

Ormiston Horizon Academy Academy Development Plan 2017-18 EXECUTIVE SUMMARY

Welcome to the executive summary of the OHA Academy Development Plan ADP. This strategic plan will guide our future direction and commitment to meet the needs of our students, staff and local community.

The ADP has been collaboratively created by the academy Senior Leadership Team and Governors to support us in realising our vision to become outstanding in everything that we do. Priority areas of development have been established through consultation with stakeholders as well as rigorous interrogation of progress data through the Self Evaluation process. The ADP is based upon our core mission and values and covers four strategic priorities. All priorities are supported by clear objectives to enable us to maximise the impact of this plan.

Set in the national context of the major areas of policy activity:

- Educational Act/Ormiston Academies Trust (OAT)/Appraisal and Teacher Standards
- Ofsted Reform and Policy/Curriculum, Qualifications & Assessments Reform
- Pupil Premium, SEND Review & More Able/Sixth Form and HE Reform
- Governance & Partnerships – local & wider community
- Rigorous & Aspirational targets

Data Dashboard from Examination Outcomes 2016 & 2017

- Disadvantaged pupils' Progress 8 was significantly below national other and in the lowest 10% for
 - MATs
- Progress 8 for English & mathematics was significantly below average and in the lowest 10% for the groups;
 - Disadvantaged MATs
 - SEN support LATs
 - SEN support MATs
- Progress was significantly below average and in the lowest 10% in at least one of the EBacc or open elements or science, languages or humanities for the group;
 - Disadvantaged
 - Disadvantaged MATs
- Attendance was low for the groups;
 - FSM,
 - SEN with EHC/statement,
 - SEN support (in the lowest 10%)
- Persistent Absence was high for the groups;
 - SEN with EHC/statement
 - SEN support (in the highest 10%)

OUR SHARED VISION

At Ormiston Horizon Academy we believe in valuing tradition and embracing innovation, and we believe through nurture and hard work that every child has the potential to succeed. All academy staff are committed to the highest standards in learning and teaching. We believe the relationships between teachers, students and parents/carers are the key to the success of the academy. Working together, we can ensure that students enjoy their time at the academy, make good progress and leave us as responsible, well-qualified, mature young people, ready to make a valuable contribution to society. Our £22m building programme is amazing, with probably some of the best facilities in the country, with purpose built accommodation to provide exceptional resources for our students and the local community. We are firmly dedicated to creating an inclusive environment where your child can feel safe, enjoy themselves and achieve.

However fantastic our building is, it is the people inside it, it is the students and the staff that create our unique family atmosphere.

OBJECTIVES

We are dedicated to:

- Raising aspiration and transforming the lives of our students and the local community.
- Ensuring that students want to learn and achieve.
- Encouraging high self-esteem and high self-respect
- Being innovative, however embracing traditional values.

FOCUS AREAS FROM OUR ADP 2017-18	
EFFECTIVENESS OF LEADERSHIP & MANAGEMENT	
OVERALL AIM: To achieve an academy of high expectations, aspirations and excellence	
1.1	To develop and maintain high quality leadership and develop emerging leaders at OHA
1.2	Ensure outstanding middle leadership is in place and nurtured to drive standards forward
1.3	Ensure emerging leaders are developed and guarantee succession planning is in place
1.4	To ensure governors have a secure working knowledge of the academy and can hold leaders to account to guarantee the highest standards are achieved
1.5	Curriculum Development
1.6	To develop, nurture and embed a culture of aspiration and innovation across the academy
1.7	Buildings, grounds and community
OUTCOMES FOR STUDENTS	
OVERALL AIM: For all students in all year groups to make substantial and sustained progress.	
2.1	All students achieve at least in line with other students nationally with similar KS2 starting points
2.2	Ensure that gaps between disadvantaged students and all students nationally close, year on year.
2.3	Ensure that gaps between subgroups and all students national close, year on year
2.4	Improve the rigour and accuracy of KS4/5 predictions through relevant summative assessments
2.5	Develop a common and consistent approach to intervention across the academy at KS4 & KS5
2.6	All OHA6 students to achieve a value added at least in line with other students nationally
QUALITY OF TEACHING, LEARNING & ASSESSMENT	
OVERALL AIM: To ensure all students love the challenge of learning and thrive in lessons. We will focus on: Stretch & Challenge, Higher Order Questioning, Creativity, Marking & Feedback	
3.1	At least 90% of all teaching to be "Good and Outstanding"
3.2	Improve the levels of literacy across the academy
3.3	Accuracy of assessment and subject specific moderation will challenge and support all levels of learning
3.4	Consistent high quality marking and constructive feedback (and student response) from all teachers is evident across the academy
3.5	Embed 'Life without Levels' across Key Stage 3 & new GCSE grades in Key Stage 4
PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	
OVERALL AIM: To ensure students are confident, self-assured learners, with excellent attitudes that have a strong positive impact on their progress. Based upon the core values of RESPECT, EXCELLENCE & FRIENDSHIP.	
4.1	To provide a safe and secure environment for every student and adult attending OHA
4.2	To create the conditions of a positive learning environment for every student and teacher
4.3	Attendance will be no less than 95% and vulnerable students will be identified quickly and supported effectively with measurable data. PA will be at least in line with National Average OHA targeted subgroups : Attendance - Disad, SEN with EHC/statement and SEN support students PA – Disad ,EHC SEN, SEN support students
4.4	Students will be self-disciplined and incidents of bullying will be dealt with quickly. A proactive student voice and anti-bullying alliance will support the student leadership team.
4.5	Students will understand how to stay safe on line and the academy will work in collaboration with multi agencies to ensure safeguarding is paramount.
4.6	Implement the extensive enrichment programme for staff and students
4.7	Respect will drive success and restorative justice will continue to develop relationships through the strong pastoral system
4.8	FTEs will be further reduced through differentiated inclusive pathways of learning
4.9	To develop independent and aspiring learners who have a healthy respect and show responsibility for and within our community

OVERALL AIM: For all students in all year groups to make substantial and sustained progress.

Priority 2.1	All students achieve at least in line with other students nationally with similar KS2 starting points
Priority 2.2	Ensure that gaps between disadvantaged students and all students nationally close – year on year.
Priority 2.3	Ensure that gaps between subgroups and all students national close, year on year
Priority 2.4	Improve the rigour and accuracy of KS4/5 predictions through relevant summative assessments
Priority 2.5	Develop a common and consistent approach to intervention across the academy at KS4 & KS5
Priority 2.6	All OHA6 students to achieve a value added at least in line with other students nationally

Priority	How will we achieve the Priority? Tasks	When will it be done? By who?	Evidence of Success (RAG rated)
<p>Priority 2.1</p> <p>All students achieve at least in line with other students nationally with similar KS2 starting points</p>	<ol style="list-style-type: none"> High quality learning and teaching across the academy Exam driven content and focus Detailed and focussed intervention in place to support underachieving students Examination CPD requests are carefully considered All headline figures and data to be updated after each collection point Data to be fit for purpose (audience) enabling less confident staff to inform intervention and planning 	<ol style="list-style-type: none"> All staff All staff Class teacher & CL SLT (JAT) ZAH ZAH & AWF 	<ol style="list-style-type: none"> Lesson observations, learning walks & QA procedures Lesson observations, QA procedures, staff training Impact on progress- RAP CPD overview developed and presented. Lesson observations, departmental meetings. Data meets requirements for inspections/reviews More staff using the data. Staff training. Department meetings etc.
<p>Priority 2.2</p> <p>Ensure that gaps between disadvantaged students and all students nationally close – year on year.</p>	<ol style="list-style-type: none"> Close academic monitoring of PP students by all staff PP action plan is produced and shared with relevant staff All staff to have an appraisal target which addresses the progress of disadvantaged students 	<ol style="list-style-type: none"> All staff AWF & ZAH SLT & CL 	<ol style="list-style-type: none"> PP gaps to be diminishing over time Impact of PP strategies are evaluated and show positive impact

Priority	How will we achieve the Priority? Tasks	When will it be done? By who?	Evidence of Success (RAG rated)
<p>Priority 2.3</p> <p>Ensure that gaps between subgroups and all students national close, year on year</p>	<ol style="list-style-type: none"> 1. OHA targeted subgroups : MATs, HATs, Disad & Disad HATs & Boys are publicised. 2. OHA targeted subjects : Science, Maths, English, History, Geography & Computer Science receive RAP meetings 3. A clear and concise RAP meeting to identify underachievement and inform key intervention 4. LM meetings 5. Performance boards in place to identify gaps in achievement 6. Curriculum leaders use of EVA to identify underachievement, thus supporting class teacher 	<ol style="list-style-type: none"> 1. All staff 2. Subject staff, CL & SLT 3. WRH, MLL, PJS 4. SLT 5. ZAH & RSLs 6. CL, SLT 	<ol style="list-style-type: none"> 1. Sub-group gaps to be diminishing over time 2. P8 measures for sub groups to be at least 0
<p>Priority (2.4)</p> <p>Improve the rigour and accuracy of KS4/5 predictions through relevant summative assessments</p>	<ol style="list-style-type: none"> 1. Exam board training 2. Exam paper driven assessments 3. External moderation to take place 4. Each department to have at least one exam board marker 5. Internal moderation prior to data entry 6. Use detailed examinations results analysis to inform strategic planning and teaching 7. External subject support via OA A 	<ol style="list-style-type: none"> 1. Relevant staff monitored by JAT 2. SLT/CL 3. CL/SASCL/OAT 4. CL 5. CL/SLT 6. CL/SLT 7. WRH/AWF 	<ol style="list-style-type: none"> 1. PC data is in line with GCSE/A-Level outcomes 2. Assessment plans to be shared with SLT 3. Summative assessments are in place across each subject
<p>Priority (2.5)</p> <p>Develop a common and consistent approach to intervention across the academy at KS4 & KS5</p>	<ol style="list-style-type: none"> 1. Departments to create accurate tracking sheets to inform intervention 2. RAP Meetings to identify and challenge underperformance 3. A strategic approach to P6, weekends and holiday intervention 4. Gain student feedback on the quality of intervention to inform future planning 5. High quality support sessions in place for students 	<ol style="list-style-type: none"> 1. CL & ZAH 2. WRH, MLL, PJS, AWF & CLs 3. MLL, PJS & WRH 4. MLL & PJS 5. All staff 	<ol style="list-style-type: none"> 1. Subject exam performance identified and addressed 2. P8 score for subject is 0 or above

Priority	How will we achieve the Priority? Tasks	When will it be done? By who?	Evidence of Success (RAG rated)
<p>Priority 2.6</p> <p>All OHA6 students to achieve a value added at least in line with other students nationally</p>	<ol style="list-style-type: none"> 1. High quality learning and teaching across OHA6 with specific attention paid to the VESPA model 2. Exam driven content and focus in lessons 3. Detailed and focussed intervention in place to support underachieving students 4. Examination CPD requests are carefully considered 5. In-house training to support delivery of 6th form subjects 6. External subject support via OAT 7. All headline figures and data to be updated and shared with relevant staff after each collection point 8. Data to be fit for purpose (audience) enabling less confident staff to inform intervention and planning 9. Half termly 1:1 meetings with all students 	<ol style="list-style-type: none"> 1. All KS5 staff & PJS 2. All staff and CL overview 3. PJS & DRG 4. JAT 5. PJS & JPP 6. PJS & WRH 7. ZAH, PJS, DRG & CLs 8. ZAH, PJS & CLs 9. PJS, JPP, DRG 	<ol style="list-style-type: none"> 1. Lesson observations, learning walks & QA procedures 2. Lesson observations, QA procedures, staff training 3. Impact on VA 4. CPD overview developed and presented. Lesson observations, departmental meetings. 5. Data meets requirements for inspections/reviews 6. More staff using the data. Staff training. Department meetings etc.