



Improvement Plan 2017-2018

Introduction

This 1 Year Improvement Plan and its associated core Key Performance Indicators (KPIs) set the strategic direction and focus for City Academy. The Key Performance Indicators are measured and evaluated termly with RAG rated judgments made by senior leaders. These evaluations are further scrutinised and verified by the Local Governing Body and Board of Directors/Trustees. The ratings are substantiated by supporting evidence and data to support the assessment of the academy's progress.

The format and content of this plan has yet to be adopted by the Local Governing Body. The Plan is organised into 4 key priority areas which mirror the Ofsted Inspection Framework. The specific improvement objectives are guided and defined by the SLT/LGB and Trust's Strategic Priorities.

Key Priority 1: Improve the Effectiveness of Leadership and Management

Lead Members of Staff: Tony Wilson (TWI) – Headteacher and Josh Williams (JWL) – Assistant Headteacher

Internal evaluation – Monitoring of systems and processes with regular accountability reports led by SLT and reports to SLT meetings and LGB.

External evaluation – CORE Trust Support

Success Criteria:

- 1.1 The Head, senior and middle leaders in the school work together to promote improvement across the school; they exhibit a collective, professional responsibility to implement the school's vision and to promote the school's ethos with a strong and effective working relationship.
- 1.2 The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to improve strongly or maintain the highest levels of achievement, progress and personal development for all pupils over a sustained period of time.
- 1.3 All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, student progress and attainment data and of staff and pupils' skills and attributes.
- 1.4 Governors, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school's performance.
- 1.5 There are excellent policies underpinning practice that ensure the pupils have high levels of literacy and numeracy, or that pupils are making excellent progress in literacy and numeracy.
- 1.6 Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by an affirmative performance management policy and practice that rewards, encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- 1.7 The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development.

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Initial Milestones (Date – expected stage) Denotes already achieved

By September 2017 a clear improvement plan will be in place and this is updated, modified and reviewed in the school's current context.

By September 2017 the new SLT will be fully embedded in their roles and functioning both individually and collectively

By October 2017 the interaction and accountability lines within the trust will be fully established

By October 2017 the parental engagement strategy will be in place

By January 2018 the model of governance will be in place and holding the school to account effectively

By January 2018 the role of central leaders will be fully developed and impacting

By February 2018 the engagement with external partners will be established and they will be impacting upon the life of the school

By February 2018 a model of student leadership will be developed and functioning

By April 2018 a clear long term vision for the academy will be articulated

By April 2018 a strategic vision for the next five years will be established

By May 2018 an external evaluation of this plan and its impact has been conducted

By May 2018 the staffing structures required to realise the vision and deliver the plan are in place

By July 2018 the support structures needed to realise the vision and deliver the plan are in place

By July 2018 the objectives for this plan will be fully realised

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Objective	Action	Success Criteria/Impact	Lead	Timescale		Resources/ Support	Monitoring/ Accountability	Budget
				Start	Evaluation			
1.1 Ensure effective systems of holding senior and middle leaders to account	a) TWI meets fortnightly with each SLT member individually and SLT as a group weekly to improve communication, to promote on openness of dialogue and discussion and to promote a collective and	1.1/1.2/1.3/1.4/1.5/1.6 Effective working relationships between HT and senior leaders.	TWI	Sept 2017	July 2018	Meeting time An external mentor/ advisor CPD focused on leadership Self-evaluation time	Minutes of meetings to evidence to monitoring of implementation of the actions of the plan. Chair of LGB to meet monthly with HT and SLT. Performance management meetings to ascertain feedback.	Time CPD

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	<p>coherent understanding and monitoring of this action plan.</p> <p>b) Senior and central leaders receive high quality training to discharge their roles effectively.</p> <p>c) Effective internal accountability leads to effective external accountability</p>	<p>1.1/1.2/1.3/1.5/1.6</p> <p>1.1/1.2/1.3/1.4/1.5/1.6</p>	<p>TWI/JWL</p> <p>TWI/JWL</p>	<p>Oct 2017</p> <p>Sep 2017</p>	<p>Apr 2018</p> <p>July 2018</p>	<p>CPD time External provider</p> <p>Performance Management Materials Meeting Time</p>	<p>Feedback Review weeks Meeting minutes</p> <p>LGB meeting minutes</p>	<p>Time CPD</p> <p>Time</p>
1.2 The vision for the academy's development reflects CORE values and is clearly articulated, understood	The vision is developed and shared through a series of stakeholder engagements.	1.2/1.3	TWI	Sept 2017	Dec 2017	Meeting time Publicity Materials	Stakeholder Questionnaires and Interviews	Time Publicity Materials

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and shared by all stakeholders								
1.3 City Academy is fully integrated as an active part of the CORE Education Trust	Opportunities are provided and maximized to ensure alignment, transition and partnership within CORE.	1.2/1.3/1.7	TWI & JWL	Sept 2017	Ongoing	Engagement events	Internal and external feedback	Meeting Time
1.4 Effective external partnerships are created and nurtured to enhance students experience	Priorities for partnership are identified and met through harnessing existing and new partnerships.	1.1/1.2/1.6/1.7	TWI & JWL	Sept 2017	Ongoing	Partnership events Curriculum development	Stakeholder Feedback Curriculum schemes of work and curriculum materials	Time Service Level Agreements

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Objective	Action	Success Criteria/Impact	Lead	Timescale		Resources/ Support	Monitoring/ Accountability	Budget
				Start	Evaluation			
1.1 Ensure effective systems of holding senior and middle leaders to account	a) TWI meets fortnightly with each SLT member individually and SLT as a group weekly to improve communication, to promote on openness of dialogue and discussion and to promote a collective and coherent understanding and monitoring of this action plan.	1.1/1.2/1.3/1.4/1.5/1.6/ Effective working relationships between HT and senior leaders.	TWI	Sept 2017	July 2018	Meeting time An external mentor/ advisor CPD focused on leadership Self-evaluation time	Minutes of meetings to evidence to monitoring of implementation of the actions of the plan. Chair of LGB to meet monthly with HT and SLT. Performance management meetings to ascertain feedback.	Time CPD

Key Priority 2: Improve the Quality of Teaching, Learning and Assessment

Lead Members of Staff: Raekha Chumbar (RCH) Senior Leader, Daniel Mandley (DMA) Senior Leader and Claire Hassell (CHA) Senior Leader

Internal evaluation – Lesson Observations, Progress Meetings, Typicality Walk Reviews, Book Trawls and Marking Scrutinies.

External evaluation – CORE Trust Support

Success Criteria:

- 2.1 Teachers plan and deliver lessons ensuring lessons follow the City Academy Charter. This ensures that there is consistency and routines in place for lessons across the school.
- 2.2 An effective numeracy support programme is delivered to students with below national average numeracy skills, which successfully raises their numeracy skills.
- 2.3 Student voice is utilised effectively through the student teaching and learning team to contribute to the improvement of teaching and learning.
- 2.4 Any teachers identified as underperforming is given bespoke and effective support which improves the standard of their teaching and raises the progress and attainment of students they teach.
- 2.5 Teachers utilise student data in order to plan and deliver lessons to stretch and challenge high ability students in order to raise attainment for high ability students and increase engagement.
- 2.6 Staff who require external CPD training have the opportunity to do so in order to improve their classroom practice.
- 2.7 Teaching and learning team to collaborate with curriculum team in order to ensure a pairing of teaching and learning with outcomes for students.

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Initial Milestones (Date – expected stage) Denotes already achieved

By September 2017, staff have received training on the City Academy Charter.

By September 2017, a CPD menu for the Autumn Term will be offered to staff who will choose training sessions, which they feel, are pertinent to their individual needs.

By September 2017, Year 7 students with below national average numeracy skills will be identified.

By October 2017, staff have received training on how to plan and deliver lessons to stretch and challenge the most able pupils.

By October 2017, any teacher identified as struggling is given appropriate support.

By October 2017, a student teaching and learning team has been appointed and in place.

By October 2017, the City Academy Charter is in place and has been embedded across the school in all lessons.

By October 2017, the first set of teaching and learning observations will be conducted. Feedback given will be developmental focusing on areas of strength and areas of improvement.

By December 2017, the student teaching and learning team has formally met and shared their thoughts with Key Priority Two SLT links.

By December 2017, the data for students receiving additional numeracy support shows that their numeracy skills have improved.

By December 2017, the feedback from all teaching and learning observations is analysed and shared with the SLT team. The scrutiny will then help guide the CPD training that is offered for Spring and Summer term.

By January 2018, new internal CPD training is offered for the Spring term which meets the training needs of staff.

By February 2018, the student teaching and learning team have formally met for the second time and given training on how to co observe with SLT.

By March 2018, the second set of teaching and learning observations will be conducted. Feedback given will be developmental focusing on areas of strength and areas of improvement.

By April 2018, the feedback from all teaching and learning observations is analysed and shared with the SLT team. The scrutiny will then help guide the CPD training that is offered for the Summer term.

By April 2018, members from the student teaching and learning team have co observed with members from the SLT team and given their thoughts on the teaching and learning experiences.

By April 2018, the data for students receiving additional numeracy support shows that these pupils are continuing to make further progress from the Autumn term.

By June 2018, new internal CPD training is offered for the Spring term which meets the training needs of staff.

By July 2018, all teaching and learning observation will have been conducted and all data for the academic year will be scrutinised and analysed and shared with the SLT team.

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Objective	Action	Success Criteria/Impact	Lead	Timescale		Resources/ Support	Monitoring/ Accountability	Budget
				Start	Evaluation			
2.1 Embed the City Academy Classroom Charter consistently across the school.	<p>Staff to receive training on what the CA Charter is and what it looks like when implemented in classrooms.</p> <p>All class teachers to share CA Charter with students in September and embed the Charter into their planning of lessons and delivery of starts, middle and ends of lessons.</p>	<p>2.1 Consistency across all Faculties in regards to starts, middle and ends of lesson.</p> <p>An increase in student engagement and progress in lessons.</p> <p>A reduction in the number of sanction slips and referrals for instances of low-level disruption within lessons.</p>	<p>RCH</p> <p>RCH</p>	4 th Sept 2017	24 th Oct 2017	Meeting with line manager to review progress bi-weekly.	<p>Minutes of meetings recorded.</p> <p>Typicality walk forms.</p> <p>Lesson observations</p>	Time

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<p>2.2 Establish a numeracy strategy.</p>	<p>Students in Key Stage Three with a below national average in 'ever 100' to be identified and put on online programmes to boost their numeracy skills.</p> <p>JNU to facilitate programme and track intervention.</p>	<p>2.2/2.7 Students' attainment in Math's and numeracy will show progress.</p>	<p>CHA</p>	<p>11th Sept</p>	<p>December 2017</p>		<p>Minutes of meetings recorded</p>	<p>Time</p>
<p>2.3 Introduce a teaching and learning student leadership team.</p>	<p>Students interested in the role to apply for position and will be interviewed for suitability by DMA.</p> <p>Students to receive training to familiarise students with the standard of teaching and learning expected at City Academy.</p> <p>Student leadership team will be given opportunities (once a month) to share their views on teaching</p>	<p>2.3/2.7 Student engagement within lessons increases throughout the year.</p> <p>Feedback from student questionnaire shows that students feel they have a greater ownership over the teaching and learning.</p>	<p>DMA</p>	<p>11th Sept</p>	<p>December 2017</p>	<p>Allocated time to meet with students and to train students in preparation.</p>	<p>Minutes of meetings recorded. Reviewed by line manager on a half-termly basis.</p>	<p>Time (some may have to be taken from lessons?)</p> <p>CPD</p>

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	and learning within the school and how it could be improved further.							
2.4 Establish appropriate support programmes for underperforming teachers.	Teaching and learning paperwork (typicality walks and lesson observation forms) to be continually reviewed to identify teachers who are underperforming or need additional support in improving their teaching practice.	2.4/2.6 Underperforming teachers address their areas of development and improve their practice. Progress of students in classes improved at an expected rate. Student engagement within lessons increased.	RCH (qualified teachers) DMA (unqualified and NQTS)	16 th Sept	Reviewed Termly	Meeting with line manager to review progress bi-weekly. Other SLT members to be involved with the process.	Minutes of meetings recorded. Reviewed by line manager on a half termly basis.	Time CPD Cost £1000 (approximately) for external courses
2.5 Ensure lessons push and challenge high ability students.	Staff to receive training on how to successfully plan and teach lessons to ensure that high ability students are stretched and challenged in lessons.	2.5/2.6/2.7 Progress and attainment is increased for students identified as high ability.	RCH	11 th September	April 2018	Meeting with line manager to review progress bi-weekly.	Lesson observation data Pupil data for high ability pupils	Time CPD Cost £500 (approximately) for

Key Priority 3: Improve the Standard of Personal Development, Behaviour and Welfare

Lead Members of Staff: Dan Marshall (DMR) Assistant Headteacher and Tom O'Brien (TOB) Senior Leader

Internal evaluation – Progresso, Student Voice, Stakeholder Questionnaires, Exclusion and Seclusion figures, Attendance figures

External evaluation – CORE Trust Monitoring

Success Criteria:

3.1 Colleagues and students are following the CORE Trust, Positive Behaviour for Learning policy, this policy enables positive behavior to radiate throughout the academy.

3.2 Systems are used effectively by all stakeholders to ensure accurate recording of BfL and attendance data. Effective analysis ensures students receive timely and effective intervention that enables them to take control of their own behavior and attendance.

3.3 Parental communication forums ensure increased parental engagement within the academy, with parent voice and feedback reflecting the changed ethos and culture within the Academy.

3.4 Student Passport is based upon CORE values (Collaboration, Opportunity, Respect and Excellence) giving students a full breadth of opportunities during their time at the academy.

3.5 Student voice is utilised effectively to contribute to the school improvement process. Students are given personal development opportunities through Student Leadership.

3.6 Effective Work Related Learning and harnessing of the trusts links and partnerships ensure that students are clear about progression routes and employment opportunities.

3.7 A positive Ethos to learning is infused throughout the Academy, students report that they feel valued and safe. Safeguarding referrals demonstrate they are effectively safeguarded following the trusts safeguarding and child protection policies.

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Initial Milestones (Date – expected stage) Denotes already achieved

By September 2017 all staff to receive statutory Safeguarding Training and Trust Safeguarding Requirements in place.

By September 2017 all staff to receive Professional Development on the School's Behaviour Policy

By September 2017 all classroom based staff to receive training on use of Progresso to record behaviour and attendance and retrieving data and reports on their area of responsibility.

By October 2017 Heads of Year to utilise BfL data in Progresso to produce fortnightly Behaviour for Learning Reports.

By October 2017 Social Media (Twitter), School Website and Text System to be utilised to communicate key information with Parents/Carers

By October (half term) 2017 Half Termly – City Academy Newsletter, which outlines key school priorities and events, distributed to all parents by print media

By October 2017 Develop an assemblies, PSHE and tutor programme to ensure all students are supported in making Post 16 choices

By October 2017 Develop an assembly, tutor and whole school 'thought of the week' programme to infuse a positive ethos based upon the CORE values.

By November 2017 parent forum established with a schedule of meetings based upon Key Priority areas.

By November 2017 design and develop a model of student leadership which promotes leadership at all levels for students from Year 7-13.

By November 2017 KS4 students are given access to careers advice and Work Related Learning Opportunities at the Academy.

By December 2017 a parent voice survey to be conducted using the Ofsted Parent View criteria.

By December 2017 design and develop the Student Council to gather 'Student Voice' in order to drive academy standards.

By December 2017 generate a variety of opportunities for students to engage in events and create links with the wider academy community.

By February 2018 a Student Passport Development/Focus group created to redevelop the Student Passport based upon CORE values.

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Objective	Action	Success Criteria/Impact	Lead	Timescale		Resources/ Support	Monitoring/ Accountability	Budget
				Start	Evaluation			
3.1 Transition between the current Behaviour for Learning policy and that based on the CORE values, ensuring positive behavior radiates throughout the academy.	a) DMR and TOE to deliver Inset to all colleagues on Behavior Policy.	3.1, 3.2, 3.7 All colleagues (support and teaching) have a clear understanding of the Positive Behaviour Policy and how to utilise this within their role.	DMR and TOB	Sept 2017	Ongoing	CPD Time Trust Support	Minutes of Pastoral Board Meetings Progresso Data Attendance Data Student Voice Staff Voice Trust Monitoring (EL)	CPD/Staff Conference Time
	b) Behaviour Policy is clearly communicated to all students through, assemblies, tutor programme and a student friendly charter being displayed in all teaching rooms.	3.1, 3.2, 3.7 All students have a clear understanding of the Positive Behaviour Policy, the Academy's expectation, rewards and consequences.	DMR/TOB /Year Leaders	Sept 2017	Ongoing	CPD Time Tutor/PSHE Time Assemblies Student focus group.	Minutes of Pastoral Board Meetings. Progresso Data Attendance Data Student Voice Staff Voice	Printing Costs Approx. £250

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<p>the use of the school's software system, 'Progresso' to track and monitor the Attendance, Punctuality and Behaviour of students across the School.</p>	<p>session on induction week in September in order to ensure all staff know how to use the system properly and effectively. Further follow up training sessions to be held with, Support Staff, Middle Leaders and Senior Leaders to ensure this ongoing tracking creates a culture where data is used effectively to improve attendance, punctuality and behaviour.</p>	<p>All staff able to independently use Progresso to input data and retrieve data and reports on their area of responsibility.</p> <p>Staff are able to use data to identify any areas for improvement and act upon them.</p> <p>The academy sees an improvement in attendance, punctuality and behaviour as a result of close monitoring and action on any areas where underperformance, or misbehavior has been identified.</p>		<p>2017</p>		<p>Feedback from Pastoral/Curriculum Teams and Boards.</p>	<p>Board Meetings (weekly)</p> <p>Half Termly meetings and data analysis with Heads of Year.</p> <p>Action Plans for key students</p> <p>Progresso Data</p> <p>Attendance Data</p> <p>Trust Monitoring (EL)</p>	<p>Progresso set-up costs</p> <p>Postcards and Rewards</p>
	<p>b) Year Leaders to utilise BfL data in Progresso to produce fortnightly Behaviour for Learning Reports.</p>	<p>3.1, 3.2, 3.7</p> <p>Analysis ensures that BfL data is used to intervene with key student and that actions and outcomes are recorded.</p>	<p>DMR/TOB /Year Leaders</p>	<p>Oct 2017</p>	<p>March 2018</p>	<p>CPD Time</p> <p>Feedback from Pastoral/Curriculum Teams and Boards.</p>	<p>Behaviour for Learning Reports (fortnightly).</p> <p>Minutes of Pastoral Board Meetings (weekly)</p>	<p>CPD</p>

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		Accurate analysis ensures students receive timely and effective intervention that enables them to take control of their behavior.					Half Termly meetings and data analysis with Heads of Year. Action Plans for key students Progresso Data Attendance Data Trust Monitoring (EL)	
3.3 Utilise Parental communication and parent forums to increase parental engagement	a) Utilise Social Media (Twitter), School Website and Text System to communicate key information with Parents/Carers	3.3, 3.7 Parents/Carers receive timely information about their child. Increased parental engagement and attendance at parents evening and school events.	DMR/TOB	Oct 2017	Ongoing	IT Support – Academy and Trust	Parent Forum Voice Increased attendance at parents evening and events. Trust Monitoring (EL)	Comms Admin Support Text System Costs Trust PR Support.
	b) Develop a Half Termly – City Academy Newsletter, which outlines key school priorities and events. Distributed to all parents by print media	3.3, 3.5, 3.7 Parents/Carers receive half termly Newsletter. Staff, Students and	DMR/TOB /JWI/TWI	Oct 2017	March 2018	Admin Support Trust PR Support.	Parent Forum Voice Increased attendance at parents evening and events.	Time Printing Approx. £350 per Half Term

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		Community contribute content to the publication.					Trust Monitoring (EL)	
	c) Half Termly parent forum meetings based upon Key Priority Areas and chaired/hosted by their leads.	3.3, 3.5, 3.7 Parents/Carers contribute to school improvement through half termly forums based on Key Priority areas. Increased parental engagement and attendance at parents evening and school events.	DMR/TOB /ALL SLT	Nov 2017	March 2018	Admin Support	Parent Forum Voice Increased attendance at parents evening and events. Trust Monitoring (EL)	Refreshments approx. £500
	d) Carry out and analyse Parent Voice surveys, using the Ofsted Parent View criteria.	3.3, 3.5, 3.7 Parents/Carers across all stages have the opportunity to provide feedback to the academy. Detailed analysis informs School Improvement Priorities. Increased parental engagement and attendance at parents	DMR/TOB	Dec 2017	Feb 2018	IT and Admin Support	Parent Forum Voice Analysis from Parent Voice Surveys. Trust Monitoring (EL)	SurveyMonkey approx. £600

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		evening and school events.						
3.4 Redevelop Student Passport based upon CORE values (Collaboration, Opportunity, Respect and Excellence)	a) Form a Student Passport Development/Focus group to redevelop the Student Passport based upon CORE values.	3.4 Students actively contribute to the design of the student passport ensuring it meets the needs of students across all stages. Student passport is built around the CORE values and ethos and branded in-line with the trusts branding.	DMR/TOB and Focus Group	Feb 2018	July 2018	Trust PR Support	Student Focus Group Student Voice Trust Monitoring (EL)	Printing or Purchase of Online System Costs?
3.5 Ensure Student voice is utilised effectively to contribute to the school improvement process	a) Design and develop the Student Council to ensure representatives are linked to Key Priority areas and provides a variety of methods for the gathering of 'Student Voice' in order to drive academy standards.	3.5, 3.7 A student council which provides a platform by which student regularly engage in to evaluate all areas of the academy and informs Academy improvement priorities. Student council meets on a fortnightly basis with	DMR/TOB	Dec 2017	July 2018	Trust Support	Student Council Meeting Agenda and Minutes Student Voice Trust Monitoring (EL)	Cover

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		focused agendas.						
3.5 Develop personal development opportunities through Student Leadership	a) Design and develop a model of student leadership which promotes leadership at all levels for students from Year 7-13 and enriches students to be active agents of change within the academy.	3.5, 3.7 An established model of student leadership which has an impact on academy life as students take on roles to improve the experiences of academy life in all areas of responsibility.	DMR/TOB	Nov 2017	July 2018		Student Council Meeting Agenda and Minutes Student Voice Staff Voice Parent Voice Trust Monitoring (EL)	Team Building Day Approx £1000
3.6 Develop student's employability ensuring clear about progression routes and employment opportunities.	a) Ensure all KS4 students are given access to careers advice and Work Related Learning Opportunities at the Academy.	3.6 Year 10 students have an arranged Work Experience Placement. Students are able to reflect and evaluate work related learning opportunities empowering them to make future career and progression choices.	DMR/TOB /BWE	Nov 2017	July 2018	Work Experience Provider Trust Links	Work Experience Records Work Experience Log Books Student Voice Employer Feedback Trust Monitoring (EL)	Work Experience Contract?

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	b) Generate a variety of opportunities for students to engage in events and create links with the wider academy community.	3.6 Students engaging with local businesses and community partners to further advance their academic, educational and personal development skills.	DMR/TOB /BWE/JWI	Dec 2017	July 2018	Community Links Trust Links	Student Voice Community Feedback Trust Monitoring (EL)	Supervision and Transport
	c) Through assemblies, PSHE and tutor programme ensure all students are supported in making Post 16 choices, including opportunities both within and outside the trust.	3.6 6th Form students are effectively informed and supported in making career choices and further education applications.	DMR/TOB /Sixth Form Team	Sep 2017	July 2018	Community Links Trust Links UCAS	Student Voice UCAS Applications Community Feedback Trust Monitoring (EL)	University Visits Career Talks
3.7 Ensure an ethos based on CORE values is infused throughout	a) Ensure that the Academy follows CORE Policy and meets/exceeds all required Health and Safety, Safeguarding and Child Protection duties to	3.7 All members of staff within the academy receive statutory Child Protection and Safeguarding Training.	TWI/DMR /TOB	Sept 2017	Ongoing	Admin Support Training Trust	Professional Development Attendance Logs. Fortnightly Safeguarding	CPD Time Training Costs

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the Academy	ensure that all students at the Academy are safeguarded at all times.	All CORE Educational Trust Safeguarding and Child Protection Requirements are met/exceed. Meticulous record keeping in line with Trust Policy.				Support (CO)	Meeting Notes. Safeguarding Report to Trust/Governing Body Section 175 Audit. Attendance Records. Trust Monitoring (CO)	
	b) Develop an assembly, tutor and whole school 'thought of the week' programme to infuse a positive ethos based upon the CORE values.	3.7, 3.1 Ethos is infused throughout Pastoral and Curriculum provision within the Academy.	DMR/TOB /DMA	Sept 2017	Ongoing		Student Voice Staff Voice Reduction in Exclusion and Seclusion figures Trust Monitoring (EL)	Printing Approx £250
	c) Utilise Social Media, School Website, Text System and Print to communicate the school's Ethos with parents/careers and the local community.	3.7 Social Media, School Website, Text System and Print infuses the Academy and Trust's Ethos with	DMR/TOB /JWI/TWI	Nov 2017	July 2018	IT Support – Academy and Trust Admin Support	Parent Forum Voice Increased attendance at parents evening and events.	Text System Costs Printing Costs

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		Parent/Carers and the Local Community.				Trust PR Support. Community Links	Trust Monitoring (EL)	
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Key Priority 4: Improve Outcomes for Children and Other Learners

Lead Members of Staff: Ese Adeoye (EAD) – Associate Headteacher, Ekshaan Husain (EHU) – Senior Leader, Susan Lewis (SLE) – Assistant Headteacher and Claire Hassell (CHA) – Senior Leader

Internal evaluation – Learning Walk Reviews, Team Reviews, Individual pupil reports overview, Data Tracking, Book scrutiny reviews

External evaluation – SEN Review, BCC SEND Service

Success Criteria:

- 4.1 Learners progress well from their different starting points and achieve or exceed standards expected for their age
- 4.2 Learners attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.
- 4.3 Learners succeed in achieving challenging targets and learning goals, with trends over time and
- 4.4 Achievement gaps are narrowing between different groups of learners and attainment is broadly in line with national averages, if below these, it is improving rapidly.
- 4.5 Evidence of scrutiny of pupils' acquisition of knowledge, understanding and skills over time as shown in their work, including that in their books
- 4.6 The school's curriculum principles, takes account of the quality and rigour of the assessment on which it is based.

Initial Milestones (Date – expected stage) Denotes already achieved

By the end of September 2017: KS4 & 5 provisional data analysis produced, exam accountability meetings and target setting completed.

By the end of October 2017: an action plan generated from the exam accountability meeting.

By the end of November 2017: clear data tracking systems in place and a review of new ASP

By the end of December 2017: KS3-5 autumn data (SPM) review would have taken place

By the end of December 2017: a full review of the intervention programmes for students

By the end of December 2017: link governor/trust link to review progress

By the end of January 2017: clear predictions in line with the DfE key performance indicators (KS4/5)

By the end of February 2017: Review achievement report by faculty/action plans

By the end of March 2017: KS3-5 Spring data review (SPM) and creation of internal mock exam schedule created for Year 11 to 13

By the end of April 2017: Publish external exam revision timetable

By the end of May 2017: clear predictions in line with the DfE key performance indicators (KS4/5)

By the end of June 2017: full review of the intervention programmes for students

By the end of July 2017: KS3-5 Summer data (SPM)

By the end of August 2017: success criteria for student outcomes will be realised

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Objective	Action	Success Criteria/Impact	Lead	Timescale		Resources/ Support	Monitoring/ Accountability	Budget
				Start	Evaluation			
4.1 Establish and maintain upward trajectory against all national accountability measures at ks3-5	a) SLT to have progress meetings/reviews each HT with class teachers and HOFs. b) Ensure key performance indicators are used to hold leaders and staff accountable for pupil outcomes (P8, A8..) C) Develop role of data manager and create data culture/integrity d) Improve performance of underachieving subjects	Accurate Target setting & Predictions Externally validated results Increase in % Ma&Eng, improved P8 and A8 score etc Improvement in KS5 KPI.	EAD	Half termly	Ongoing	Time CPD	External & internal Raising Standards meeting. (School Adviser) Report to Governors / Trustees/ HT	TBA
4.2 To develop systems of intervention for a wide range of students across KS 3-5	a)Predictions, departmental SEF, exam review, ½ term tracking and evaluated regularly b)Gap analysis and intervention to close gaps supported by effective use of data c)Teachers & support staff consistently monitor their students' progress and act where progress is insufficient	Robust Intervention at KS3-5 in place to maintain progress for all students and groups Targeted intervention for English & Maths (Most Able)	EAD/EHU /SLS	Half termly	Ongoing	Time CPD Data Surgery	External & internal Raising Standards meeting.(School Adviser) Report to Governors / Trustees/ HT SLT & LM minutes	TBA
4.3 Ensure consistency in Assessment, Recording & Reporting 9	a) Standardise termly assessment based on a spiral curriculum and 9-1 grading system b)QA assessment and moderate grades to eradicate inconsistency in marking	Effective reporting systems	EAD/EHU /SLS	Half termly	Ongoing	Time CPD Standardisation Surgery	External & internal Raising Standards meeting.(School Adviser) Report to Governors /	TBA

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	reporting of outcomes to all stake holders.						SLT & LM minutes	
4.4 To improve the consistency of achievement of disadvantaged students compared to national averages.	<p>a) Ensure that the academy complies with DFE/statutory requirements for groups of learners (i.e. PP strategy, the SEN Code of Practice 2015)</p> <p>b) Updated registers for groups of students to ensure accuracy and effective provision for learners</p> <p>c) maintain a clear record of individual intervention profiles for all PP and SEND students in all years</p>	<p>SEND policy and Information Report meet statutory requirement.</p> <p>Data evidence progress</p> <p>Provision for groups of learners at the Academy evidences good to outstanding practice.</p>	SLE, GPA	Sept 2017	Dec 2017	<p>SEND Audit</p> <p>Meeting time with SENCO</p> <p>TA Audit</p>	<p>Report to HT and EAD</p> <p>LGB to monitor through focus visits on SEND</p>	<p>Notional budget /PP budget</p>