

# STRATEGIC AMBITIONS 2016-2019



# Excel Academy - Aims

The Excel Academy is part of the College Academies Trust and follows the service aims outlined in the trust objectives. The Excel Academy is determined to become an outstanding provider that serves and inspires the local community. This document outlines the overarching strategy to reach this ambition by 2019.

## **Expect Excellence**

### **Our Targets 2016-19**

#### **Headline Measures**

1. Progress 8 measures are above 0.5.
2. The proportion of students making and exceeding expected progress in Maths and English is in the top 10% of similar schools.
3. Attainment meets or exceeds national averages.
4. All groups, including SEN, PP and the most able, perform above average for all subjects.
5. A reducing exclusion rate and attendance above national average.

#### **Students**

1. Students are proud to attend the academy.
2. Students are confident and resilient learners who take control of their learning and future goals.
3. Students are interested, eager to succeed and want to continually improve.
4. Students demonstrate high levels of personal development and are thoughtful, caring and active citizens in the academy and wider society.
5. Students feel safe.

#### **Educational Provision**

1. Leaders promote an unwavering commitment to expect excellence in all aspects of academy work.
2. Teachers are experts in their field of study which guides and inspires students to do well.
3. Accurate evaluation drives continuous improvement.
4. Exemplary safeguarding procedures and welfare/ pastoral support overcomes barriers.
5. SMSC and the promotion of British values is at the heart of the academy.
6. The academy inspires the local community and supports regeneration of the area.

# THE EXCEL ACADEMY

## Strengths and Development Areas

2016-17

### Key Strengths

- Progress in nearly all subject areas is very good, particularly English, mathematics, Spanish, PE and the arts.
- The profile for teaching and learning is good in many areas and teaching and learning is a key focus for professional development
- The number of students achieving the Ebacc is regularly around national average
- Behaviour and safety of students are good. Attendance is improving and is above national average.
- Leaders have a clear understanding of the strengths and development areas and significant leadership development is in place.

### Development Areas

- Performance in Science and History
- Attainment of disadvantaged students
- Performance of the more able students
- Assessment for learning
- The proportion of outstanding teaching and learning

# OUR GROWTH MINDSET APPROACH

## *Expect Excellence*

A key strategy to improve outcomes is to develop a growth mind-set ethos with all stakeholders

### **Maximum Effort**

Everybody motivated to work hard and do the best they can

### **Challenge Yourself**

Everybody having the ambition and confidence to exceed targets

### **Overcome Obstacles**

Everybody having the mental resilience and independence in finding solutions

### **Use Feedback**

Everybody receiving expert feedback to improve

### **Inspire and be Inspired**

Everybody striving to make a difference

## **Pride and Respect**

# **STRATEGIC OBJECTIVES 2016-2019**

## **Expect Excellence**

- 1. Leadership**
- 2. Outcomes**
- 3. Teaching, Learning and Assessment**
- 4. Behaviour, Welfare and Personal Development**
- 5. Community engagement**

# 1

# LEADERSHIP

## Key Approach

### Maximum Effort

- Leaders who strive relentlessly to make a positive impact on the lives of students.
- Aim to become a centre of excellence that trains the future generation of new teachers and provides consultancy support to new academies.
- Develop exemplary procedures around safeguarding.

### Challenge Yourself

- Clear systems of accountability to monitor progress.

### Overcome Obstacles

- Develop an effective strategy for succession planning and to retain and recruit outstanding teachers.

### Use Feedback

- Regular peer review from outstanding academies and trusts to quality assure and share best practice .

### Inspire and be Inspired

- Develop an effective curriculum with highly effective transition arrangements .
- High quality CPD for all.
- Promote SMSC in all aspects of academy life.

### Key Performance Indicators for 2016/2017

- ◆ Outstanding evaluation of the training provision for new teachers and leaders
- ◆ Effective safeguarding procedures in place
- ◆ Clear structure of accountability
- ◆ All leaders engaged in CPD to develop their own leadership
- ◆ Evidence of significant positive impact from peer review
- ◆ Appropriately challenging curriculum mapped for Y7-11
- ◆ SMSC prevalent in all areas of academy life

# 2

## OUTCOMES

### Key Approach

#### Maximum Effort

- *Accurate tracking and robust assessment approaches* ensure students are prepared and motivated to perform above national expectations.

#### Challenge Yourself

- A climate of reward and competition encourages students to exceed *their own aspirational targets* through a clear understanding of our strengths and weaknesses.

#### Overcome Obstacles

- Effective strategies employed to overcome students' barriers to learning and improve current attainment.

#### Feedback

- Supportive **personalised** and **diagnostic feedback** is used to improve future outcomes.

#### Inspire and Be Inspired

- Opportunities sought to **work together** and to share key ingredients of outstanding work to overcome areas of difficulty.

#### Pride and Respect

- **Supportive advice** and **guidance** provides students with the confidence to learn new skills and knowledge to reach their goals.

#### Key Performance Indicators for 2016/2017

- Progress 8 >0.0
- All ability groups in Maths and English at Progress 8 >0.0 or above
- Disadvantaged group >0.0 in all Progress 8
- Level 5+ in English & Maths >50%
- Level 5+ in English & Maths disadvantaged gap <25%
- % EBACC 30% L5/C+
- 95+% in sustained education, employment or training destinations

# 3

## TEACHING, LEARNING AND ASSESSMENT

### Key Approach

#### Maximum Effort

- **Ambitious Learning Outcomes** and **Language for Learning** to ensure positive engagement and appropriate challenge.

#### Challenge Yourself

- A **personalised approach** to Learning that maximises success and promotes resilience.

#### Overcome Obstacles

- A proactive approach to develop and **enhance subject knowledge pedagogy** and an inspiring curriculum design.

#### Feedback

- A learning community that **responds positively to feedback** to facilitate progress.
- Opportunities for **effective assessment** to diagnose success.

#### Inspire and Be Inspired

- **Model excellence** and **encourage collaboration** to develop and **inspire others**.

#### Key Performance Indicators for 2016/17

- All teaching is good or better (with the exception of NQTs and those training to become teachers) with increased proportion of outstanding teaching as judged by the triangulation of evidence (progress data, learning walks, lesson obs, book scrutiny and student voice)
- New GCSE and KS3 curriculums mapped in line with 1-9 levels and planned with a New Learning Cycle to develop challenge and high expectation across all subjects
- Student voice developed to monitor feedback and measure level of engagement (and judge how 'inspiring' lessons and subject areas are)

# 4

# BEHAVIOUR, WELFARE AND PERSONAL DEVELOPMENT

## Key Approaches

### Maximum Effort

- Students take responsibility for their own learning at all times; they maximise opportunities for success and make every lesson count.

### Challenge Yourself

- Students embrace challenge and hard work, and have aspirations to succeed. Their resilient approach to all aspects of education, in and out of the classroom, is a key factor in their personal development and understanding of what makes a successful British citizen.

### Overcome Obstacles

- Students focus in lessons, and can organise themselves in order to learn. They take pride in attending every day and understand the importance of attendance in maximising their potential. A strong pastoral and welfare referral system provides students with access to a dedicated team of professionals and agencies, who specialise in ensuring every child remains safe, both inside and outside The Academy.

### Feedback

- Students embrace giving and receiving feedback. They respect and understand its importance in developing positive relationships with peers and adults. Students have the confidence to share their ideas, feel empowered to question others, and are comfortable when seeking help and advice when it is needed.

### Inspire and to be Inspired

- Students take inspiration from teachers, who are proud to be role models for our young people and who value students as individuals. Staff treat students with courtesy and respect which is replicated and leads to relationships that are warm and trusting.

### Pride and Respect

- Students display pride and respect through their behaviour, appearance and attitudes; are tolerant towards others, and display and understand the fundamental values and diversity associated with life in modern day Britain.

## Key Performance Indicators for 2016/2017

- A reduction in fixed term exclusions and permanent exclusions in the Academy
- Students consistently take responsibility for their learning with their positive attitudes and independence having an impact upon attainment
- Attendance is above the National Average and there is a noticeable improvement in the attendance of PP students. The number of Persistent Absentees is further reduced and Punctuality to school and lessons is excellent
- Inspiring displays show recognition and celebration of past and present students throughout the Academy
- An increase in leadership opportunities across all curriculum areas
- Student voice indicates that a clear ethos of pride and respect is evident through student involvement in Academy life

# 5

# COMMUNITY ENGAGEMENT

## Key Approaches

### Maximum Effort

- Work conducted alongside the local community to ensure effective relationships and the development of mutual respect is prioritised.

### Challenge Yourself

- The families of vulnerable students work closely with welfare and pastoral staff to ensure the relationship between themselves and the Academy is positive and supportive for the student.

### Overcome Obstacles

- Academy and student led community activities are designed to engage with the local community to develop the positive relationship between residents and the Academy.

### Feedback

- Initiate a parent forum to become an active part of the Academy self review, that promotes effective parental voice in identifying improvement priorities.

### Inspire and Be Inspired

- The achievements of the Academy and the students are shared with the local community to ensure the positive image and celebrations of success are felt in the local community. Links with business partners continue to thrive and wider opportunities provided to our young people in and around the world of work.

### Pride and Respect

- Student conduct, appearance and attitude when in the community is one that mirrors the *pride and respect* they display when in the Academy.

## Key Performance Indicators for 2016/2017

- Parental surveys show a positive attitude towards the work of the Academy and the links with parents.
- School—Community events integrated into the Academy calendar.
- Parent information evenings integrated into the Academy calendar.
- Student and teacher engagement with partner primary schools strengthens the transition model of the Academy.
- Increased attendance at parent evenings.
- Academy successes shared with members of the community through termly communication.