

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
 - o MATs
- Progress 8 for English & mathematics was significantly below average and in the lowest 10% for the groups;
 - o Disadvantaged MATs
 - o SEN support LAs
 - o 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;
 - o Disadvantaged
 - o Disadvantaged MATs
- Attendance was low for the groups;
 - o FSM,
 - o SEN with EHC/statement,
 - o SEN support (in the lowest 10%)
- Persistent Absence was high for the groups;
 - o SEN with EHC/statement
 - o 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: To achieve an academy of high expectations, aspirations and excellence

Priority 1.1	To develop and maintain high quality leadership and develop emerging leaders at OHA
Priority 1.2	Ensure outstanding middle leadership is in place and nurtured to drive standards forward
Priority 1.3	Ensure emerging leaders are developed and guarantee succession planning is in place
Priority 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
Priority 1.5	Curriculum Development
Priority 1.6	To develop, nurture and embed a culture of aspiration and innovation across the academy
Priority 1.7	Buildings, grounds and community

Priority	How will we achieve the priority? Tasks	When will it be done? By Who?	Evidence of Success (RAG rated)
Priority 1.1 To develop and maintain high quality leadership and develop emerging leaders at OHA	<ol style="list-style-type: none"> Empowering middle leaders through the Middle Leadership Meetings. Continuation of middle leaders programmes such as Ambition School Leadership/Teaching Leaders. RSL development through appropriate CPD and Training/coaching. Accountability through line management meetings appraisal and department SEF 	<ol style="list-style-type: none"> Provide time for middle leaders to develop new strategies for raising achievement and standards in the middle leaders meetings via the QA calendar. AWF Rolling two year programme led by ASL and WRH. Throughout the academic year, new RSL's to be coached by SLT link managers. Through a rigorous appraisal and line management programme as per the QA programme. Middle leaders will be held to account. SLT 	<ol style="list-style-type: none"> Department teaching and learning reviews will demonstrate positive progress in attainment management/leadership. Pass the course and introducing new initiatives. Current initiatives are: rewards, staff wellbeing and successful NQT programme. Improved standards in attendance, punctuality, conduct and achievement. Successful progress through appraisal targets in line with the school development plan.
Priority 1.2 Ensure outstanding middle leadership is in place and nurtured to drive standards forward	<ol style="list-style-type: none"> Development of ML group through external training Department members to be involved in best practise programme with other OAT academy partners. Coaching of existing middle leaders. 	<ol style="list-style-type: none"> SLT link to oversee line management targets through the Middle Leadership Handbook. SLT Curriculum leaders to network with other OAT academies – autumn term onwards. WRH & AWF SLT link line managers will carry out the coaching throughout the academic year. 	<ol style="list-style-type: none"> Department teaching and learning reviews will demonstrate positive progress in attainment management/leadership. Network group established and exam board standardisation completed. Middle leaders feel empowered and are proactively developing their area of responsibility.
Priority 1.3 Ensure emerging leaders are developed and guarantee succession planning is in place	<ol style="list-style-type: none"> Regular CPD and developmental opportunities for all staff. 	<ol style="list-style-type: none"> Provide opportunities for personal development of all staff by the creation of working groups to develop initiatives to raise standards, originated by SLT. 	<ol style="list-style-type: none"> Staff will show their success through appraisal targets.

Priority	How will we achieve the priority? Tasks	When will it be done? By Who?	Evidence of Success (RAG rated)
<p>Priority 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</p>	<ol style="list-style-type: none"> 1. Creation of academy KPI's. 2. Staff to present evidence on their areas of responsibility. 3. Governors programme of visits to the Academy. 	<ol style="list-style-type: none"> 1. Carried out by SLT members termly and presented to Governors. 2. Creation of Principal's report by SLT. 3. All Governors have an elected area of oversight linked to the SLT. 	<ol style="list-style-type: none"> 1. Governors are well informed and can hold all leaders to account, evidenced through governors minutes. 2. Governors are able to talk with confidence to external bodies. 3. Governors have a clear insight to the working routines of Academy life.
<p>Priority 1.5 Curriculum Development</p>	<ol style="list-style-type: none"> 1. New programmes of study for Key Stage 3, 4 and 5. 2. Cross curricular links embedded. 	<ol style="list-style-type: none"> 1. Curriculum leaders to constantly research, organise, implement and evaluate new specifications and resource new courses. 2. Literacy, Numeracy, SMSC and ICT leaders will develop curriculum targets to be implemented within schemes of work. This will be carried out via the QA calendar. 	<ol style="list-style-type: none"> 1. New courses will be in place and success outcomes for students. 2. All sections are covered in department's schemes of work.
<p>Priority 1.6 To develop, nurture and embed a culture of aspiration and innovation across the academy</p>	<ol style="list-style-type: none"> 1. Develop the CEIAG programme of study. 2. More able programme to extend to wider cohorts. 	<ol style="list-style-type: none"> 1. Careers advisor to complete the CEIAG audit document and training. 2. JPP to develop the aspirations programme throughout student's academy journey. 	<ol style="list-style-type: none"> 1. The Academy will achieve the accredited quality mark. 2. Increased proportion of students going onto higher education or vocational training.
<p>Priority 1.7 Buildings, grounds and community</p>	<ol style="list-style-type: none"> 1. To continue the ongoing programme of maintenance to ensure a pleasant and safe environment for staff and students. 2. To investigate the possibility of a new block of classrooms. 3. Continue with community engagement through letting of external areas and internal rooms. 	<ol style="list-style-type: none"> 1. SEA has a compliance schedule of works which will continue to be carried out in order to keep the building functioning. 2. SEA to meet with developers to discuss situation and cost. 3. SEA to maintain lettings through extended contracts. 	<ol style="list-style-type: none"> 1. Building continues to be safe. 2. Additional classroom in situ. 3. Additional funding available from lettings to maintain the facilities.