

School Development Plan



The Fermain Academy

Cheshire East

1. Vital- Curriculum

RAG:	● Amber	Status:	In Progress
Priority:	Key	Responsible:	ES
Team:	SLT	Monitor:	ES
		Dates:	01/09/22 - 31/08/23

Intent: To review the curriculum and staff to develop awareness of where their curriculum lies within the OFSTED criteria. Staff to analyse data every half term so that lessons can be planned to personalise the learning of the pupils

Impact: The engagement of the pupils will be improved due to the development of lesson planning. Staff will develop a shared curriculum intent that runs through as a golden thread

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Curriculum Intent <i>Staff meeting set aside for workshop on developing our curriculum intent. The curriculum intent was developed and agreed by the staff team.</i>	✓ Completed	13/02/23 to 17/02/23	ES	Medium
Understanding of the curriculum <i>Staff meeting we discussed the ofsted criteria for QofE. We looked at the Good criteria, staff worked together in groups to discuss what they do and what they could do</i>	✓ Completed	13/02/23 to 17/02/23	ES	Medium
Data analysis <i>Staff completed analysis of progress after the Spring 1 data drop This included the reason for underperforming, what they will implement (next term this will be reviewed)</i>	✓ Completed	27/02/23 to 03/03/23	ES	Medium

Success Criteria

DESCRIPTION	COMPLETED
The curriculum intent will be developed so that staff use this when planning	<input checked="" type="checkbox"/> YES
Staff teams understanding of the curriculum will be developed through reflecting and rag rating from the OFSTED framework	<input checked="" type="checkbox"/> YES
Staff will be shown how to analyse data and this will be used to plan	<input type="checkbox"/> NO
Learning walks will be done regularly so that teaching and learning can be monitored	<input type="checkbox"/> NO

2a- Crucial- Attendance

RAG:	● Red	Status:	Not Started
Priority:	Key	Responsible:	CR
Team:	SLT	Monitor:	ES
		Dates:	26/02/23 - 31/08/23

Intent: Develop monitoring systems and have procedures in place so that attendance is a key focus whole school that will involve the form tutor and all staff

Impact: Attendance will improve over the rest of the academic year due to increased levels of monitoring

Success Criteria

DESCRIPTION	COMPLETED
Clare Howarth on returning from maternity leave will take on the role of attendance officer	<input type="radio"/> NO
Robust monitoring systems will be put in place and implemented	<input type="radio"/> NO
Spring 2, whilst the new systems are being implemented will see a 2% rise in attendance	<input type="radio"/> NO
Summer 1 will see a 4% rise in attendance	<input type="radio"/> NO
Form tutors will be given responsibility in the new systems to tackle attendance	<input type="radio"/> NO

2b. Crucial- Culture and Ethos

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	ES
Team:	SLT	Monitor:	ES
		Dates:	01/09/22 - 31/08/23

Intent: To create high expectations for students behaviour and conduct which is consistent. Develop a culture in school where students are committed to their learning with high levels of attendance and punctuality.

Impact: There is a calm and orderly atmosphere within school with clear and effective behaviour strategies being applied. Staff feel empowered and positive relationships are visible with student to student, staff to student and staff to staff. Our core values are constantly adhered to and embedded across the school.


Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Core Values	✓ Completed	01/01/23 to 29/03/23	ES	Medium
<i>The core values were introduced on Jan INSET and explained to staff. These have been displayed around school They are referred to on a daily basis</i>				

Success Criteria

DESCRIPTION	COMPLETED
During fortnightly attendance meetings individual pupils attendance will be discussed and those falling below 90% will be placed on an individual action plan	<input type="radio"/> NO
A positive behaviour reward system to be developed by the staff team so that achievements are celebrated half termly	<input type="radio"/> NO
The behaviour policy is used and adhered to by all staff in a positive way so that pupils are aware of the expectations	<input type="radio"/> NO
Staff use our core values day to day	<input checked="" type="radio"/> YES

2c- Crucial- Reading (QofE)

RAG:	 Amber	Status:	In Progress
Priority:	High	Responsible:	LW
Team:	SLT	Monitor:	ES
		Dates:	01/09/22 - 31/08/23

Intent: Develop and track pupils reading skills across the school and this underpins all planning, learning and teaching.

Impact: Lesson observations will clearly demonstrate that reading is embedded in to the lesson structure. Reading ages are progressing in line with expected levels and will be on the one page profile

Success Criteria

DESCRIPTION	COMPLETED
Reading assessments through NGRT are done on a termly basis with pupils and information shared.	<input type="radio"/> NO
Interventions to be put in place using reading age data either 1:1 or group work	<input type="radio"/> NO
Reading time to be implemented as part of the school curriculum	<input type="radio"/> NO
Pupil voice to will be taken into account when developing reading time	<input type="radio"/> NO
The majority of pupils will gain one level reading age over the course of the year	<input type="radio"/> NO

3a- Current- Educational Rounds (QofE)

RAG:	● Amber	Status:	In Progress
Priority:	Medium	Responsible:	ES
Team:	SLT	Monitor:	ES
		Dates:	31/08/21 - 23/06/23

Intent: To fully support the staff team through high quality support, training and reflective practice to upskill, reduce work load and develop further creativity in all learning.

Impact: Staff work together as a united team focused around core methodology, both within their school context and across the trust schools; departmentally, interdepartmentally, and interschool facilitation will lead to wider exposure of context based approaches and wider disseminations of quality learning skills in the staff team.

Success Criteria

DESCRIPTION	COMPLETED
Staff complete 'educational rounds' in triads observing both the learning and pedagogical approaches in a given subject area.	<input type="radio"/> NO
All Leaders and those responsible for mentoring entrench the 5 improvement dimensions* of coaching practice in their peer support (*Joyce & Showers, Peer Coaching model)	<input type="radio"/> NO
High quality internal CPD is both offered and directed to the whole team both in personal school contexts and wider trust context (school to school training)	<input type="radio"/> NO
Those whole are on the ECT or trainee teachers are additionally supported through the ECF framework and external partner links	<input type="radio"/> NO
High quality External training is on offer and directed, which clearly has an impact on learning development as well as being cascadable	<input type="radio"/> NO

3b- Current- Inclusion. (B&A)

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	LW
Team:	SLT	Monitor:	JJ
		Dates:	01/09/22 - 31/08/23

Intent: To create systems and processes that encourage information sharing amongst the staff team to create an environment where pupils feel safe and included. All staff will gain the knowledge to deliver lessons that will include differentiation so learning is accessible for all students

Impact: Teaching staff will feel empowered to ensure that they have an inclusive learning environment and student progress is inline with their mainstream peers

Success Criteria

DESCRIPTION	COMPLETED
360 meetings to be held weekly where pupils are discussed and individual action plans are created	<input type="radio"/> NO
The link between pupils behaviour and their academic needs are made to devise intervention plans	<input type="radio"/> NO
Each pupil to have a one page profile that is shared with all staff and reviewed and updated regularly	<input type="radio"/> NO
Regular meetings with parents being brought up in the 360 meetings and those on plans	<input type="radio"/> NO
Staff will refer to the provision mapping document that will show all interventions	<input type="radio"/> NO
Learning walks will show that differentiation is used effectively to create an inclusive classroom	<input type="radio"/> NO
Teaching assistant roles are developed to secure targeted intervention	<input type="radio"/> NO

3c- Current- Parental Links (PD)

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	JJ
Team:	SLT	Monitor:	ES
		Dates:	17/08/23 - 31/08/23

Intent: Develop further parental links to support parents and careers, bringing them into the learning environment to help develop their child further.

Impact: Strengthened parental links with improve the standards and expectations in school, at home and the wider community. This in turn with develop a support network around the child.

Success Criteria

DESCRIPTION	COMPLETED
100% of parents are invited to complete an online survey bi-annually with comments acted upon and shared.	<input type="radio"/> NO
Parents are informed and encouraged to participate in events and training on a termly basis. Participation is recorded and consistently reviewed to ensure that current topics and concerns are addressed appropriately.	<input type="radio"/> NO
Recruitment of a parent governor to the LSB who plays a proactive role in the schools development.	<input type="radio"/> NO
That the curriculum shows clear mapping and signposting to enhance pupils SMSC	<input type="radio"/> NO
That the curriculum and wider work enables pupils to become more confident and resilient learners	<input type="radio"/> NO
That Pastoral support within the school, supported by everybody meets the needs of learners and develop their life skills to keep them safe	<input type="radio"/> NO
That careers education continues to be a real strength of the school	<input type="radio"/> NO
That equality of opportunity and diversity are mapped across the school so that students understand and respect differences	<input type="radio"/> NO

3d- Current- The Mill (QofE)

RAG: ● Red **Status:** In Progress

Priority: Medium **Responsible:** MR

Team: SLT **Monitor:** ES

Dates: 01/09/22 - 31/08/23

Intent: To develop a vocational extension of The Fermain Academy that will provide a further education pathway

Impact: Students from the area that find academic engagement difficult will be able to achieve their potential by studying vocational subjects at a new site. The project will be developed over the course of the year so that it will be fully accessible by Sept 2023

Success Criteria

DESCRIPTION	COMPLETED
Devise a curriculum offer for The Mill and present to the Mill strategic team	<input type="radio"/> NO
Oversee the initial developments of getting the site fit for purpose	<input type="radio"/> NO
Be involved in regular planning meetings with the Mill Strategic team	<input type="radio"/> NO
Develop a referral process for pupils to attend the Mill	<input type="radio"/> NO
Develop a reWork with local community and other stake holders to ensure provision reaches its full potential	<input type="radio"/> NO

3e- Current. Careers (PD)

RAG: ● Green **Status:** In Progress

Priority: High **Responsible:** MR

Team: SLT **Monitor:** ES

Dates: 01/09/22 - 31/08/23

Intent: To deliver a high quality careers programme within the school that will ensure that pupils have a sound knowledge of possible career paths and have access to employers.

Impact: Students will understand possible career choices and have the option to attend work experience. The Gatsby Benchmarks will be met and our NEET figures will remain low. These will be tracked for three years

Success Criteria

DESCRIPTION	COMPLETED
Ensure students have access to career and labour market information by the age of 14 (Yr 10) to inform them of their option choices	<input type="radio"/> NO
Students to have a meaningful encounter with an employer once a year	<input type="radio"/> NO
By the time they leave students will have an agreed next steps plan	<input type="radio"/> NO
Collate data of the education. training or employment destinations at least three years after they have left	<input type="radio"/> NO

3f- Current- Staff Development (L&M)

RAG: ● Green **Status:** In Progress

Priority: High **Responsible:** ES

Team: SLT **Monitor:** ES

Dates: 01/09/22 - 31/08/23

Intent: Ensure that staff receive focused and highly effective professional development and pedagogical knowledge is developed over time

Impact: Meaningful engagement will take place with staff at all levels and issues are identified quickly. Growth is created within the school and Trust, and the child is at the centre of everything we do.

Success Criteria

DESCRIPTION	COMPLETED
Staff will be supported to attend CPD that is specific to their wants and needs, whether this is beginning the NPQ programme, wellbeing training, mentoring training etc	<input type="radio"/> NO
Develop a responsibilities matrix that shows how distributed leadership is a key feature across the school	<input type="radio"/> NO
Develop school to school support to share expertise	<input type="radio"/> NO