



Academy Improvement Plan

2019 - 2020

(last updated January 2020)

Key performance indicators

FFT Estimates for the cohort	FFT50	FFT 20	FFT 5
Attainment 8	4.9	5.2	5.6
Attainment 8 English	5.1	5.5	6
Attainment 8 Maths	4.8	5.1	5.5
Attainment 8 Ebacc	4.8	5.2	5.6
Attainment 8 Open	5.1	5.4	5.7
Attainment 8 Ebacc Entries	2.9	2.9	2.9
Attainment 8 Open Entries	2.9	2.9	3
%5+ GCSE's 7-9	17	23	30

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

% Grade 4+ BASICS	66	73	80
% 5 + BASICS	46	53	61

Attendance	95% minimum attendance.
Persistent Absence	Not exceeding 10%.
Destinations	99%.
Careers interviews	100%.
Teaching standards	95% Good or better.
Inadequate teaching	No inadequate teaching.
Fixed term exclusions	Below 4% %FTE and better than national average for similar schools (4.53%).
Permanent exclusions	Not above 1%.
Attendance at Parents' Evenings	85%.
Recruitment into Year 12 Sept 2020	85% of all eligible students will return into Year 12.

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

Recruitment into Year 7 Sept 2020	Full pan of 260.
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Priority 1:	Quality of Education								
Objectives	Lead	Specific Actions	Impact	Monitoring					
We want to				T1	T2	T3	T4	T5	T6
1. Design and implement an ambitious 7-year curriculum.	PH	<p>Each dept to create a logically sequenced coherent curriculum plan that has a foundation built on knowledge and skills.</p> <p>No limits ATL and Core curriculum is designed and planned to be coherent, sequential and include 21st century skills.</p> <p>Facilitate training and planning time for ATL teaching staff and monitor delivery.</p> <p>Ensure curriculum design is challenging and engaging for every learner and</p>	<p>85% of all groups of students in all year groups are at least on track for FFT 50 targets.</p> <p>90% Work scrutiny shows progress in learning, sequencing, coherence and evidences challenge.</p> <p>90% of Student Voice can make connections in learning between lessons and between topics and articulate challenge.</p>						

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

		<p>meets the needs of disadvantaged and SEND students.</p> <p>Implementation of a metacognitive skills focus across all years.</p>	<p>80% of Y7 Student Voice articulates skills development and project learning based principles in their learning.</p> <p>85% of lesson observations evidence high quality application of skills and engagement in a rich curriculum.</p>					
<p>2. Support teachers to become expert practitioners in developing student learning and long term memory.</p>	MJC	<p>September INSET Day outlines Budmouth's vision for teaching, learning and assessment and Directed CPD time addresses key aspects of the vision and supports teachers in implementation.</p> <p>Departmental Meeting Agendas and Improvement Plans to focus more explicitly on developing the quality of teaching, learning and assessment.</p> <p>Personalised internal and external support provided for individual teachers and Subject Areas arising from 2019 outcomes and Learning Reviews.</p> <p>Establish excellent practitioner team to work with staff on 1:1 level as identified.</p> <p>Subject Coordinators complete teacher triangulation review and quality assurance processes to help identify</p>	<p>95% of teachers will be regarded as good or better by the end of the academic year through triangulation process and SLT RAG.</p> <p>The results of work scrutiny will show that the quality of students' work, and their pride in it, has increased.</p> <p>Learning Reviews will indicate that 95% of teachers are setting a higher level of challenge for students at all levels.</p> <p>Student feedback will indicate that they feel they are being more appropriately challenged.</p>					

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

		<p>individual teachers' areas for development.</p> <p>SLT provide a very visible presence around the Academy to reinforce standards, expectations and support classroom practice.</p>	<p>Middle leaders feel more empowered to lead on improvements of the quality of teaching and its impact on learning.</p>					
<p>3. Implement a homework strategy that supports and enhances learning for all students.</p>	MJC	<p>Homework Policy launched in March 2019.</p> <p>Re-launch Bud mouth Homework Policy in Sept 2019 and advertise a Spring Term 2020 Homework review.</p> <p>Learning Booklets will be used to set high quality homework by all Subject Areas.</p> <p>Subject Coordinators to prioritise setting of homework in departmental meetings and quality assurance processes.</p> <p>Homework to be embedded into SOW by Subject Areas.</p> <p>SLT links will discuss outcomes of quality assurance processes with Subject Coordinators and identify bespoke CPD for identified staff.</p>	<p>100% of staff and subjects set homework as per the policy.</p> <p>90% of students complete all homework.</p> <p>Work samples show improvements in homework setting and completion.</p> <p>Learning Review reports will show improvements in homework setting and completion.</p>					

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>4. Give students the skills to become self-regulated learners.</p>	<p>MJC</p>	<p>Implementation of Learning Booklets in classrooms and in homework supports students in developing metacognitive skills.</p> <p>AFL feedback policy outlines the strengths of whole class feedback and the need for regular DIRT in classrooms.</p> <p>Yr7 Transition Plan includes assemblies exploring the importance of 'knowledge and self quizzing'; 'self control and perseverance'.</p> <p>Subject Coordinators ensure that the development of metacognitive skills is embedded in Schemes of Work and departmental meeting agendas.</p> <p>September INSET Day outlines Budmouth vision for teaching, learning and assessment and Directed CPD time addresses key aspects of the vision and supports teachers in the development of students' metacognitive skills.</p>	<p>Learning Reviews show that students act on verbal and written feedback and self-improve.</p> <p>The results of work scrutiny will show that the quality of students' work, and their pride in it, has increased.</p> <p>Learning Reviews will indicate that 95% of teachers are setting a higher level of challenge for students at all levels.</p> <p>Student feedback will indicate that they feel they are being more appropriately challenged through in-class AFL, modelling and sequencing.</p>						
<p>5. Ensure that academy targets are met in relation to the progress of all students and groups.</p>	<p>DH/PH</p>	<p>Year 11 Rapid Raising Achievement Plan in place.</p> <p>Year 13 Rapid Raising Achievement Plan is in place.</p>	<p>GCSE</p> <p>Attainment 8 5.2</p> <p>BASICS 5+ 53%.</p> <p>BASICS 4+ 73%.</p> <p>A8 EBacc 5.2</p> <p>Progress 8 'Average'.</p>						

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

		<p>Ensure new 'SWS' system is enabling better line management of subjects in relation to progress.</p> <p>Ensure new KS3 assessment programme is setting more demanding standards for students to be benchmarked against GCSE outcomes.</p> <p>Termly Reviews of progress at SLT.</p>	<p>Post 16 A Level Attainment Grade C. A Level Value Added Positive. Applied Learning Average Grade Merit Applied Learning Positive Value Added.</p>						
Priority 2:	Behaviour and Attitudes								
Objectives	Lead	Specific Actions	Impact	Monitoring					
We want to				T1	T2	T3	T4	T5	T6
1. Build a learning community in which every classroom is a purposeful learning environment.	JW/HoS/SC	<p>Clear routines and expectations established with staff and students (higher standards and expectations insisted upon).</p> <p>'The Budmouth Way' and 'Putting the B in Budmouth' posters around the Academy and known by staff and students.</p> <p>Embed BfL cards.</p>	<p>Student questionnaires will report improved behaviour in lessons in 2019/20.</p> <p>Student Voice will report improved behaviour in lessons in 2019/20.</p> <p>20% reduction in the number of formal warnings from 201/19.</p>						

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		<p>On-call to patrol the corridors during lesson time, visiting every classroom to support where needed.</p> <p>Co-ordinators to inform JW of 'hot spots'. On call to visit these classrooms first.</p>	<p>25% reductions in number of class exits from 2018/19.</p> <p>20% Reduction in number of students referred to BfL from 2018/19.</p> <p>Learning Walks will evidence a better climate for learning in 2019/20.</p>						
2. Reduce the amount of lost learning time due to internal and fixed term exclusions.	JW/HoS	<p>Staff informed of updated Behaviour Policy during September INSET days.</p> <p>AM and PM tutor routines to be focused on addressing all behaviour events (positive and negative) to reinforce expectations.</p> <p>On call to collect any student given a 'subject removal'.</p>	<p>30% Reduction in the number of FTE from 2018/19.</p> <p>20% reduction in the number of internal exclusions from 2018/19.</p>						

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

		<p>Daily behaviour report emailed to all staff. Info shared in AM reg and HoS and PSL to analyse trends and ensure early interventions.</p> <p>Implement and embed Academy Inclusion strategy – Wave 0 – 3.</p> <p>COA assemblies to highlight and incentivise desirable behaviours.</p> <p>Students complete class booklet in BfL room.</p>						
3. Ensuring a safe and positive environment for all students during non-lesson time: before school, break, lunch and after school.	JW/PML	<p>ALL staff and students informed of BfL cards.</p> <p>ALL staff consistently sign BfL cards for both positive and negative behaviours.</p> <p>New lunch extra-curricular programme to use 45 min longer lunchtime.</p> <p>SLT on duty before school, break, lunch and after school.</p> <p>Co-ordinators on duty twice a week before school, break, lunch and after school.</p>	<p>Student questionnaires will highlight improved culture at break and lunchtime.</p> <p>Staff Voice will highlight improved culture at break and lunchtime.</p> <p>New lunchtime will see a greater offer and take up of extra-curricular lunchtime clubs and provide positive opportunities.</p> <p>Break and lunchtime behaviour referrals will reduce by 40% from 2018/19.</p>					

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>4. Improve attendance of all groups.</p>	<p>JW/HoS</p>	<p>To track & monitor rigorously the attendance of all, specifically focusing on disadvantaged and SEN pupils. Increase awareness of the importance of attendance through dedicated time activities and issue parents and students with half termly attendance figures. New portal will display attendance in real time. Reward improved attendance for individuals and form groups/classes as well as attendance of 97% of above. Increased visual awareness of importance of attendance through posters around school. Increase communication to parents on a termly basis outlining attendance comparison of pupils' attendance from previous term to current term.</p>	<p>Attendance for the whole cohort is at or above NA 95%. Differences between PP/SEN students and 'non' will be less than 2%. Students subject to attendance plans will see improved attendance of at least 5% following intervention. % of students being celebrated for over 97% attendance increases by 5% from 2018/19.</p>						
<p>5. Reduce levels of persistent absence.</p>	<p>JW/HoS</p>	<p>Use whole school attendance strategy (see objective 4 actions). ESWAS attendance panels for targeted students and families. Ensure Inclusion Centre is targeting PA students for bespoke curriculum.</p>	<p>Persist Student absence of whole cohort is below 11%. Persist Student absence of PP students is below 15%. Persist Student absence of SEN students is below 13%.</p>						

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

		Use the fines and warning letters to target PA students with no medical reason for absence provided.							
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Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

Priority 3:	Personal Development								
Objectives	Lead	Specific Actions	Impact	Monitoring					
We want to				T1	T2	T3	T4	T5	T6
1. Create a high quality personal development curriculum, including mental health and well-being.	KW/PH	<p>Plan and implement a coherent and high quality curriculum that integrates PSCS lessons with the tutor curriculum and assembly programme.</p> <p>Plan and implement the scheduled Development Days to enhance and enrich students' personal development and mental health.</p> <p>Ensure that Budmouth is a beacon for PSHE, Citizenship and SMSC delivery across the academy and that all staff invest in students' personal development and well-being.</p> <p>Monitor the quality of delivery of the personal development curriculum and support staff in areas to be developed.</p>	<p>Students and staff have a clear curriculum and the curriculum plan demonstrates a clear and coherent sequence in developing PSCS skills and understanding mental health and well-being.</p> <p>All students are supported in their personal development – 80% of Student Voice feedback is positive.</p> <p>80% of student and staff feedback after development days is positive.</p> <p>Monitoring evidence demonstrates improvements in delivery and consistent quality in provision.</p> <p>Uses of external agencies compliment the personal development curriculum.</p>						

Key: Red (not yet started), Amber (ongoing), Green (completed)

		<p>Liaise and work with external providers to enhance the provision of PD curriculum, mental health and well-being.</p> <p>To embed the Dorset Resilient Young Minds principles into our daily practice.</p>						
<p>2. Develop a high quality careers programme to meet Gatsby benchmarks.</p>	BM/MJH	<p>Ensure staff are trained to add careers interactions on to Unifrog, monitor the use.</p> <p>Increase the number of guests and video-link interactions within subject areas, including ATL</p> <p>Add a trip to a university for all students in lower school – Year 9</p> <p>Increase number of trips that visit and acknowledge workplaces</p> <p>BM to train as careers advisor.</p>	<p>100% of students are given the opportunity and support to engage in valuable work experience in Y10 including mock interviews with local business partners.</p> <p>100% of students have the opportunity to develop their employability portfolio from Y7.</p> <p>Compass self-assessment results show full coverage of the Gatsby benchmarks.</p>					

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>3. Develop the '8 conditions' for high aspirations across the academy.</p>	<p>DH/HoS</p>	<p>Introduce the 8 Conditions to all staff and complete exercise to look at areas we meet, or could develop further.</p> <p>Introduce the 8 conditions to all students and repeat self-assessment exercise.</p> <p>Use the new 'SWS' system to promote 8 Conditions, especially 'heroes', 'belonging', 'leadership' and 'fun and excitement.'</p> <p>Introduce the Pixl Edge for Y7 and 8 as part of the development of LORIC competencies that link to 8 conditions.</p> <p>Complete the 'My Voice' survey at the end of the academic year.</p>	<p>Student questionnaires will highlight the SWS system as providing greater opportunities for the conditions: Heroes, Belonging, Leadership and Fun/Excitement.</p> <p>Summer Term 2020 completion of my voice will enable a benchmark for further improve in 2020 academic year and beyond.</p> <p>Via work over 2019/20 we will aim for positive responses over 50% 'agree' in 80% of the areas.</p> <p>70% of Y7 have completed 5 Edge activities for apprentice level.</p> <p>70% of Y8 have completed 5 Edge Activities for apprentice level.</p>						
<p>4. Increase opportunities for students' character development via implementation of the Pixl Edge.</p>	<p>AC</p>	<p>National Lead for Pixl Edge (AD) to launch scheme with staff at September INSET.</p> <p>AC to meet with AD and plan for roll out Pixl Edge with Y7 and 8.</p>	<p>70% of Y7 have completed 5 Edge activities for apprentice level.</p> <p>70% of Y8 have completed 5 Edge activities for apprentice level.</p>						

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

	<p>AC to launch Pixl Edge with Y7 and 8 students via assembly.</p> <p>Half of yr7 and 8 tutor team trained to support further training of colleagues.</p> <p>AC to incorporate the apprentice level into the tutorial programme</p> <p>BM to work alongside AC and PiXL to blend PiXL Edge and Unifrog systems to promote belonging and a sense of accomplishment (competencies/LORIC)</p> <p>Develop, support and monitor speaking activity within Tutor and Careers Curriculum to verbalise and develop explanations of own achievements and skills inputted into Unifrog/PiXL Edge.</p>							
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Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>5. Developing a new Inclusion Centre and using the new off-site GROW provision to ensure an inclusive environment that meets the needs of all students.</p>	<p>PBM</p>	<p>Student Support to be renamed 'Inclusion Centre' and relocated. Inclusion Strategy embedded fully (Wave 0 - 3). Inclusion Centre staffing needs to be directed by PBM as needed using the whole TA staffing as appropriate. Inclusion Centre to be able to accommodate students for greater periods of time. GROW cohort 1 to be identified by JW/PBM and provision set up in liaison with staff at Atlantic Academy.</p>	<p>Attendance of students using the Inclusion Centre will improve by 5% compared to 2018/19.</p> <p>The new Inclusion Centre will support the reduction of persistent absence to below 10% for students who engage with this support.</p> <p>90% of students who receive GROW provision will make a successful return to the mainstream.</p>						
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Priority 4:	Leadership and Management									
Objectives	Lead	Specific Actions	Impact	Monitoring						
We want to.....				T1	T2	T3	T4	T5	T6	
<p>1. Ensure that disadvantaged students are better supported to maximise their potential.</p>	<p>JW</p>	<p>Produce clear action plan for disadvantaged pupils' participation in the wider curriculum.</p>	<p>Diminish differences between disadvantaged and</p>							

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

		<p>Track attendance to extracurricular activities.</p> <p>Where timetables allow, disadvantaged pupils are taught by experienced teachers. Review Pupil Premium Strategy.</p>	<p>non-disadvantaged students.</p> <p>School tracking data shows all disadvantaged pupils have participated in a range of activities linked to the wider curriculum. Survey data confirms positive experience of disadvantaged.</p>					
<p>2. Plan and deliver a CPD programme focussed on developing the highest quality teaching and learning and students' knowledge and skills.</p>	MJC	<p>New Staff Induction Programme outlines the requirements of teaching, learning and assessment at Budmouth.</p> <p>TDG/MJC run the 'Outstanding Teacher Programme' – bespoke in-house training for 'volunteers' and staff identified as needing support from Learning Reviews and QA systems. TAP programme replaces this</p> <p>TDG/MJC to establish 'Open Door' Mutual Lesson Observation Programme. TAP programme replaces this</p> <p>September INSET Day outlines academy vision for teaching, learning and assessment and Directed CPD time addresses key aspects of the vision and supports teachers in implementation.</p>	<p>95% of teachers will be regarded as good or better by the end of the academic year through triangulation process and SLT RAG.</p> <p>Learning Reviews will indicate that 95% of teachers are setting a higher level of challenge for students at all levels.</p> <p>Student feedback will indicate that they feel they are being more appropriately challenged.</p> <p>By the end of the academic year, all teachers will</p>					

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

	<p>Departmental meeting agendas and Improvement Plans to focus more explicitly on developing the quality of teaching and learning.</p> <p>Personalised Internal and external support provided for individual teachers and Subject Areas arising from 2019 outcomes and Learning Reviews.</p> <p>Establish excellent practitioner team to work with staff on 1:1 level as identified.</p>	<p>demonstrate their own self-reflection skills and individual CPD outcomes.</p>						
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Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>3. Ensure that data is being used effectively to track the progress of all students and manage intervention programmes where appropriate.</p>	<p>PH</p>	<p>Provide clear timelines for data collection and the expectations within departments/schools to ensure accuracy.</p> <p>Provide all data for staff within 4Matrix and support their analysis and accurate interventions.</p> <p>Meet with each Subject Coordinator with HoS to analyse outcomes and target areas that need development, with agreed actions and expected outcomes. Monitor the overall progress of each year group and intervene to ensure high expectations and levels of progress. Put in place the raising achievement strategy for Y11 to ensure each individual achieves and academy targets are met or exceeded.</p>	<p>Data collection deadlines are met and a decrease in variation between predictions and results.</p> <p>All key staff become familiar and successful in using 4Matrix to target departmental intervention as interventions have greater impact on outcomes.</p> <p>Subject Coordinators and link HoS have a clear understanding of priorities and expected actions, leading to improved outcomes. Evidence in data collections shows improved progress/attainment. Data targets in 1.5 above are achieved.</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>
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Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>4. Successfully implement the new 'schools within schools' leadership structure.</p>	<p>DH/JW/ MJH/PH /HoS</p>	<p>Meeting schedule has directed time for Heads of School to meet their school staff.</p> <p>Line management of Subject Coordinators by HoS will focus more greatly on subject performance against targets.</p> <p>Intra-School competitions calendared.</p> <p>Weekly attendance and behaviour reports showing school leader board.</p> <p>HoS and Co-ordinators to visit every tutor group every morning.</p> <p>Assemblies to take place in schools.</p> <p>New 'school' leadership groups and Student Voice networks will contribute to students belonging to a smaller SWS.</p>	<p>Leadership will be sharper in supporting the whole academy performance targets.</p> <p>Staff voice will show greater confidence in the leadership of the academy to support teaching and learning and outcomes for students.</p> <p>Students will show an increased allegiance to their 'school' via involvement in Student Voice, competition and intra-age group working.</p>						
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Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>5. Ensure that staff well-being is a high priority in all that we do.</p>	<p>DH/ADJ /MS/S_R /HMS/ ZG</p>	<p>On a termly basis, workload is monitored through staff voice via monthly meetings with trade union reps.</p> <p>Create staff well-being group to develop social activities.</p> <p>GISA Conditions meeting ideas to be developed with staff.</p> <p>Train 5 staff to become champions for mental health and well-being at work.</p>	<p>Sickness absence of staff is lower than 2018/19.</p> <p>Retention of staff improves in 2019/20 so that staff only leave for promotion or for unavoidable reasons such as relocation.</p>						
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Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

Priority 5:	Post 16 Provision										
Objectives	Lead	Specific Actions	Impact			Monitoring					
We want to						T1	T2	T3	T4	T5	T6

Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>1. To ensure that teaching enables students to develop detailed knowledge of the curriculum and that they complete demanding work.</p>	<p>MJH/ SL</p>	<p>All subjects to produce Learning Booklets to support study. Shared requirements for all subjects from learning review findings. Evidence that students are responding to feedback (Green). Student Voice, Learning Review, Learning Walks and Work Scrutiny to inform progress. Student Support Plans for those not reaching standards. Requirements shared with study room supervisor so that students can be directed to appropriate work outside of lessons.</p>	<p>Learning Walks demonstrate that 90% of students are engaging with their subjects at a high level in class.</p> <p>Subject SOW will evidence how students are being made to complete demanding work and how this is being assessed.</p> <p>Focused student's interviews show that 90% of students are able to discuss their curriculum in detail and understand how they make progress.</p>						
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Key: **Red** (not yet started), **Amber** (ongoing), **Green** (completed)

<p>2. Ensure that students develop excellent personal study habits that will prepare them well for higher education and/or vocational opportunities.</p>	<p>MJH/ ADoS</p>	<p>High expectations on the organisation of work. Shared standards at the beginning of term.</p> <p>CEIL program supporting personal development recorded in the CEIL Dossier. VESPA program used in tutor time to develop study habits and encourage a “Growth Mind-set.” UNIFROG will be rolled out. Develop a reading culture. Attendance monitoring to improve.</p>	<p>Focussed Pupil interviews indicate that 90% of students are presenting their work in subject folders and books in a highly organised manner.</p> <p>95% of students are using the CEIL and study areas as positive places to work outside of timetabled lessons.</p> <p>95% of students ending Y12 made the necessary progress to be able to progress into Y13.</p> <p>90% of students in Year 13 will be successful in making a UCAS and/or vocational application.</p>	<p style="background-color: #92d050;"></p>	<p style="background-color: #92d050;"></p>				
<p>3. To ensure that study programmes are complete with appropriate non qualification activities that enhance students skills and experience.</p>		<p>CEIL Programme development to include ‘Project Work’ for some. Enrichment Programme. Student Union events eg RAG week, Helping within Schools etc. Development Days. Develop ‘No limits curriculum’ for 2020.</p>	<p>90% of students engage in CEIL programme.</p> <p>30 students engage in a trial ATL No Limits assignment.</p> <p>100% students take part in whole school enrichment activity.</p>	<p style="background-color: #e69d00;"></p>	<p style="background-color: #e69d00;"></p>				

Key: Red (not yet started), Amber (ongoing), Green (completed)

<p>4. Develop a positive marketing strategy of the sixth form that enables numbers to increase in September 2020.</p>	<p>MJH/ ADoS/M C</p>	<p>Work with MC to develop Budmouth Brand Identity. Develop Prospectus for 2020. Provide taster opportunities for Y10. Involve Sixth Form as much as possible with "School System" so lower school aspire to come to Sixth Form. Develop Sixth Form Block. Share good news stories through all forms of media. Develop idea of exceptional performance in all areas. e.g. National Level Sport. Re-establish notable opportunities e.g. Kenya Expedition, CERN and NASA.</p>	<p>Intake into Year 12 in 2020 will be 85% of all eligible students from year 11. The number of students joining year 12 will increase by 10% from other schools.</p>	<p style="background-color: #f4a460;"></p>	<p style="background-color: #f4a460;"></p>				
<p>5. Ensure that academy targets are met in relation to the progress of all students and groups.</p>	<p>MJH/ DH</p>	<p>Write and oversee a Y13 Raising Achievement Plan. Ensure all staff are familiar with the use of 4 Matrix and ALPs and are able to analyse the performance of their own groups. Set and share challenging targets. Assess regularly and ensure data is collected and processed on time. Prompt Intervention for individuals and groups not meeting targets.</p>	<p>A Level Attainment Grade C. A Level Value Added Positive. Applied Learning Average Grade Merit Applied Learning Positive Value Added.</p>	<p style="background-color: #f4a460;"></p>	<p style="background-color: #f4a460;"></p>				

Key: Red (not yet started), Amber (ongoing), Green (completed)