

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 & 17

- 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	Maximising student progress for all students. Ensuring that all sub groups make as much progress as they should. Aspiring to achieve zero difference between any subgroups. Ensure any gaps are reduced and smaller than those seen nationally. OHA targeted subgroups : MATs, HATs, Disad & Disad HATs OHA targeted subjects : Science, Maths, English, History & Computer Science
2.3	Improve data tracking and intervention in all year groups
2.4	To improve progress and attainment of Sixth Form Students for them to achieve at least in line with other students nationally with similar starting points
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: 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*

Priority 3.1	To improve the standard of teaching and learning to achieve at least 90% of all teaching to be "Good and Outstanding" in the academic year 2017-18.
Priority 3.2	To improve the quality of literacy across the curriculum through the application of high quality training, having a measurable impact on student outcomes.
Priority 3.3	To provide high quality CPD to develop teacher pedagogy and maximise impact on student outcomes
Priority 3.4	To improve the consistency of high quality marking and constructive feedback - and student response - from all teachers across the academy
Priority 3.5	Improvement in consistency, rigour and quality of assessments used to inform Progress Check entries.
Priority 3.6	Continue to grow and develop a culture of innovative Learning and Teaching practice that has a positive impact on student learning

Priority	How will we achieve the priority? Tasks	When will it be done? By who?	Evidence of Success (RAG rated)
<p>Priority 3.1 To improve the standard of teaching and learning to achieve:</p> <p>Priority 3.1(a) At least 95% of all formal lesson observations to be assessed as "Good and Outstanding" in the academic year 2017-18.</p> <p>Priority 3.1 (b) Increase the number of outstanding teachers in the academy from 28% to 40%</p>	<ol style="list-style-type: none"> CPD requirements identified through LM lesson observations, learning walks and work scrutiny feedback. Intensive program of support and capability procedures in place for members of staff identified as requiring improvement. Outstanding Teacher Programme in place to support staff identified as consistently good practitioners. High quality CPD sessions. Departmental L&T sessions 	<ol style="list-style-type: none"> Curriculum leaders, line managers, NQT mentors and members of the Senior Leadership Team to complete lesson observations, learning walks and work scrutinies. Implemented from September 2017 and continues throughout the academic year. Monitored in formal observations during autumn term one and summer term two. CPD Facilitators 	<ol style="list-style-type: none"> The number of teaching staff to achieve at least good in formal lesson observations will be 90% or above. Lesson observation feedback from summer term two will show an increase from autumn term one. Significant improvement in GCSE & A-Level outcomes. All teachers to achieve at least zero in P8 or VA class residual.
<p>Priority 3.2 To improve the quality of literacy across the curriculum through the application of high quality training, having a measurable impact on student outcomes.</p>	<ol style="list-style-type: none"> Specific high quality training provided for staff, inclusive of all departments, through identification of literacy champions. Implementation of a SPAG marking scheme that is used throughout the curriculum. Support provided for staff in response to work scrutiny feedback. Specific literacy work with identified departments to address underachievement in longer answer questions 	<ol style="list-style-type: none"> Implemented from September 2017 and continues throughout the academic year. Monitored termly by SMG and SLT through structured work scrutinies, with an explicit focus on extended writing and SPAG. SMG to work with CLs of identified departments 	<ol style="list-style-type: none"> Work scrutiny feedback will demonstrate an improvement in literacy marking throughout the curriculum. An improvement in student SPAG marks monitored through progress checks. Significant improvement in GCSE & A-Level outcomes. All teachers to achieve at least zero in P8 or VA class residual.

Priority	How will we achieve the priority? Tasks	When will it be done? By who?	Evidence of Success (RAG rated)
<p>Priority 3.3 To provide high quality CPD to develop teacher pedagogy and maximise impact on student outcomes</p>	<ol style="list-style-type: none"> 1. Facilitation training delivered to staff that are contributing to the CPD programme of 2017-18. 2. CPD planning documents quality assured and support provided where necessary. 3. Bespoke programme organised to provide more option for staff CPD. 4. Post session challenges incorporated to support staff in the implementation of CPD content. 5. Reflection on CPD feedback from staff. 	<ol style="list-style-type: none"> 1. Sessions delivered by SLT and identified staff. 2. CPD menu implemented in September 2017 and continues throughout the academic year. 	<ol style="list-style-type: none"> 1. Positive impact on lesson observation data. 2. Significant improvement in GCSE & A-Level outcomes. All teachers to achieve at least zero in P8 or VA class residual.
<p>Priority 3.4 To improve the consistency of high quality marking and constructive feedback - and student response - from all teachers across the academy</p>	<ol style="list-style-type: none"> 1. Modelled good practice for staff to reference and implement. 2. Support program for required staff. 3. Staff training opportunities. 4. Rigorous QA procedures are in place across the academy. 	<ol style="list-style-type: none"> 1. Ongoing from September 2017 2. Completed by curriculum leaders, key stage leaders and senior leaders. 3. SLT 	<ol style="list-style-type: none"> 1. Improvement in work scrutiny feedback 2. Reduced number of staff on support programs
<p>Priority 3.5 Improvement in consistency, rigour and quality of assessments used to inform Progress Check entries.</p> <p>Priority 3.5(b) Accuracy of staff predictions will improve to ensure that PC5 data in Y11, Y12 and Y13 will closely match student outcomes in terminal exams</p>	<ol style="list-style-type: none"> 1. Rigorous key assessed tasks are in place to accurately inform Progress Check entries. 2. Tasks are quality assured. 3. Internal moderation time provided for all departments. 	<ol style="list-style-type: none"> 1. August 2018. 2. All Y11, Y12 and Y13 teaching staff, overseen by CLs, LM and SLT. 	<ol style="list-style-type: none"> 1. Improved accuracy of staff predictions in comparison to 2017 outcomes. 2. Significant improvement in GCSE & A-Level outcomes. All teachers to achieve at least zero in P8 or VA class residual.
<p>Priority 3.6 Continue to grow and develop a culture of innovative Learning and Teaching practice that has a positive impact on student learning</p>	<ol style="list-style-type: none"> 1. Termly opportunity for staff to share best practice. 2. Time for departments to collaborate and create their own innovative ideas. 3. L&T bulletin 4. Appropriate educational research is shared and followed up with detailed discussions. 	<ol style="list-style-type: none"> 1. Ongoing from September 2017. 	<ol style="list-style-type: none"> 1. Lesson observation and learning walk feedback 2. Student voice feedback 3. Staff feedback 4. GCSE & A-Level outcomes. All teachers to achieve at least zero in P8 or VA class residual.