



# The Gainsborough Academy

## Development Plan

### 2019/20

This document is to be shared with key stakeholders by the following actions:

1. A version of this plan will be uploaded to the Academy website and will be updated regularly.
2. The Academy will create an email address 'ofsted@thegainsboroughacademy.org.uk' and invite stakeholders to utilise this to ask specific questions and seek further clarification on key points.
3. Explore holding forum meetings to enable stakeholders to discuss concerns / ask question in person with the Leadership team and/or trust

## Summary of Targets & Success Criteria

The Gainsborough Academy Objectives for 2019/20		
Objective	Key Targets	Success Criteria
<p><b>Objective 1</b></p> <p>1. Effectiveness of leadership and management</p>	<p>a. Ensure leadership across the school is effective, focused on impacting on key priorities and working as a cohesive team</p>	<ul style="list-style-type: none"> <li>- Areas for development identified and leadership buddied to support and monitor performance and hold leaders at all levels to account</li> <li>- External reviews of Academy increasingly report strength in emerging leaders</li> <li>- Strategies/ directions presented to staff are impactful and routinely reviewed to drive progress</li> </ul>
	<p>b. Ensure leadership structures within the academy are effective (including Governors) and leaders are held to account with more rigor to ensure significant impact on pupil outcomes and KPI's</p>	<ul style="list-style-type: none"> <li>- Full Governing Body in place and programme of accountability meetings set, Governors have clear remit and link SLT</li> <li>- Quality of reports submitted to board assessed as high</li> <li>- Staff absenteeism decreases</li> </ul>
	<p>c. Ensure a Pupil premium and G/T strategy is implemented to positively impact on the attendance, attainment and progress of identified HAP cohorts</p>	<ul style="list-style-type: none"> <li>- Gap reducing between outcome of non-disadvantaged and disadvantaged cohort</li> <li>- % of students achieving target increases to contribute positively on P8</li> </ul>
	<p>d. Ensure SEN support systems enable identification of additional need and strategies are implemented to increase achievement.</p>	<ul style="list-style-type: none"> <li>- Gap reducing between SEN and non SEN students</li> <li>- Reviews of SEN support generate positive response (parent voice/ external audit)</li> </ul>

	<p>e. Review progress and impact of interventions following recent 18/19 exam results to identify key areas for improvement</p>	<ul style="list-style-type: none"> <li>- Evidence of rigorous accountability at all levels including teachers and subjects leaders in taking ownership of their subject specific outcomes.</li> <li>- % achieving likely target increases</li> <li>- Predicted and actual Progress 8 figure towards achieved</li> </ul>
	<p>f. Improve communication with local stakeholders including parents and local service providers to increase reputation, raise aspirations and support learners with their next steps and development</p>	<ul style="list-style-type: none"> <li>- Establish parent forum group to aid 2 way communication</li> <li>- To develop a presence on local educational / business boards to help shape and develop the local landscape</li> </ul>
<p><b>Objective 2</b></p> <p>2. Raise the Quality of Education</p>	<p>a. Rapidly improve the quality of teaching and learning so that all is at least good by eradicating weak teaching and establishing a strong CPD system</p>	<ul style="list-style-type: none"> <li>- % of good and better teaching increases</li> <li>- All staff have bespoke CPD package to support development that is supported by Subject leader</li> <li>- Improvement in student performance figures</li> <li>- Retention of good quality staff</li> <li>- Bespoke CPD enables demonstrably impact when reviewed in quality assurance activities.</li> </ul>
	<p>b. Ensure pupil progress information is accurate so teachers, leaders and Governors are better informed on areas for improvement</p>	<ul style="list-style-type: none"> <li>- Progress measures showing improving picture across all subject/cohort areas</li> <li>- Outcomes within tolerance of predictions throughout year</li> <li>- All externally moderated units maintain teacher awarded grades</li> </ul>

		<ul style="list-style-type: none"> <li>- Target cohorts respond to intervention and reduction in achievement gap observed.</li> </ul>
	<p>c. Ensure the curriculum is constructed and effectively implemented to ensure all programmes of study are appropriate, well planned and fit for purpose with clear mapping to examination specifications and core intent</p>	<ul style="list-style-type: none"> <li>- Clear curriculum intent which is shared and adopted by all staff and impact of intent evidenced in Curriculum plans.</li> <li>- % of students achieving targets at final outcome increases towards national bench lines</li> <li>- 100% positive moderator reports</li> <li>- Curriculum plans are adhered to so course are completed and full coverage achieved within timeframes.</li> </ul>
<p><b>Objective 3</b> Behaviour and Attitudes and Personal Development</p>	<p>a. Improve attendance and punctuality of all cohorts of pupils across all year groups by develop appropriate systems to ensure monitoring of student attendance, framework to challenge poor attendance and reward positive is clearly enforced and publicised.</p>	<ul style="list-style-type: none"> <li>- Attendance target is achieved at specified intervals overall to achieve 92%</li> <li>- P.A figure shows reduction to target of national bench line</li> <li>- % Punctuality figures at national benchmarks</li> <li>- Reduction in MYT migrating from TGA and greater scrutiny of MYT into the Academy</li> </ul>
	<p>b. To communicate high expectations that behaviour should be no less than good at all times and learners become confident and aspirational of their potential and positive about their learning...</p>	<ul style="list-style-type: none"> <li>- Outcomes for all cohorts improves due to more focused learning environment</li> <li>- Reduction in FTE / PEX / Isolation placements</li> <li>- Increase in overall attendance And those in specific cohorts</li> <li>- % increase in no. of students achieving</li> </ul>

		<p>awards</p> <ul style="list-style-type: none"> <li>- Restorative approach embedded into CPD cycle and</li> </ul>
	<p>c. To ensure students receive appropriate and curriculum embedded SMSC opportunities including the development of British values, study skills and career development.</p>	<ul style="list-style-type: none"> <li>- 100% of all cohorts have access to high quality career development opportunities</li> </ul>
	<p>d. Ensure alternative pathways and/or additional provision for students with challenging behaviours/ additional needs/ health and welfare concerns are identified and support put in place which enables all students to make progress against both academic and non-academic targets whilst still being aspirational.</p>	<ul style="list-style-type: none"> <li>- Outcomes of cohorts at KS4 shows improvement</li> <li>- 0% NEETS at KS4</li> <li>- Reduction in FTE/P.Ex of identified cohorts</li> <li>- Attendance of identified cohorts improves to target</li> </ul>
	<p>e. Career Development opportunities are embedded into a rolling PHSE programme across all key stages to raise aspirations and motivate students to reach aspirational outcomes.</p>	<ul style="list-style-type: none"> <li>- Progress towards Gatsby Benchmarks is evident in tracking and curriculum plans/ drop down days</li> <li>- Curriculum maps clearly indicate how programme is embedded across year groups and QA of subject area evidences progress towards achievement</li> </ul>