

Strategic Plan 2023 – 2027 & Priorities for 2023 – 2024 with the Autumn, Spring and Summer Term Review

Our Academy Development Plan sets out:

1. Our Vision and Values
2. Our development plans which detail the actions to be taken in the current year. The key Ofsted action items are included in the plan together with other priorities based on the feedback from students, parents, staff and governors.

Our ADP is reviewed termly to assess progress being made towards our objectives, to review actions and to plan the next term's work. Some priorities will continue throughout the year, with others being changed in response to progress/developments. In doing this we ensure that our ADP is both current and responsive to the community's needs

3. Our Strategic Plan
4. Our external examination results headlines (2019 – 2023)
5. Our Key Performance Indicators (up to 2023)
6. The Ofsted Actions noted during our inspection in September 2022 and our SIAMS inspection outcomes in 2020

1. Vision and values

Vision - A student centred, inclusive school where we work together as a community to enable all students to unlock true potential, unleash their creativity, aspire to be their best and excel in their future lives .

We create a safe environment where staff and our community are valued and enabled to provide an outstanding education for all.

CREATE...ASPIRE...EXCEL and live life in all its fullness.

Chiltern Hills Academy is a community that encourages every person to *create, aspire and excel* through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

Create

- Together we encourage creativity through a harmonious and caring community based on Christian values

Aspire

- Together we celebrate success and install confidence that will equip students for life

Excel

- Together we nurture self-belief to raise ambitions helping all to understand the importance of education

Our Christian values help us to build a community together. They are based on the life and teaching of Jesus found in the Bible, but offer a foundation for life together that embraces those of all faiths and none.

Compassion
Self-discipline **Love**
Honesty **Forgiveness**
Respect **Hope**

2. Short-term (annual) Priorities 2023 – 2024 *(not in priority order)*

5.0 Quality of Education: Learning and Teaching, Curriculum, Outcomes (ANG/SAF/RAV)

ADP No.	What we will do this year	Why/how we will do it	Impact	Additional budget to support this work	Lead	Review of progress (Autumn/Spring term/Summer)
1.1	Create an amazing learning experience in our classrooms (a “buzz”) through the features of great teaching.	Giving students consistent exposure and experience of high-quality lessons that include the features of great teaching (pedagogy) including the use of assessment within lessons (Ofsted 2022). Features of great teaching to underpin our CPD, coaching and ML curriculum. Developing a shared language of what great teaching consists of and what it looks like.	Students engage with learning, have opportunity to discover passions and achieve the desired outcomes across the curriculum. Development of practice across the academy to support the vision of creating expert teachers.		SAF	
1.2	Embed students understanding of sequencing through sequence sheets and end of topic consolidation.	Enable students to identify gaps in their knowledge through teacher support, drawing on their sequence sheets to aid recall.	Students' habits will change, and independent skills will develop as well as resilience to their learning		ANG/RAV	
1.3	Ensure that feedback and marking are consistently applied based on the quality assured curriculum feedback statement.	New feedback statement template for curriculum areas. Quality assurance of the curriculum feedback statements. Appreciating that forms and quantity of feedback forms vary between curriculum areas but all must be robust and high quality. Use of statements in LW, drop-ins, department meetings to maintain consistency and quality.	High quality feedback equips students with the knowledge and/or skills to move forward with their learning. Opening a dialogue between themselves and the teacher.		SAF	
1.4	Ensure curriculum areas have a measurable and sustainable action plan to raise achievement of HPA students	Template devised to make action plan measurable and achievable- granular steps with example considerations to support the progress of HPA. Plan to be regularly reviewed and feedback	Raising achievement of our HPA students within curriculum areas. Ensure students receive adaptive teaching that teaches to the top. Improve subject knowledge and skill for our learners.		SAF	

1.5	Ensure there is a whole school approach to working with all vulnerable students – SEND, PP, Ethnic groups	Ensuring that all students receive adaptative teaching that is responsive to individual needs supporting the needs of all learners. Use of steplab ‘zoom in’ on adaptive teaching techniques.	Greater percentage increase for specific groups based on progress checks.		ALL	
1.6	To ensure the progress of all groups of students is aspirational with a focus on High Achievers, Ethnic Groups and Disadvantaged students.	Bridge the gap between underperformance of key groups, raising the standards and experiences			ALL	
1.7	Develop an effective CPD programme for all staff that is bespoke, outward facing and inspirational.	Review the needs of CHA to inform CPD curriculum. Upskill staff to ensure they have up-to-date resources and tools to deliver high quality lessons. Mediums such as coaching, T&L newsletter, book club, features of great teaching, shared language.	Improve the quality of teaching and learning experiences of students.		SAF	
1.8	Ensure progress data is used effectively by MLs and SLT to monitor and report on progress and improve the performance of all students – creating a culture of analysis (Ofsted 2022).	Upskill staff so they can scrutinise data more effectively and tailor intervention at the point of need. Analysing data will also identify emerging needs			RAV	
1.9	Provide a clear structure for the monitoring of teaching and learning that is clear, non-threatening and developmental for all with structured feedback sessions.	Creating expert teachers through an open door and professional development culture. Using steplab to gather, analyse, feedback and inform future planning to support staff development. Setting staff granular steps that are reflective of their development areas. Use of the platform for learning walks to support analysis of patterns, trends, concerns.	Professional development of staff. Clear, measurable data on quality of teaching across the academy. Coaching pairs to support staff retention and student experience of great teaching.		SAF	
1.10	Review the curriculum offer to reflect the inclusive nature of CHA.				RAV/ANG	

2.0 Behaviour and Attitudes (JOC/CAA)

ADP No.	What we will do this year	Why/how we will do it	Impact	Budget to support this work	Lead	Review of progress (Autumn/Spring term/Summer)
2.1	Re-establish effective, consistent behaviour for learning driven by a secure behaviour for learning policy.	To ensure all staff have clear processes and procedures to follow and that this is shared with students and parents as appropriate.	Implement and maintain a consistent and persistent approach to managing behaviour	£1000 cover costs for in-house	JOC/CAA	

				training (new roles)		
2.2	Ensure rewards are the focus of our behaviour for learning policy shifting the culture for sanction based to rewards based.	To ensure there is emphasis on rewards and that they are greater in number than sanctions over time to focus on positive outcomes.	Reduction of behaviour points. Positive attitude towards school and learning.	£2000 for rewards	JOC/CAA	
2.3	Develop an effective system for behaviour monitoring and intervention	To regularly review behaviour and sanctions by creating robust monitoring approach. Identify areas of focus early for individuals and groups of students.	To create bespoke intervention for individual students which reduce behaviour incidents.	£1000	JOC/CAA/ECR	
2.4	Develop an effective anti-bullying programme which recognises all individuals and is fully inclusive.	To ensure behaviour policy is fit for purpose and is effectively employed to ensure inclusivity and is reflected throughout the school, particularly Life Skills and Form Time	To appoint Equality and Diversity Lead and work alongside AP and VP to ensure inclusive approaches when managing behaviour.	TLR cost £500	JOC/CAA/HAR/OLH	
2.5	Improve the Alternative Provision arrangements at CHA to support and improve behaviour of students	To ensure our most vulnerable students have access to an engaging and alternative curriculum pathway to support both their SEMH needs, as well as preparing them for their chosen post-16 pathway.	All students, specifically our most vulnerable will have the opportunity to experience success within their educational package. Attendance and engagement will increase and outcomes will improve for individuals (reduction in our NEET figures.)		ECR	
2.6	Embed clear structures and routines for managing students outside of the classroom.	To ensure structures and processes are clear and fully embedded.	Regular reminders to duty teams.		CAA	
2.7	Develop robust systems and processes for attendance – monitoring, reporting and intervention to reduce persistent absence rates.	To ensure Attendance Policy is effectively employed and clear roles are established. Ensure daily checks of attendance are embedded especially PA/SA/PRAG students	To reduce number of PA/SA students and also to ensure a close monitoring of vulnerable students.	£1000 training for MEG	JOC	

3.0 Personal Development (JOC/ECR/CAA)

ADP No.	What we will do this year	How/why we will do it?	Impact	Additional budget to support this work	Lead	Review of progress (Autumn/Spring term/Summer)
3.1	Develop the role of the effective form tutor.	To raise the profile of the role of the tutor by identifying good practice to share and staff who may need additional support/training. Drop ins to	To improve the quality of form tutor time through sharing good practice and regular monitoring		CAA/OLH/HAR	

		identify areas of support. Form tutor programme to be embedded.				
3.2	Develop a house system to encourage competition, leadership opportunities.				OLH/HAR	
3.3	Develop the role of a fully inclusive, representative and empowered student voice.	To ensure that student voice reflect the diverse cohort at CHA and as such represent the views of the whole student body	All students will have the opportunity to attend student voice events as part of their personal development The student voice will have a greater presence across the school, notice board, assemblies, newsletter, website etc		ECR	
3.4	Develop an outstanding, sequenced life skills curriculum that is responsive to local, national, and international issues – based on emerging need (Ofsted 2022).	To regularly review Life Skills programme and ensure a flexible approach and be prepared to amend plans accordingly to emerging issues.	To review the impact of Life Skills through student and staff questionnaire and amend plans accordingly.		JOC/HAR	
3.5	Develop students to become global citizens and a more sustainable school. Improve our environmental impact to reduce waste, energy and travel to and from the school	To raise awareness of sustainability and develop a programme to reduce waste.	To become a much more environmentally friendly school.		SDR/JOC	
3.6	Explore and promote additional opportunities to encourage improved character development.	To introduce and embed character curriculum to support assemblies and TFCHA	Students to become ambassadors for the school and to feel a valued part of the community.	£500	CAA/OLH/HAR	
3.7	Ensure that all students – including the most disadvantaged benefit from our enrichment, extra-curricular and cultural capital provision.	Review the participation rates for extra curricular provision. Appoint a Student Progress Worker.	Identify groups of students that are not accessing extra-curricular provision and explore how this can improve.		RAV/JOC/CAA	

4.0 Leadership and management (TID)

ADP No.	What we will do this year	How/why we will do it?	Impact	Additional budget to support this work	Lead	Review of progress (Autumn/Spring term/Summer)
4.1	Embed and live out the vision of a student focussed, fully inclusive, outward facing, community school.	Regular reminders, A0 sheet, staff briefings, modelling best practice	A unified school with clear direction, embraced by all	£500	TID/SLT	
4.2	Develop the IT provision across the academy: - Ensure the IT network is fit for purpose	Liaise with IT providers for bids. Agree on one provider. Install the new IT and ensure the capacity to manage and maintain it effectively.	To improve the school IT provision that is fit for purpose and the best fit for a modern secondary school.	A significant fund will be required	TID	

	- Provide a clear plan for the use of IT in classrooms across the school	Review provision options for student IT access and develop a whole school plan for use in classrooms	To provide students with outstanding access to IT			
4.3	Establish a range of leadership development opportunities for staff to help in their development and retention.	Following on from the June/July recruitment drive embed current roles and develop further capacity for new roles in the growing school when needs arise.	A school that can meet all its needs with a clear, well managed staffing structure that is fit for purpose and within the budget.		TID/LEK	
4.4	Research a variety of MATs with a view to joining the best MAT available.	Governors/TID to liaise with existing MATs. Receive proposals and talks from MATs. Liaise with key stakeholders to make the best decision for CHA.	To provide effective support for the school so that the leadership and to provide access to a wide range of support for the academy.		TID/Govs	
4.4	Develop a clear, positive parent/school communication programme and clear internal communication structures for all staff.	Research various communication protocols – social media, email, newsletter etc... Develop a plan for their use. Engage with parents for feedback.	To provide up to date, clear information about the academy. To create a level of trust between stakeholders. To create an outward facing culture embraced by all.	£500	TID/Soical media co	
4.5	Identify and make use of effective external support to provide developmental opportunities at CHA.	Continue to work with Oxford Diocese support, Bucks CC (Georgina Masefield) and local schools. Encourage MLs to work with other schools/outside agencies to develop best practice	The school will ensure that it is tackling issues, embracing best practice and engaging positively with support. MLs will benefit from a mutual sharing of best practice to improve education for all at CHA	£10 000	TID/SLT	
4.6	Identify challenging KPIs which can measure performance of the school.	Work with SLT to develop KPIs for each area of the schools ADP. Plan these and ensure that they are regularly monitored.	The school is held to account by a set of clear, focussed targets that are related to the vision and understood by all stakeholders.		TID/SLT	
4.7	Develop middle leaders to work effectively within their roles.	Plan a clear, professional curriculum (CPD model) for MLs. Implement this programme and evaluate/monitor throughout the year.	Middle Leaders are the engine room of the school and drive the vision and KPIs forward. They are ambitious for the school and for themselves.	£10 000	TID/ANG/SAF	
4.8	Ensure the Governor body is robust and fit for purpose and that governors have the information required for strategic oversight of vision, ethos and direction.	Ensure all Governors have the required training. Plan an effective set of meetings for the various committees. Ensure that Governors are linked to key areas of the school and are provided with regular feedback to ensure strategic plans are effective.	The school will feel challenged and supported by a highly skilled, diverse governing body who know their school well		TID/Govs	
4.9	Establish effective employment policies and practices.	Review the CHA policies and ensure they are all fit for purpose.	Staff will feel supported by a clear set of modern and	£1000	TID	

		Ensure all staff know and use these policies to guide their daily practice	effective policies. The school will have effective systems in place to manage its workforce.			
4.10	Ensure recruitment and retention processes are robust & compliant.	Appoint HR staff to manage recruitment/retention effectively. Ensure policies are in place to support recruitment.	CHA will be able to recruit and retain the best staff in all areas of the school to support the vision.		TID/LEK	

5.0 Sixth Form (TID/ANG)

ADP No.	What we will do this year	Why/how we will do it	Impact	Additional budget to support this work	Lead	Review of progress (Autumn/Spring term/Summer)
5.1	Review the curriculum offer to create a more attractive, student focussed, viable Sixth Form.	To ensure that all students at CHA have the opportunity to remain in the Sixth Form – both academic and vocational pathways that are viable financially.	A Sixth Form that continues to grow and is fully inclusive offering pathways for all.		ANG/AHE/ELM	
5.2	Market the Sixth Form. Retain those students who achieve the highest GCSE/Btec grades.	Plan an effective programme to market the Sixth Form both internally and externally. Create an excitement that attracts the most able students by evaluating what they would like us to provide.	A bigger Sixth Form, improved results and a more vibrant community within CHA.	£1000	TID/AHE/ELM	
5.3	Ensure there is effective monitoring and support of those students that are at risk of gaining lower than predicted grades.	Plan effective monitoring of progress checks with close liaison between Heads of KS5 and CLs	A Level and Btec Level 3 results will improve. Higher percentage of students attending university/ apprenticeship degrees		RAV/AHE/ELM	
5.4	Create a detailed Alumni database and support all year groups with regular alumni activities.	Create a central Alumni data base using staff and community contacts. Use data base to plan events and activities for all year groups	Raise aspirations of the students at CHA	£300	ELM/AHE - YLs	
5.5	Develop and redesign the Sixth Form space with staff rota to assist with study ethos.	Discussions with Heads of KS5, students, site team to Sixth Form area. JOC to plan rota of staff	Improve the independent study facilities for the Sixth Form	£20 000	AHE/ELM/SLT /SID/JOC	
5.6	Create a sense of leadership within the Sixth Form – House System, prefects, duty rota, catering opportunities.	Ensure Sixth Form lead student voice and have a series of responsibilities that are monitored and developed	To improve the image of the Sixth Form around the school, develop future leaders and role models	£500	AHE/ELM	

6.0 Safeguarding (JOC/ECR)

ADP No.	What we will do this year	Why/how we will do it	Impact	Additional budget to support this work	Lead	Review of progress (Autumn/Spring term/Summer)
6.1	Develop a whole school safeguarding culture – see the school “through a safeguarding lens.”	To ensure safeguarding is at the heart of everything we do and that vision is shared by all members of staff.	To ensure safeguarding is at the centre of staff responsibility		JOC/ECR	
6.2	Maintain the safety of the school site ensuring there is a program of site walks, maintenance, recording and accountability.	To ensure CHA Safeguarding Culture is fully embedded and staff are clear about their roles and responsibilities and that this reflects our policy	To conduct bi-weekly safeguarding walks and log findings. Ensure safeguarding audit is regularly updated and CPOMS use if regularly reviewed.		JOC/ECR	
6.3	Embed the focus on vulnerable students using the PRAG system – focus on awareness, ownership, recording and reviewing.	To ensure PRAG is high profile and accessible for all staff and that this information is used by relevant staff to keep a close eye on our most vulnerable students Weekly DSL meetings to review the PRAG Regular signposting to the PRAG via student focused briefings	To keep our most vulnerable students remain in the safeguarding spotlight.		JOC/ECR	
6.4	Ensure safeguarding issues are a running item in every meeting’s agenda.	To establish these are expected proactive across the school. Use of Key stage leads, Year Leaders and AFT to ‘hold’ the students on red and amber and ensure they are monitoring their progress, attendance and behaviour.	To contribute to the CHA Safeguarding Culture across the school		JOC	
6.5	Improve signposting for students, parents and staff (website, posters, newsletters...).	To review website information and check relevant signposting is updated and appropriate for our students. To create a social media presence for CHA Safeguarding to maximise ways to reach students and parents.	To ensure a safeguarding item is a regular feature in the newsletter.		JOC	
6.6	Ensure all training of all staff in all safeguarding areas is up-to-date and logged.	To create watchlists for specific safeguarding courses for all staff. Ensure training log is regularly update.	Highlight regular training opportunities on the National College through the academic year.		JOC/ECR	

6.7	Maintain staff and student safeguarding 'dip-tests' to identify areas for improvement.	To provide half-termly opportunities for staff to demonstrate knowledge and understanding of CHA Safeguarding (extend to governors)	Identify training needs through dip test results and KCSIE updates		JOC	
6.8	Ensure clear links between safeguarding, behaviour and attitudes and attendance are discussed, reviewed and strategically monitored. .	To establish a programme of meetings for relevant staff to ensure links across these areas are discussed and actioned.	To improve opportunities for safeguarding and behaviour issues to be discussed through specific meetings between safeguard, behaviour and attendance.		JOC/ECR/CAA	

3. Our Strategic Plans 2023 - 2027

To support our vision we have developed a longer term set of strategic objectives for the academy which look forward and aims to encourage a community which can create, aspire and excel through embedding our Christian values and vision.

Items 1, 2,3 and 4 are strategic goals for the coming year. MATs will form a major focus of the Governing body initially. Item 5 is an ongoing yearly part of all schools as we respond to national changes.

1. Digital Capability:

- To develop a strategic plan to support and advance the best possible digital skills for all in our community (students, their families and staff)
- To develop an outstanding digital infrastructure to support the needs of all stakeholders

2. Sixth Form:

- To develop a sustainable Sixth Form with outstanding retention and outcomes
- To provide opportunities for the Sixth Form to become a central part of life at CHA

3. Community Partnerships:

- To plan and encourage peer to peer support across a range of schools to share and develop the best educational practice
- To provide improved family learning opportunities to celebrate the love of learning and the value of learning in our community
- To participate in or develop local and national networks through research and training for the benefit of our students and staff

4. MATs

- Create a plan to investigate various MAT opportunities available for CHA
- Review proposals from these MATs and take a view on the best opportunities for CHA

5. Curriculum:

- To plan as early as possible for expected changes in the school curriculum and how it is assessed
- To ensure that the curriculum prepares young people for future employment and that it provides them the skills and attributes to become successful members of society

The above longer term strategic objectives overlay the medium-term plans (below):

- **Personal Learning and Growth** for students and staff through achievement and opportunity and achieving successful outcomes
- **Finance and Management** for our funders, sponsors and potential partners through robust planning, budgeting, and optimising efficiency.
- **Internal Processes** affecting parents of students, staff and our feeder schools through compliance and striving for excellence.
- **Society and the community** in which we live, learn and work through engagement and involvement with neighbours, hirers, PTA and faith groups.

4. Our External Examinations Headline Results

	2023	2022	2021	2020	2019	2018
Progress 8	-0.26	-0.18	0.95	0.52	0.23	0.03
Attainment 8	44 (C)	44.12 (C)	49 (C+)	49.83 (C)	47.9 [C]	45.37
9-4 in English and in maths	63%	55%	68%	71%	70%	62%
9-5 in English and in maths	39%	27%	45%	46%	45%	37%
% Achieved EBACC (4-9)	18%	19%	18%	26%	32%	22%
GCSE English 9-4	74%	69%	80%	85%	87%	73%
GCSE Maths 9-4	71%	60%	74%	73%	74%	69%
GCSE Science 9-4	72%	50%	75%	78%	75%	68%
5+ 9-4 grade GCSEs (or equivalent)	63%	50%	78%	76%	68%	64%
5+ 9-1 grade GCSEs (or equivalent)	93%	98%	100%	100%	100%	100%
% Entered For EBACC	33%	26%	25%	36%	53%	50%
Disadvantaged P8	-0.66	-0.76	0.73%	0.51	0.08	-0.42

Sixth Form	2023	2022	2021	2020	2019	2018
VALUE ADDED	N/A	N/A	N/A	N/A	-0.18	+0.19
AVERAGE GRADE (A Level)	C	B-	B	C+	D+	C
AVERAGE GRADE (Vocational)	Merit	Merit+	Distinction	Distinction	Distinction	Distinction *
%A* - B	38%	54%	65%	44% (ALIS 44%)	30% (ALIS 7%)	
%A* - C	72%	84%	83%	80% (ALIS 85%)	59% (ALIS 50%)	80% (ALIS 60%)

NB: The 2019-20 & 2020-21 results are un-verified and are based on Centre Assessed Grades. P8 calculations are based on national 2019 outcomes.

5. Key Performance Indicators (KPIs) 2017 – 2023 (brackets show outcomes)

1. Student uptake at Year 7 (LA projected figures in []) and for 16-19 courses:

Student uptake – Y7	2018 – 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-24
Student uptake at Year 7	165 (187)	192 (182)	192 (192)	192 (198)	210 (206)	210 (182)
Student uptake for 16-19 courses	114 (110)	120 (116)	134 (110)	140 (120)	150 (142)	150 (148)

2. Internal/external monitoring of quality of teaching – the number of learning sessions at outstanding, good, adequate or inadequate

Quality of Teaching- Internal	% Outstanding/ Good	% Requires Improvement	Actual RI %
2018 -19	100	0	2.5
2019-20	100	0	5
2020 -21	100	0	4
2021 -2022	100	0	5
2022- 2023	No data	No data	No data
2023-2024			

3. Achieving the Ebacc (Brackets are outcomes):

	2017-18	2018 – 19	2019 - 20	2020 – 21	2021 -2022	2022-2023	2023-2024
% of year group achieving the Ebacc	18 (22)	20 (32)	22 (26%)	25 (18%)	22 (19%)	22% (18%)	22%

4. Attainment (5+ 9-4 (inc E and m) (Brackets are outcomes)

	2017-18	2018 - 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-2024
5+ A* - C (inc E and m)	61 (62%)	63 (70%)	67 (76%)	69 (78%)	70 (55%)	70 (63%)	70%

5. Pupil Premium – closing the gap (Brackets are outcomes)

	2017-18	2018 – 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-2024
Disadvantaged % 5 9-4EM	52 (42%)	54 (48%)	55 (43%)	56 (37%)	57 (32%)	57% (54%)	58%

6. Progress 8 (Brackets are outcomes):

	2017-18	2018 – 19	2019 - 20	2020 – 21	2021 -2022	2022-23	2023-2024
Progress 8	0.1 (0.03)	0.2 (0.22)	0.3 (0.55)	0.9 (0.95)	0.30 (-0.22)	0.1 (-0.26)	0.00

7. Attainment 8 (Brackets are outcomes):

	2017-18	2018 – 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-2024
Attainment 8	45 (45.3)	47 (48)	49 (50)	50 (49)	50 (45)	50 (44)	50

8. Percentage of students achieving 9*-4 in English and mathematics (Brackets are outcomes)

% 9-4 in English / maths	2016-17	2017-18	2018 – 19	2019 - 20	2020 – 21	2021 -2022	2022-23	2023-2024
Maths	74 (69%)	75 (69%)	74 (74%)	75% (72%)	75% (74%)	78% (60%)	75% (71%)	75%
English	72 (70%)	74 (73%)	75 (87%)	90% (85%)	85% (80%)	85% (69%)	75% (74%)	75%

9. Sixth Form A Level pass rate (Brackets are outcomes)

	2017-18	2018 – 19	2019 - 20	2020-21	2021 -2022	2022-23	2023-2024
A*-E Pass rate %	100% (99%)	100% (92%)	100% (97%)	100% (99%)	100% (99%)	100% (99%)	100%

10. Numbers of student fixed term exclusions :

Fixed term exclusions	Fixed term	
2018 -19	28	42 4.5% on roll
2019 -20	26	22 (Sept-March) 2.3%
2020 -21	24	44 4.1% on roll
2021 -22	24	122
2022 -23	24	201
2023 - 24	120	

11. Student Attendance and Punctuality (National average 94.8% 2018):

Student Attendance	Attendance inc Eid (Target)	Outcome:
2018-19	96.2%	95 (3.86% A, 1.16% UA)
2019-20	96.4%	94.2 (4.3%A, 1.5% UA)
2020 -21	96.6%	95%
2021 -22	95%	91%
2022 - 23	95%	89%
2023 – 24	91%	

6. Ofsted actions (September 2022):

From the Ofsted report:

1. Not all teachers use assessment information well enough to adapt their teaching to fully meet the needs of all pupils. As a result, some pupils do not make the progress they should. Leaders must provide training for staff to strengthen expertise in this aspect of their practice.

2. The current PSHE programme is not sequenced well. As a result, pupils are not secure in their knowledge and understanding of all the elements of the curriculum. Leaders must develop and implement a coherently and ambitiously sequenced PSHE curriculum, with clearly identified content for each age group. They must also ensure that the curriculum is delivered consistently and effectively for all pupils.

From our feedback from the Ofsted findings:

1. Training has been provided for ML to analyse data more effectively using it as a tool to identify under performance and to strategically target specific groups. A form was devised to highlight key groups and emerging trends. This led to a more accurate picture in terms of predicted progress v actual outcomes.
2. Assessment has been developed using a link contact from PiXL this has included examination wrappers, DTTR, PLC checklists – staff training has enabled staff to use these in practice. Assessments sheets are produced to a set standard for ALL students and parents, this was based on parent forum feedback.
3. The PSHE programme has been extended in terms of time taught by 100% this is to allow more deeper coverage of RSE and statutory elements of the curriculum. Student voice has been listened to and adaptations made to the current provision and sequencing. The lead for life skills has led whole school training for staff and there is a greater presence from senior staff during the taught LS lessons. There is scope to explore a more dynamic curriculum in all areas of the school that develops students understanding of life skills within the curriculum. This is embedded well in some areas such as English, Art, Drama and history.

SIAMS Inspection actions (March 2020):

- Promote and embed in the curriculum, a deeper understanding of spirituality to enable pupils to fluently articulate its meaning and impact on themselves and others.
- Improve the monitoring and evaluation of collective worship during form time. This will ensure that all pupils benefit from opportunities to engage in meaningful worship and reflection.
- Extend and develop active links with churches or organisations at a global level in order to promote deeper perspectives on Christian life and experience.