Our Vision

At OHA, we provide an inspirational and ambitious learning journey to

enable all our students to achieve beyond their Horizons

Academy Development Plan 2021/22

Summary of Plan

1. **Leadership and Management**

(Improve the leadership and management of the academy across all levels in order to further embed our vision and culture)

2. **Quality of Education**

(Continue to   develop, implement and embed the Horizon Curriculum at KS3 & KS4)

3. **Behaviour and Attitudes incl. Attendance**

(Continue to develop Behaviour and Attitudes outcomes by improving attendance and welfare provision and reducing exclusions)

4. **Personal Development**

(Provide developmental experiences within the taught curriculum and via enrichment opportunities which grow all students' emotional intelligence and resilience)

5. **Achievement and Outcomes**

(Improve the Basics and P8 for all students and reduce the gap for our disadvantaged students and those with SEND by further developing leadership, teaching and learning)

Priority 1	– Improve the leadership and management of the academy across all levels in order to develop the new vision and culture for all.

Success criteria

- All students and staff to know our academy vision and core values
- All SLT are consistent in their leadership approach across the academy, in classrooms, on corridors and in our community
- All Middle Leaders across the academy are consistent in their approach when leading and developing their teams
- Leadership & Management of the academy to be judged good or better at next Ofsted

Lead role: Andy Fitzgibbon - Principal

Activity	Target date	Lead person	Resources	Monitoring
Ensure that our vision and values are consistently shared with staff and students through briefings, meetings and assemblies	Ongoing	A Fitzgibbon	SLT Time Presentations INSET Governors	SLT QA Feedback from Governors Regional EP OAT Review
SLT provide each other with feedback on how consistency can be improved on a daily basis	Ongoing	A Fitzgibbon	Presentations SLT Meetings Learning Wanders Line Management	SLT QA A Fitzgibbon Regional EP SLT
AWF, LXT & JXA to walk the academy with all members of SLT on a regular basis to ensure consistency is achieved	Ongoing	A Fitzgibbon	Line Management Learning Wanders	SLT QA AWF/LXT/JXA Regional EP
CPD is provided to leaders at all levels in order to provide a high quality of Education and curriculum offer.	Ongoing	A Fitzgibbon L Toach N Whiston	Regional EP OAT Consultant CPD Time	Lesson Wanders Departmental Closer Looks Line Management
The academy values are embedded in to Personal Tutor time and are regularly referred to in our Classroom Practice procedures	Ongoing. Checked Jan 2022	P Lea N Whiston M Adamczyk	PT Time Resources CPD Learning Wanders	PT Time Walks Lesson Wanders OAT Review Regional EP

Priority 2 – Continue to develop, implement and embed the Horizon curriculum at KS3 and KS4

Success criteria
- An ambitious KS3 and KS4 intent is embedded across the Academy
- The planned curriculum is consistency delivered to a high standard Academy wide
- The REAP lesson structure is consistently and effectively implemented across all lesson ensuring students are able to demonstrate effective learning
- The vast majority of students are actively engaged in learning
- A rigorous and robust Quality assurance process is in place across the Academy
- Academic language is actively addressed within all curriculum areas
- All students are exposed to ambitious texts developing their love of Reading
- Assessment is rigorous and robust across KS3 and KS4

Lead role: Louise Toach – Senior Vice Principal (Quality of Education)

Activity	Target date	Lead person	Resources	Monitoring
Develop an ambitious KS4 curriculum in each curriculum area across the Academy including: Learning Journey SOL Assessment Knowledge organisers	July 2022	LXT	SLT and CL time Staff CPD	Closer looks (QofE team) Line management QA
Implement the planned ambitious KS3 across the Academy in all curriculum areas	July 2022	LXT	SLT and CL time Staff CPD	Closer looks (QofE team) Line management QA
Implement the newly developed KS3 assessment strategy within the KS3 curriculum	July 2022	MLL	SLT and CL time Staff CPD	Quality assurance (QofE team)
Introduce and implement a homework strategy and timetable across the Academy	Review Dec 2021	NWW	SLT and CL time Staff CPD	QofE team to monitor half termly
Quality assurance processes developed including the implementation of closer looks across the Academy	Review Dec 2021	LXT	SLT time	AWF and MS to quality assure
Newly developed CPD strategy implemented weekly across the Academy to support REAP,	Review Dec 2021	LXT/NWW	Staff time	Staff feedback SLT quality assurance of sessions

whole school reading and mixed ability teaching.				
Staff access external support to support delivery of the curriculum (Exam board and OAT regional Lead practitioners)	July 2022	LXT	Staff time	Staff feedback Quality assurance by CL and LM of impact
Introduction of mixed ability teaching at KS3 to enable all students to access the ambitious KS3 curriculum	Review Dec 2021	LXT/NWW	Staff CPD	Staff feedback Closer looks SLT QA
Introduction of the 'Horizon' group into the curriculum to support inclusivity and our weakest students	Review Oct 2021	LXT/JPM	Staff CPD	LXT and JPM QA
Introduce and implement the 'learning2learn' programme at KS3 to develop metacognitive processes.	Review Oct 2021	NWW/MLL	Staff CPD	NWW and MLL QA
Whole school reads embedded across the Academy	Review Dec 2021	NWW	Staff CPD	SLT QA
Fully embed the Nurture curriculum to support our most vulnerable learners	Review Oct 2021	JPM	KDD access to nurture training	JPM to QA
Implement the ECF for all newly qualified staff	July 2022	NWW	ECF materials Tuesday meeting time	NWW to monitor mentors

Priority 3 - Continue to develop Behaviour and Attitudes outcomes by improving attendance and welfare provision and reducing exclusions.

Success criteria

- Whole school attendance at 94%+

- Persistent absence at 15%

- Fixed Term Exclusions to be at the National Average of 10.13% (2019 figures)

- All alternative provision is appropriate, monitored and successful for the individual student

- Horizon Hub to be embedded and mental health agenda successfully implemented

Lead role: James Amps, Deb Bolton

Activity	Target date	Lead person	Resources	Monitoring
1st day contact from Heads of Year to all parents of students who are absent to avoid any unnecessary absence. This is in order to achieve whole school attendance of 94.6% or above. Regularly update pupils and parents on attendance in real terms Explore, trial and implement app support for attendance reporting and improvement	Review weekly VP/AO July 2022	VP, HOY and Attendance Officer	Heads of Year time directed to meet with AO and complete attendance calls.	Attendance Officer to set focus lists, support calls and monitor impact. Attendance officer/VP to work with Edulink to develop platform use
To identify those students who are below 93% who are potentially or are PA. Action Plans in place to support improved attendance, in order to reduce PA to 15%.	AO weekly July 2022	VP/AP C&B/HOY/ AO/ASA	Admin to support with letters and the collation of medical evidence. AO/HOY to operate attendance reports, calls, HV	HOY weekly meeting with AO under directed time focused on PA and at risk of PA
Identify alternatives to FTE through education, FTE prevention meetings for at risk pupils, internal reflection and exclusion, PALP and restorative justice/interventions in order to reduce FTE exclusions to the NA of 10.13% (2019 figures) to ensure that students receive as full a curriculum as possible.	July 2022	VP/AP/HOY/RSL & attendance officer	Education programmes for those in danger of FTE FTE prevention meetings (HOY/RSL)	Impact of FTE on those pupils involved in Education

			Pastoral support team intervention.	Initiatives and Intervention monitoring (APB)
To identify students that need to be placed on alternative provision or Hub support in order to ensure that all students have appropriate curriculum provision in order to achieve their full potential.	Ongoing	VP/APC	Monitoring visits to AP pupils to monitor progress, attendance and behaviour. Analysis/monitoring of SPIRIT Hub	Informing SLT and Governors.
Develop staff and pupil culture to create an achievement focused rather than behaviour focused environment. Staff & Student training. Pastoral training – RSL/HOY/Pastoral support staff – off stage firm but fair correction. Consistent/embedded practice	September 2021 Sept 2021 Jan 2022	VP/AP C&B/ KSD + Pastoral team	SIMS/Edulink data PT - Praise post cards Dept rewards	Student voice survey responses and outcomes data
Careers information and Guidance. Linked to new curriculum delivery in subject and PSHE rolling programme; use careers support to educate and promote attendance and motivation for direction and achievement across the academy.	April 2021	VP/Careers staff/PSHE/PT	Careers team Edulink W/Exp, assembly inputs PT - PSHE resources	Pupil careers survey response
The application of the behaviour systems consistently matches the academy expectations	Ongoing Half Termly review	VP/APB	Pastoral QA document QA walks identify more consistent application of the behaviour system and support the reduction of low level behaviour	VP/P
All alternative provision is appropriate, monitored and successful for the individual student	Weekly	AO/APC	OAT Trust dashboard excel and progress board reviews	VP/P
To embed key support structures across the academy to ensure the whole pupil is supported and equity for those more in need is achieved.	Weekly Termly review	AP SEND/BM APB and AP SEND	Thrive, reflect, IE, PALP SEND register PBAS/IF reviews AP Send	VP Standards

Priority 4 – Provide developmental experiences within the taught curriculum and via enrichment opportunities which grow all students' emotional intelligence and resilience

Success criteria
- Active engagement and investment in 90% of SPIRIT lessons or better
- Vulnerable students with EHCPs are ably supported in their personal development via a bespoke curriculum
- A positive upwards shift in perceptions of the student population's ability to do the right thing at the right time is a strong feature of the OHA ethos
- Six character virtues to complement the three OHA values as the cornerstones of all interactions
- Jubilee Centre CPD supporting key staff interactions with students is clearly evident
- Year 10 Work Experience week is successfully accessed by 90% of the year group or higher
- SPIRIT Day runs three times across the academic year
- 100% of disadvantaged students canvased provide input on the enrichment offer
- Two year groups or more experience their first OHA Enrichment Charter trip
- 100% of students in each year are recognised on a half termly basis when their strong attendance and positive behaviour is consistent
- A House system overhaul engages the participation of 70% of disadvantaged students or greater
- The HGHG team successfully launch, interview and appoint Student Leaders and Junior Prefects

Lead role: PEL, AWF

Activity	Target date	Lead person	Resources	Monitoring
QA of staff and student investment	Ongoing	PLea LNield	SPIRIT SoL	Lesson wanders Staff and student voice
Provide and deliver differentiated content of the SPIRIT curriculum to meet the needs of vulnerable students with EHCPs	September 2022	LNield JMarsh	SPIRIT SoL	Data tracking for impact and progress
Voting in and launch of six virtues: staff, students, parents/carers, community	September 2022	PLea	Google Forms, assemblies, KS4 PT Admin time	Baseline scale, Google Forms, Community perceptions
Launch Jubilee training with key personnel	Ongoing	Plea MAdamcyzk	Jubilee Centre online course	Behaviour intervention data from Reflect and IE
Early dialogue with local industries	June 2022	ZHeath PLea		Feedback from workplaces Student voice
Match SoL to appropriate external providers and trip opportunities	September 2022	LNield, ZHeath, PLea		SLT QA, Student voice, external delivery

Canvas disadvantaged students' interests to maximise attendance	Ongoing	PLea, DLethaby	Google Forms	Attendance data, student voice
Launch OHA Enrichment Charter to provide a termly rich experience	Ongoing	PLea, AFitzgibbon, HBHG team	Budget	Staff, student, parent voice
Launch rewards initiative with staff, students, parents to correlate with attendance and positive behaviour	September 2022	RHatton	Budget, assemblies, Attendance and BfL data	Student voice
Reinvent the House system to inject competition and engagement into OHA ethos	September 2022	RHatton, PLea	Likely appointment of Heads of House	Student voice, competition tracking data
Cascade established Y9 student leadership model to Years 7, 8 and 10	Ongoing	LWilkes, RSLs	Assemblies, application and interview process	Staff feedback

Priority 5 - Improve the Basics and P8 for all students and reduce the gap for our disadvantaged students and those with SEND by further developing leadership, teaching and learning

Success criteria
- Improve our 9-4 & 9-5 combined in English and Maths: 9-4 to achieve 65%+ and 9-5 to achieve 35%+
- P8 to improve by +0.3 - +0.5 in comparison to 2019
- PP gaps to close in all areas with full cohort gap decreasing by 0.2 or better
- PP P8 to increase by +0.3 - +0.5 in comparison to 2019
- SEND gaps to close in all areas with full cohort gap decreasing by 0.2 or better
- SEND P8 to increase by +0.3 - +0.5 in comparison to 2019
- Student retention and retrieval is clearly evident in all lessons as part of the academy QA processes
- 80% of Key Stage 3 students to make expected progress in their AwL pathway

Lead role: MLL, LXT, AWF, JPM, NWW

Activity	Target date	Lead person	Resources	Monitoring
Implementation of the new REAP model in all lessons across the academy	Jan 2022 Ongoing	NWhiston LToach	CPD Retrieval Practice	Learning Wanders Department Reviews
Maths and English Summer School for targeted individuals	August 2021	MLawrence	Pet-XI Parental Contact Attendance registers	Attendance QA Session delivery by MLL External feedback/assessments
Bespoke CPD programme delivery in order to improve the Quality of Education. Addressing: - Misconceptions & questioning - Developing middle leaders - Retrieval practice - Data & assessment - Examination board training	Ongoing	NWhiston LToach MLawrence	CPD resources Ofqual and examination board updates Government guidance	Learning wanders Mock examination data
Targeted interventions to take place throughout the academic year to support student achievement: • P6 • Booster Sessions • Saturday Academy	September 2021	MLawrence	Maths and English Tutors Intervention Rooms Intervention resources (food)	Data tracking used to monitor the impact on attainment and progress

• Half Term & Easter Provision • Residentials			Residential support and staffing	
Regular communication with all parents throughout the academic year Intervention timetables shared from the first week back and regular attendance updates provided. Parents' Information Evening on Wednesday 29th September.	Ongoing	MLawrence JMeredith TShaw AFitzgibbon	Edulink / ParentPay Academy letters Commitment contracts	Attendance monitoring Attainment data
Bespoke curriculum for identified individuals who have been significantly impacted by Covid or access the Hub facility	September 2021	MLawrence DBolton DDooley	Hub Maths and English Tutors	Attainment data
Introduction of a Learning2Learn programme during Personal Tutor time for all KS3 students.	September 2021 Ongoing	NWhiston MLawrence	Learning2Learn resources	Learning wanders
Regular sharing of KS3 data tracking system	December 2021 Ongoing	MLawrence ZHeath	Data tracking system	Attainment data
Early implementation of access arrangement provisions for identified students	September 2021	JMarsh LAckley	Laptops Reader Pens	Mock attainment data
Improve the Quality of Education for students out of circulation, e.g. those accessing Reflect and IE regularly	Ongoing	LToach JAmps MAdamczyk	Curriculum resources	Attainment, attendance and behaviour data
New assessment process implemented in Key Stage 3 to fit with the Curriculum Intent	July 2021 Ongoing	MLawrence	Assessment materials Curriculum documentation	Learning wanders Department Reviews SLT QA
Effective use of Thrive to reduce time out of curriculum lessons for vulnerable students	September 2021 Ongoing	JMarsh	Thrive	Attainment, attendance and behaviour data