



“Improving the life chances of young people”

Sarum Academy – SDP 2016-17  
Academy Strategic Development Plan

Revised October 2016

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### **Our Core Purpose**

A belief in the limitless potential of people

### **Our shared vision for stakeholders**

#### **Pupils**

Highly skilled, confident, articulate young adults, well placed to succeed in further education and employment, and emerge as active members of the community.

#### **Teaching Staff**

Confident and innovative teachers, maximising time and resources, demonstrating a precision in their practice and sharing a passion for their subject.

#### **Support Staff**

Respected and valued colleagues. Pupil and learning centred. Team players. Becoming experts and showing leadership in their areas of responsibility.

#### **Parents and other stakeholders**

A confidence in the organisation and an eagerness to work in partnership

### **Our agreed values**

Respect: Aspiration: Excellence: Service: Tenacity: Partnership

### **Our message to pupils**

“Self-belief”

Work Proud - “Best work first time” – “Not the standard – try again”

“Be prepared, participate, perform”

“Quietly and purposefully”

### **Improvement Priorities**

1. Accelerated academic improvement
2. Finding a Multi-Academy Trust partner
3. Balancing the budget

### **How will we achieve this?**

*In order to realise our potential we will make the following areas our strands for development:*

1. Becoming great teachers – Staff development and retention
2. Becoming great learners – Developing learner autonomy and a growth mind-set
3. Engaging and supporting stakeholders

## **WHAT WILL MAKE US EFFECTIVE**

*What we are or what we aim to secure. Each of us within the organisation has our part to play. As a good school we will ensure we:*

### **Offer professional leadership**

- Give clear messages and there is a consistent purpose throughout
- Share decision making with middle/senior leaders
- Identify lead professionals with an emphasis on the quality of teaching
- Are outward looking, research based and work collaboratively with other schools

### **Professional management**

- Have clear line of management
- Have clear job descriptions – Operational Activities
- Agree measureable performance goals – Key Accountabilities
- Give ongoing feedback on performance
- Have regular developmental discussion

### **Agree and communicate a shared vision and goals**

- Agree values
- Ensure consistent practice
- Have a plan for staff development for all

### **Create an inspirational learning environment**

- Create an orderly atmosphere
- Provide an attractive working and learning environment
- Work interdepartmentally

### **Secure high quality teaching & learning**

- Organise resources and act efficiently
- Structure, planned lessons – with an academic emphasis, that are progress driven
- Adapt lessons, effectively differentiated
- Maximise learning time
- Plan and deliver an effective programme of teaching professional development

### **Maintain high expectations**

- Expect a lot from everyone
- Verbalise our high expectations to pupils
- Ensure an intellectual challenge

### **Maintain positive reinforcement**

- Communicate clear and fair discipline: rewards as well as sanctions
- Monitor pupil performance
- Give feedback to pupils – (Aware of ambition, current and next steps)

### **Monitor progress**

- Continuously monitor individual progress
- Continuously monitor the Academy's progress

### **Communicate rights and responsibilities**

- Model good (positive) relationships
- Provide positions of responsibility
- Teach pupils how to take responsibility for their learning

### **Maintain home school partnerships**

- Involve parents

**TERM 1**

Examination Results Analysis & Remedial Action Planning

Pupil Targets Published

Teaching Staff CPD Cycle begins

Staff Appraisal Reviews and Target Setting

Pupil Premium (PP) Review – PP Case Studies

SEND Review – SEND Case Studies

Department Development Plans Published

Maths Review

Deadlines for Appraisal

Pay Reviews

Progress Review - Data Capture 1 and Data Dashboard

**TERM 2**

Humanities Review

English Review

Book Looks

Learning Environment – Learning Walk

Progress Review - Data Capture 2 and Data Dashboard

**ACADEMY IMPROVEMENT CYCLE**

**KEY DOCUMENTS**

Strategic Development Plan

Leadership Roles and Responsibilities

Achievement & Attainment (annual report)

Teaching & Learning – Self Evaluation

Behaviour & Safety – Self Evaluation

Attendance – Self Evaluation

Pupil Premium Report

Staffing Dashboard

Key Stage 3, 4 & 5 Data Trackers

**TERM 3**

PE Review

Art and Technology Review

Book Looks

SDP Review

**TERM 4**

Performing Arts Review

Progress Review - Data Capture 3 (Year 11 only) and Data Dashboard

Science Review

Progress Review - Data Capture 4 and Data Dashboard

Staff Appraisal Mid-Term Reviews

**TERM 5**

Book Looks

**TERM 6**

Progress Review - Data Capture 5 and Data Dashboard

SDP Review and Strategic Planning

## Performance Goals – Outcomes for pupils

*We will be outstanding when we see accelerated progress that enable(s) in 2 years:*

- Key Stage 4 headline achievement measures ranking us within the top quartile nationally.
- Increasing learner independence evident through improved attendance, quality Home Learning and good 'Attitudes to Learning'. See Targets.
- A healthy attitude to reading and writing evident through high quality bookwork and improved standards in sustained writing.
- A confidence with numbers evident through a secure grasp of number basics and improved standards in numeracy.

Key Stage 4 Examination Results	2014-15 Actual	2015-16 Targets	2015-16 Actual	2016-17 Targets	2017-18 Targets <sup>1</sup>
Context: Number of pupils	69	95		49	52
Context: FSM 6	38%	39%		43%	56%
Context: SEN	16%	8%		8%	12%
Context: EAL	1%	7%		10%	2%
Context: Attendance	-	93%		90%	-
Average Total Progress 8	-0.49	0.2	-0.35	0.2	0.4
Average Total Attainment 8	37.62	44	39.90	44.81	45
Average Attainment 8 Grade	3.76	4.4	3.99	4.48	4.5
Context: Average Estimated Att 8	42.8	42.14		44.81	44.97
% of pupils achieving the BASICS English & Maths (Grade 5 from 2017)	36.2%	45%	38%	18%	26%
Context: FFT My School	-	32%		10%	10%
Context: FFT 50	-	44%		18%	19%
English Progress 8 Grade	-0.81	-0.10	-0.18	0	0.2
Attainment 8 English Grade	3.97	4.3	4.57	4.5	5.3
Context: FFT My School	-	4.3		3.7	3.8
Context: FFT 50	-	4.9		4.5	4.6
% of pupils achieving A*-C in English (Grade 5 from 2017)	42.0%	56%	52%	35%	46%
Context: FFT My School	-	52%		26%	29%
Context: FFT 50	-	56%		35%	39%
Maths Progress 8 Grade	-0.39	-0.10	-0.55	0	0
Attainment 8 Maths Grade	3.88	4.0	3.61	4.0	4.7
Context: FFT My School	-	4.0		3.6	3.7
Context: FFT 50	-	4.3		4.0	4.1
% of pupils achieving A*-C in Maths (Grade 5 from 2017)	47.8%	56%	44%	30%	44%
Context: FFT My School	-	52%		26%	34%
Context: FFT 50	-	56%		30%	30%
Key Stage 4 Progress - Reduce variation in Progress 8 for disadvantaged pupils (PP)	-0.17	-0.10	-0.08	-0.05	0.00

<sup>1</sup> Targets for 2017-18 set on FFT20.



We will provide regular and quality feedback on performance through line management meetings and learning walk feedback. We will involve all staff in learning walks and celebrate good teaching.		Golden nugget rewards		Great teaching celebrated in briefings & Learning SEF
We will minimize the use of cover and ensure when it is used it is effective; there will be two main cover teachers to be used across the academic year. Internal cover within faculties will be encouraged rather than using supply staff	M.Smith	Cover costs	Every business meeting	J.Curtis Staffing Data Dashboard
We will agree and communicate clear Academy priorities then provide the professional freedom to act on these. We will keep all staff informed through a quality calendar, weekly bulletins, clear and effective meeting structure, SLT meeting brief. Communicate all decisions effectively.	M.Smith from SLT meeting	No Cost – use survey monkey	Staff Surveys – Term 2, 4 & 6	D.Higgins Staff survey and feedback
We will continue the workplace wellbeing programme, act on the survey results, and allow flexibility for peoples personal lives. Provide opportunities for teambuilding at staff meetings at the start of every term.	D.Higgins	Wellbeing programme	Review termly	J.Curtis
We will assure consistent practice through: A clear T&L policy, clarity around professional responsibility (teaching standards), quality assurance (MER – Monitoring, Evaluation and Review), quality control (standardisation), CPD, support for non-specialist teachers.	Curriculum Team Leaders	MER	See Appraisal Cycle – MER Review Calendars	J.Moore Appraisal
We will have a problem sharing culture which is solution focused. Issues are raised openly in an appropriate manner through: Meeting structure, line management, discussions with colleagues (formal and informal) shared decision making, communication from all leaders.	All staff	-	Staff Surveys – Term 2, 4 & 6	D.Higgins Staff Surveys
<b>SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving DS1</b>				
<ul style="list-style-type: none"> <li>Improvements in consistency observed through learning walks – see Teaching &amp; Learning SEF</li> <li>CPD Evaluation indicates impact on practice</li> <li>'Book Looks' – (Work scrutiny) indicates improvements in quality of pupil work and quality of teacher response</li> <li>Parent surveys</li> <li>Pupil Voice</li> </ul>				



Improvement Priority 1: Accelerated academic improvement <b>DEVELOPMENT STRAND 2: BECOMING GREAT LEARNERS - DEVELOPING LEARNER AUTONOMY AND A GROWTH MIND-SET</b>				
Actions to achieve DS2	Named person (s) responsible	Resources and costs (inc. Meeting time)	Review dates	Monitoring person and method
We will provide all pupils with an <b>overview of their curriculum</b> (including what will be assessed) in each subject in the front of exercise books at the start of the course.	Curriculum Team Leader	Printing costs.	Curriculum Team Meeting - 14 <sup>th</sup> September 2016	J.Moore – Book scrutiny
We will develop an Academy wide <b>assessment framework for KS3</b> (Yr7&8) and communicate this to pupils and parents through the calendared Information Evenings.	J.Curtis	CTL Meeting – 12 <sup>th</sup> September 2016 (Launch) CTL Meeting 3 <sup>rd</sup> October 2016 (Review)	First published data capture – 21 <sup>st</sup> October 2016	J.Curtis – Feedback from Parents (Included with Progress reports)
We will develop pupil confidence and understanding by providing pupils with <b>ambitious targets, current performance and next steps.</b> This will be recorded in exercise books.	Curriculum Team Leaders Simon Glover, Laura De Courcy – Target Setting	Curriculum Team Meetings – Moderation (See Calendar)	9 <sup>th</sup> November 2016	J.Moore – Book Looks– Pupil Interviews – 9 <sup>th</sup> November 2016
We will provide <b>model or exemplar work</b> or responses to assessments and create a bank of exemplar work in subject areas. – <i>'Don't tell me ... show me!'</i>	Curriculum Team Leaders	Staff CPD – Work Proud – Show and tell	Staff CPD -3 <sup>rd</sup> November	J.Moore – Book Looks
We will provide <b>leadership opportunities for pupils</b> and a <b>pupil voice</b> through the establishment of a School Council.	C.Bell	Calendared School Council Meetings	In Staff Bulletin Pupil Voice Feedback Board by Pupil Services	Feedback to Extended SLT – 5 <sup>th</sup> June 2017 J.Curtis
We will regularly and publicly <b>celebrate</b> pupil's achievements and efforts. We will publish league tables of pupils Attitude to Learning Scores <2.0. We will write to parents when we recognise success at every data capture. We will send postcards home.	G.Jones S.Glover L.De Courcy D.Luft All staff	Celebration Assemblies at the end of every term. Prize Giving at the end of year Postcards – Printing costs	Data Capture – See Calendar	J.Curtis Behaviour for Learning Dashboard & SEF
We will develop a <b>stimulating learning environment</b> , which is learning centred and celebrates pupils' successes. We will provide exemplary materials for all staff to follow on what 'good' display looks like.	T.Cotsell Curriculum Team Leaders	Printing costs Display Boards/Resources	CTL Meeting – 7 <sup>th</sup> November 2016 (Learning Walk)	Learning walk – CTL Meeting 7 <sup>th</sup> November 2016
We will review (simplify) and re-launch the Behaviour for Learning Policy and provide ongoing support for staff on managing (developing) a Climate for Learning which is <i>'quiet and purposeful'</i> . We will review (simplify) the Pupil Code of Conduct and publish this in all classes and in the Pupil Planner. The Pupil Code of Conduct (3Ps) will be	J.Moore moving to K.Milford in September	Behaviour Policy	Behaviour for Learning Policy review – 28 <sup>th</sup> November	K.Milford Behaviour for Learning Dashboard

reinforced in Assembly's in Term 1 and in interactions with pupils. This includes integrating behaviour/achievement reporting into SIMs.				
We will communicate our expectations ( <b>Work Proud – 'Best work first time'</b> ) to pupils; accepting nothing less than a pupils best and appropriately <b>challenge pupils if they have not reached the required standards</b> . This will maximise learning time. Subject Teams will review <b>how exercise books are used</b> in their subjects to best effect.	J.Moore Curriculum Team Leaders	Work Proud Posters Staff CPD – See Calendar		J.Moore – Book Looks
We will make the focus of Tutor and Preparation (Prep) time on learner independence. <b>We will provide a Handbook for Tutors.</b> The purpose of Prep time is to train pupils in how to complete their studies independently and in the standards required.	S.Glover L.De Courcy			
We will ensure the Enrichment programme for pupils creates a greater sense of 'awe and wonder' and provides opportunities for pupils outside their normal experiences. This includes Extended Learning Days - ELD, After School Clubs, Educational Visits and Journeys – EVJ, visiting speakers and curriculum weeks and days. These will be published in the Calendar.	R.Middlehurst- Jones EVJs – M.Pearce	See Academy Calendar	Pupil Evaluations returned at the end of ELD Days (End of Academic Year)	R.Middlehurst- Jones – Feedback Form for ELDs – Feedback to Governors Subject Self- Evaluation
<b>SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving DS2</b>				
<ul style="list-style-type: none"> <li>• <b>Improved attendance, reduction in PA</b> – See Attendance Action Plan and Behaviour Dashboard</li> <li>• <b>Increase % of pupils achieving Attitudes to Learning Grades of 2 or better</b> – See Behaviour Dashboard</li> <li>• <b>Positive reviews from Pupil Evaluations at the end of ELD Days</b></li> <li>• <b>Pupils will know their targets and what they need to do to improve</b> – Feedback from pupils</li> </ul>				

Improvement Priority 1: Accelerated academic improvement				
DEVELOPMENT STRAND 3: ENGAGING AND SUPPORTING STAKEHOLDERS				
Actions to achieve DS3	Named person responsible	Resources and costs (inc. Meeting time)	Review dates	Monitoring person and method
<b>Parents</b>				
We will provide effective communication to parents via: <ul style="list-style-type: none"> <li>• Parent handbook published, including curriculum maps</li> <li>• Printed copy of the Parent calendar published in September and published on the Website</li> <li>• Newsletter – delivery method to be reviewed</li> <li>• Parent forums: 1.11.16, 21.2.17, 6.6.17 as a forum for sharing ideas and in involving parents in the decision making process.</li> <li>• Parents' Evenings – Telling parents what to expect and provide an effective appointment system</li> <li>• Open email communication between teachers and parents – Contact information published on website and in the Parent Handbook</li> </ul>	J. Moore J. Moore/ J.Campbell A. Smith J. Curtis/N.Randall  L. de Courcy and S.Glover, G.Jones A. Smith	Printing  Printing  Parent Mail or equivalent (1K) Meeting time  Meeting time	12 <sup>th</sup> September 12 <sup>th</sup> September 13 <sup>th</sup> July  7 <sup>th</sup> November  Ongoing  3 <sup>rd</sup> October	J.Curtis Feedback from Parent Questionnaires published after events (RAN)
We will review our reporting system to parents, ensuring that data and written reports are informative: <ul style="list-style-type: none"> <li>• When pupils are succeeding particularly well</li> <li>• When pupils are not making enough progress</li> <li>• How well pupils are completing Home Learning</li> </ul>	J. Curtis (G.Jones)	-	3 <sup>rd</sup> October	J.Curtis Feedback from Parents at every reporting cycle
We will seek regular feedback from parents through regular evaluations and surveys gathered at parent events.	N. Randall	Printing and analysis time	Ongoing	J.Moore Parental Engagement feedback to SLT
We will invite parents into the Academy on a more frequent basis to celebrate pupils' work and successes, including: <ul style="list-style-type: none"> <li>• End of term assemblies (starting 18.10.16 and then ongoing)</li> <li>• Carol Service</li> <li>• The Big Write</li> <li>• Art Exhibition</li> <li>• Sports Day</li> <li>• Prize Giving</li> </ul> RAN to identify further opportunities. Greater spread needed throughout the year	N. Randall H. Murphy M. Mineur R. Middlehurst M. Pearce K. Milford N. Randall	- Enrichment time Organisation time Printing costs	31 <sup>st</sup> October 2016 3 <sup>rd</sup> January 2017 24 <sup>th</sup> April 2017 17 <sup>th</sup> July 2017 17 <sup>th</sup> July 2017 17 <sup>th</sup> July 2017 3 <sup>rd</sup> October 2016	Extended SLT J. Moore J. Curtis J. Curtis J. Moore J. Curtis J. Curtis
We will send letters home via email in addition to hard copies.	A. Smith	GroupCall / ParentMail subscription	13th July 2016	D. Higgins
We will provide an effective appointment system for Parents' Evenings.	A. Smith	GroupCall / ParentMail subscription	13 <sup>th</sup> July 2016	D. Higgins

<b>Cluster Schools</b>				
We will communicate the Cluster Development Plan to all Sarum Academy staff prior to the Cluster CPD Day.	J.Curtis	Planning time	7 <sup>th</sup> October 2016	SLT
We will identify and calendar a range of opportunities to visit our cluster schools and meet with pupils and parents.	K.Milford	-	17 <sup>th</sup> October 2016	J. Curtis
We will directly engage with parents of pupils in our cluster schools through open afternoons at Sarum Academy as part of the Year 4 (6.4.17) & Year 5 (9.2.17), (5.7.17) taster days.	K.Milford	-	24 <sup>th</sup> April 2017 - Extended SLT	J. Curtis Pupil Evaluations
<b>Governors</b>				
Section pending				
<b>Community and Partnership</b>				
We will share the Academy's progress locally through our involvement with the:	D.Higgins D.Higgins J.Moore	Meeting time Meeting time Meeting time	Ongoing Ongoing Ongoing	D. Higgins D. Higgins J.Moore
<ul style="list-style-type: none"> <li>Inter-agency Group</li> <li>Local Residency Group</li> <li>SWAMAF</li> </ul>				
We will review the use the Academy facilities in providing a facility that balances financial sustainability with the needs of the community, identifying additional opportunities to engage and support with the community.	H. White	Lettings time	3 <sup>rd</sup> October 2016	D. Higgins
We will seek out opportunities for collaborative working including:	J.Hill-Parker and M.Mineur	Pixl subscription and cover for Pixl events	3 <sup>rd</sup> October 2016	J.Curtis
<ul style="list-style-type: none"> <li>Wessex Partnership NQT CPD</li> <li>Wessex Partnership Headteachers/Deputy Headteachers</li> <li>Wessex Partnership Subject Network Meetings</li> <li>Look at developing partnerships to support Inclusion Provision</li> </ul>	J.Hill-Parker J.Curtis/J.Moore Curriculum Team Leaders K.Milford	Meeting time for NQT events Meeting time Wessex Partnership events Meeting time	17 <sup>th</sup> October 2016 Ongoing 5 <sup>th</sup> October 2016, 25 <sup>th</sup> January 2017	J.Moore J.Curtis J.Moore
<b>SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving DS3</b>				
<ul style="list-style-type: none"> <li>Improved attendance at Parents Events</li> <li>Improved approval ratings in Parents Surveys</li> <li>Increase in pupil numbers</li> <li>Greater collaboration with other schools</li> </ul>				

Improvement Priority 2: Finding a Multi-Academy Trust partner Improvement Priority 3: Balancing the budget <b>MAT DEVELOPMENT PLAN</b>				
Actions to achieve MAT status	Named person responsible	Resources and costs (inc. Meeting time)	Review dates	Monitoring person and method
<p>We will ensure finances are in good order maintaining cost controls by:</p> <ul style="list-style-type: none"> <li>Monthly review of costs using management accounts, cash flow forecast, etc.</li> <li>Meetings and reviews with all budget holders every term</li> <li>Ongoing reviews of staffing giving particular consideration to whether staff that leave need to be replaced or new staff appointed. This may be triggered by resignation, planned curriculum changes, budget review or significant changes to pupil numbers</li> <li>Making effective use of resources by using nominated suppliers who are regularly reviewed to obtain best value.</li> <li>Prepare comparison Spreadsheet for costs</li> <li>Discuss best practice with contacts including local Schools and Academies</li> </ul>	<p>D.Higgins K.Hall D.Higgins</p> <p>D.Higgins SLT</p> <p>P.Wilkins</p> <p>D.Higgins</p>	<p>Time only</p> <p>Time</p> <p>Time (cost if recruitment is needed)</p> <p>Time</p> <p>Time</p>	<p>Monthly</p> <p>Every term</p> <p>When triggered or Annually</p> <p>Annually</p> <p>Every short term</p>	<p>J.Curtis Governors J.Curtis</p> <p>J.Curtis SLT meetings</p> <p>D.Higgins Report to Governors</p> <p>J.Curtis</p>
<p>We will ensure that our staff structure is appropriate and cost effective, responding to the changing needs of the Academy by:</p> <ul style="list-style-type: none"> <li>Reviewing staff against pupil numbers</li> <li>Ongoing reviews of staffing giving particular consideration to whether staff who leave need to be replaced or new staff appointed. This may be triggered by resignation, planned curriculum changes, budget review or significant changes to pupil numbers</li> <li>Regular review of curriculum</li> </ul>	<p>D.Higgins</p> <p>D.Higgins SLT</p> <p>J.Curtis J.Moore</p>	<p>Time</p> <p>Time (cost if recruitment is needed)</p> <p>Time</p>	<p>Annually</p> <p>When triggered or Annually</p> <p>Annually</p>	<p>SLT meetings Governors – report Benchmark data</p> <p>J.Curtis SLT meetings</p>
<p>We will set up a separate company to deal with Lettings and other Non-GAG income to offset potential corporation tax and VAT liabilities</p>	<p>D.Higgins</p>	<p>£2,000 a year (TBC)</p>	<p>Monthly once running</p>	<p>Governors</p>
<p>We will ensure financial procedures are complied with by:</p> <ul style="list-style-type: none"> <li>Feedback from external review visits</li> <li>Annual audit report and Management letter</li> </ul>	<p>Clifford Fry</p> <p>Fawcett</p>	<p>£500</p> <p>£11K (Statutory)</p>	<p>Annual</p> <p>Annual</p>	<p>SLT SLT Governors</p>
<p>We will effectively communicate our ongoing financial position to Governors and decision makers through:</p> <ul style="list-style-type: none"> <li>Monthly Management Accounts, cash flow forecast and balance sheets</li> <li>Verbal reports</li> </ul>	<p>D.Higgins K.Hall</p> <p>D.Higgins</p>	<p>Time</p> <p>Time</p>	<p>Each meeting</p> <p>Each meeting and as requested</p>	<p>Governors</p> <p>Governors</p>

<ul style="list-style-type: none"> <li>Feedback from external review visits</li> <li>Annual audit report</li> </ul>	<p>D.Higgins D.Higgins</p>	<p>As above As above</p>	<p>Annually July Annually December</p>	<p>Governors Governors</p>
<p>We will have a strategy for increasing pupil numbers by:</p> <ul style="list-style-type: none"> <li>Providing taster days, open afternoons and opening evenings Y4 and Y5 pupils and Induction evenings and days for Y6</li> <li>Maintaining close, positive relationships with feeder schools through cluster meetings, joint training for staff, networking, etc.</li> <li>Engaging with parents by visiting Primary Schools and meeting them at open evenings, sports day, etc.</li> <li>Sending teachers into Primary Schools to provide pupils experiences in sports, art, music, etc.</li> </ul>	<p>K.Milford D.Luft K.Milford SLT K.Milford D.Luft K.Milford</p>	<p>Cover implications £600</p>	<p>1 x Y4 and 2 x Y5 1x Y6 Throughout year TBC TBC</p>	<p>J.Curtis Feedback from Primary partners Feedback from Parents Attendance to Open events Admissions numbers 2017</p>
<p>We will market the whole Academy, including 6<sup>th</sup> form, by:</p> <ul style="list-style-type: none"> <li>Preparing new prospectus</li> <li>Headteacher Newsletter - widening circulation and ensuring all parents have access</li> <li>Identifying lead member of staff to deal with press and social media – review possibility of finances for a 1 year marketing intern and then prepare a marketing plan</li> <li>Finding out how pupils heard about the Academy to allow more effective use of advertising opportunities and budget</li> </ul>	<p>D.Higgins J.Curtis D.Higgins G.Jones</p>	<p>£6k</p>	<p>Every other year Monthly 18<sup>th</sup> July 2016 At open evening</p>	<p>J.Curtis J.Curtis</p>
<p>We will ensure HR standards reflect how we value our staff by:</p> <ul style="list-style-type: none"> <li>Using safe, fair and robust recruitment methods with qualified lead. Review methods used to include structured question, with space for comments, use qualified staff, standard pupil panel questions, etc.</li> <li>Review grievance procedure and other staff policies to make it more staff friendly</li> </ul>	<p>D.Higgins SLT D.Higgins SLT Governors</p>		<p>As required As required</p>	<p>D.Higgins</p>
<p>We will ensure job descriptions and person specifications are updated in line with changing roles by:</p> <ul style="list-style-type: none"> <li>Reviewing all job descriptions and person specifications with input from SLT, CTL, line mangers and job holders (initially JON, LUF, GLO, DEC, FUT, STH, MFD)</li> <li>Meet job holders regarding any amendment to their descriptions</li> <li>We will keep organisational structure chart updated as the Academy evolves</li> </ul>	<p>D.Higgins (M.Smith) D.Higgins Line Managers M.Smith</p>	<p>Individual meeting times.</p>	<p>18<sup>th</sup> July 2016 Prior to End of Term ongoing</p>	<p>SLT meeting 18<sup>th</sup> July 2016 Staff appraisal</p>
<p><b>SUCCESS CRITERIA – How we will measure the impact of the actions taken in achieving MAT status</b></p>				
<ul style="list-style-type: none"> <li>Financial stability, due diligence carried out</li> <li>Well positioned to join a MAT</li> </ul>				

**ACADEMY POLICY'S**

<b>Policy</b>	<b>Responsible Officer</b>	<b>Review date</b>	<b>Date Ratified (To be ratified)</b>
Academy Uniform	Mr J Curtis	January 2018	February 2015
Admissions	Mr J Curtis—Mrs J Moore	February 2017	March 2016
Anti-Bullying	Mrs C Bell	July 2013	July 2012
Anti-Smoking (Drug and Substance misuse)	Mrs J Moore	April 2016	April 2014
Assessment for Learning	Mr J.Curtis	June 2018	July 2016
Attendance	Mrs J Moore (Mr D Luft)	January 2016	January 2015
Behaviour for Learning	Mrs J.Moore	July 2018	July 2016
Charging & Remissions	Ms D Higgins	January 2017	January 2015
Child Protection	Mrs J Moore	March 2017	March 2016
Clear Desk	Ms D Higgins	December 2017	December 2015
Collective Worship	Mrs J Moore	April 2016	April 2014
Complaints (Parental)	Mr J Curtis (Mrs J Campbell)	April 2016	April 2014
Curriculum	Mrs J Moore	Annual	March 2017
Data and Information Handling	Ms D Higgins	Annual	September 2017
Disability Access Statement	Ms D Higgins	April 2016	April 2014
EAL	Mr J Moore	April 2016	April 2014
Educational Visits & Journeys	Mr M Pearce	July 2013	July 2012
Equal Opportunities	Ms D Higgins	April 2016	April 2014
Examinations	Mr J Curtis (Mr P Bolam)	September 2017	March 2016
Fairtrade	Mrs C Bell	July 2013	July 2012
Fire Safety	Ms D Higgins	February 2019	March 2016
First Aid & Medical	Ms D Higgins	March 2019	April 2016
Health & Safety	Ms D Higgins	February 2019	March 2016
Home Learning	Mr J Moore	July 2017	July 2016
ICT	Mrs J Moore	September 2016	December 2017
Pay	Ms D Higgins	December 2015	December 2014
PSHCE (Combine with Sex & Relationships)	Mrs C Bell	September 2016	September 2014
Pupil Premium	Mr S Glover	February 2017	March 2016
Pupil Records Access (Data Protection)	Ms D Higgins	January 2021	March 2016
Race Equality	Ms D Higgins	January 2013	January 2011
Risk Management	Ms D Higgins	July 2016	July 2016
Safeguarding	Mrs J Moore	March 2017	March 2016
SEND	Mrs K Milford	December 2016	December 2014
Sex & Relationships	Mrs C Bell	September 2016	September 2014
Social Networking	Ms D Higgins	July 2017	September 2015

Staff Absence	Ms D Higgins	December 2017	December 2015
Staff Appraisal	Mr J Curtis	March 2019	March 2016
Staff Disciplinary	Ms D Higgins	May 2017	May 2016
Staff Grievance	Mr J Curtis	January 2015	January 2014
Staff Personal Development and Support	Ms D Higgins	January 2014	January 2012
Staff Professional Conduct	Ms D Higgins	July 2017	September 2015
Tackling Extremism and Radicalisation	Mrs C Bell	July 2017	September 2015
Teaching & Learning	Mrs J Moore	July 2018	July 2016
Young Carers	Mrs J Moore		
Whole School Food Policy	Mrs J Moore		