

The Highcrest Academy Whole School Improvement Plan – 2018-2021: 3 YEAR PLAN

(There are more detailed One Year Improvement Plans for every key objective referenced)

	Identified Key Areas 20018/2019	Identified Key Areas 2019/2020	Identified Key Areas 2020/2021
1) Effectiveness of Leadership & Management	Develop and embed our 'Values' and create a new set of 'Virtues' to help us reinforce positive relationships and equality throughout our academy. Achieve Equalities (Silver) Award Achieve Reaccreditation of IQM Award.	Fully embed our revised values & virtues throughout and beyond the academy, helping our student to develop their character. Achieve Reaccreditation of IQM Award. Work towards Equalities Gold Award. Work towards UNICEF Gold RRSA Award.	Our values & virtues help our students to refine and develop their character, whilst ensuring they are physically and mentally healthy, and become successful members of our community. Achieve Reaccreditation of IQM Award. Achieve Equalities Gold Award. Achieve UNICEF Gold RRSA Award.
	Ensure whole school budget does not exceed agreed budget set by Governors. All areas of budget scrutinised to reduce agreed in year use of Reserves as much as possible.	Ensure whole school budget does not exceed agreed budget set by Governors. All areas of budget scrutinised to reduce required use of Reserves to aim towards a balanced in year budget.	Ensure whole school budget does not exceed agreed budget set by Governors. Achieve a balanced in year budget without the need to use Reserves
	Develop Curriculum (including alternative provision) to ensure all groups are catered for, ensuring reduced referrals to external agencies, reduced behaviour issues/exclusions and improved progress of LPA boys.	Refine curriculum provision even further to target specific underperforming groups based on 2018/2019 analysis. Plan to introduce increased vocational options (Hair & Beauty).	Further refine curriculum provision to target specific underperforming groups based on 2019/2020 analysis. Introduce Hair & Beauty option.
	Develop our middle leaders (Identified by Ofsted) Introduction of Aspiring Senior Leader Training programme. Timetabled Senior SLT RAP meetings. Receive a positive external review report in June 2019.	Continue with middle leader training programme based on areas identified through SLT monitoring and external report (June 2019). Allocate NPQSL post. Receive a positive external review report in June 2020	Continue to develop our middle leaders in line with all recommendations/findings to date.
2) Quality of Teaching, Learning & Assessment	Improve the quality of teaching and learning with clear focus on 'depth of learning'. Key identified areas include: Questioning and AfL to promote and support independent learning. Receive positive external monitoring visit by Ralph Batten.	Improve the quality of teaching and learning with clear focus on identified areas from 2018/19. Refine the monitoring and evaluation of our teaching and learning provision and internal CPDW.	Improve the quality of teaching and learning with clear focus on identified areas from 2019/20.
	Improve the reliability and quality of our assessment ensuring we have an acute understanding of barriers to learning that enable us to implement personalised interventions for each group of students.	To refine our Quality Assurance and moderation process to ensure that all assessment is reliable.	Review, evaluate and refine all processes based on data analysis.
	Improve Literacy, focusing on an increased number of reading and writing programmes and increased parental involvement for targeted groups (start with Y7 cohort).	Review and evaluate 2018/9 strategies and refine systems rolling reading and writing programmes out to Year 8.	Review and evaluate 2019/20 strategies and refine systems rolling reading and writing programmes out to Year 9.
3) Personal Dev Behaviour and Welfare	Identify and challenge clear barriers to attendance. Input actions to improve in line with national average - Target 94.8%. Increased parental communication. (Identified by Ofsted)	Barriers identified and being challenged to improve whole school attendance. Target 95.3 %. Increased parental communication/involvement.	Barriers being removed to improve whole school attendance. Target 95.8 %. Increased parental communication/involvement.
	Identify clear barriers to learning and challenge them within an enriching pastoral programme (Life Lessons, Tutor time and assemblies). Reduced behavioural issues.	Develop Life Lesson provision and forge stronger links with assemblies and Tutor time programme to challenge identified barriers to learning. Reduced behavioural issues.	Barriers being removed. Review, evaluate and refine all processes based on 2019/20 analysis.
	Achieve 'Working Towards' and/or 'Meeting' judgements of the eight Gatsby Benchmarks for CEIAG.	Meet the eight Gatsby Benchmarks for CEIAG	Embed the eight Gatsby Benchmarks for CEIAG
4) Outcomes	Focus Departments: Improve performance/ progress in: ICT/Business: -1.08 to 0. PE: -0.1 to +0.1. Science: 0.64 to -0.1. English/Maths crossover: 60.6% to 70%	Improve performance/progress in underperforming subject/ departments based on 2018/19 analysis. English/Maths crossover: 70% to 73%	Improve performance/progress in underperforming subject/ departments based on 2019/20 analysis. English/Maths crossover: 73% to 76%
	Focus Pupil Groups: Improve progress in: Pupil Premium: -0.81. to -0.4. White Boys: -0.6 to -0.2 HPA: -0.21 to 0.	Improve progress in underperforming pupil groups based on 2018/19 analysis Pupil Premium: -0.4 to -0.3 White Boys: -0.2 to -0.1	Improve progress in underperforming pupil groups based on 2019/20 analysis: Pupil Premium: -0.3 to -0.2 White Boys: -0.1 to -0