



Ark Alexandra  
Academy

## Improvement Plan 2019-2020

In the light of the school evaluation document, this plan sets out the key priorities for the coming year. These have been chosen as the highest leverage activities that will allow the school to fully meet the intentions of its vision document.

<b>Ofsted judgement</b>	<b>Pillar (our mission)</b>	<b>Ark model (operating model)</b>
Quality of Education	Excellent teaching Depth for breadth Always learning	Teaching and learning
Behaviour and Attitudes	Knowing every child Exemplary behaviour	Culture, ethos and wellbeing Pathways and enrichment
Leadership and Management	Always learning Depth for breadth High expectations	Curriculum and assessment Our people
Personal Development	Knowing every child Exemplary behaviour	

Quality of Education: Curriculum and Teaching and Learning				
Gaps identified	Specific actions	By whom	How monitored?	What will success look like?
<p>1. 1.0 Develop and refine each department's curriculum in order the Intent and the Implementation achieves the expected Impact.</p> <p>2.0 Students are having to think hard in lessons.</p>	<p>AAA curriculum principles are integral to each department's curriculum</p> <p>Opportunities to recognise and teach Christian values are explicit in the SOL.</p> <p>Every teacher has a clear understanding of the curriculum intention and the importance and relevance of each unit they are teaching</p> <p>Department schemes of learning make explicit what essential knowledge is learnt and re-learnt</p> <p>SOL make explicit where students' learning needs to be assessed to identify knowledge gaps, thus informing the re-teach and re-test.</p> <p>Question Level Analysis are integral to each summative assessment and are maximised to close knowledge gaps and to inform refinements to the SOL.</p> <p>Evidence and evaluation of the implementation informs department actions, strategic improvements and staff CPD.</p> <p>Teachers are clear and confident about what the students MUST learn.</p> <p>Lessons are pitched to provide appropriate challenge</p> <p>Students are carrying the cognitive load and have quality time to apply and demonstrate their learning.</p> <p>Models of excellence are used to exemplify the thinking process to achieve excellence</p> <p>Teacher's check the students understanding and address misconceptions</p> <p>Teachers ensure students have time to talk, discuss and articulate their thinking.</p>	<p>CCO / SLT / HODs</p> <p>HODs</p> <p>SLT / HODs</p> <p>HODs</p> <p>CCO / HODs</p> <p>SLT / HODs</p> <p>HODs / teachers</p> <p>HODs / teachers</p> <p>HODs/ teachers</p> <p>HODs/ teachers</p> <p>HODs/ teachers</p> <p>HODs/ teachers</p> <p>HODs/ teachers</p> <p>HODs/ teachers</p>	<p>autumn 2019 SOL evaluated by Network Leads. Spring term SOL completed by end of Nov 2019 and evaluated by Network Leads: Dec 2019.</p> <p>Line mgt learning walks to measure effectiveness of the implementation and to collate evidence.</p> <p>HODs curriculum implementation evidence file.</p> <p>SLT line managers and HODs evaluate QLA. QLA used to measure impact. Co planning used to plan re-teach.</p> <p>QLA for each class used to identify strengths of impact and areas requiring CPD.</p> <p>Lesson observations, and learning walks, SLT standing agenda item reporting strengths and action to address inconsistencies in each department.</p> <p>Termly student voice in each department: How hard are you being made to think?</p>	<p>The implementation of the autumn term SOL delivers clear measurable impact.</p> <p>Each teacher can readily articulate the purpose of the unit to the curriculum intention.</p> <p>Student books demonstrate progress towards the model of excellence.</p> <p>Student retest marks show an increase.</p> <p>Teachers subject knowledge gaps are addressed.</p> <p>Teacher explain why students are learning the specific knowledge and why it is important to the Big Picture.</p> <p>Students can be seen to be thinking hard and struggling a little.</p> <p>student voice for each department make clear that students are having to think hard.</p> <p>LWs, lesson observations record where high-quality talk</p>

	<p>Live marking provides feedback in the moment that students readily apply.</p> <p>Co planning secures consistency in high quality planning and the sharing subject knowledge strengths.</p> <p>Live coaching in the moment increases teacher impact on student's learning.</p> <p>Quality coaching of staff, particularly trainees, secures effective learning.</p>	<p>HODs</p> <p>JHO / SLT / HODs</p> <p>SLT / HODs / JHO</p>	<p>Book monitoring schedule: Line mgt learning walks, photographic evidence, formal whole school book monitoring schedule: 6 weekly.</p> <p>Coaching log update, TF, ATT and NT external moderation.</p>	<p>has been delivered. Film footage exemplar for each department demonstrates effective talk.</p> <p>Teacher use and respond to live coaching. Trainee teachers demonstrate continued improvement in their lesson observation.</p>
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<b>Behaviour and Attitudes: Values, culture and ethos</b>				
<b>Gaps identified</b>	<b>Specific actions needed</b>	<b>By whom</b>	<b>How monitored?</b>	<b>What will success look like?</b>
1.0 Develop a praise rich culture where student success increases their motivation and secures greater self-management.	<p>Implement the new Rewards, Repair and Consequence system, providing modelling of scenarios and opportunities for staff to rehearse.</p> <p>Develop and continually rehearse and model the values language and live coach staff to avoid missed opportunities.</p> <p>Every tutor period, assembly and at every opportunity in lessons, staff narrate the positives and the behaviours that are demonstrating: Faith, Excellence and Kindness.</p> <p>Teachers and staff circulate the classroom and live mark whilst providing immediate feedback, accentuating the best quality that they see and using the best work for modelling.</p> <p>Weekly reports of praise and rewards shared with each tutor group. Also copied to HOYs and HODs. Weekly reports of student's praise points to be emailed/ text to parents weekly.</p> <p>HOYs/ HODs use the report to address in- balance or inconsistencies.</p> <p>Develop the tutor group reward menu with increasing appealing rewards and they acquire more points. By Dec 2019.</p> <p>SLT and leaders modelling the values praise rich language at every opportunity. Challenge and support other staff to do the same.</p>	<p>SNE / SLT</p> <p>SNE to lead</p> <p>HOYS / tutors</p> <p>Teachers</p> <p>VCO / SNE</p> <p>HODs/ HOYs</p> <p>SNE / VCO</p> <p>SLT</p>	<p>Weekly reports to HODs to address inconsistencies. SLT 4 weekly monitoring to then take informed action to address dept/ staff inconsistencies.</p> <p>Termly reports to Governors and the link Governor.</p> <p>SLT. HODs and HOYs learning walk and evaluating impact. Prompting to avoid missed opportunities.</p> <p>Feedback form parents and students: week 8.</p> <p>Principals to evaluate SLT modelling. SLT line managers to evaluate the HODs modelling when conducting LWs.</p>	<p>students are proud of their progress and development. Students are enthusiastic to demonstrate the he values.</p> <p>students, staff and parent can articulate our values and can provide examples of seeing them in action.</p> <p>Students demonstrate greater resilience when given challenges and they are more self-motivated needing less external prompting or encouragement.</p>
2. Explicitly teach and promote our Christian values through our	Opportunities to celebrate Christian values are explicit in each department's curriculum.	HODs / BMA BMA	SOL evaluated b SLT line managers. Liaise with the	Students demonstrate Faith, Excellence and Kindness in their

<p>curriculum, language, behaviours and interactions.</p> <p>3. Build new relationships where students appreciate and respect each other and themselves.</p> <p>4. Maximise the staff feedback to develop staff wellbeing.</p>	<p>Students and staff have opportunities for prayer or spiritual reflection each tutor period, assembly, staff inset, briefings and other key events.</p> <p>Staff and students are taught the importance of Faith and Kindness and how it can be demonstrated and brought to life in our behaviours and interactions.</p> <p>Our Rewards system celebrates and promotes acts of Faith and Kindness.</p> <p>Implement the student Respect Code through assemblies, tutor period and daily interactions.</p> <p>Implement Drop Days and workshops to engage with and rehearse scenarios related to the Respect Code.</p> <p>Prioritise a specific aspect that can have impact on staff wellbeing and workload.</p> <p>Curriculum plans make clear what pieces of work require a deep mark according to what the students have learnt, making it purposeful and impactful.</p> <p>Increase the effectiveness of live marking in the classroom.</p> <p>Create more opportunities for staff to socialise and build relationships.</p> <p>Work with unions to monitor systems in order that staff have greater clarity and can readily implement them effectively.</p> <p>Continue to involve staff in creating the solutions.</p>	<p>SLT, HODs, HOYs.</p> <p>SNE / SLT</p> <p>JLE / HOYs</p> <p>JLE</p> <p>YPO / VCO / SNE</p> <p>HODs</p> <p>SLT, HODs</p> <p>SLT</p> <p>YPO / SNE / VCO</p> <p>YPO / VCO / SNE</p>	<p>Diocese to support the curriculum development.</p> <p>Student and staff feedback inform further actions. Any external monitoring to report of their observations.</p> <p>student voice and feedback.</p> <p>Student evaluations evaluate impact of these workshops.</p> <p>staff feedback, using the targeted questions to measure progress and impact.</p> <p>learning walks, SLT learning walks with the HOD. Book monitoring.</p> <p>Union minutes and staff feedback.</p> <p>Staff evaluations. Staff questionnaire feedback.</p>	<p>behaviours and interactions.</p> <p>Students aspire to achieve excellence. Students are more self-motivated to achieve success.</p> <p>Students can articulate how their actions impact on others and are able to identify how they can have a positive impact.</p> <p>Teacher marking is maximised and related to need within the curriculum rather than completed weekly or 2 weekly.</p> <p>Staff relationships strengthen and are readily supporting each other.</p> <p>Staff feel valued, consulted and cared for.</p>
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<b>Leadership and management: SLT, HODS, HOYS, TLR Holders</b>				
<b>Gaps identified</b>	<b>Specific actions needed</b>	<b>By whom</b>	<b>How monitored?</b>	<b>What will success look like?</b>
1.The SLT line management enables effective impact of each department's curriculum.	line management is focused on the evidence of curriculum impact in the classroom.	VCO / YPO / SNE	SLT present at SLT meetings. HODs feedback. VCO / SNE observe line management.	HODs are supported, developed and challenged. HODs have greater clarity, rigour and impact on the quality of learning in their department.
	SLT learning walks follow up and address inconsistencies	SLT	YPO, SNE, VCO shadowing SLT and conducting joint learning walks.	
	Live coaching is daily routine and increases teacher effectiveness.	SLT	YPO / SNE / VCO	
	SLT performance management is directly linked to the quality of curriculum and teaching in their departments.	YPO / SNE / VCO	YPO / SNE / VCO	
2.Heads of Department improve the quality of their curriculum securing deeper learning and increased student progress.	Autumn term SOL exemplifies our curriculum principals	HODs / SLT line manager	Evaluated by Network Leads or subject specialists	The department curriculum is implemented to achieve high impact.  Students can demonstrate that they have learned the knowledge and can apply the knowledge.
	HODs systematically evaluate the implementation and modify the curriculum where necessary	HODs/ SLT line manager	Evidence files and subject deep dives.	
	HODs gather implementation evidence and is maximised to inform lesson planning and staff CPD.	HODs / SLT line manager		
	HODs identify teacher subject knowledge strengths and areas for development.	HODs / TLR		
	HODs plan the co planning to secure teacher clarity of the why and what must be learnt.	HODs / TLR	Co planning monitoring and department staff feedback	
	Co planning pair work uses teacher subject knowledge strengths to support trainees and teacher knowledge gaps.	HODs / TLR		
	HODs ensure our teaching and learning priorities and consistently delivered.	HODs / TLR	lesson observations, learning walks, formal monitoring.	
	HOYs have high quality leadership training thus increases their competence and confidence to lead culture and ethos.	CBE	Line management feedback. Observations	

<p>3.The HOYs lead the culture and ethos within their year groups.</p>	<p>HOYs develop and implement strategies to support targeted groups and individuals.</p> <p>HOYs maximise assemblies, tutor period and pastoral events to secure students presenting behaviours that demonstrate our values.</p> <p>HOYs develop and implement strategic leadership of attendance</p> <p>HOYs assemblies inspire students to want to be better.</p> <p>Staff feedback on the new systems informs refinement and improvements.</p>	<p>CBE / HOYs NBU / JLE</p> <p>CBE / HOYs</p> <p>CBE / NBU / JLE</p> <p>HOYs</p>	<p>of the year group. Student feedback.</p> <p>Evaluate fixed term exclusion and internal exclusion data.</p> <p>attendance data monitoring termly reports.</p>	<p>response demonstrate the values in practice.</p> <p>PAs reduce and attendance is in line or above the national average.</p>
<p>4. New school systems are evaluated and refined to secure maximum efficiency.</p>	<p>Communication of systems and procedures is effective and readily understood / implemented by staff and students.</p> <p>Systems and routines are regularly rehearsed to secure improvements.</p> <p>SLT, HODs, HOYs and TLR staff ensure systems and routines are delivered by all staff consistently.</p>	<p>YPO / VCO / SNE</p> <p>SLT</p> <p>YPO / VCO / SNE</p> <p>SLT / HODs / HOYs /TLR</p>	<p>staff feedback. Observations.</p> <p>department monitoring, learning walks, department dives.</p>	<p>Systems and routines operate instinctively with minimum effort.</p>

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<b>Personal Development</b>				
<b>Gaps Identified</b>	<b>Specific Actions Needed</b>	<b>By Whom?</b>	<b>How monitored?</b>	<b>What will success look like?</b>
<p>Implement character programme specific to the needs of our students in our community, that incorporates our values.</p> <p>Develop and implement a more extensive programme to address specific areas of discrimination... transgender.</p> <p>Extend the CEIAG programme into year 7 so that having a great education has even more relevance.</p>	<p>Define the essential characteristics we need to develop in our students. Prioritise resilience through the 5-year programme.</p>	CBE / JLE	<p>Formal monitoring as per the annual schedule. Student feedback. Observations of student behaviours.</p> <p>Coordinated through CEIAG programme: student feedback before and after, identifying where they observe the characteristics being applied.</p> <p>Staff and student feedback, identifying what they have learnt and what they will do differently.</p> <p>Student feedback after the workshops. Behaviour log monitoring. Observations of girl and boys' behaviours.</p> <p>CEIAG questionnaire. Before and After visit student evaluation. Observations of students in lessons during talk activities or presentations.</p>	<p>Students will be able to articulate the value and importance of the characteristics and where they are relevant to the workplace.</p> <p>Our students challenge any form of discrimination in the moment as well as reporting it.</p> <p>Our Transgender students are happy and feel well supported.</p> <p>Year 7 become more self-motivated and ambitious for a great career knowing that education is their route to success.</p>
	<p>Recognise and reward students when they exemplify or demonstrate these characteristics.</p>	JLE/ SNE		
	<p>In year 7, show students the characteristics application in the workplace.</p>			
	<p>Interweave the appropriate aspects the character programme into the RE curriculum.</p>	CIG		
	<p>plan and deliver workshops for all students.</p>	JHO / CBE		
	<p>set up a transgender support group with 'expert' leadership.</p>	SNE		
	<p>Develop a programme to tackle the stereotypical expectations of boys.</p>	CBE /JHO		
	<p>Formulate and implement a student policy to continue to educate students about sexualised behaviour.</p>	SLT		
	<p>Develop the programme that consist of visits to the workplace, university, workshops and visiting speakers, in line the character programme.</p>	GMO / JHA		
	<p>Measure students understanding and motivation to achieve good education.</p>	GMO		
<p>Implement the oracy programme to develop students' confidence to conduct public speaking and to present to an audience.</p>	BMA			