

# Budmouth Academy Improvement Plan

## 2023 - 2024

Our improvement plan is headed under the five key areas of the OFSTED Inspection framework: Quality of Education, Behaviour and Attitudes, Personal Development, Post 16 Education and Leadership and Management.

Our Academy Improvement Plan sets challenging objectives for areas that we are seeking to improve. The plan identifies the specific actions that will be required to achieve each objective and it also identifies what the impact would be if the objectives are achieved. Our Leadership Team monitors this plan on a half termly basis and highlights when key actions are completed (green font) and evaluates the impact of actions in termly monitoring against targets (Green/Amber/Red) on a 'best fit' basis. At the end of the Academic Year the plan will be reviewed for its overall impact. An important part of this is to review the final performance in relation to our key performance indicators. This review will help us set a relevant and challenging Academy Improvement Plan for the following year.

### Notes:

- Key Stage 4 and 5 each have separate and more detailed 'Raising Achievement Plans'.
- There is also a focussed STIP (Short Term Improvement Plan) that is set and monitored by the Trust's National Director of Standards.
- There is also a separate plan for supporting Disadvantaged Students in line with the Pupil Premium Funding.
- There is also a separate plan for SEND.
- This plan replicated by our Subject Co-ordinators and Subject Leaders where they identify the more specific areas that are relevant to their subject and teams.

<b>FFT Benchmark Estimates</b>	AverageFFT <b>50</b>	HighFFT <b>20</b>	Very highFFT <b>5</b>
<b>Attainment 8 Overall Grade (9-1)</b>	<b>4.9</b>	<b>5.3</b>	<b>5.7</b>
<b>Attainment 8 English Grade (9-1)</b>	<b>5.2</b>	<b>5.6</b>	<b>6</b>
<b>Attainment 8 Maths Grade (9-1)</b>	<b>4.8</b>	<b>5.1</b>	<b>5.5</b>
<b>Attainment 8 Ebacc Grade (9-1)</b>	<b>4.9</b>	<b>5.3</b>	<b>5.7</b>
<b>Attainment 8 Open Grade (9-1)</b>	<b>5.1</b>	<b>5.4</b>	<b>5.8</b>
<b>Attainment 8 Ebacc Entries</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>
<b>Attainment 8 Open Entries</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>
<b>% 5+ GCSEs Grade (7-9)</b>	<b>17</b>	<b>24</b>	<b>31</b>
<b>% Grade 4+ GCSE English &amp; Maths</b>	<b>67</b>	<b>76</b>	<b>82</b>
<b>% Grade 5+ GCSE English &amp; Maths</b>	<b>45</b>	<b>54</b>	<b>62</b>

Priority 1:	Quality of Education									
Objectives	Lead	Specific Actions	Impact	Monitoring						
Successfully embed a well planned and ambitious 7-year curriculum.	PH	Develop the work of the Curriculum Development Group with a focus on the 2024 Year 7 Curriculum plan.	A strong curriculum plan in place ready for September 2024.	T1	2	3	4	5	6	
		To support transition from Year 6 into 7 by reducing the number of staff Year 7 students are taught by approx half for 2024/25	Improved transition and learning experience for year 7 cohort.							
		To reduce the dip in learning at the start of secondary education by broadening the Transdisciplinary Learning style and applied learning approach developed at Primary school.	Progress levels are improved from Year 7 upwards							
		KS3 (No Limits) including ATL and Core Curriculum is strengthened with coherent, sequential content and assessment including 21 <sup>st</sup> century Skills.	Assessments provide clear tracking of progress and enable staff to support progress for all.							
		Ensure that the new double option ‘STEM’ group is embedded and the Pilot Careers course compliments the groups provision.	Construction + group have careers and literacy and numeracy support.							
		BM to lead on linking curriculum skills to the broader power skills and develop the use of our pre-existing common language for skills	Careers become more embedded in the subject curriculum.							
		Put the new T Levels in place for our KS5 curriculum for Sept 2024	Broader curriculum offered at KS5 and the Education T Level provides recruitment potential.							

<p>Rigorous Quality Assurance, will ensure that quality of teaching in all subjects is a constant cycle of improvement and that there is a learning community in which every classroom is a challenging, engaging and purposeful learning environment. Thus, ensuring higher levels of attainment and progress in all subjects, specifically those identified as a focus for improved KS4 performance.</p>	<p>MC PM MH</p>	<p>The Triangulation Process - Learning Walks/Student Voice/Work samples and feedback will be reviewed and monitored. Regular Review of QA process by Extended SLT:</p> <p><b>Every 2 weeks:</b> Deputy HoS uses Q2a and records outcomes of Learning Walks, Book Looks and Student Voice. HoS to make this a permanent agenda item in meetings with Deputy HoS. Check that Q2a is happening, is recorded and that actions are taken accordingly by Deputy. <b>Actions by Deputy HoS after Learning Walks, Book Looks and Student Voice:</b> Outcomes of Learning Walks shared with Subject Team. Training takes place in Subject Team meetings according to outcomes of Learning Walks, Book Looks and Student Voice. QA outcomes are a permanent agenda item in SLT Subject Team meetings.. Discuss Learning Walks, Book Looks and Student Voice outcomes with allocated Lead Practitioner.</p> <p><b>Every Half Term:</b> HoS to ensure that Deputy HoS arranges Subject Team Book Looks in Subject Team meetings. Subject Team to discuss students' work in terms of quality, completion, challenge, and presentation. Subject Team to discuss quality of written feedback and DIRT in exercise books.</p> <p>Support Plans in place as necessary.</p> <p>From September 23 Half Termly Whole School Learning Reviews of identified areas eg. PP and SEND will ensue led by SLT, DHOS and LPs.</p> <p>Regular feedback to staff on strengths and areas for development.</p> <p>Ensure a consistent approach is applied by all staff when using the behaviour management policy and that training is given to those staff that fail to meet expectations.</p> <p>Provide outstanding and intensive pastoral support to ensure all students can be engaged within the classroom.</p>	<p>Quality of education will be regarded as good during monitoring visits.</p> <p>Outcomes for Pupils with SEMH and SEND improve, including those that are disadvantaged. GCSE performance will improve</p> <p>Ensure that suspension and permanent exclusions are in line with or below NA.</p> <p>Student questionnaires will report improved behaviour in lessons in 2022/23.</p> <p>10% reduction in Class Exits.</p> <p>15% reductions in number of Subject Removals.</p>						
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		<p>Metacognition Project Established to improve outcomes for all groups of students. Autumn Term 23 - Working Group established – 10 members of staff explore and prepare. School audit – data analysis – evidence-based decisions Multi-facetted implementation plan established. Shared understanding of the process Spring Term 24 – initial implementation and trial with a year group Up front training required. Feedback to SLT Summer Term Launch including INSET, peer to peer collaboration and Homework development. Deliver from September 24 Active ingredients understood and implemented. Sustain, revise and develop.</p> <p>The Teaching Development Group will continue to:</p> <p>Work with Deputy Heads of School on identified priorities through shared Learning Walks and Work Samples, Delivery on INSET in Department meetings and Paired teacher drop ins and reflections. Lead Practitioners, now trained in Learning Walks and Work Samples and Instructional Coaching will work with 2 or 3 members of staff within each Department who need support.</p>	<p>Learning Walks will evidence a continuing improved climate for learning in 2023/24.</p> <p>Quality Assurance Processes and Learning Reviews will show a greater consistency in application of our classroom priorities.</p> <p>Quality Assurance Processes and Learning Reviews will show a greater implementation of Behaviour management techniques and running the room strategies.</p>						
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<p>Reading: In accordance with:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf</a></p> <p>To develop an appreciation and love of reading, where students read increasingly challenging material independently through choosing and reading books independently for challenge, interest and enjoyment.</p> <p>Adults who are reading aloud regularly, including in class or tutor time use and modelling reading for purpose and showcasing reading strategies.</p> <p>To ensure that every teacher knows the pupils who are below their chronological reading age and take action to support their reading during lessons.</p>	<p>Assess the reading abilities of all students.</p> <p>Monitor and support when reading is below chronological age.</p> <p>Raise the profile of reading across the whole school and create a culture of reading for engagement.</p> <p>Students who require additional support will have a LIFT (literacy, intervention, framework training) reading programme.</p> <p>After-school reading support sessions run by both specialist assistants and Sixth Form students.</p> <p>‘Reading Week’ every term for 20 mins in every subject area.</p> <p>Partnership with Bournemouth University through the Books and Stories Project: Y10 students mentoring Y8 students in a shared reading experience.</p> <p>Budmouth Reading mentoring programme where Y9 students will mentor Y7 students</p> <p>Dedicated curriculum time in tutor registration period for reading (DEAR)</p> <p>TAs will be utilised during Tutor Time to support individual students with the skills to access texts,</p> <p>Teachers are provided with a definitive list of students who need support with reading in order to access the curriculum and training will be provided.</p> <p>Providing additional time for identified students to read targeted materials.</p> <p>Continue to provide sociable reading environments for independent and collaborative reading experiences.</p>	<p>An improvement in attainment in the Yr 7 writing assessments.</p> <p>independent reading across the school is embedded.</p> <p>Vocabulary maps from Y 7 to Y 11 increase assessment outcomes and recommended reading lists encourage independent learning</p> <p>Improved outcomes in KS4 written subjects.</p>					
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<p>To close the SEND gap and bring the outcomes for SEND in line with the National Average 2022 National outcomes for SEND:</p>	<p>SE</p>	<p><b>Ensure all students have access to high quality teaching:</b>  Embed Quality First Teaching to ensure excellent Wave One teaching in the classroom through quality assurance and training at briefings  Improve supportive and positive environments across the Academy for students with SEND: CPD on relationships and building a positive, proactive approach to behaviour.  Passports to be updated and personalised/online folders shared with all stakeholders to better support students with SEND in the classroom  <b>Complement high quality teaching with carefully planned interventions:</b>  Develop additional groups, such as the weekly Social Skills group to work jointly with Autism Base to improve behaviour and facilitate learning.  SEND and SSC to work together on intervention planning with regular team meetings of core members to ensure students have a seamless experience across all aspects of school life.  <b>Ensure teachers work effectively with teaching assistants:</b>  Teaching Assistants to be trained and quality assurance supports a model of greater student independence.    Teaching Assistants to complete or be registered for L3 training by 2025.  TA/teacher agreements to be developed further and used in every lesson that is supported.  <b>Support attendance of hard to reach students</b>  Attend meetings for attendance where a student has an EHCP.  Apply for EHCPs where appropriate to support students who are EBSA due to specific needs, such as autism.  SEND department to liaise regularly with the attendance team on high-profile students to support better attendance.  SENCO to identify possible EBSA students in Year 7 and put support plans in place to prevent this.</p>	<p>Progress 8 scores for SEN and non SEN pupils showed that non SEN pupils averaged a Progress 8 score of 0.10 whereas SEN pupils averaged a Progress 8 score of -0.69.</p> <p>Students will enjoy high-quality teaching and feel fully supported and included in the classroom. Student feedback and lesson observation to measure this outcome.</p> <p>Students make tangible progress in literacy and numeracy evidenced by assessment data.</p> <p>Students in Social Skills groups receive fewer behaviour points as a result of attending the group.</p> <p>The relationship between the teacher and teaching assistant is professional and both work as a team in lessons evidenced in observations and teacher feedback.</p> <p>2023-2024 attendance for students with EHCPs improves on 2022-2023 data to become in line with national average. Summer 2023 FFT Aspire data shows a 6.0% gap between school and NA with Year 7 EHCP attendance having the most disparity.</p>						
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Priority 2:			Behaviour and Attitudes						
Objectives			Impact	Monitoring					
Create a culture that promotes excellent behaviour, a sense of belonging and self worth through an outstanding career/voc path in year9/10.	BM/PH	<p>Develop the AWED for Y9/10 through pilot with Y10 to create a more purposeful, work-based careers programme.</p> <p>Identify students for AWED/Manufacturing double option.</p> <p>Identify appropriate modules for the Year 10 double option group.</p> <p>Implement enriched AWED experience</p>	<p>Improved P8 outcomes for double option group for those on one less GCSE.</p> <p>AWED pupil review shows positive feedback regarding new course</p>	T1	2	3	4	5	6
Improve attendance of all groups and reduce levels of persistent absence through a rigorous procedure that encourages identification for early intervention at every opportunity.	PM	<p>Ensure consistency of application of Budmouth Academy Attendance procedure across all schools.</p> <p>Ensure attendance is a standing item on both HOS line manager meetings and pastoral meetings.</p> <p>Utilise LA support especially for EBSA</p> <p>Ensure detailed analysis of specific groups such as PP/SEN/Girls</p> <p>Ensure all attendance meetings including those at panel are action focused and support the removal of barriers to school attendance.</p>	<p>Attendance of whole cohort and all sub groups such as PP is at or above NA</p> <p>PA of whole cohort and all sub groups such as PP is at or above NA</p> <p>Identified students who attend inclusion panel to see increased attendance of at least 5%</p> <p>Improved attendance for all students and reduction in PA</p>						

Priority 3:		Personal Development		
Objectives	Lead	Specific Actions	Impact	Monitoring



Develop a character curriculum through an increase the number of students engaged in the PiXLEdge programme and/or positions of leadership throughout the Academy.	AD/MH	Implement the new Tutor, House and School Council leaders programmes. introduce Sports Leader Training programme	Improved numbers of disadvantaged and SEND students in leadership positions. Improved responses to participation rates in QI Student Surveys Lower rates of suspension.						
Provide a bespoke mentoring programme for targeted students in year 7	AD/MH	Identify year 6 disadvantaged students Train 60+ year 7 mentors Implement Mentor Buddying system	Reduced referrals to Student Support and pastoral Services from year 7. Feedback shows improved students experience in QI Student Surveys						
To embed the principals of nurture to reduce suspensions by providing a robust and personalised programme of support for students with SEMH	SE	<b>SENCo to work closely with the Local Authority MHST team to embed a full programme of support for all year groups.</b> Every half-term a workshop, assembly or staff training booked (exam stress/sleep/motivation) SSC to work with SENCo in putting in place a programme of appointments in SSC	Improved attendance of students with SEMH, specifically fewer students in 2023-2024 becoming EBSA.  Lower suspension rate for those with SEMH needs.						
Improve punctuality of all groups ensuring that there is a reduction in the amount of lost learning time and thus improved purposeful engagement in lessons.	PM	Ensure consistency of Budmouth Punctuality Plan for all students (new bell system).  Intensive pastoral support for those students who have continued punctuality issues including parental engagement.	Reduced number of students who are receiving a punctuality withdrawal (half termly measure).  Reduced number of detentions to be set for lateness.  Increased learning time within all subjects.						

To achieve the rights respecting schools award to further develop the Academy as a safe and inspiring place to learn	PM	Identification of sixth form leaders and initiation of RRSA steering group.	Achievement of the Bronze Rights Respecting Schools Award.						
		PSM to attend Bronze achievement training course.							
		Review current school practice and ensure the whole school community understands the drive for a community that is based on the values of the United Nations Convention on the rights of a child.							

Priority 4:	Leadership and Management								
Objectives	Lead	Specific Actions	Impact	Monitoring					
<b>We want to .....</b>  To close the PP gap and ensure that disadvantaged students are better supported to maximise their potential	MC/SI	Introduce additional SLT support for closing the 'disadvantaged' gap. PP review to be a standing item at SLT  Pupil Premium Strategy will be reviewed for impact throughout the academic year by SLT and Trust Monitoring visits. The new strategy will review impact from the previous year and the needs of disadvantaged students in all year groups.  20 Year 11 students identified as needing extra support - Verified by Heads of School.  Regular parental contact and visits to the school.  Regular attendance/attainment monitoring and parental contact.	Quality of education will be regarded as good during monitoring visits.  Outcomes for Pupils with SEMH and SEND improve, including those that are disadvantaged. GCSE performance will improve  Diminish differences between disadvantaged and non-disadvantaged students.  School tracking data shows all disadvantaged pupils have participated in a range	T1	T2	T3	T4	T5	T6

<p>Plan and deliver a CPD programme focuses on developing the highest quality of education and improving students' knowledge and skills</p>		<p>Whole staff training via INSET. Regular monitoring of seating plan implementation and interventions.</p> <p>Exploring the idea of an English and Maths Residency.</p> <p>Engagement with the National Tutor Programme.</p> <p>Lead Practitioner's Action Research Group will share regular updates and research based intervention strategies with staff.</p> <p>All teachers will engage in 125 Hours CPD across the year including personal reading, research and action research groups</p> <p>Whole school coaching programme will continue with over 50% of teachers now engaged</p> <p>Trust CPD continues to offer NPQs and Budmouth teachers are engaged in receiving and facilitating the programmes</p> <p>Aspirations Lead Practitioners (6 Budmouth Staff) will complete their training this year via the Trust and lead on CPD Trust wide</p> <p>Implement metacognition project approach to H/W</p>	<p>of activities linked to the wider curriculum.</p> <p>Survey data confirms the positive experience of the disadvantaged.</p> <p>Quality of Work Monitoring 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 be able to evidence their own self-reflection skills and individual CPD outcomes within their professional growth appraisal</p>						
<p>To embed the Staff Wellbeing Charter</p>	<p>SE</p>	<p>New staff wellbeing group to start in Autumn term 2024</p> <p>Termly staff wellbeing drop-ins.</p> <p>Programme of events in place with whole school celebrations at the end of each term.</p>	<p>Staff Questionnaire at the beginning and end of the year to measure wellbeing and a sense of belonging at Budmouth</p> <p>Smaller staff turn-around and fewer staff absences in</p>						

			2023-2024 compared to 2022-2023						
To lead departmental review, TDG and and training programme for middle leaders to ensure improved outcomes at GCSE and A level		<p>Results review with all HOD</p> <p>Establish priorities for successful progress and attainment at KS4 and KS5</p> <p>SLT line manager to review and assess impact</p> <p><b>MH and</b> Director of Learning to deliver a training programme for subject leaders on how to plan and deliver a high quality curriculum</p> <p>Sets up a teaching and learning development group involving the ALPs in the school as well as the TDG.</p> <p>The Director of Learning takes middle leaders to other schools to see good practice.</p> <p>To implement a Metacognition home learning trial and project with a new homework policy to be implemented in Sept 2024</p>	<p>Improved P8 and Attainment level at A level</p> <p>QE will be good in successive monitoring visits.</p> <p>QA will show impact of actions.</p> <p>New H/W policy to be implemented in 2024</p>						
<b>Priority 5:</b>	<b>Post 16 Provision</b>								
<b>Objectives</b>	<b>Lead</b>	<b>Specific Actions</b>	<b>Impact</b>	<b>Monitoring</b>					
To further raise attainment so through the use of high quality QA and T&L CPD to ensure that all Post-16 teaching is of high quality.	SM/ SFLT	<p>Sixth Form Leadership Team (SFLT) to schedule and undertake termly learning reviews and work sampling.</p> <p>Student voice and work sampling to be shared with appropriate Heads of School in a timely manner.</p> <p>Request for three scheduled Sixth Form course leaders meetings that directly link to department meetings.</p>	<p>Quality Assurance demonstrates a consistently high standard of expectation and completion.</p> <p>Informed line management process allowing for identified discussions.</p> <p>An opportunity to face to face communicate with staff Sixth Form priorities at 3 meets. .</p>						

Improve attendance and reduce levels of persistent absence	SM/ SFLT	<p>A clear Sixth Form support structure protocol will be shared with teaching staff following on from Extended SLT and tutor feedback.</p> <p>Fortnightly tutor attendance reviews.</p> <p>Half termly attendance focus and parental contacts.</p>	<p>Protocol allows for recognition and intervention where necessary. All students to be RAGed.</p> <p>Correct register coding, 0% unexplained roll call absence.</p> <p>Parents to receive ½ termly 'overall contacts'.</p>						
Develop a fully integrated non-qualification offer that improves both the academic skills and well-being of the students	SM/S FLT	<p>A developed program of guest speakers.</p> <p>Integration of the Dorset SACRE (new for 2023-24).</p> <p>Further develop a pastoral programme that helps to shape and develop students wider interests.</p> <p>Improve the non examination offer linked to a developed AED structure and careers guidance interviews. BM currently developing AWED for Y9-10 that can be used to support and structure projects within AED</p>	<p>Students gain a greater wider understanding.</p> <p>90% of students engaging in these opportunities. Increase in the number of options they can participate in.</p> <p>55% of students move on to further education opportunities.</p>						
Develop communications amongst all key stage 5 stakeholders.	SM	<p>Develop parental engagement utilising a timely and streamlined approach.</p> <p>Improved student contact and interactions that are recorded and linked to documentation.</p> <p>More consistent and regular Sixth Form staff interactions.</p>	<p>Increased level of communication and understanding through key half termly contacts.</p> <p>Student journey is documented and staff aware of key information.</p> <p>Sixth Form teaching staff contact time leading to improved post 16 provision through sharing of good</p>						

			practice with 3 scheduled meets.						
Ensure that academy targets are met in relation to the progress of all students and groups, with an additional focus on subjects with historical under-achievement.	SM	<p>Year 13 Raising Achievement plan in place. <a href="#">Yr13 Raising Achievement Plan 2023-24 draft.docx</a></p> <p>Quality Assurance information fed back to HoS with clear and identifiable Even Better If's.</p> <p>Focused 'Learning Review' on Disadvantaged and Bursary students in Sixth Form.</p> <p>Post 16 tutoring fund (MyTutor) to be utilised in a timely manner where students are underperforming.</p>	<p><b>Post 16 targets</b></p> <p>A Level Attainment Grade: B-</p> <p>A Level Value Added: +0.61</p> <p>Applied Learning Average Grade: D</p> <p>Applied Learning Value Added: +0.5.</p> <p>Further close any perceived gap in disadvantaged students' learning.</p>						

Priority 6:	Careers									
Objectives	Lead	Specific Actions	Impact	Monitoring						
To improve how subject areas connect subject specific skills to the power skills	BM	Work with JRB and History Department to develop model of skills connection and in lesson assessment/development of skills by January	Improvement in CEC Future Skills Questionnaire results.							
		Twilight INSET to share learning from History Pilot and to develop further subject links from February onwards.	Improvement in students ability to explain how their subjects develop specific work-related skills (survey and student voice groups)							
		Monitor lessons for evidence of coherent skills reference and development.	Improvement in staff confidence and ability to make connections to the workplace and to consciously develop skills within the classroom							
		Review impact with students and staff								

To develop and deliver AWED to pilot group of Y10 students	BM	<p>Work with Students, Industry, Aspirations and Budmouth Staff to develop the AWED course.</p> <p>Deliver Pilot course and review and improve</p>	<p>Content fully uploaded to website</p> <p>Improvement in Y10 cohort Future Skills Questionnaire results</p> <p>Greater confidence and ability to describe personal skills (video recording evidence)</p>						
To improve the relevance and accessibility of career sector talks	BM	<p>Create a template for guest speakers to use to prepare talks.</p> <p>Monitoring quality of responses in careers textbooks - HoS and SLT to check books alongside BM and CO</p>	<p>Improved engagement and understanding of career sectors</p> <p>Improved work in career books</p>						
To begin the process of subject areas delivering sector talks within lessons	BM	<p>Send outline talks to SLs and SCs with intent to find clear curriculum links</p> <p>To plan talks to be dropped in to relevant parts of Y7 and 8 from 09/24</p> <p>To support SLs and SCs to help guests make clear curriculum connections</p>	<p>Improved relevance of careers talks and improved engagement in lessons</p>						