

Integrity Care Excellence



Chellaston Academy Improvement Plan 2025 - 27

| Vibrant and safe culture. | | | | |
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| Action | Who | Review dates | Cost | Impact |
| <p>Further embed and develop our school values and culture to support our academy vision.</p> <ul style="list-style-type: none"> • Conduct a vision and values audit: Survey staff, students, and parents to assess understanding and alignment with current values and the vision. • Research and plan additional opportunities to embed academy vision and values. • Map values across curriculum areas: Identify where values naturally align with curriculum content and make them explicit in lesson planning. • Continue to embed ‘co-production’ with all members of the academy community. Plan and calendar all co-production events. Focusing on advertising and engagement with these events. • Our Inclusion culture grows further; Widening of the IGR; developing a psychological safety for staff so inclusive practice is our focus. | PSM, SLT, governors and all staff | | | <p>A sense of community and belonging strengthened; Gauged by</p> <ul style="list-style-type: none"> • Community voice, attendance, attendance at academy events (increase on last year) and successful relational ratios (improving for subgroups) |
| <p>Embed and further develop the Chellaston Academy ‘coaching circle model’.</p> <p>[3*]</p> <ul style="list-style-type: none"> • Revisit the model's intent with staff weekly: Clearly define what the coaching circle is (e.g. non-judgemental, growth-focused, peer-led). • Develop visual tools and guidance: 39 weeks of coaching circle developed further and weekly staff training planned. • Plan and embed the weekly coaching circle curriculum. • Troubleshoot and adapt current model to be more effective. • Provide CPD on coaching circle techniques: Continue to train staff in active listening, questioning skills, giving/receiving feedback, and building trust. • Conduct termly pulse surveys or feedback forms to gauge impact, engagement, and suggestions for improvement. | PSM/EYR/C LR/JNE | | | <p>Students feel an increased sense of belonging and community; Gauged by</p> <ul style="list-style-type: none"> • Attendance inc. DLGs • Relational ratios • Community voice • Student outcomes – KPIs • Our DLG group data/gaps reduce |

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| <ul style="list-style-type: none"> • Celebrate growth and professional learning in coaching circles through whole-school recognition (e.g. INSET sharing, newsletters, briefings). • Appoint Coaching Circle Champions or Leads to drive engagement and provide peer support. • Write and plan for the next steps of our coaching circle model [Year 2, 3, and 4 vision]: House/franchise plans, students as leaders, ambassadors including reparation etc. • Research and embed oracy elements in coaching circle principles/practice. • Review how the coaching circle is impacting on DLGs such as FSM, SEND | | | | |
| <p>Ensure that our young people attend school regularly. [3*] [GLE/EYR]</p> <p>Early Identification and Intervention</p> <ul style="list-style-type: none"> • Monitor, using the PowerBi Data dashboard, and share attendance data weekly to identify patterns of concern. • Implement a tiered approach to intervention, offering support at the earliest signs of poor attendance. • Attendance team to work closely with students at risk of PA/SA. <p>Parental Engagement</p> <ul style="list-style-type: none"> • Establish clear and consistent communication with parents/carers regarding attendance expectations. • Provide regular updates to families about their child's attendance. • Communication/Meeting with parents to address barriers to attendance (e.g., anxiety, transport, family issues). <p>Promote a Positive School Culture</p> <ul style="list-style-type: none"> • Celebrate excellent and improved attendance through rewards and recognition. • Create a school environment where students feel safe, supported, and valued. | GLE/EYR | Termly | | <p>Reduction in the percentage of students identified as PA (Persistent Absence, below 90%) and SA (Severe Absence, below 50%)</p> <p>Increase in overall school attendance, and DLGs, rates year-on-year.</p> <p>Evidence of early interventions having an impact on improving attendance patterns.</p> <p>Positive feedback from students and families regarding support for attendance.</p> |

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| <ul style="list-style-type: none"> Embed attendance messages into assemblies, tutor time, and school communications. Partnership Working <ul style="list-style-type: none"> Work collaboratively with external agencies to support complex cases. Use referral pathways for additional support. Personalised Support Plans <ul style="list-style-type: none"> For students with identified barriers to attendance (e.g., SEND, health issues), create tailored support plans. Offer flexible or phased returns where necessary, with clear goals and support strategies. Clear Attendance Policy <ul style="list-style-type: none"> Clear flows outlining the consequences for unauthorised absence and procedures for escalating concerns. | | | | |
| <p>Support and further embed our academy belief that students should not be 'forgotten'. [3*]</p> <ul style="list-style-type: none"> Audit and review current rewards philosophy. Next steps from this report actioned and embedded. Expand our recognition culture to include ICE point spending options, awards such as badges etc... Audit and review unconditional positive regard and positivity as a part of our academy culture. | PSM/EYR/C LR | | | A sense of community and belonging strengthened; Gauged by Community voice, attendance, attendance at academy events (increase on last year) and successful relational ratios (improving for subgroups) |
| <p>Further investment into the mental health and wellbeing provision for all members of our community. [3*]</p> <ul style="list-style-type: none"> Establish a relevant and thorough training programme for all staff at the Academy. This will raise staff awareness about the widespread nature of mental health problems in children and young people, and the school's responsibility to identify them and intervene early. | SKN | | | <ul style="list-style-type: none"> PD and PSHE curriculum with reviewed and improved areas regarding wellbeing, mental health and online safety. Staff training logs and questionnaires. Improved staff wellbeing and morale. Audit and evaluation of whole school wellbeing policy in 8 key areas. |

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| <ul style="list-style-type: none"> - Review, develop and create a clear wellbeing curriculum which integrates mental health education into the PSHE, PD and health curriculum at Chellaston Academy. - Develop opportunities for appreciation and recognition of staff at Chellaston Academy. - Audit the whole school approach to mental health and wellbeing using the Derby City Council wellbeing mapping tool. - Continue to work closely with and explore the opportunities to collaborate with trained mental health professionals and the Mental Health Team- Compass Changing Lives. | | | | |
| <p>Continue to develop a careers programme that nurtures a passion and curiosity for young people's 'next steps'. [3*] [SHD]</p> <ul style="list-style-type: none"> • Audit and enhance the current careers programme against the <i>Gatsby Benchmarks</i>. • Increase employer and provider encounters by expanding partnerships with local businesses, colleges, universities, and apprenticeship providers, thereby broadening opportunities for students to explore a diverse range of pathways and career options • Inspire students to take proactive, practical steps towards achieving their ambitions by celebrating success stories to promote aspiration and inspire younger students. • Develop students' skills, confidence, and resilience to support informed and ambitious decision-making. • Foster curiosity and self-awareness through activities that encourage reflection on future goals. • Use coaching model to teach/enhance career delivery | SHD | | | <ul style="list-style-type: none"> • To support all students being successful in gaining access to their next steps. • Minimise NEETs and aim for 0. • To ensure full compliance and quality delivery. The programme should actively nurture students' passion and curiosity for their 'next steps'. • PD and PSHE curriculum with reviewed and improved regarding careers and next steps • Audit and evaluation of whole school |

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| <p>Ensure safeguarding and safeguarding practices keep all members of our community safe. [PSM/EYR]</p> <ul style="list-style-type: none"> • Termly SG questionnaires to continue for staff and students. • Review our safeguarding protocols, including LLC, self-referral logs, SS&C, PH, etc. • Embed plan for training/updating practice and culture; Including the 39 weeks of safeguarding and other mechanisms. • Develop a safe culture for our young people through the PD plan and curriculum. • Ensure that our equality objectives are reviewed and embedded. • Continue to review and audit the SCR half termly. | | | | <p>Safeguarding is effective and our culture of vigilance is strong. All students and staff are safe and supported in being safe. This would be evidenced through safeguarding logs, surveys and external reviews.</p> <p>SCR compliant.</p> |
| <p>Commit to supporting sustainability and the wider school environment.</p> <ul style="list-style-type: none"> • Implement the Climate Action Plan for 2025-26: <ul style="list-style-type: none"> ○ Continue to support with the improvement and development of strategies to reduce carbon emissions (energy consumption, procurement, food). ○ Ensure that recycling is embedded in food venues and classrooms. ○ Continue to develop and explore opportunities to increase biodiversity across the site. ○ Expand the use of 'green space' across the academy site. | POW/PSM | | | <p>Chellaston Academy is supporting sustainability of our environment. External verifiers agree and support sustainability plans.</p> <p>Student eco club established; Chellaston garden set up; being used and planned in curricula; forest school set up??</p> |

Embed inclusive practice that meets need at the point of need.

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| <p>Further develop our IGR so that interventions are mapped, costed, regular, scheduled and impact reviewed. This includes a school dog strategy plan (Sept 25), forest school (Sept 26/27), and targeted support via Emotional Literacy mentors and an ELSA Mentor—all designed to promote pupil well-being, engagement, and resilience. [3*] [NSM/GWD]</p> <ul style="list-style-type: none"> Continued development of The ICE Register to monitor attendance and success of Tier1, 2 and 3 interventions. Review of the current IGR including a remapping of current and future interventions. Assessments to access support at the next tier to be incorporated in IGR. | GLE/GWD/NSM | | | <p>Ensure a coherent, structured, and proactive framework of interventions that ensures timely, consistent, and needs-led support for all learners.</p> <ul style="list-style-type: none"> Improved engagement, attendance, outcomes and emotional well-being for targeted pupils Data-driven refinement of interventions to ensure value for money and measurable impact Reduction in behaviour incidents and increased readiness to learn More effective identification and tracking of pupil needs and progress Effective use of external AP's for students to gain qualifications. |
| <p>Continue to strengthen and build upon our already effective SEND provision. [1*, 2*, 3*] [NSM]</p> <ul style="list-style-type: none"> Embed a consistent and rigorous approach to monitoring the quality of teaching. This should focus on evaluating its effectiveness in driving progress and development for pupils with SEND. [1*, 2*] Ensure that the school's SEND offer is clearly communicated to all staff to fully establish consistent expectations for inclusive practice. [2*, 3*] Conduct and analyse pupil and parent voice surveys focused on classroom adaptations, scaffolding and differentiation. [1*, 2*, 3*] | NSM | Dec25 | | <ul style="list-style-type: none"> Overall performance for SEND students will improve and gaps reduce. Lesson observations and other quality assurance activities will generate meaningful insights that in turn will lead to actionable improvements in both teaching practice and the implementation of support strategies. Collaboration with subject leaders to embed key adaptations and strategies within their areas will enable them to |

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| <ul style="list-style-type: none"> Strengthen the SEND team's 'SEND Link' process/review cycle, to ensure consistent tracking and oversight of individual pupil support. [1*, 3*] Explore effective methods to monitor and showcase the development of SEND pupils across key areas such as emotional regulation, social relationships and independence. Track and gain a comprehensive overview of each pupil's progress beyond academic achievement. [3*] | | | | <p>monitor implementation and evaluate impact across departments.</p> <ul style="list-style-type: none"> By evaluating the effectiveness of current practices, we will successfully identify areas for the STOP, START, REVIEW process. Thorough oversight of individual support will link attendance, behaviour and promote strategic alignment across the school. It will ensure all staff are informed and engaged, fostering a shared responsibility for delivering inclusive, high-quality teaching. By tracking each pupil's soft skills, we will be able to gather a comprehensive overview of their progress beyond academic achievement. |
| <p>Plans written and development for a Chellaston Academy ERP for students who do not attend school due to EBSNA [Emotionally Based School Non-Attendance]. [3*]</p> <ul style="list-style-type: none"> Cost ERP plan and coproduce final agreement with the LA so funding is stable and committed. Plans for building/development space agreed with appropriate timeline. All documents and processes [flows] are developed and ready to embed. Vision, safeguarding, curriculum, attendance, funding etc. Staffing sought and in place for September 2026. | PSM/NSM/EYR | | £500k | Young people both in Chellaston and across the city will have access to a provision that support them [EBSNA]. Attendance for these YP will increase and rates for reintegration will improve. |

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| <p>Our Chellaston Academy AP [Connect] supports our young people at 'Tier 3' of the IGR. Some students experience external AP to help support their needs. Expansion plan – Research, explore and write a plan for a potential Connect expansion. [1*, 2*, 3*]</p> <ul style="list-style-type: none"> Review the current curriculum offer so Connect students, especially at KS3 have similar opportunities as their peers. Ensure external AP's and opportunities are effectively safeguarded. Continue to train Connect staff to be as effective as they can be. Implement a structured CPD programme on trauma informed education including emotion coaching and de-escalation strategies. Continue to engender a positive regard for Connect young people. Embed regular main school leadership presence in Connect (SLT delivering sessions, HOY and DHOY – schedule weekly visits as minimum) Strengthen reintegration pathways by establishing reintegration plans for students returning to main school. Commissioning agreements and flows to be effectively embedded. Monitor and review impact regularly by tracking individual attendance, progress, FTS, and student/staff voice. | GWD | | TBC | <p>Improved KPIs [Outcomes, attendance and relational] for Connect students and those YP who are supported through all forms of AP.</p> <p>Community voice is positive.</p> <p>Improved presence from key staff.</p> |
| <p>Students develop knowledge, schema and skills through effective and inspiring learning opportunities ['Plan, Do, Review']. [1*, 2*, 3*] [POW/LHY]</p> <ul style="list-style-type: none"> To implement and embed 'Plan, Do, Review' across all teaching staff, in all departments, to ensure that teaching is adaptive and responds to the needs of the pupils. <ul style="list-style-type: none"> Ensure the Teaching and Learning Handbook is comprehensive and provides colleagues with support to embed Plan, Do Review within their teaching practice. Ensure there is a comprehensive CPD programme which supports teacher development and implementation of Plan, Do, Review. | | | | <p>Learning outcomes for our young people will be successful. Outcomes for all learners, including our DLGs, will be successful.</p> <p>Teaching will inspire our YP to learn effectively. QA will evidence the strengths and areas for development within our curriculum. QA outcomes will be positive.</p> |

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| <ul style="list-style-type: none"> Support Middle Leaders to ensure that they are equipped to support their teams in adapting Schemes of learning to ensure that adaptive teaching (Plan, Do, Review) can take place based on the needs of pupils. | | | | Student outcomes will be positive when compared to targets, both individually and collectively. |
| <p>Whole school curriculum and assessment reviewed and adapted to support inspirational learning. [1*, 2*, 3*] (inc. weightings in the detail) [CLR/POW/LHY]</p> <ul style="list-style-type: none"> Curriculum: <ul style="list-style-type: none"> Continue to support Middle Leaders to develop their curriculum focusing on the 'why' and provides meaningful/memorable learning opportunities (joy). To ensure there is ongoing critical reviewing of the curriculum to ensure that it meets the needs of Chellaston Academy pupils and provides them with powerful knowledge and the necessary skills to experience success within each subject area. Assessment: <ul style="list-style-type: none"> Implementation of new recording on G4S for assessments across KS3: Knowledge and Application columns. Develop rigour of assessments at both KS3 and KS4 to ensure they interleave previously taught topics, as well as build pupils' stamina. Ensure there are correct procedures in place within all subject areas with regards to standardisation and moderation of assessments at all key stages. Develop and embed consistent feedback routines across all subjects following the completion of assessments. Develop 'teacher on a page' to ensure that all colleagues are engaging with assessment data and identifying key trends and next steps to support all pupils. | CLR/POW/LHY /PSM | | | <p>Learning outcomes for our young people will be successful. Outcomes for all learners, including our DLGs, will be successful.</p> <p>Teaching will inspire our YP to learn effectively. QA will evidence the strengths and areas for development within our curriculum. QA outcomes will be positive.</p> <p>Student outcomes will be positive when compared to targets, both individually and collectively.</p> |

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| <p>Review of our reading and disciplinary literacy plans undertaken and wider involvement in and outside of our academy. Oracy plan written. [1*, 2*] [LHY]</p> <ul style="list-style-type: none"> • Reading and disciplinary literacy fully embedded into all curriculum areas. • Expansion of team driving reading and literacy to include Reading Intervention Leads resulting in a greater number of young people receiving bespoke support. • Write plan and embed SPARX. • Developed Reading homework for Years 7 to 11 promoting reading independence and further securing whole school culture of reading. • Oracy plan, written and embedded, to further develop the articulation of our YP through effective teaching strategies. | | | | <p>Increased confidence for all staff delivering reading and literacy skills (including PD session).</p> <p>Improvement in academic KPIs.</p> <p>More impactful analysis of reading data through SPARX Reading programme.</p> |
| <p>Chellaston Academy 'Data Vision' launched and embedded. [1*, 2*] [CLR]</p> <ul style="list-style-type: none"> • Centralise: Maximise the functionality of Go4schools and Office 365. Secure data by cloud storage. Hook real-time data, directly from systems bypassing excel export and manual tasks. • Standardise: Training to ensure a strong baseline for leaders. Eliminate noisy, inconsistent and inaccurate legacy data. Establish logical naming conventions to automate reporting. Embrace visibility to drive engagement. • Synergise: Connect all data sources to a cloud-deployed data warehouse. Develop data flows from external systems. Establish triggers to enable real-time reaction. Aggregate data to assess the whole school picture. • Analyse: Establish patterns between tangential data and Go 4 schools. Monitor KPIs. Identify longitudinal patterns. Proactively engage with national benchmarks (FFT) • Visualise: Build reports which serve a purpose or answer a relevant question. Develop an appropriate design language across our reports. Choose relevant and purposeful charts. Continually engage with stakeholders to ensure accuracy and quality. | CLR/Adam Wright | | | <p>Improved use and understanding of data by teaching staff to improve outcomes of students. G4S is used by all community stakeholders frequently to support student learning.</p> <p>Greater engagement with all stakeholders with the use and publication of data.</p> |

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| <ul style="list-style-type: none"> All middle leaders to liaise with Adam Wright/CLR to review their current data/assessment usage and improve the tracking/use of departmental data. Increased training opportunities for all staff to ensure a greater confidence using data platforms. Make data as open/accessible as possible to parents/students to increase engagement with our data platforms. Investigate changing MIS provider to Arbor. Write detailed timeline/plan for full implementation. | | | | |
| <p>Pupil Premium funding is planned, utilised and reviewed effectively to support all those eligible. [1*, 2*, 3*] [GLE]</p> <ul style="list-style-type: none"> Funding is allocated in line with the academy's PP strategy, informed by the EEF guidance. Interventions and support strategies are chosen based on evidence of impact, cost-effectiveness, and alignment with the academy's priorities. Adjustments are made where strategies are not having the desired impact. All eligible pupils are identified promptly, and individual needs are analysed using a range of sources including attainment, progress, attendance, behaviour, and wellbeing indicators. The strategy includes a blend of academic support, social/emotional/wellbeing initiatives, and wider enrichment opportunities. HQT is at the core of the strategy, with funding used to support curriculum improvements, reading and classroom resources. Targeted academic support is provided through additional staffing, small group interventions and access to our IGR. Wider strategies include attendance support, careers guidance, and co-curricular access. | GLE/PSM | May 26 | £345,035 | <p>Attainment gap between PP and non-PP pupils narrows, especially in core subjects.</p> <p>Staff use evidence-based strategies to support PP learners via the 'Plan, Do, Review' cycle.</p> <p>Targeted interventions, including small groups, improve confidence and outcomes, especially in Y11.</p> <p>Increased lesson engagement, with more positive behaviour and fewer exclusions and negative incidents.</p> <p>PP attendance improves to meet/exceed national averages; PA and SA are reduced.</p> <p>Greater participation in co-curricular activities, enrichment, and student leadership.</p> |

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| <ul style="list-style-type: none"> Progress and engagement of Pupil Premium pupils is monitored rigorously through regular data reviews. | | | | <p>PP pupils prioritised in careers education and guidance (CEIAG).</p> <p>Stronger family engagement boosts communication and involvement with the academy.</p> |
| <p>Review and adapt QA to support effective delivery of our 'Plan, Do, Review' cycle and inspirational teaching. [1*, 2*]</p> <ul style="list-style-type: none"> Implementation of SLT QA – each member of staff will have a learning walk experience three times across the year. Middle Leaders to receive detailed guidance, training and flows on how departmental QA will be completed during 2025-26: <ul style="list-style-type: none"> Middle Leaders and deputies will carry out a series of learning walks within designated time periods across half-term two. Middle Leaders will meet with colleagues to discuss areas of strength and areas for development and guide staff to appropriate CPD. Book looks will take place during department meetings, with each meeting having a focus on key groups of pupils. Findings will be collated by ML and next steps identified. Our 'On Call 1' has been altered to spend more time in lessons to observe teaching and learning. This will also strengthen the QA process. | CLR/POW | | | <p>Staff across our academy are skilled practitioners. QA provides our academy with accurate and live analysis of our areas of strength and areas for development. This will impact on our AIP; Gauged by</p> <ul style="list-style-type: none"> External audits and cross Trust collaboration reports Ofsted reporting Outcomes inc. academy KPIs Outcomes for DLGs reduce (FSM/SEND) Staff voice analysis |

Developing our community to be the best we can be.

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| <p>Continue to grow and embed a culture of professional and personal development for staff. Including reviewing and expanding our development plan.</p> <ul style="list-style-type: none"> • Audit and review current Development Plan [inc. SL/ML development plan]. • Redefine and enhance the Development Plan for 2026/27 [inc. SL/ML development plan]. Embed the working genius principles to enhance individual and team effectiveness. Provide a wide range of opportunities so staff can develop individually and as a team. • Create communities of practice; Promote knowledge sharing; Use digital collaboration tools; • Review and assess if the return of development communities will enhance professional development. • Review how the 'research time' is impacting on subject and personal pedagogy as well as academy development. Write a plan for stage 2 of 'research time'. • Investing in the development of leaders and leadership across the academy [Staff]. Plans written and embedded. | PSM/SLT | | | <p>Staff feel psychologically secure/safe to support their own development, support the development of others, work collaboratively and take risks (where appropriate), so that our practice is as effective as possible. Practice and pedagogy is research driven. Gauged through: -</p> <ul style="list-style-type: none"> • Staff voice • QA • Student outcomes • External visits |
| <p>he wider/broader curriculum across our academy is varied, accessible for all and supports our academy vision.</p> <ul style="list-style-type: none"> • Our universal offer of 'out of classroom' experiences is planned for, developed, launched and linked to the PD Charter. • Our wider curriculum events are planned within our values and mapped across year groups to offer width and links to the PD delivery model. • The new PD delivery model is reviewed and adapted where needed to benefit students the most through pupil voice and pastoral team climate walks. • Our co-curricular club attendance is tracked using the ICE register with feedback termly on participation trends and pupils yet to attend one. | JNE/WEN | | | <p>Students and staff thrive at our academy and have access to a wide range of development opportunities wider than the academic curriculum; Gauged by</p> <ul style="list-style-type: none"> • Community voice • Wider curriculum attendance statistics • Wider attendance for our DLGs (FSM/SEND) improves • Participation rates in out of school experiences |

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| <ul style="list-style-type: none"> The coaching circles on Mondays highlight opportunities to come in the week ahead and reflect on school spirit events from the previous week. This is embedded into an academy wide routine. The trip protocols and planning process prioritises engagement for pupil groups of PP and SEND, personal development goals and curriculum gains. Pupil trip numbers increase. 6th form students lead and develop clubs and opportunities in line with our academy vision and values. | | | | |
| <p>Investing in the development of leaders and leadership across the academy [Students]. [JNE]</p> <ul style="list-style-type: none"> Plans written and embedded to engage students at different tiers of student leadership, including a universal offer. 6th form leadership team have a wider impact on academy life through events, communication and school council meetings. KS4 leaders are appointed for the first time and shape their new role with student led ideas. Leadership strategies supports inclusion and has impact on our FSM/SEND young people. | JNE | | | <p>Students become a more active part in academy life; Gauged by</p> <ul style="list-style-type: none"> Student and staff voice NEETs Outcomes with KPIs DLG gaps reducing |

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| <p>Explore and draft plans for using AI in a way that supports our academy's vision and values. [POW/TBC]</p> <ul style="list-style-type: none"> To ensure there is clear guidance for staff on how AI can be used along with appropriate platforms. To ensure there is clear guidance for pupils on how to use AI. To develop an implementation plan on how AI can be used to support with pupils 'catching up' on missed learning. To create a training plan for all colleagues: <ul style="list-style-type: none"> What is AI? Benefits and Pitfalls? How can AI support with planning lessons? How can AI be used to support pupils to catch up missed learning? | TBC/POW | | | <p>Staff and students feel confident in using AI to enhance learning and teaching. Staff can benefit from using AI; Gauged by</p> <ul style="list-style-type: none"> Community voice Compliance data (exams) External audit |
| <p>Re-establish work experience through a thorough review and writing safeguarded plan. [3*] [EYR/SHD]</p> <ul style="list-style-type: none"> Continue to run Year 12 Work Experience week Investigate local business to support large group visits Ensure ALL groups have the opportunity for work experience Be creative in the way we run and deliver work experience Offer a work of Work experience for those who would be able to commit to this. Write clear plan and process to support the implementation of the above | SHD/WEN/TVY | | | |
| <p>Investigate widening the post 16 curriculum and ensuring our sixth form offer is the best that it can possibly be. [WEN]</p> | | | | <p>Enhanced student recruitment and retention, stronger outcomes and destinations, and improved strategic positioning. Gauged by:</p> <ul style="list-style-type: none"> Enrolment numbers Attainment data, VA performance, destination data |

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| | | | | <ul style="list-style-type: none"> • Student and parent voice • Curriculum take-up and viability • Comparison to other local 6th forms |

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.