

Skidders' Academy
School Development Plan (TC4)
September 2016 – August 2017

The intention is that the following areas for development should be short, precise, clear, sharply focused and have a direct impact on raising standards in the Academy. They should also form the basis of each departmental development plan. The aim is for a consistent and unified approach to Academy improvement.

1. Teaching and learning – data to inform teaching

- Data and reporting are to be transparent, consistent and user friendly. We shall continue to report home 3 times per year showing progress against target (at, above, below) with a written summative comment at the end of each academic year. We shall report home at the end of each term with the following exception: October – Years 7, 9 and 12 (ie transition years); December – Years 8 and 10); January Year 11 and 13 (ie after mock examinations).
- 4Matrix is to be used for Years 9, 10 and 11 after each assessment point to enable regular tracking of progress against target for each pupil/subject/identifiable group.
- In the 6th form, *Alpslite* will be used after each internal and external assessment point to robustly track performance.
- Homework – departments to develop and monitor effective homework and systems to ensure completion.

2. Curriculum review

The Ebacc offer and our current 4 curriculum pathways will be re-evaluated, as will the position of triple science (and non- triple science) and MFL in the curriculum model. Alternative Level 1 and Level 2 courses at KS4 will also be considered (and a new head of Vocational Education has been appointed). The question of setting will be re-examined as will the possibility of additional literacy across the curriculum. The new two-week timetable (wef Sept 2016) will be evaluated. The role of “enterprise” and employability/“soft” skills are also to be considered.

3. 6th Form

The whole position and future of the 6th form will be reviewed. This will include the curriculum, USP, entry requirements as well as the whole purpose and ethos of post 16 at the Academy. This will also require examination of basic issues such as marketing, pupil/parent engagement, facilities etc

4. Leadership and Management

With a smaller SLT (from 10 to 5 within 3 years) it is essential that the senior staff remain highly visible and hands on.

We shall advertise internally for an additional member of staff be seconded to the SLT for one year – no salary but no additional responsibilities (except for additional lesson observations) – to provide additional expertise, capacity and to provide a useful conduit with the rest of the staff. A decision will then be made as to whether there should be a permanent expansion of the SLT.

The new roles of “Head of School” to be developed with a pastoral, behavioural, curriculum and teaching & learning brief, plus further middle leader development.

A new *Board of Senior Staff* (BOSS) will meet once per half term comprising SLT, HoS, and senior HoDs.

5. Advisory-time and DEAR

Now that each year group has a HoY and an assistant HoY (plus a Head of School) there is capacity to completely review advisory time, “safe space” and Drop Everything and Read.

6. A full review of on-site alternative provision

The purpose of the BASE is to modify poor behaviour with a view to returning pupils to the mainstream Academy – it is not suitable for long term placements that are unlikely to result in reintegration. There will be a thorough review of staffing, the curriculum, tracking of pupils’ progress and the method of selecting pupils best suited to undertake a placement in the BASE.