

Newmarket Academy Action Plan 2016-17

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

Key Priority	Self-evaluation	Action Points	Lead	Support /Resources	Current Position	Success Criteria (by when)
Achievement	<p>Outcomes declined in 2015-16, but VA/P8 measures improved in 2016 A*-CEM = 45.2% (54%)</p> <p>3LoP in Maths = 57% (63%) 4LoP in Maths = 11% (18%) 3LoP in English = 70% (73%) 4LoP in English = 46% (45%)</p>	<p>Intervention</p> <ol style="list-style-type: none"> 1. Deployment of new ALs to target early intervention in KSIII and KSV 2. Develop role of tutor in monitoring progress 3. Deployment of support programme for departments with below target outcomes (see plans in identified depts.) 4. Use of ML voice meetings (weekly) to share best practice 5. Data Driven Meetings 	<p>LHG</p> <p>HoH</p> <p>NFY/EWN + Trust</p> <p>LHG</p> <p>All SLT</p>	<p>CAN/LHG + APs</p> <p>APs</p> <p>All teachers</p>	<p>Data point 5 (Summer 2 – year 10) EFG 5A*-CEM = 57.92%</p> <p><i>Maths</i> 3 LoP = 72% 4 LoP = 29%</p> <p><i>English</i> 3 LoP = 63% 4 LoP = 43%</p> <p><i>P8 = 0.43 (based on 2014-15 national)</i> VA = 1025.84</p>	<p>Students in each year group make substantial and sustained progress considering their different starting points. Progress for all students, including disadvantaged students and students with special educational needs, is above national average in nearly all subjects. The progress of disadvantaged students is equal to, or making rapid progress towards, other students with the same starting points. The attainment of almost all groups of students is broadly in line with national averages. Students can talk confidently about their learning, and are well prepared for the next stage of their learning, employment or training.</p> <p>Numerical targets Progress 8 = 0.5</p>
	<p>Progress 8 = 0.23 VA = 1018 English Bacc A*-CEM = 14.53%</p> <p><i>PP Gap narrowed to -36 percentage points (-42)</i></p> <p><i>Gap between boys and girls narrowed to 20 percentage points (-30)</i></p> <p>Cohort had a below average starting point – KSII APS = -1.1</p>	<p>Diminishing Differences</p> <ol style="list-style-type: none"> 1. Development of a clear and coherent plan which is implemented in September 2. Moderation and standardisation of current data to measure impact of narrowing the gap plan 3. Narrow attendance gap 4. Regular PP reviews 5. Coursework/CA priority 6. Focus on HPA PP students - development of role of S+C co-ordinator 7. Deployment of PP AL for KSIII 	<p>LHG</p> <p>NFY</p> <p>NFR LHG and Govs</p> <p>All MLs MKY</p> <p>BWD</p>	<p>LHG</p> <p>Aps</p> <p>LHG</p> <p>LHG</p>	<p>P8 PP – non PP gap = -0.8 (-0.59) If 3 students (see case studies) are excluded PP P8 = 0.02 and gap decreases to -0.5 PP students making good progress – see GIP - PP</p>	

	Conversion rate for low ability students was poor	Boy-girl gap in performance 1.Develop action plan to narrow the gap 2.Visit other schools who have successfully narrowed the gap	APs		Boy – Girl gap = 10 points. Girls = 0.43 and Boys = 0.33	
	Declining results in English are cause for intervention		APs			
	Outcomes in some departments are a cause for concern (Business Studies, Art, Textiles, French, <i>Science Double</i>)	Literacy 1.Track literacy in all years 2.Ensure that literacy is taught in all areas of the school and in particular, in support curriculum areas 3. Raise profile of literacy across the school 4. Review and update literacy <i>policy</i>	MDY MDY MDY MDY	All HoDs + all teachers		
		Numeracy 1.Develop numeracy intervention in meeting time 2. Audit of SoL to raise profile of numeracy across the curriculum	GST GST			
		Assessment 1.Monitoring implementation of new Assessment model	RHL	All HoDs	HoDs organising standardisation Trust wide commitment to align specifications from September 2016	
Learning and Teaching	The quality of learning and teaching is improving (90% + of teachers taught good or better lessons during IR) despite substantial staffing issues in 2014-15. We have no inadequate teachers and we are	1.Focus on key areas: Challenge, <i>Tailoring</i> , <i>Marking</i> (– <i>dialogue</i>), and <i>S+C</i> 2.Coaching for new staff 3.Move good teachers to outstanding 4.Programme of paired observations for all staff through dept QA process and	EWN EWN EWN EWN	LP+SLP + JMN LP + SLP + JMN LP + SLP + JMN +CPD budget	Teachers’ knowledge of their subjects is excellent. Planning of learning to meet the needs of the students is excellent and thus students have time to practice and embed their learning. Student behaviour is managed	

	<p>using the new L+T grid to assess lessons. We have a clearer set of expectations (PERFORM) for learning. Our priority is to ensure absolute consistency in the classroom</p>	<p>PA 5.Establishment of clear routines for learning – meet and greet, Wilfs, homework etc 6. Promote learning dialogues – learning communities/Triads 7. Monitoring of QA process 8. Develop role of S+C students to support improvement in T+L</p>	<p>APs SGN EWN MLs SGN</p>	<p>HoDs APs HoDs LP + SLP +JMN</p>		<p>in a highly effective way, inappropriate behaviour to other students is challenged immediately and time is used well especially to check understanding and offer support. Feedback is incisive and in line with the Academy’s policy. Homework is set and is appropriate to support learning. Lessons are used to embed the schools literacy policy and where appropriate develop numeracy. Students enjoy their lessons, are resilient, and are eager to improve their learning. Parents are provided with effective information on how their child is progressing.</p>
--	--	--	--	--	--	---

Behaviour and Attendance	Overall B+A has improved. Attendance (96.4%) shows significant progress. High profile behavioural issues are irregular and key students are being given alternative options, and the process to manage behavioural issues is more secure.	Attendance 1.Targeted interventions for vulnerable groups 2.Implement action plans for early intervention based on liaison with primaries 3.Attendance days each term	NFR	All responsibility holders APs	<i>Current = 96.3%</i> <i>PA = 7.62%</i> <i>PP-non PP gap = 1.76PP</i> <i>(Data from July 2016)</i>	Students are confident with excellent attitudes to learning, show respect for others' ideas. Students see how school equips them with the attitudes and behaviours for future success, and are provided with high quality impartial careers guidance. As a result students value their duration and consequently rarely miss a day at school. Students have impeccable conduct and incidents of low level disruption are rare. Students work hard to prevent all forms of bullying, and any incidents are dealt with effectively. The open culture of the school actively promotes all aspects of student welfare. Students can explain how to stay safe and healthy and the school's SMSC provision equips them to become active citizens in the school and wider community.
	The key concern remains tackling low level behaviour and lack of engagement. The number of C1/C2 behaviour incidents remains too high	Behaviour 1.Consistency in classroom BfL and within depts. to engage all students 2.Training and support for staff with Prevent and Channel 3.Monitoring use of Meeting time to promote values 4.Active promotion of student voice 5.Active promotion of Academy achievements 6.Promotion of rewards 7. Engendering a "positive" attitude" to learning and increasing parental engagement (3/week)	EWN	HoDs		
		EWN	HoH			
		APs	Tutors			
		SGN				
		SGN	LKP - All staff			
		SGN	All staff			
		HoDs	All teachers			
					Numerical Targets 96% Attendance	

<p>Leadership and Management</p>	<p>Leadership is developing – it has historically been weak due to staff absence, insufficient support and guidance. We now have a complete middle and senior leadership team.</p> <p>Our priority is to ensure that we can increase the productivity and effectiveness of leadership at all levels</p>	<ol style="list-style-type: none"> 1.Share best practice of MLs (T+L, tracking, intervention, SEF/DIPs and QA) 2. Bespoke support for key identified departments 3.Consolidate further liaison with Primaries 4.Improve use of PA as driver of school improvement (DD and HPA) 5. Ensure that all students have high quality CEIAG and are prepared for key curriculum choices 6. Develop engagement with stakeholders – improve communication 7. Improve the environment for learning 8. Partnership with counterparts at Trust schools 9. Headteacher lunches – morale 10. QA process of depts. and line management 	<p>NFY</p> <p>NFY/EWN+Trust</p> <p>EWN</p> <p>NFY</p> <p>RHL</p> <p>NFY</p> <p>SGN</p> <p>NFY</p> <p>NFY</p> <p>All SLTs</p>	<p>JMN APs + HoDs</p> <p>Leadership</p> <p>ACE/BWS +All staff LKP</p> <p>LKP</p>	<p>ML training programme – leadership styles, data, lesson observations and feedback (difficult conversations – complete May and June 2016)</p> <p>Trust Science and Maths Reviews and School Effectiveness Visit confirm improvements in ML</p> <p>Internal reviews in Art, Business Studies, confirm ML is strong</p> <p>SMSC review complete (Dec 2015)</p> <p>PP reviews also show strong processes in place to identify PP students and level of intervention is narrowing the gap</p>	<p>A culture has been established where students excel, where high expectations are embedded and relationships between students and staff is exemplary. The school is consistently focused on improving the outcomes of all students and especially of disadvantaged students. The staff are able to and do reflect on the way they teach and are deeply involved in their own professional development, and thus take risks in innovating their teaching to meet the needs of the students. The curriculum is broad and balanced and inspires the students. The school actively promotes SMSC and the promotion of British values, and prevents the development of radicalisation and extremist views. A culture is established where students feel safe and their welfare is actively promoted</p>
----------------------------------	---	---	--	--	---	--

<p>Sixth Form</p>	<p>PPE has fallen (as expected given profile of students) but outcomes were in line with expectations in A Level and Academic subjects but below actuals in Vocational subjects.</p> <p>Outcomes A Level subjects PPE – 25.27 (22.76) Academic Subjects PPE 25.61 (22.42) Vocational Subjects PPE 31.36 (36.2)</p> <p>Value added has risen again as expected.</p> <p>Value-added A Level subjects -0.03 (-0.15) Academic Subjects --0.03 (-0.15) Vocational Subjects 0.29 (-0.13)</p> <p>Our sixth form provision is not viable and we need to ensure that we can offer an appropriate post 16 progression pathway – our partnership with SW needs to be developed</p>	<p>1.<i>Increase PPE and PPS for current year 13 – set up Achievement plans for target students</i> and deployment of new AL</p> <p>2.Plan cohesive plan for post 16 pathway/offer – post 16 partnership with local providers</p> <p>3.Promote post 16 pathways</p> <p>4. Review and extend relationship with WSC</p> <p>5. Focus on attendance</p> <p>6. Monitor pastoral support within House system for KSV students</p>	<p>LHG</p> <p>NFY</p> <p>RHL</p> <p>NFY</p> <p>LHG</p> <p>HOH</p>	<p>HoDs</p>	<p>Outcomes – Summer Expected</p> <p>A Level subjects PPE – Academic Subjects PPE Vocational Subjects PPE Value-added A Level subjects Academic Subjects 0.03 (-0.15) Vocational Subjects -0.21 (-0.13)</p> <p>Attendance = 85.7% (83% 2014-15) Year 12 = 90.6%</p>	<p>Leaders pursue excellence in order that provision and outcomes improve rapidly for all learners. Learning programmes are highly individualised and challenging programmes of study that prepare them for future employment. All students have high quality impartial careers guidance and relevant work experience . All teaching supports sustained and substantial progress from their own starting point. All students feel safe, are confident and behave well</p> <p>Numerical Targets: PPE: A Level: 204 Academic: 204 Vocational: 223 PPS: A Level: 689 Academic: 689 Vocational: 630</p> <p>VA = 0</p>
-------------------	---	---	---	-------------	---	--