

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
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- 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, resulting in a reduction in low level disruption and fix term exclusions.
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 with the aim to eradicate bullying.
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. All staff to receive effective and current safeguarding training.
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 good understanding of British values and SMSC.

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Priority	How will we achieve the Priority? Tasks	When will it be done? By who?	Evidence of Success (RAG rated)
Priority 4.1 To provide a safe and secure environment for every student and adult attending OHA	<ol style="list-style-type: none"> Values of the academy shared widely and regularly. Values displayed around the academy Personal tutor programme Pastoral system BFL SEND 	<ol style="list-style-type: none"> Modelled by students and staff. Values displayed around the academy Structured timetable, two tutors to support student welfare, 1 to 1 meetings, and parental contact. Citizenship and social skills programs. Working with personal tutors, HOY, RSL and Pastoral leaders dedicated to a year group. Every student has a student passports. Behaviour for learning policy across the academy. Success centre team to support SEND students 	<ol style="list-style-type: none"> Rewards linked to values – student of the week. Students participating in academy events. Students engaged with learning during PT. Decrease in low level behaviour during personal tutor time, improved attendance to registration. Improved staff and student relationships, support around the academy. Students given the time to discuss concerns/issues. Bespoke support plan for students for behaviour, attendance and pastoral needs. Staff know the needs of their students. Reduced incidents of low level disruption. Data shows SEND students making progress.

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<p>Priority 4.2 To create the conditions of a positive learning environment for every student and teacher, resulting in a reduction in low level disruption and fix term exclusions.</p>	<ol style="list-style-type: none"> 1. Behaviour for Learning policy 2. Use data strategically by comparing previous types of behaviour and key groups. 3. Provide CPD training for pastoral staff to ensure data is accurately analysed. 4. Provided structured and supervised lunchtime activities. 5. SEND students are supported during un-supervised time 	<ol style="list-style-type: none"> 1. Senior duty to monitor in lesson and corridor behaviour throughout the day. 2. Accurate data will be produced and shared to identify key areas to improve and target. 3. Success centre team 	<ol style="list-style-type: none"> 1. Staff voice highlights an increased confidence in SLT. 2. Reduction in incidents. 3. Pastoral profiles are accurate and updated regularly. 4. Reduction in incidents at lunchtime.
<p>Priority 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 Av OHA targeted subgroups : Attendance - Disad, SEN with EHC/statement and SEN support students PA – Disad ,EHC SEN, SEN support students</p>	<ol style="list-style-type: none"> 1. Personal tutor programme 2. Pastoral system 3. Increase in attendance officer 4. Share training for best practice 5. Continual analysis of sub groups 	<ol style="list-style-type: none"> 1. Levels of attendance chart and PT attendance report. 2. HOY attends regular attendance meeting to discuss their year group and actions. 3. Home visits happening regularly throughout the week. Liaising with EWS and running attendance clinics. 4. Attendance officers to attend all required training. 5. All sub group gaps begin to improve. 	<ol style="list-style-type: none"> 1. Students know attendance. 2. HOY updates attendance section in profile regularly. 3. Improved attendance and sub group gaps reduced.
<p>Priority 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.</p>	<ol style="list-style-type: none"> 1. Re-launch of anti-bullying alliance 2. Prefect system for peer support 3. Student voice will work closely with anti-bullying alliance 	<ol style="list-style-type: none"> 1. AMM/SLJ leading re-launch. New program and referral structure. 2. Raise awareness in prefect structure. Prefects from all years and visible around the academy during the day for peer support. 3. PEL/AMM to liaise. 	<ol style="list-style-type: none"> 1. Reduction in bullying incidents across the academy 2. Prefects have a more proactive role within the academy.

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<p>Priority 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. All staff to receive effective and current safeguarding training.</p>	<ol style="list-style-type: none"> 1. Assemblies 2. Personal tutor time 3. CED 4. CPD for staff 	<ol style="list-style-type: none"> 1. PJS E-safety assembly to all year groups 2. E-safety week, media mornings, regular updates throughout year. 3. Multi-agencies to deliver workshops (including healthy relationships, PREVENT) 4. Level 1 safeguarding training completed by all staff 	<p>More awareness of e-safety and safeguarding issues. Systems to be followed, recorded accurately and acted upon appropriately.</p>
<p>Priority 4.6 Implement the extensive enrichment programme for staff and students.</p>	<ol style="list-style-type: none"> 1. CE day (PSHE) 2. Enrichment timetable 3. Re-launch of the house system 4. Staff Wellbeing 5. Educational visits 	<ol style="list-style-type: none"> 1. MRR to plan and co-ordinate CE days throughout academic year. 2. NMA/SLC liaising with curriculum leads and co-ordinating a diverse enrichment programme for students. 3. SEE re-launching house system 4. AMM running staff wellbeing programme. 5. Subject specific visits linking to curriculum. 	<ol style="list-style-type: none"> 2. Structured timetable for lunch and after school enrichment activities. Linked to academy colours and ties. 3. Increased awareness of house system, inter house competitions, linked to rewards. 5. Staff feel happier in the work place. 6. Students experiencing a broad curriculum experience.
<p>Priority 4.7 Respect will drive success and restorative justice will continue to develop relationships through the strong pastoral system.</p>	<ol style="list-style-type: none"> 1. Re-launch restorative justice system 2. HOY and RSL's to support staff in the classroom 3. Curriculum leaders proactive to support members of their teams. 	<ol style="list-style-type: none"> 1. DBB to run staff training 2. Through data analysis hot spots to identified and support to be implemented. 3. SLT to monitor curriculum intervention. 	<ol style="list-style-type: none"> 1. More staff to implement RJ's and raise awareness. 2. Low level disruption reduced. 3. Line management meeting show monitoring and support.
<p>Priority 4.8 FTEs will be further reduced through differentiated inclusive pathways of learning</p>	<ol style="list-style-type: none"> 1. Bespoke pathways produced for individual students to support learning and pastoral needs. 2. Pastoral system interventions 3. SEND interventions 4. Multi-agency interventions 	<ol style="list-style-type: none"> 1. DBB/JEA to liaise with learning pathways team to monitor students attendance and progress. 2. Inclusion forum – to discuss students causing concerns and identify Pastoral and SEND interventions. 3. Access arrangements, Literacy and numeracy interventions – COPE, ASDAN. Literacy catch up, accelerated reading programme. 4. Referrals into multi-agencies to support students. 	<ol style="list-style-type: none"> 1. Data shows students attendance and progress is improving. 2. Students are target appropriately. 3. Students engaged in learning and make expected progress. 4. Students make appropriate progress.

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<p>Priority 4.9 To develop independent and aspiring learners who have a healthy respect and good understanding of British values and SMSC.</p>	<ol style="list-style-type: none"> 1. Personal tutor programme 2. Citizenship 3. Assemblies 4. CED 5. Aspirations academy 	<ol style="list-style-type: none"> 1. Thought for the week, social skills programme, media morning. 2. LLC – discrete lessons for y 7 and 8. GCSE option for KS4. Local democracy week, youth parliament, debate mate and whole academy voting. 3. Structured cultural literacy programme targeted through year and house groups. 4. A range of PSHE and SMSC activities delivered by multi-agencies. 5. Activities for More Able students 	<ol style="list-style-type: none"> 1. Students have good social awareness. 2. Students are aware of what makes a good citizen. 3. Students understand diversity in the community. 4. Students engage in a range of SMSC and PSHE activities being more informed of healthy relationships. 5. Raised aspirations; students experience higher education and have access to advanced learning skills (e.g. Brilliant club) including university visits.