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**Chellaston Academy Improvement Plan Summary 2024-26**

**KPI Targets for 2024-26**

|  |  |  |  |  |  |  |  |  |
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| **Key Stage 4 Outcomes** | **2019 Actual** | **2020 CAG** | **2021 TAG** | **2022**  **Actual** | **2023 Actual**  **(FFT 20)** | **2024 Actual Target**  **(FFT 20)** | **2025 Target** | **2026 Target** |
| Attainment 8 | 5.4 | 5.6 | 5.6 | 5.4 | 5.5 (5.8) | 4.9 (5.3) |  |  |
| Progress 8 | 0.2 |  |  | 0.2 | 0.3 (G4S) | -0.06 [+0.03] |  |  |
| % 4+ English & Maths | 80 | 83 | 84.2 | 78 | 80 (92) | 74 (87) |  |  |
| % 5+ English & Maths | 63 | 65 | 65.0 | 58 | 66 (70.4) | 54 (63) |  |  |
| % Ebacc Entry | 71 | 77 | 63.5 | 71 | 21 (19.5) | 23 (23) |  |  |
| Ebacc APS |  |  | 5.19 | 5.1 | 4.7 (4.89) | 4.3 (4.6) |  |  |
| **Key Stage 5 Outcomes** |  |  |  |  |  |  |  |  |
| A Level APS per entry | 31.95 | 36.23 | 40.67 | 41.2 | 34.9 (38) | 38 (43) |  |  |
| A Level Average Grade | C+ | B- | B | B | C+ (B-) | B- (B+) |  |  |
| Applied APS Per Entry | 50 |  | 46.5 | TBC | 30.9 (32) | 37 (41) |  |  |
| Average Grade | Dist\* | Dist- | Dist\*- | Dist\*- | Dist- (Dist-) | Dist (Dist+) |  |  |
| Technical Level APS |  |  |  |  | 41.4 (42) |  |  |  |
| Average Grade |  |  |  |  | Dist+(Dist+) |  |  |  |
| **Absence** |  |  |  |  |  |  |  |  |
| Whole School Absence | 3.9 | 4.9 |  | 9.6%  (nat 12%) | 7%  Nat 9.2% | 8% (6%)  Nat 8% | 5% | 4% |
| Whole School PA | 7.5 |  |  | 27%  (nat 29%) | 16.5%  Nat 27.8 | 22% (15%) | 13% | 10% |
| Pupil Premium Abs | 6.1 | 6.7 |  | 16% | 13% | 15% (10%) | 5% | 4% |
| Pupil Premium PA | 18.6 |  |  | 47.5% | 35% | 38% (25%) | 13% | 10% |

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| **Vibrant and safe culture.** |
| * Chellaston ‘Core Offer’ agreed and embedded across our academy. * Review our attendance flows. Write and embed our own EBSNA pathway and attendance hub – expand our PA strategy. [3\*] * Investigate the feasibility of our own Mental Health hub. [3\*] * ICE, vision and culture review undertaken. Exploration into further embedding Integrity, Care and Excellence to develop pride and positivity across our community. [3\*] * Embed our Chellaston 10 wider opportunities into the PD curriculum (inc. Passports & planners) * Pupils record personal achievements, experiences and skills to take with them into their futures. * Our rewards culture is reviewed and adapted to enhance motivation. [3\*] * MH training planned and embedded for staff, students and peers. * Expand our wider opportunities and ‘participation’ beyond Rewards – dossier written and phase 1 implemented. [3\*] * Parent Partnership (including adult education) hub planned, prepared, calendared and embedded. [3\*] * Infrastructural ICT Plan written for Chellaston with QEGSMAT. This includes refresh of CCTV and cross site communication. * Embed and review wellbeing charter. * Write and embed marketing strategy. * Embed effective face to face parents’ evenings. * Environment plan written. * Transport for wider opportunities (Minibus) refresh, maintenance and futureproof plan written and embedded. |
| **Embed inclusive practice that meets need at the point of need.** |
| * IGR plans developed so that interventions are mapped, regular, scheduled and impact reviewed. This includes a school dog strategy plan, forest school, use of EL mentors, and others. [3\*] * SEND provision mapping written and embedded. [1\*, 2\*, 3\*] * SEND vision plans written to include investment in redeveloping Extended Learning and increasing SEND learner numbers in the sixth form. * Connect expansion plan written and meeting phase 1 of implementation. Review of Connect curriculum to include THRIVE and Peace. * Students develop knowledge and schema from Autonomous Inspiring Practitioners. [1\*, 2\*, 3\*] * Review of our reading and disciplinary literacy plans undertaken and wider involvement in and outside of our academy. Oracy plan written. [1\*, 2\*] * Whole school curriculum and curriculum weightings reviewed and adapted to support   + 3Is, home learning, updated assessment philosophy, disciplinary literacy, FLearning, an increase in RS, effective Post 16 curricula, increase in PD/PSHCE, Aspire curriculum setting philosophy, … [1\*, 2\*, 3\*] * Wellbeing and PD curriculums are expanded to include Motivational Interviewing and ‘peace approach’ using a ‘check in, check-up and check out’ philosophy. Resilience plan embedded. [3\*] * A pupil passport is designed and embedded for ALL students. [1\*, 2\*] * Library up and running and heart of the community inc. library ambassadors and our ‘access it’ system. Wider enjoyment of reading is evident across the academy community. [1\*, 2\*] * Employ Aspire teacher and curriculum plans for Aspire, nurture and EAL are written. * Plan for PSHCE being delivered by a specialist team written. Research into an online charter. Full review of PD curriculum. * A thorough and robust review of our usage of data at KS3, 4 and 5. The philosophy and usage of predicted grades reviewed, and adaptations made. A robust and thorough review of assessment to be undertaken. [1\*, 2\*] * Pupil Premium funding is planned, utilised and reviewed effectively to support all those eligible. [1\*, 2\*, 3\*] * Review and adapt QA to support effective delivery of our 4 pillars including disciplinary literacy, oracy and reciprocal reading. [1\*, 2\*] |
| **Developing our community to be the best we can be.** |
| * Staff continued to be trained in Trauma Informed [TIL] practice to extend our UPR philosophy. RICE, Reset processes reviewed and development further. * Continue to grow and embed a culture of professional and personal development including showcasing sessions, knowledge experts, development communities etc. * Review sixth form enrichment to include how sixth form students can become active role models across our academy. * Embed and develop a learning culture across the academy community.   + Action research in school and across the city.   + Adult education programme investigated, written and embedded.   + Community engagement plans written, calendared and active.   + Post 16 ‘passion’ curriculum.   + Broadening all pathways. * Review & rewrite AIP & SEF flows – maximising improvement through a continued focus on KLEs. * Re-establish work experience through a thorough review and writing safeguarded plan. [3\*] * Full review of the leadership opportunities and responsibilities for students. * Chellaston to sector leaders/influencers in IGR, SF, SSG, Attendance – Write and submit a SCITT application. * Effective training for all Leaders on understanding how schema develops (SLT/ML) – review and rewrite of all KS3 curricula expanding to KS4 when appropriate. * Review and retrain form tutors to be the champions for their children. This includes reporting. * Expand our links with external agencies to include ITT, UoD MH nurses, … * Vocational Leader to investigate widening the post 16 curriculum and keep abreast of current political and educational policy. * Expand our training and development offer for staff. Update our development booklet and include other opportunities such as wisdom of the crowd events. R&D, employment opportunities, secondment opportunities and apprenticeship opportunities. |

**Ofsted Areas of Focus \***

1. In a small number of curriculum areas, the aims that pupils should achieve are not broken down precisely enough. Teachers do not consistently teach the knowledge that builds towards these aims. Some pupils do not get the depth of understanding they need as a result. Leaders should ensure that the knowledge that leads to pupils achieving larger aims is identified precisely.
2. On occasions, teachers present too much information at once. Some pupils’ working memory becomes overloaded and they do not learn as well as they should. The school should ensure that all teachers consistently use methods that do not overburden pupils’ working memory.
3. Some groups of pupils are too often absent from school. They do not benefit from the education that is provided by the school. The school must ensure that it continues to develop and refine effective strategies to improve attendance for these groups of pupils.