSHE provision. Staff attendance 96.17%, labour stability from 1st September 92.5%. Student attendance 93.5%.</p> <p>Wellbeing addressed as part of Governors strategy event - staff proposals submitted. Whole staff training planned in mental health self help strategies planned for whole staff CPD in SUMMER 1.</p> <p><b>SUMMER</b></p>	£250 reprographic costs for staff training booklets and PSHE resources.
E2	PSHE	<p>Promotion of healthy lifestyles, PSHE and British Values is currently addressed through PSHE drop down days, assemblies, tutor discussion and through the curriculum and the wider curriculum. Student voice is not currently used to determine the impact of the programmes in place. There is no full understanding of how subject areas contribute towards student awareness of PSHE issues.</p>	<p>Tailored PSHE programme for each year group which is based on feedback from student voice, local agencies and their learning manager. PSHE provision is mapped out across the whole academy (including subject area contributions and with a specific focus on British Values) and all statutory and appropriate and proactive non-statutory issues are covered.</p>	<p>Audit carried out by subject areas of where their schemes of work link to PSHE. Full curriculum map to then be collated.</p> <p>Gaps in provision to be addressed through year group PSHE Days, assemblies, tutor discussions and through full week of activities in the summer term as part of a Christian Values week (CV week).</p> <p>Student voice forum used to check impact and inform planning of PSHE programmes and development of understanding of British Values.</p>	CAS	<p>Tailored PSHE programme for each year group which is based local agencies and their learning manager and is beginning to be influenced by feedback from student voice. PSHE provision is mapped out across the whole academy (including subject area contributions and with a specific focus on British Values) and all statutory and appropriate and proactive non-statutory issues are covered.</p> <p><i>Key evidence - full programmes mapped out for each year group, student voice feedback on key questions about how to keep healthy and safe, how the academy deals with bullying, understanding of British Values etc.</i></p>	<p><b>AUTUMN</b> All schemes of work have been linked to PSHE issues. Initial planning meetings have taken place. Year 10 and Year 11 have completed full PSHE drop down days.</p> <p><b>SPRING</b> Year 7 and 8 PSHE across the curriculum tracker complete. Values week meeting taken place with initial plans and date agreed. Student voice survey completed through tutor groups to inform PSHE provision of values week. Year 7, 8 and 9 have all accessed a PSHE performance: litter (Y7), online grooming (y8-9) and road safety (Y7).</p> <p><b>SUMMER</b></p>	£2,475 for external providers for PSHE days.

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E3	Careers education and guidance	In 2017 we continued to employ Careers Inc to provide high quality IAG for our students, particularly those at key transition points. There were also specific career related activities delivered through the tutor programme and a range of whole academy enterprise and careers activities. In addition a key member of staff was enrolled on the CELP Teach First careers leadership programme. However, there is still inconsistency in the programme across the year groups.	Delivery of a thorough and consistent programme of careers education delivered through specialist sessions, drop down days and the main classroom based curriculum and achievement of the Futures Quality Award for CEIAG to ensure we meet all standards of the Gatsby benchmarks.	Complete compass audit of careers activities and develop delivery of curriculum based careers and enterprise units of work with Teaching and Learning group.  Planning and delivery of Year 10 CV writing and mock interviews, Year 8 Careers Day, Career Ready sixth form programme, My Money Week, STEM and Young Enterprise events.  Completion of CELP Teach First programme.  Continue to work through Future CEIAG Quality Award work book, providing evidence of work completed throughout 2017-18.	CTA	There is an increasing number of careers interactions and students are in receipt of statutory requirements. Evidence based for Quality Award is growing and on track for submission for awarding in 2018-19.  <i>Key evidence - Leavers' Destinations, tracking of careers interactions, evaluations, Compass audit tool against Gatsby benchmarks (see key below).</i>  <i>G1 A stable careers programme</i> <i>G2 Learning from career and labour market information</i> <i>G3 Addressing the needs of each student</i> <i>G4 Linking curriculum learning to careers</i> <i>G5 Encounters with employers and employees</i> <i>G6 Experiences of workplaces</i> <i>G7 Encounters with further and higher education</i> <i>G8 Personal guidance</i>	<p>AUT Already an increasing number of interactions (e.g. Career Ready working with Sixth Form on the Core and Masterclass programmes, Year 8 event planned).</p> <p>SPRING Compass audit carried out comparing start of careers programme in 2016 to now. They have key assessment areas against each benchmark. G1 36% better coverage. G2 50% better coverage. G3 14% better coverage. G4, 5, 6 no improvement in the assessed areas. G7 retains 16% coverage of assessed areas. G8 retains 50% Well above National average in G1, 2, 3, 7, and 8.</p> <p>SUMMER</p>	Young Enterprise events £2,000.00 CV workshops £300.00 My Money Week printing £400.00 STEM Event £500.00 Careers Inc £14,650.00
E4	Raising aspirations for Pupil Premium students	No specific programme of careers and employability activities for pupil premium students. 88% Year 11 leavers who were pupil premium were non-NEET (42/48), whereas 99% of non-pupil premium students were non-NEET (172/173).	Annually host raising aspirations activities specifically aimed at raising aspirations for pupil premium students in all year groups. No NEETs for any cohort including pupil premium students.	Delivery of raising aspirations opportunities for Pupil Premium students (Careers Fairs and Career Inspiration programme activities).  Participation in JP Morgan Social Mobility Pilot Project.	CTA/EMO	Year 11 pupil premium students at risk of becoming NEETs to be involved in and prioritised for specialised career and employability events. Gap between pupil premium and non-pupil premium non-NEET students to be less than 11% and working towards 0%.  <i>Key evidence - leavers destinations analysed by pupil premium, number of interactions accessed by pupil premium students.</i>	<p>AUT 19/39 Year 11 PPr attended Futures Careers Fayre on 12th October 2017. 9 PPr students have had mentor meetings with specialist careers advisors from Ideas for Careers.</p> <p>SPRING All Year 8 PP students offered place on Healthskills Show, 23 attended. 100% positive evaluations on quality and impact on future decisions. The NEET prevention programme has now been fully delivered. Of the 8 PP students on the programme 7 have fully engaged and received 1:1 advice and 2 employer based sessions. They will be referred back to Careers Inc now for ongoing support until placed for next year.</p> <p>SUMMER</p>	Coaches and Transport £500.00
E5	Work experience	Ad hoc work experience opportunities are taken up by students in the Sixth Form based on facilitation of arrangements made by students themselves. No structured work experience programme at KS4.	All Year 10 and Year 12 students complete some form of meaningful work experience.	Engagement with Career Ready programme for Year 12.  Engagement with Futures to find placements for a pilot group of Year 10 boys with behaviour difficulties.  Continue to actively support ad hoc applications for work experience for sixth formers, particularly by encouraging visits to work places (e.g. Linney Group) to promote and encourage work experience placements.  Explore and plan for opportunities for whole scale Year 10 and Year 12 work experience by 2020.	CTA	More Year 12 students to have completed full work experience programme through programmes such as Career Ready and Barclays Life Skills placements. Year 10 boys (with high behaviour points) targeted to complete work experience through Futures as a trial.  <i>Key evidence - records and evaluations of experience placements that have taken place.</i>	<p>AUT 8 students in Year 12 are engaged in Career Ready Core Programme which will result in a 3 week placement, 1 student has completed a week long placement with Barclays.</p> <p>SPRING Futures are in place to deliver work experience to 20 year 10 students being selected by KHA. SLA signed and returned. Support package planned ready for delivery after NEET prevention for Year 11 completes. 6 Career Ready students now working with mentors and plans for work shadowing day on 26th April.</p>	Futures Work Exp (100 Students) £3,500.00 Career Ready £1,250.00

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E6	Links with industry and employers	<p>Linked in contacts last year rose from zero to 77.</p> <p><b>Contacts last Jan 2017 = 12. July 2017 = 38 - How is this different from the above?</b> These are contacts specifically on 'Linked in'. Raising our social media presence not 'hot' contacts. July 2017 39 employers our live contact database. We also had no regular contacts to draw on and rotate and also to advise on labour market information and skills shortages in the local area.</p>	<p>All students to have at least 5 or 7 meaningful interactions with an employer. One per year at the academy. We should have a wide range of employers (variety of sectors and range within sector also) to draw on to provide placements, mentoring and support curriculum based projects.</p>	<p>Creation and facilitation of Career Ready Local Advisory Board supported by Martin Hartfield as a consultant.</p> <p>Delivery of Employer Engagement events to recruit mentors and partners.</p> <p>Creation of termly newsletter for employers involved with school and continued development of LinkedIn and social media to develop employer relations.</p> <p>Attendance at Chamber of Commerce Schools Forum CPD Sessions.</p>	CTA	<p>Have an established Local Advisory Board meeting regularly to help deliver a range of aspects of our Careers programme. Employers to be involved in a range of events across Year groups and to act as business mentors to students who are struggling with behaviour issues and support Year 11 in their transition by providing CV writing workshops and mock interviews for all students <i>Key evidence- Meeting minutes, event impact forms, evaluation of event forms.</i></p>	<p>SUMMER</p> <p>AUT Linked in contacts up to 166. Local Advisory Board formed and met twice all attended and records of agenda kept and filed. Employer engagement event took place in November 2017, LinkedIn contacts growing.</p> <p>SPRING 8 different employers represented at Year 8 Options Career Day (6 giving talks, 2 in YE session.) 4 Employers working with students as part of the NEET prevention programme. LAB board meeting regularly with 6 employers attending last meeting. Next scheduled for 24th April. JP Morgan have delivered 1 employer session to Year 12. Currently have 78 employers on</p> <p>SUMMER</p>	<p>Martin Hartfield £3000</p> <p>Refreshments (launch and for volunteers) £200</p>
E7	Christian Distinctiveness and Academy Values	<p>Deliberate action is taken to promote pupils' spiritual and moral development. Christian values are displayed and referred to but not 'lived' throughout the academy. Collective worship is delivered inconsistently with 77% of tutors regularly accessing provided materials.</p>	<p>Our Christian values and distinctiveness are at the heart of every day life and interactions at the Academy. Proportion of tutors accessing materials to be at 100%. Collective worship is delivered consistently to a high quality and has an impact on students' spiritual and moral development. SIAMS judgement of 'Exceptional'.</p>	<p>Secure full time chaplaincy at the academy to help develop collective worship, support vulnerable students and our wellbeing agenda and generally help to promote our Christian values and distinctiveness.</p> <p>No opportunity to be missed to promote our Christian Values as central to what we do as an Academy (e.g. whole academy gatherings, staff briefings etc.).</p> <p>Principal to fully support and lead the development of Christian distinctiveness of the academy by attending all relevant network and development meetings, training (e.g. on the new SIAMS framework) and conferences, working with Diocesan headteacher mentor (Anna Martin at Magnus), joining a CEFEL peer network support group and building strong and cooperative relations with the Diocese.</p> <p>Monitoring activity of collective worship both in tutor time, during assemblies and via student voice to be led by ABR and NDI.</p> <p>Also see separate Christian Ethos steering group improvement plan.</p>	LMC, ABR, NDI	<p>Prayer is a feature of daily life and there are daily, effective and thought provoking acts of collective worship with clear links to Jesus and the Bible. Proportion of tutors accessing materials to increase to 90%.</p> <p>On track to request SIAMS inspection with likely outcome of 'good' or better in 2018-19 academic year.</p> <p><i>Key evidence - student voice feedback, tutor time learning walk feedback, collective worship checks, Ethos steering group minutes, SIAMS Inspection Self-Evaluation Document.</i></p>	<p>AUT Full time Chaplaincy now in place. Principal has shown commitment to active involvement with developing the ethos and has attended all relevant network meetings and conferences and has ensured staff pray together each week and that our Christian values are highlighted wherever possible.</p> <p>Proportion of tutors accessing materials at 81%. Closer monitoring of use of tutor time and assemblies to develop Christian Distinctiveness has not yet taken place but will do in the Spring term and the Ethos Steering Group agrees we are on track to achieve a 'good' SIAMS rating next year.</p> <p>SPRING Proportion of tutors accessing materials is around 95%. Monitoring of tutor time and acts of worship has taken place and is ongoing. Areas for improvement have been identified; Delivery of TFTW material, emphasis on values, consistency of daily prayer, CPD planned for April. Value focus for each half term has had a positive impact on students understanding of the Academy values.</p>	<p>CEFEL peer support network membership £400</p> <p>Christian distinctiveness based conference fees £355.61</p>

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							SUMMER	
E8	Round Square	Round Square - all students know what Round Square is and events have been effectively communicated. Tutor time programme and IDEALS week has helped embed the IDEALS. 30 students took part in Round Square conferences and events outside of the academy.	All students taking an active part in at least one Round Square opportunity within the academy per year with a weekly IDEALS focus in tutor sessions. A minimum of 200 students take part in Round Square conferences and events outside of the academy.	Establish an annual Christian Values (CV) week so that all students experience the IDEALS (and interact with employability, careers and PSHE issues) through a range of activities.  Continue to widely and actively promote Round Square IDEALS and the opportunities available to students.	AOW	All students taking an active part in at least one Round Square opportunity within the academy per year with a weekly IDEALS focus in tutor sessions. A minimum of 175 students take part in Round Square conferences and events outside of the academy.  <i>Key evidence - tutor programme resources, IDEALS week programme, Round Square conference attendance list.</i>	AUT Tutor programme taking place, a total of 5 students attended the Global Round Square Conference in September 2017 and fed back their experiences to the whole academy.  SPRING 55 students have taken part in a round square opportunity.	Round square budget (£16000) opportunities fund to support students.
E9	Outdoor Ed	Expeditions have taken place including Bronze and Silver Duke of Edinburgh Award, Year 7 Residential, Everest Challenge, Round Square Adventure Race, National Three Peaks Challenge. In the Academy we also ran Bushcraft and Climbing activities as part of the period 6 programme. 457 students therefore accessed at least one outdoor education opportunity. However, we have been limited in some ways due to a lack of facilities and adequately trained staff.	Approximately 600 students therefore accessed at least one outdoor education opportunity and a higher number of staff involved in the delivery of outdoor education. Increased use of our current facilities (e.g. climbing wall and high ropes are) and a wider range of facilities such as a low ropes course and a fleet of kayaks. A re-established Gordonstoun School to develop joint opportunities for Outdoor Education (e.g. Ocean Spirit).	Expeditions on offer with greater frequency and made available to a wider audience.  Outdoor education opportunities made available to subject areas to help deliver aspects of the curriculum.  Greater use of outdoor education facilities for students accessing alternative provision (e.g. high ropes and climbing wall).  LMC and NSL to meet with counterparts at Gordonstoun to re-establish a strong partnership between the two schools.	AOW, ZNE	Approximately 500 students accessing at least one outdoor education opportunity. High ropes and climbing wall used more often. Kayaks and low ropes course secured. Plans for at least one activity with Gordonstoun School is in place.  <i>Key evidence - list of students involved in outdoor education experiences.</i>	AUT 348 students accessed at least one outdoor education opportunity, 6 more staff are trained to use the high ropes course, outdoor climbing and kayaking for training under way or planned. Principal has had initial discussion with Titus Edge (Headmaster) at Gordonstoun. Further meeting to take place with Lisa Kerr (Principal) in Spring term.  SPRING 360 students have taken part in an outdoor education experience	Opportunities fund funded and student contribution. Subject budget to contribute to curriculum experiences.
E10	Period 6 compulsory wider curriculum programme	Students in years 7 and 8 currently access 3 compulsory wider curricular period 6 options in one academic year. 27 activities were on offer but this dropped to 21 during the year. C4s were given out for non-attendance but this was not being tracked.	35 activities on offer. Minimal C4s given out for non-attendance.	Closer tracking and monitoring of the activities so that students have fair access to a variety of activities.  A smoother administrative process through clearer communication between AOW and SSP.  Promotion to subject teams to encourage them to run a wider variety of period 6 activities.	AOW	30 activities on offer. C4s given out for non-attendance are tracked.  <i>Key evidence - Period 6 offer booklets, records of C4s given out for non-attendance at period 6.</i>	AUT 20 activities were on offer. C4 tracking system being put into place.  SPRING 24 activities offered during the spring term.	Team building pot for period 6 clubs and interventions £8000.
E11	Student Leadership	Strong supported head boy and girl, team captains and prefects due to thorough application and interview process and access to some training opportunities within the academy and also through wider Round Square events. Younger students are given opportunity to show leadership and responsibility through student reception positions.	More leadership roles across a wider range of year groups, access to more leadership training and support.	Launch of a recruitment process for years 7-10 with specific titles and role descriptions.  Re-establish links with Gordonstoun School to provide opportunities to learn from their extensive student leadership programme.  See also E13.	AOW Current student leadership team	20 new prefects appointed and reps from all year groups appointed to specific leadership roles.  Planning in place for a joint leadership training activity with Gordonstoun school.  <i>Key evidence - Documents containing roles and responsibilities, job descriptions.</i>	AUT Strong Head Boy and Head Girl in place, running events (such as Children in Need and Community Christmas Party) and student council, training provided at Round Square conference in South Africa. Plans in place for appointing to more positions.  SPRING 28 new prefects appointed and 14 new captains which includes a deputy head boy, deputy head girl, head boy and head girl.	None
							SUMMER	

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E12	Student Voice	Skeleton of a student voice system was in place. However, student attendance was variable and feedback not always flowing in both ways.	All 55 tutor groups represented on student council with meeting cycle set up and all meetings well attended. Feedback is delivered to Executive team and then flows back to students. Key issues and topics to be addressed to be generated by the students themselves.	<p>Tutor group student voice topics to be provided and discussed in tutor group to encourage specific foci on which to feedback into student council meetings.</p> <p>Council meetings to take place once per half term following tutor group elections for representatives. To be run by School Captains and Prefects.</p> <p>Council meetings to feed into Head Boy and Head Girl who summarise key points for the newsletter and attend Executive Team meetings to feedback.</p> <p>See also C4.</p>	AOW	<p>All 55 tutor groups represented on student council with meeting cycle set up and all meetings well attended. Feedback is delivered to Executive team and then flows back to students. Key issues and topics to be addressed to be generated by staff ideas in the first year.</p> <p><i>Key evidence - Student voice newsletters, executive team minutes.</i></p>	<p>AUT 55 students on student council, meet once per half term. Student voice newsletter introduced. Topics discussed included behaviour of students.</p> <p>SPRING 55 students attending student council meetings with a new expectation that the 28 prefects now attend all meetings.</p> <p>SUMMER</p>	
E13	Sixth Form engagement with wider academy	Many sixth formers undertake high quality non-qualification activities and take up leadership positions at the academy.	Most students enthusiastically undertake high quality non-qualification activities. All students take an active role in the Sixth Form and lower school.	<p>Ensure all students undertake one or two high quality non-qualification activities and review offer for the 2018-19 academic year.</p> <p>Increase the number of students who undertake duties around the academy by reviewing duty positions.</p> <p>Review the student leadership structure with a view to developing more leadership roles for sixth form students.</p> <p>Take part in Bishops' Leadership Certificate Programme during Lent (25 students).</p> <p>Formation group leadership training to take place throughout 2018 run by the Diocesan Young Leaders' College with 12 Year 12 students.</p> <p>Launch and advertise service opportunities for sixth formers to help run period 6 clubs and activities.</p>	DSA	<p>All pupils to undertake at least one non-qualification course.</p> <p>All sixth formers compete at least one duty per week.</p> <p>The number of leadership opportunities available for sixth form students to double during the course of the year.</p> <p>All students to support a period 6 club on at least 3 occasions.</p> <p><i>Key evidence: Duty plan, DS records for students not attending, registers for non-qualification courses.</i></p>	<p>AUT All year 12 students complete one non-qualification course on a Monday afternoon or Wednesday morning.</p> <p>SPRING All year 12 students complete one non-qualification course on a Monday afternoon or Wednesday morning. All year 12 students complete one duty per week to help in leadership in the school</p> <p>SUMMER</p>	Transport costs to Southwell for presentation of certificates £30
E14	Core Values	New staff complete an induction programme and are given any statutory training and a staff handbook. A clear focus on the values and ethos of the academy is not as clearly established as it could be in this process.	All staff and governors to have a high quality Core Values handbook and to have attended the academy Core Values training session. All new staff and governors induction to also include the Core Values session.	<p>LMC to attend Linney Core Values session.</p> <p>Programme and plans to be drawn up to deliver own academy Core Values course to all staff and governors and then to new staff and governors as they begin their employment at the academy.</p> <p>Summer term Round Square IDEALS week for students to be repackaged at a Christian values week to include all our core values with leaders for Round Square, Outdoor Education, Careers and Employability and Christian Distinctiveness working together to provide a thorough and integrated programme to students.</p> <p>LMC and JBA to review current staff handbook to remodel into a values driven Core Values booklet.</p>	LMC	<p>Programme designed and a rota drawn up to ensure all new staff and governors (and a gradual plan for delivery to all staff and governors), Core Values booklet designed and produced to a high standard and both ready for implementation from September 2019.</p>	<p>AUT Core Values booklet under review. LMC booked on Linney Core Values course.</p> <p>SPRING Core Values booklet requires further work, LMC still to attend Core Values course at Linney and then needs to work on Core Values course for TSCA during the Summer Term.</p> <p>SUMMER</p>	

## Finance (ESL)

Aspiration - To ensure that the academy has appropriate facilities and resources to deliver an excellent education to its students.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget Impact?
F1	Peer Support Network	Our most recent SIAMS inspection requires significant improvement.	Our Christian Ethos is embedded within the academy, resulting in a 'Exceptional' SIAMS inspection.	Ethos steering group and action plan.  CEFEL Peer Support Network membership.  (See also E7).	LMC	Significantly improved SIAMS judgement.  <i>Key evidence - SIAMS steering group meeting notes, positive report to governors at each meeting, inspection resulting in 'Exceptional' outcome.</i>	AUT Membership of CEFEL peer support network and Ethos steering group in place, report given to Governors at each meeting.  SPRING As above, work continues with addition of Bishop's Leadership Certificate and formation group for Sixth Form students.  SUMMER	£400
F2	Adequate resources for new courses	A number of specification changes has led to textbooks becoming obsolete and inadequate number of resources being currently available to subject areas.	Adequate resources within subject areas for all students to succeed on their courses.	Subject areas to put in bids for curriculum resources as necessary, bids to be assessed and approved and additional resources purchased through the Development Fund budget.	ESL	Adequate resources within subject areas to deliver courses effectively and so that all students to make progress.  <i>Key evidence - Textbooks are relevant to subject, feedback from team leaders on the use of Development Funds awarded.</i>	AUT Requests for Development Funding have been approved.  SPRING As above, requests have been approved where appropriate.  SUMMER	£10,090
F3	Safeguarding- Reception	Whilst a warm and welcoming area, the reception area is not secure enough, there are a number of weaknesses including vulnerability to unmonitored public access and student departure.	Reception is completely secure for students, staff and visitors to the academy but with a sense of space and warmth maintained. Improved safeguarding arrangements are in place.	Project team and terms of reference to be set up (DJA, SSP, MBR).  Plans for remodel of reception area to be proposed to governors and approval for capital expenditure sought.  Remodel to take place.	SSP/ESL	Zero instances of unmonitored public access and student departures.  <i>Key evidence - log of number of incidents, monitor visitor comments on reception area.</i>	AUT A project team has been established, pending submission of proposals.  SPRING Project work is underway, a number of companies have been invited in and have submitted proposals. Discussed at FFPAG in February, further work underway to be discussed at the FFPAG meeting in May.  SUMMER	TBC
F4	Post 16 Facilities	The current facilities are not adequate for the expanding number of sixth form students.	Increased capacity to allow sixth formers to access appropriate study facilities during the academy day.	Possible extension to the new study room into the courtyard area.  Project team to be set up.  Plans for development of sixth form facilities to be proposed to governors and approval for capital expenditure sought.	DSA/ESL	Post 16 areas are sufficient to accommodate the number of sixth form students on roll so that they can study effectively.  <i>Key evidence - Student feedback on facilities through surveys.</i>	AUT Proposals received, to be reviewed by the Finance, Facilities & Personnel Advisory Group.	£24,550 - £44,350

## Finance (ESL)

Aspiration - To ensure that the academy has appropriate facilities and resources to deliver an excellent education to its students.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
				Extension/developments to take place.			<p>SPRING Discussions to be held alongside other projects at FFPAG in May.</p> <p>SUMMER</p>	
F5	IT facilities	Current resources are reaching end of life and becoming less reliable.	Teaching professionals are able to access IT for their lessons quickly and efficiently in all rooms.	<p>Plans for investment in new IT hardware to support teaching to be proposed to governors and approval for capital expenditure sought.</p> <p>Significant investment in IT.</p>	ASM/ESL	<p>Staff are able to access IT equipment effectively with improved facilities.</p> <p><i>Key evidence -Staff feedback on IT resources through the use of surveys, case study using individual staff members, monitoring of log on times, number of IT service desk requests logged.</i></p>	<p>AUT Proposal received, to be reviewed by the Finance, Facilities &amp; Personnel Advisory Group.</p> <p>SPRING Appointment of a Network Director post has occurred which will be shared with the SNMAT. Pending this postholder commencing employment to review proposals received, following which it will be discussed by Governors.</p> <p>SUMMER</p>	TBC



## Governance (LMC/NSL)

Aspiration - To ensure strong working relationships between the executive team and the governing body so that governors are able to effectively support and hold academy leaders to account.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
G1	Communication	Communication between the executive team and the governing body of the academy is not as effective as it could be.	The governing body and the executive team need to have a clear and easy understanding about the academy's culture, ethos and academic aims. Principal is to work with the two link governors to confirm her view that alignment is in place.	Leadership guidance to be provided to the new principal by include Nick Linney, Chair of Governors (NSL) and Nigel Spraggins, Vice Chair of Governors (NS). At least one meeting to take place per term with the executive team. The executive team is to be fully familiar with the vision and ethos statement and with the academic aspirations of the academy. All executive team members are to attend ASAG on a rotation linked to the agenda.  Principal to communicate regularly and effectively with NSL including monthly one-to-one meetings and attendance at all governors' meetings and advisory groups.	NSL/LMC	The governing body and the executive team communicate regularly and effectively through linked governors, advisory groups and the principal interface and are able to develop and improve the academy together both in terms of its values and ethos and with regard to academic outcomes for its students. The executive team is fully conversant with the vision and ethos statement and the academic outcomes aspired to in this academic year.  <i>Key evidence - Governors' meeting minutes, advisory group notes.</i>	AUTUMN Principal appointed in September 2017 and is providing effective link between the governing body and the executive team.  SPRING Link continues to strengthen and develop with mentoring discussions, executive team meetings and the governors' strategy event reinforcing the original vision and ethos of the academy.  SUMMER	
G2	Governor training	Governors are aware of progress 8 and the academic aspirations aligned to it, particularly through ASAG and closing the gaps between groups of students is understood. The governing body have particular strengths via the link governor roles with regard to developing leadership, ethos and values. The financial and personnel element of the academy is monitored by governors through FFPAG.	Governors to be fully trained in all statutory issues trained in and have a secure understanding of non-statutory issues.	Training programme to be developed to cover all statutory issues and to be delivered by specialists at the academy and beyond where appropriate.  Programme to be developed to cover appropriate non-statutory issues.  Governor involvement in training provided by the external Pupil Premium review (Feb 2018).  Training log to be made available through governor portal.  See also E14.	CW	Governors to be fully trained in all statutory issues and developing wider understanding of non-statutory issues.  <i>Key evidence - training log, Pupil Premium review.</i>	AUTUMN Some training attended, external Pupil Premium review booked.  SPRING Identified governor in place to support development of training package. Options for training package currently being explored.  SUMMER	TBC when plans drawn up
G3	Safeguarding	All governors have received in house safeguarding training.	All governors to have annual thorough safeguarding training with updates as necessary.	ACA to develop more thorough programme for safeguarding including national guidelines for governing bodies and current key foci for safeguarding both nationally and in the local area.  ACA to work with SSP to support administration and organisation of governor training sessions.  Designating Safeguarding governor (Val Leivers) to complete full Notts County Council audit on Safeguarding policy and procedure at the academy. Audit to be shared with full governing body and signed off by NSL.	ACA	All governors to have completed the fuller safeguarding training package.  <i>Key evidence - training log, safeguarding audit and file.</i>	AUTUMN All governors have attended or are booked to attend safeguarding training. Safeguarding review completed by VL and signed off.  SPRING Only 2 governors outstanding internal training.  SUMMER	
G4	Link governors	Some governors have clear and effective links with key aspects of academy performance.	All governors have clear and key links which support and challenge academy leaders in those areas and drive forward improvements.	Review link governor roles to ensure all governors are allocated appropriate links.  Keep link governors under review through link governance reports at full governor meetings.	NSL	All governors have clear and key links which are more effectively support and challenge academy leaders in those areas.  <i>Key evidence - Governors' meeting minutes</i>	AUTUMN Link governors to be discussed at governor meeting in Jan 2018 and to be agreed and finalised at March meeting.	

## Governance (LMC/NSL)

Aspiration - To ensure strong working relationships between the executive team and the governing body so that governors are able to effectively support and hold academy leaders to account.

Ref	Priority	Where are we now?	Where do we want to be?	How will we get there?	Who leads?	2018 Milestone	RAG	Budget impact?
						<i>minutes.</i>	SPRING Additional link governor roles allocated and confirmed.	
							SUMMER	
G5	Achievement and Standards Advisory Group (ASAG).	ASAG meets half termly and data is shared on key issues like attendance, behaviour and academic performance. The same overall headline dashboard that goes to full governing body meetings is the main method through which academic performance of students is analysed and discussed.	ASAG to have a more thorough understanding of the data used to analyse attendance, behaviour, classroom performance and academic outcomes than the full governing body so that it can effectively support and hold academy leaders to account and keep the full governing body informed of key issues.	LMC to review ASAG dashboard to ensure overall picture given to ASAG and then full governors reflects new headline measures for academic outcomes.  Widen attendance at ASAG meetings to include more key academy leaders with responsibility for issues discussed.  Each key exec team member in attendance to review and improve reports to ASAG to ensure they are clear and more thorough than previously (CSO - attendance and behaviour reports, IJA - classroom performance, CBE/GMI - presentation of data).	LMC/ML	ASAG to have a more thorough understanding of the data used to analyse attendance, behaviour, classroom performance and academic outcomes than the full governing body so that it can effectively support and hold academy leaders to account and keep the full governing body informed of key issues.  <i>Key evidence - Governors' meeting minutes, ASAG minutes and reports.</i>	AUTUMN New internal systems developed throughout the Autumn term for presentation at ASAG in Jan 2018.  SPRING New data presentation in place, evaluation attendees and possible rolling programme of executive team members to take place during the summer term.	
							SUMMER	
G6	Admissions	Our current admissions policy may not be fit for purpose for meeting the expected pressures of oversubscription.	Admissions policy which is reviewed by an advisory group which reports to governors to ensure our admissions continue to meet the requirements of the ethos and vision of the academy and also ensures the admissions and appeals process is fair and manageable.	LMC to draw up terms of reference for a new advisory group to the governing body (Admissions Advisory Group or AAG).  Group to then be established and in place to consider changes to the academy admissions policy on an annual basis.	LMC	AAG terms of reference drawn up and group in full operation.  <i>Key evidence - Governors' meeting minutes, TOR, AAG minutes.</i>	AUTUMN Need for AAG discussed and TOR drawn up.  SPRING As above, group is yet to meet, this needs to take place in the summer term.	
							SUMMER	
G7	Multi-Academy Trust	The current arrangement of 50/50 sponsorship of academy schools is no longer considered to be the most effective model. The academy is stand alone and accessing support from school improvement through membership of teaching alliances but would benefit from a more formal school improvement arrangement as could be provided by a MAT.	Priority is for the ethos, values and unique approach to education established at the academy to be maintained at all costs. If a move into a suitable MAT can maintain this then the aim would be to join such a MAT as soon as practicable.	NSL and NS to work with potential MAT CEOs, particularly with Chris Moodie of the Southwell and Nottingham Diocesan MAT (SNMAT) in the first instance and establish feasibility of TSCA joining. Process to follow due course with DfE and Regional Schools Commissioner as appropriate and to communicate with academy community at key points.	NSL/NS	Priority is for the ethos, values and unique approach to education established at the academy to be maintained at all costs. If a move into a suitable MAT can maintain this then the aim would be to join such a MAT as soon as practicable (potentially 1st September 2018).  <i>Key evidence - Governors' meeting minutes, any resulting reports and documentation.</i>	AUTUMN Continued and measured exploratory discussions have taken place with relevant agencies. DfE visit resulted in a positive report about possible move into SNMAT.  SPRING Due diligence process underway, CEO of SNMAT has presented to governors and the whole staff.	
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