

<p>OUTCOMES FOR PUPILS</p>	<p>TS - 2 Progress and Outcomes TS - 6 Accurate Use of Assessment</p> <p>1a) To continue to maintain tracking systems in all faculty areas that allow students' progress to be tracked, quality assured and bespoke interventions to be put in place</p>	<p>TS - 2 Progress and Outcomes TS - 6 Accurate Use of Assessment TS - 4 Planning and teaching TS - 5 ADAPT to Strength/Needs of All TS - 1 Inspire Motivate and Challenge</p> <p>1b) To ensure all faculties have identified and tracked the progress of SEN Support students ensuring underachievement is challenged and intervened with.</p>	<p>TS - 5 ADAPT to Strength/Needs of All TS - 4 Planning and teaching TS - 1 Inspire Motivate and Challenge</p> <p>1c) To continue to diminish differences in progress for PP, SEND Support students, boys and those that need to catch up at a rate faster than overall national outcomes.</p>	<p>TS - 2 Progress and Outcomes TS - 6 Accurate Use of Assessment</p> <p>1d) To continue to develop quality delivery in all subjects (including the specific targeting of Basket 3 Qualifications to secure expected levels of progress for all groups</p>
<p>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</p>	<p>TS - 2 Progress and Outcomes TS - 3 Literacy /Numeracy TS - 1 Inspire Motivate and Challenge</p> <p>2a) All students develop a love of reading. All students with a reading age below their chronological reading age to have identified effective intervention to reduce the gap.</p>	<p>TS - 1 Inspire Motivate and Challenge TS - 4 Planning and teaching TS - 3 Literacy/Numeracy TS - 5 ADAPT to Strength/Needs of All</p> <p>2b) To secure consistently good or better teaching across the academy</p>	<p>TS - 3 Literacy/Numeracy TS - 4 Planning and teaching TS - 5 ADAPT to Strength/Needs of All TS - 3 Subject/Curriculum Knowledge</p> <p>2c) To embed effective strategies to enhance learning with particular foci of collaborative learning, consistency and clarity of explanations, feedback to students, the use of additional adults and questioning of students.</p>	<p>TS - 8 Wider Professional Effectiveness TS - 4 Planning and teaching TS - 2 Progress and Outcomes TS - 3 Literacy/Numeracy</p> <p>2d) To develop the profile of literacy and numeracy across the Academy, measuring the impact of student outcomes systematically through evaluated programmes</p>
<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p>	<p>TS - 7 Manage Behaviour TS - 4 Planning and teaching</p> <p>3a) To support a fully inclusive Academy at all levels, with all EAL/LAC/SEN/FSM/PP students fully engaged, achieving to their full potential and receiving appropriate and quality support.</p>	<p>TS - 7 Manage Behaviour</p> <p>3b) To ensure all students to regularly attend the academy and know the value of good attendance and the link with achievement.</p>	<p>TS - 8 Wider Professional Effectiveness</p> <p>3c) To maintain dialogue with all stakeholders (particularly students and parents) to reach excellence in provision.</p>	<p>TS - 8 Wider Professional Effectiveness TS - 1 Inspire Motivate and Challenge</p> <p>3d) To embed an effective house system across the academy that leads to effective rewards for all students in that students have high aspiration and self-esteem making the correct choices in and out of the academy.</p>
<p>LEADERSHIP AND MANAGEMENT</p>	<p>TS - 2 Progress and Outcomes</p> <p>4a) To drive leaders at all levels including those responsible for governance to proactively seek out ways to improve outcomes for students on a day to day basis and plan and deliver high quality learning across the Academy. All students achieve no matter their context or starting points and feel proud and valued at the Academy with all students contributing to the Academy community.</p>	<p>TS - 3 Subject/Curriculum Knowledge TS - 4 Planning and teaching</p> <p>4b) To secure a curriculum offer that equips students for success in educational outcomes, life and work skills and a continued engagement in learning in balance with the DFE and current and future performance table requirements</p>	<p>TS - 4 Planning and teaching TS - 2 Progress and Outcomes TS - 8 Wider Professional Effectiveness</p> <p>4c) To ensure middle leaders hold all staff to account by ensuring consistently good teaching and robust assessment in all subjects</p>	<p>TS - 8 Wider Professional Effectiveness TS - 3 Subject/Curriculum Knowledge</p> <p>4d) To provide opportunities for all staff to develop their own personal and professional effectiveness through effective and explicit CPD and opportunities for leadership at all levels</p>