

# Newmarket Academy Action Plan

## 2018-19

This action plan is updated every half term and after each Data Point. The Action Plan supports the SWMAT Action Plan which can be viewed on the MAT website  
Updated September 2018

Newmarket Academy strives to be an outstanding school in an outstanding Trust - a secondary school focused on preparing students to impact on a changing world. Our values promote a community that accepts everyone and leaves no one behind. In our drive to be an outstanding school, we prioritise innovation and challenge. Collaboration and risk taking by our teachers create an environment where outstanding lessons will be the norm and where learning is nurtured and celebrated. We pride ourselves on driving change through distributed leadership, where asking for help is seen as a strength and support is given freely. Our curriculum prepares students for the world of work; it encourages them to take responsibility for their own learning and to plan the next steps in achieving their goals. Our ambitions and aspirations are shared with, and celebrated in, the wider community. We are a school the community can be proud of.

# Newmarket Academy Development Plan 2018-19: Executive Summary

## Values

Compassion is about caring for others	Hope is knowing, wanting and making good things happen	Justice is about making us sure that we treat others and ourselves fairly	Respect honours the good things that we and others do	Wisdom is gained through learning and doing. It is about knowing right from wrong	Courage is being brave when we are scared. It is being able to act when we fear we may fail	Resilience is about being able to stay strong when things go wrong	Integrity is being honest and trustworthy. It is being true to yourself and your beliefs	Responsibility is about taking care of our people and things. It is about doing our duty to our family, friends, school, community and country
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## Our mission is to create.....

Successful Learners

Confident individuals

Responsible Citizens

## Targets

KSIII – 80% of students on track to achieve their targets KSIV – 75% 9-4 English + Maths KSIV – 50% 9-5 English + Maths	9-7/A*/A percentage = 15%	HPA students achieve outcomes in line with national averages	Attendance – 96.5%	Recruitment to Year 7 = 160+
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## Strategic Objectives

Outstanding Outcomes (Achievement)	Outstanding Teaching, Learning and Assessment (Teaching and Learning)	Outstanding Leadership, Management and Governance (Leadership and Management)	Outstanding personal development, behaviour and welfare (Behaviour and Safety)
Improvements in identified subjects outcomes: MFL HPA students MPA students	Outstanding CPD programme for all staff Effective QA and review process embedded Risk-taking approach to learning Standardisation leads to accurate assessment and tracking	Support for specific departments Outstanding leadership throughout the Academy Effective parental engagement Effective marketing programme	Percentage of FTEs and IEs of PP and SEND students equals non PP/SEND students Consistent implementation of rewards structure Active student leadership Percentage PA below 5%

GROWTH					
CURRICULUM					
Focus	Action	Who	When	Resource	Success Criteria
Link between Key Stages	<ul style="list-style-type: none"> <li>Audit of KSIV and KSIII SOW</li> <li>Identify key knowledge and skills in key stages.</li> <li>Core subject audit and identification of knowledge , skills and key subject specific</li> </ul>	All		Time	<ul style="list-style-type: none"> <li>Key Stages have key knowledge and skill alignment</li> <li>Printed list of key subject vocab</li> <li>Speech is built on extended vocabulary. Key vocabulary helps pupils to link new knowledge to what is already known.</li> </ul>
Cross Curricular content Links established	ML meetings time given to allow pairs and triads of departments to work together	NFY	Sept	Time	More efficient use of curriculum time and reinforcement of content and skills across depts
Development of S+C curriculum	Stretch and Challenge materials on the Academy website	MLs MKY	From Sept	Time	Resources available for S+C students
Greater focus on content in LM meetings	Revision to LM proforma	SLT	From Sept	Allocated meeting time	SLT 'know their subjects' SOL for new specification
EVIDENCE BASED TEACHING					
Focus	Action	Who	When	Resource	Success Criteria
Evidence based arguments key aspect of SBP CPD program to promote wider knowledge.	<ul style="list-style-type: none"> <li>More Primary and Secondary research cited when presented discussion points to SLT and MLT,</li> <li>Continued development and sharing of evidence-based practice across the Academy</li> </ul>	LPs SLT members	July	Time Research database; SBP Sessions Department P6	Clear baseline of use of research from which to establish goals for increased use of research. Teaching staff have a solid grounding in evidence-based teaching.
Staff to visit other schools PIXL main meetings	<ul style="list-style-type: none"> <li>Identified staff to visit schools of excellence in development areas</li> <li>Mixture of teachers attending PIXL</li> </ul>	EWN/ SGN SLT	Ongoing All Year	CPD Budget  Budget for cover	<ul style="list-style-type: none"> <li>MLs % visiting excellent schools</li> <li>Resources, ideas and knowledge disseminated</li> </ul>
Effective use of PA Process	<ul style="list-style-type: none"> <li>Use of research to develop Quality Teaching First as performance management target</li> <li>Evidence driven PA</li> </ul>	NFY/EWN	From Sept	Allocated Meeting Time	Evidence based PA targets
SUPPORT					
LEADERSHIP					
Focus	Action	Who	When	Resource	Success Criteria
Improved Leadership at all levels	Identify staff who require coaching Modelling of clear expectations Consistent Line Management ML agendas set in advance	Identify potential leaders	Ongoing	New Line Management proforma	Fortnightly Line Management for identified staff Middle Leaders and Teachers who are confident future leaders ML meetings are planned and constructive
Encourage Middle Leader succession	Middle Leadership volunteers to shadow SLT on a rotation	ML and SLT	Ongoing	Timeline	
Encourage more vulnerable students to take up Leadership roles (currently 7% EAL/16%PP/2% SEN)	Leaders of EAL, PP and SEN to encourage suitable candidates to apply.	NFR SEN	Ongoing		Higher percentages of vulnerable groups on student leadership roles. Suitable Candidates appointed

Fair representation of groups in extracurricular activities e.g. Sports Teams, Trips etc	Record keeping of all activities and students taking part Analysis of participants by leaders of student groups	All who plan/run an activity/trip	Ongoing	Time Spreadsheet with student names	Higher percentages of all groups participating in extracurricular activities.
<b>CHALLENGE</b>					
<b>ASSESSMENT AND DATA</b>					
<b>Focus</b>	<b>Action</b>	<b>Who</b>	<b>When</b>	<b>Resource</b>	<b>Success Criteria</b>
Accurate reporting of levels for all students	<ul style="list-style-type: none"> <li>Students exemplar/standardised reference marking/portfolio/exam scripts moderated across the Academy and further Trust</li> <li>QA/Aspect reviews and LM process – including book checks</li> </ul>	RHL	From Sept	Time	All Departments have a portfolio of Standards Referenced Work and have evidence of monitoring books, exams etc. in Quality Assurance folder. Assessment schemes and judgements are founded in solid evidence of pupil progress, referencing LM Meetings and QA processes
Embedding of new target system	<ul style="list-style-type: none"> <li>FFT20 target setting</li> <li>To ensure that we have a fit for purpose model for target setting</li> </ul>	RHL JHL	June	Login	All students have targets based on FFT20
Effective communication of data with all stakeholders	All stake holders are informed on reporting and data	NFY RHL	Sept		All stakeholders aware of whole school data
Inaccurate data	ML to moderate data points and request evidence where questionable data is identified	RHL	Sept		Assessments are accurate and reflect true student progress refereeing QA processes and LM meetings.
<b>PRIDE</b>					
<b>ENGAGEMENT</b>					
<b>Focus</b>	<b>Action</b>	<b>Who</b>	<b>When</b>	<b>Resource</b>	<b>Success Criteria</b>
Raising professional expectations Pace in lessons	Clearer routines for start of lessons. Meeting published deadlines. SBP to encourage teachers to increase pace and engagement in lessons	EWN/NFY All teachers	Sept	CPD time	Increase recognised as part of QA process
Pride in the environment and movement around school.	Whole school drive on 'respect' for the environment. Embed active role of caretakers.	HOH All staff	Sept	Meeting Time	Cultural change/Framed pictures only on walls/Staff Bulletin
Recognition	More positive reinforcement of student success. All staff to display outstanding level exemplars.	All teachers SGN	Sept	Money for rewards	Increased number of students being recognised
Disengaged students	Early interventions in place for focus groups – LPA; SEND Drive to increase a positive dialog between staff and students	POs House Teams All teachers	July	Time	Less exits and disengagement Outstanding staff/student relationships
Lack of things for students to do during break and lunch	Investment in outdoor play areas and outdoor seating. Promotion of lunch clubs.	NFY All teachers	Sept	Money	A full program of activities available to students