

## Academy Development Plan summary document (2018-2019)

Priority	Aims	Expected outcomes
<b>Priority 1:</b> Improve outcomes for all pupils, especially disadvantaged pupils in Key Stages 3 and 4	a) Outcomes for key groups of pupils improves through close monitoring and analysis of data.	Effective intervention put in place where required to support students; outcomes improve.
	b) Raise the profile of the progress of disadvantaged students through the use of the teacher appraisal process.	Outcomes for disadvantaged students improve; gaps in achievement narrows.
	c) To support the outcomes of students in both key stage 3 and key stage 4 through the development of reading.	More students are reading regularly and reading ages improve.
	d) To support the outcomes of students in both key stage 3 and key stage 4 through the development of writing.	Literacy across the curriculum is improved. Evidence of extended writing evident in all areas.
	e) To ensure all teaching staff accurately monitor, report and analyse data for all groups of students.	GCSE outcomes continue to improve.
<b>Priority 2:</b> Improve the quality of teaching in Key Stages 3 and 4	a) To ensure quality first wave teaching is consistently delivered across the academy.	Continued professional development across the year shows lessons typically in line with SUA expectations.
	b) High Prior Attaining (HPA) students are set challenging and rigorous work which stretches them in order to achieve their potential.	The most able students access the highest grades through improved stretch and challenge.
	c) To ensure there is greater consistency in marking and presentation of student work across the academy.	Student work is of a high standard.
	d) To ensure that extended writing is built into all schemes of work across each curriculum area.	Students regularly complete extended written work and reflect on how to make further improvements.
<b>Priority 3:</b> Improve pupils' personal development, behaviour and welfare	a) To further improve attendance of all students in the academy, especially those most vulnerable.	Attendance is good and continues to improve for groups of students.
	b) To ensure students' behaviour is exemplary in the academy.	Incidences of low level disruption reduce. The success of restorative practice is evident.
	c) To ensure a robust rewards system is in place that motivates students to do well.	Students have been consulted about rewards and student voice shows increased student engagement.
	d) To provide individualised careers advice and guidance for all students in the academy.	All students across the academy receive careers advice and opportunities linked to various careers.
	e) To improve student aspiration across the academy, including through student leadership.	Aspirational displays exist around the academy and student leadership is embedded.

<b>Priority 4:</b> Improve the effectiveness of leadership and management at all levels	a) To ensure all curriculum middle leaders are supported to develop their leadership skills.	The Directors have empowered middle leaders and leadership across this tier is strengthened.
	b) To ensure all pastoral middle leaders are supported to develop their leadership skills.	Head of Year have lead on the progress of their year groups and aspiration is evident.
	c) To develop a culture of leadership across the student body.	Year and Academy Councils are well established and student voice is a strength of the academy.
	d) To nurture and develop leadership at all levels across the organisation.	Staff continue to have access to professional development and share best practice with each other.
<b>Priority 5:</b> Improve the effectiveness of pst-16 provision	a) To increase the academic rigour of sixth form to support students achieving the highest grades.	More students achieve their target grades at the end of their course.
	b) To ensure all post 16 students are equipped to be able to achieve level 3 value added targets and beyond.	Intervention is put into place as appropriate and has a positive impact on student outcomes.
	c) Review of curriculum provision to ensure it meets the needs of all learners.	More students in Years 9 and Year 10 are aspiring to join the sixth form: SUA6.
	d) To ensure sixth form students fully engage with the wider life of the academy.	SUA6 students actively participate in the life of the academy and have success with work placements.
	e) To provide an enrichment programme that develops a love of learning.	The profile of the sixth form is raised, students have participated in a range of additional opportunities.