



**SKEGNESS ACADEMY**

**Academy Improvement Plan**

**Summary**

**2016-17**

## **SECTION ONE : Effectiveness of Leadership and Management – Strategic Lead J F Edwards**

### **Leadership SEF Priorities:**

- 1.1 Raise aspirations and expectations for all students – embed the GAT philosophy of the “GAT Child” and Employee” by initiating the SKA Team approach under the strap line “I can’t ... YET!” (J Tomsett) that empowers middle leaders and secures a positive ethos**
- 1.2 Raise standards in all subject areas currently under-performing and address the needs of Boys, PP, More Able, Progress 8 , EBacc subjects and secure good Attendance and Behaviour outcomes**
- 1.3 Ensure the Curriculum offer and Staffing structure meets Academy needs**

### **Success Criteria:**

- **Stakeholder feedback and self-evaluation evidence demonstrates the evolving understanding of “The GAT” child and employee agenda within a positive, well ordered learning environment**
- **Student work , behaviours for learning and assessment outcomes show an improving and upward trend where teacher predictions accurately reflect outcomes**
- **The new Curriculum offer in place for KS3-5 Sept 2017**

## **SECTION TWO : Quality of Teaching, Learning and Assessment – Strategic Leaders: B Pearce and S Kemshall**

### **Teaching, Learning and Assessment - SEF Priorities:**

- 2.1 Continue to improve the quality of Teaching, Learning & Assessment across the Academy**
- 2.2 Continue to improve the accuracy of assessment alongside the relevance and pitch of marking & feedback**
- 2.3 Ensure typicality is embedded with Teaching, Learning & Assessment**
- 2.3 Literacy is promoted across the Academy via Teaching & Learning development**
- 2.5 High quality CPD supports the development of Teaching, Learning & Assessment**
- 2.6 Create a culture of progressive coaching and mentoring to support the development of Teaching, Learning & Assessment**
- 2.7 Numeracy is promoted across the Academy via Teaching & Learning development**
- 2.8 Launch the new Homework Policy**

## **SECTION THREE: Personal Development, Behaviour and Welfare – Strategic Leader T Silvester**

### **Personal Development, Behaviour and Welfare : SEF Priorities**

- 3.1 Improve behaviour for learning across the Academy
- 3.2 Decrease fixed term and permanent exclusions
- 3.3 Ensure LAC/SEND outcomes meet national expectations for attendance and behaviour
- 3.4 Improve attendance in line with national expectations
- 3.5 Promote a calm, well ordered learning environment to meet 'GAT Child' expectations

## **SECTION FOUR: Achievements and Outcomes for Pupils: Strategic Lead - C Walton**

### **Achievement SEF Priorities**

- 4.1 Improve progress across the Academy in KS3 & KS4 especially in EBacc subjects
- 4.2 Increase the proportion of more able students making good progress in KS4 including More Able Pupil Premium students
- 4.3 Improve the convergence of GCSE Mathematics and English
- 4.4 Implement a robust and consistent system of QA across all areas effectively evidenced
- 4.5 Provide systems for students to be able to access their learning 24/7
- 4.6 Develop academic courses at KS4 for 2016/17 implementation
- 4.7 Provide an effective, reliable and regular system of communication of all students progress with relevant stakeholders
- 4.8 Carry out the transition from CMIS to Simms in preparation for a 2017 start
- 4.9 Develop the whole Academy mechanism of the application of fast and thorough intervention
- 4.10 Develop the curriculum (year 9 options) to meet to needs of the students and the Trust

## Sixth Form: Strategic Leaders L Oldfield and E Silvester

### Sixth Form : SEF Priorities

- Continue to improve the Value Added figure
- Raise the Minimum Standards – 98% for Vocational and 92% for Academic.
- Ensure that at least 95% of students achieve their Core Aim.
- Improve consistency of results amongst academic subjects.
- Support those staff, new to the Academy and Sixth Form teaching.
- Improve APS per FTE Student in Vocational subjects.
- Continue to improve APS per FTE Student in Academic subjects.
- Develop a more independent learner across Sixth Form students.
- Maintain 0 NEETs.
- Increase the attainment of girls in academic subjects.
- Strengthen the teaching of GCSE English and mathematics in the sixth form in order to increase the pass rates further.