

General Information			
Academy Name	Ormiston Horizon Academy	Principal	Andy Fitzgibbon
URN	136680	Website	www.ormistonhorizonacademy.co.uk
LA	Stoke – On - Trent	Email Address	info@horizonoat.co.uk
MAT	OAT	Telephone Number	01782 883333
Address	Turnhurst Road, Stoke-on-Trent, ST6 6JZ	Last Inspection	March 2018
About Our Academy			
2023-24	School	National 2022	Context
Number on roll	1064	1027	We believe that despite the numerous barriers a large percentage of our students face, that with the right teaching, pastoral support, care and attention; all of our students can go on to achieve academically.
Pupil Premium	39.9%	27.2%	
FSM	33.4%	20.9%	
SEND K	15.6%	11.9%	
EHCP	1.8%	2.2%	
% White British	88.0%	63.9%	Over the last four years we have significantly improved leadership across the academy, leading to a consistent climate for learning for all of our students.
% EAL	5.6%	17.5%	
Number of CLA	0.85%	1.0%	
ADACI IMD score (Index of Multiple Deprivation)	0.29	0.20	
The OAT 8			
Wellbeing and safeguarding		A brilliant journey	
Every second counts		OAT behaviours	
Improvement at pace		Great people	
Sustained outcomes		Financial Sustainability	
Academy Priorities			
Priority 1: To improve the accountability and consistency of leadership and management across the academy			
Priority 2: To improve independent activities and formative assessment practice in the classroom to improve progress			
Priority 3: To improve students' attitudes to learning, leading to reduced suspensions and an increase in attendance			
Vision		Values	
At OHA, we provide an inspirational and ambitious learning journey to enable all our students to achieve beyond their Horizon.		Respect Resilience Responsibility	

Priority 1: To improve the accountability and consistency of leadership and management across the academy								
Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG
1a. Improve the accountability and consistency of the SLT AWF	Clear identification of SLT responsibilities, KPI and QA procedures	AWF	Sept 23	July 24	N/A	Feedback from SLT / Directors	Autumn Term: 1. SLT responsibility document in place and shared with SLT and Directors 2. LM are taking place on a regular basis and key actions are being agreed & rapidly actioned. 3. SLT are acting on opportunities to provide their colleagues with regular feedback regularly to ensure rapid improvement 4. Data is regularly shared and referenced in all meetings. This will shape future actions	
	Fortnightly LM meetings with clear actions	AWF	Sept 23	July 24	Timetable	Principal, VPs, APs LM Notes Learning Wanders		
	Regular feedback from Principal, SVP, VP and AP to improves their performance	All	Sept 23	July 24	N/A	Feedback from ED, Principal & VPs LM Notes	Spring Term: 1. Staff demonstrate a strong knowledge of their KPI's during LM meetings. QA processes are being acted upon. 2. Identified areas demonstrate good improvement and there is a range of data and QA to support this. 3. The regular feedback in place is starting to have a positive impact across all staff. Staff are demonstrating improvement in their specific areas. 4. The data being shared is starting to have a significant impact on specific performance.	
	The use of key data to drive specific school improvement across all areas	All	Sept 23	July 24	Data Manger	LM Notes SLT Meetings Student / Staff Feedback		

							<p>Summer Term:</p> <ol style="list-style-type: none"> 1. Significant improvement is clearly evident across all KPIs. 2. Strong improvement is clearly evident across all identified KPIs. 3. The regular feedback has a significant improvement in the consistency and accountability of the staff member. 4. The data demonstrates a significant improvement across key KPIs. 	
<p>1b.</p> <p>Improve the accountability and consistency of all Middle Leaders</p> <p>LXT / NWW</p>	Clear identification of MLT responsibilities, KPI and QA procedures	NWW	July 2023	July 2024	Education Director	Feedback from SLT, Middle Leaders	<p>Autumn Term:</p> <ol style="list-style-type: none"> 1. Responsibilities in place and shared with staff. Accountability is a clear thread throughout 2. LM are taking place on a regular basis and key actions are being agreed. 3. Training takes place and DoF respond in a positive manner which starts to impact on classroom performance. 4. Training takes place and RSL respond in a positive manner which starts to impact on classroom performance. <p>Spring Term:</p> <ol style="list-style-type: none"> 1. Staff demonstrate a strong knowledge of their KPI's during LM meetings. QA processes are being acted upon 2. Identified areas demonstrate good improvement and there is a range of data and QA to support this 3. Classroom practice starts to demonstrate a good improvement across the academy 4. Behaviour and attendance is starting to show a notable improvement across all year groups <p>Summer Term:</p> <ol style="list-style-type: none"> 1. Significant improvement is clearly evident across all KPIs. 	
	Fortnightly LM meetings with clear actions agreed	NWW	Sept 2023	July 2024	Timetable	Principal, VPs, APs, Directors		
					Meeting time	LM Notes Learning Wanders		
	Specific DoF Training in place to improve the quality of Classroom Practice	NWW	Sept 2023	July 2024	CPD	Learning Wanders Faculty Meetings Staff / Student Feedback		
	Specific RSL training to improve behaviour and attendance	LXT	Sept 2023	July 2024	CPD	Learning Wanders Meetings Staff / Student Feedback		

						Isolation data Attendance data	<ol style="list-style-type: none">2. Strong improvement is clearly evident across all identified KPIs through strong QA procedures.3. Classroom Practice is good or better across all subjects. Individual staff are supported through well-formed action plans.4. Attendance and behaviour is good or better across all year groups.	
--	--	--	--	--	--	-----------------------------------	---	--

Priority 2: To improve independent activities and formative assessment practice in the classroom

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG
2a. Improve the quality of formative assessment and independence in the classrooms	Design the Teaching and Learning CPD structure around strategies to improve the quality of assessment and independence in the classroom.	NWW EGT	Sept 23	July 24	CPD CP Coaches	Lesson Walk feedback Student voice	<p>Autumn Term:</p> <ol style="list-style-type: none"> A CPD structure is in place that allows time for T&L routines to be embedded. The first focus is around retrieval and assessment in the classroom. CP coaches have been recruited and are co-coaching each other using Step-lab to learn the process. Line management will follow the QA calendar. Collaborative lesson walks show the identification of strengths and areas for development. <p>Spring Term:</p> <ol style="list-style-type: none"> The CPD structure continues to be in place and delivered in depth rather than breath of coverage. CP coaches are now allocated to teaching/ support staff and supporting the QA process. Student voice shows deeper understanding of learning. <p>Summer Term:</p> <ol style="list-style-type: none"> Students can retrieve knowledge from throughout the year. Students can articulate their learning and are starting to show progress in their assessments. Quality of teaching shows more consistency across the academy. 	
NWW / EGT	Use a QA process around the strategies that embed the expectations through stronger middle leadership and feedback that support the CPD delivered at a whole school level.	NWW	Sept 23	July 24	CPD Line mgt.	Line management processes		
	Support targeted teachers using CP coaches and step lab coaching focusing on a granular level the steps they need to improve.	EGT	Sept 23	July 24	CPD Step-lab	Step lab data		
	Use the lead practitioners to model good practice at a subject specific level, this includes through delivery of CPD and also through team teaching.	EGT	Sept 23	July 24	Lead Practitioners	LP Assignment briefs		

2b. Improve the quality of assessment and consistency of data between departments NWW / LTS	A review of the consistency of data at KS3. This will revisit the assessments and if they are fit for purpose, but also the quantitative data they give out.	LTS	Sept 23	July 24	Meeting time QA calendar	Curriculum evaluations LP support	Autumn Term: 1. A QA calendar in place for assessment within subjects. 2. Evaluation of curriculum assessments has begun to take place. 3. Curriculum leaders have been trained in the expectations around tracking and analyzing data within their departments. Spring Term: 1. Have an outline in place for the reporting of whole school data with a more consistent approach. 2. Curriculum leaders can use their data to explain the strengths and areas for development of their curriculum areas. 3. Curriculum conversations can take place around gaps in learning and interventions to address them. Summer Term: 1. Reporting between departments is consistent and assessments are equally challenging. 2. Curriculum leaders are using their data to lead subject knowledge sessions around content delivery and gaps in knowledge.	
	Build a QA system around data collection and intervention (especially at KS3).	LTS	Sept 23	July 24	QA Calendar Curriculum Leader CPD	Line management Reporting process		
	Review the reporting process around student achievement against class averages and year averages.	NWW LTS	Sept 23	July 24	QA Calendar Curriculum leader CPD	Improved consistency of reporting and use of data		
	Student training takes place around knowing how to learn and how they can prepare and revise for assessments.	NWW EGT LTS	Sept 23	July 24	CPD Student training time	Student voice Lesson walks around assessments		

Priority 3: To improve students' attitudes to learning and increase attendance

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG
3a. Reduce suspensions within the academy including a reduction in repeat suspensions	Develop and embed an in-house intervention programme which supports the students who are at risk of repeat suspensions.	DXM	July 2023	July 2024	HOY Time	Impact data Observations of interventions Student voice	<ol style="list-style-type: none"> Suspensions will reduce by 10% on the previous year The number of students repeat offending will reduce by 30-40% Reduce lost learning by reducing the time spent in Reflect/IE for repeat students LIC – students in the LIC reduce behavior points and suspensions and successfully reintegrate into the LIC 	
	Develop and embed systems in reflect and IE that support students to understand their behaviors	LXT/D XM	July 2023	July 2024	Staff time	Observations feedback LM meetings		
	Ensure the quality of teaching and intervention in the Learning Intervention center is supports all students to reintegrate back into the main building	LXT	July 2023	July 2024	Teaching time	Learning wanders LM minutes		
	Clear communication and feedback system in place for students at risk including ensuring reintegration meetings are more impactful	LXT/D XM	July 2023	July 2024	HOY/RSL time	Meeting minutes Communication log		
3b. Ensure consistent application of 1. Behaviour policy	CPD for all staff with regards to the routines	LXT/D XM	July 2023	Oct 2023	Training time	Staff feedback	<ol style="list-style-type: none"> The application of the routines matches academy expectations Transition in corridors are calm and purposeful Student voice will be positive and evidence that the routines are consistently used and applied Reduction in behaviour points and increase in reward points for students 	
	Student training for all students on the routines and expectations through PT and assemblies	DXM	July 2023	Oct 2023	N/A	Student voice Learning wanders		

<p>2. Academy standards routines</p> <p>To ensure a calm and purposeful academy</p> <p>LXT</p>	<p>Quality assurance feedback cycle in place for all staff to address inconsistencies in application to ensure misbehavior is responded to predictably, promptly and consistent in line with the academy behavior policy</p>	<p>LXT/D XM</p>	<p>July 2023</p>	<p>July 2024</p>	<p>SLT time</p>	<p>SLT meetings</p>	<p>5. Reduction in 'lost learning' minutes</p>	
<p>3c. Improve the quality of systems and procedures linked to attendance</p> <p>AWF</p>	<p>Devise a clear action plan with Attendance Officer and OAT Attendance Lead</p>	<p>AWF/ EMG</p>	<p>July 2023</p>	<p>July 2024</p>	<p>Trust Time</p>	<p>Line Management SLT</p>	<p>1. A clear and concise action plan is produced that allows all stakeholders to impact clearly on improved attendance</p>	
	<p>The Attendance Team are held accountable on all parts of the action plan through detailed LM meetings</p>	<p>AWF</p>	<p>September 2023</p>	<p>July 2024</p>	<p>LM Time</p>	<p>LM SLT Progress Board</p>	<p>2. Clear actions take place on a regular basis that have a positive impact on attendance. Systems are well established and there is a clear understanding of roles and responsibilities</p>	
	<p>Attendance structures are clearly established from the Principal, VP, AP, Directors and RSLs and provide a clear framework for improvement</p>	<p>AWF</p>	<p>September 2023</p>	<p>July 2024</p>	<p>SLT</p>	<p>Progress Board Review Meetings</p>	<p>3. Individual staff act with clarity on their attendance priorities to ensure rapid improvement is taking place across all year groups</p>	

Key Performance Indicators

	21-22	22-23	23-24
Progress 8			
Basics Grade 5+			
Basics Grade 4+			
English Progress			
Maths Progress			
EBACC Progress			
Open Progress			
Progress 8 SEND			
Progress 8 Disadvantaged			
% of pupils entered for EBACC			
% of pupils achieving EBACC grade 5+			
KS5 – Academic VA			
KS5 – Vocational VA			
Attendance			
Persistent Absence			
Exclusions rate			
Repeat exclusions rate			
Pupil Numbers Y7-11			
Pupil Numbers Y12-13			