



Bower Park Academy

Aspire to achieve, enjoy and excel



ACADEMY IMPROVEMENT PLAN 2018 – 2019



1. BOWER PARK ACADEMY MISSION, VALUES AND VISION STATEMENT

Academy Vision Statement:

Our vision is to strive for excellence to transform the life chances for all. Through determination and resilience, every child will excel to obtain outstanding outcomes across a breadth of experiences. They will develop into well rounded valued citizens, ready and equipped for a future world, and embracing a love of life.

Our Core Values:

- Respect
- Passion
- Endeavour
- Aspiration

We believe:

- In the power of teaching to transform lives
- In clear empowerment and accountability
- In building self-esteem at all levels
- In creating a culture of high expectations
- In rewarding effort and making learning fun
- That the school is responsible for delivering an inspiring curriculum
- That working in partnership with the Trust, stakeholders and other providers will support better outcomes

2. EMPOWER LEARNING ACADEMY TRUST VISION AND VALUES:

Bower Park Academy joined the Empower Learning Academy Trust in September 2016. As such, the aim is to have synergy between each school's vision and that of the overarching vision for the Trust. The Trust's vision is:

Inspiring Learners, Changing Lives

The Empower Learning Academy Trust is an extended family which focuses relentlessly on the needs of its learning community. We believe passionately in rewarding effort and building self-esteem through meeting high expectations.

The Empower Learning Trust believes in:

- The power of inspirational teaching to transform lives and unlock potential;
- Developing exceptional leadership at all levels;
- Outstanding personal and professional development;
- Empowerment and accountability;
- Making learning fun.

The Empower Learning Academy Trust's Values are:

- Respect
- Inclusivity
- Challenge
- Openness

3. ACADEMY TARGETS 2018/19

1. OUTCOMES:

KS4 Progress and Attainment:

Year 11 2019 (Yr 10 2018): *To achieve a Progress 8 score of equal to or greater than +0.20.* The Progress 8 for high prior attaining, disadvantage and high prior attaining disadvantaged students will be in line with all students. To achieve this Progress 8 score, the following attainment targets have been set:

| Criteria | December 2018 milestone | April 2019 Milestone | Summer 2019 target |
|--|-------------------------|----------------------|--------------------|
| Progress 8 (all) | N/A | N/A | 0.20 |
| Attainment 8 (all) | 42.00 | 44.00 | 46.00 |
| Attainment 8 (disadvantaged) | 42.00 | 44.00 | 46.00 |
| Attainment 8 (disadvantaged white British) | 42.00 | 44.00 | 46.00 |
| Attainment 8 (High attaining pupils) | 57.00 | 60.00 | 62.00 |
| The Basic (% grade 5+ E&M) - All | 38% | 42% | 45% |
| The Basic (% grade 5+ E&M) - Disadvantaged | 38% | 42% | 45% |
| The Basic (% grade 5+ E&M) Disadvantaged white British | 38% | 42% | 45% |
| The Basic (% grade 5+ E&M) High prior attaining pupils disadvantaged | 90% | 95% | 100% |

KS4 Targets (each student's flight path measures their progress from their prior attainment in KS2 to achieve a challenging end of year target):

The target is for all groups and year groups, 75% of students will meet their FFT50 target and 40% will have met their FFT20 target by the end of the year. The milestones will be as follows:

| | AUTUMN TERM 2018 | SPRING TERM 2019 | SUMMER TERM 2019 |
|--------------|------------------|------------------|------------------|
| FFT50 | 40 | 55 | 75 |
| FFT20 | 20 | 30 | 40 |

Department Targets for Year 11 2018/19: . In terms of percentages achieving Grades 4+ and 7+, the following targets have been set based on the national averages for 2018. The year group were below national average on intake. Hence, achieving or exceeding national average in GCSEs will ensure a positive P8:

| Subject | Entries | Progress 8 | %4+ | %5+ | %7+ |
|------------------------|---------|------------|-----|-----|-----|
| English Language | 140 | ≥0.20 | 70% | 45% | 14% |
| English Literature | 140 | ≥0.20 | 73% | 60% | 20% |
| Maths | 140 | ≥0.20 | 60% | 40% | 16% |
| Combined Science | 16 | ≥0.20 | 55% | 33% | 7% |
| French | 41 | ≥0.20 | 70% | 54% | 24% |
| Geography | 91 | ≥0.20 | 65% | 52% | 24% |
| History | 101 | ≥0.20 | 64% | 52% | 25% |
| Art and Design | 59 | ≥0.20 | 82% | 66% | 28% |
| Drama | 50 | ≥0.20 | 74% | 60% | 24% |
| Physical Education | 46 | ≥0.20 | 70% | 55% | 20% |
| Religious Education | 47 | ≥0.20 | 72% | 60% | 30% |
| Food Prep | 9 | ≥0.20 | 62% | 46% | 17% |
| Technology | 37 | ≥0.20 | 62% | 38% | 18% |
| Dance | 14 | ≥0.20 | 70% | 55% | 23% |
| Health and Social Care | 24 | ≥0.20 | 54% | 29% | 11% |

KS3 Targets (each student's flight path measures their progress from their prior attainment in KS2 to achieve a challenging end of year target):

As with KS4, in KS3 the target is for all groups and year groups, 75% of students will meet their FFT50 target and 40% will have met their FFT20 target by the end of the year. The milestones will be as follows:

| | AUTUMN TERM 2018 | SPRING TERM 2019 | SUMMER TERM 2019 |
|--------------|------------------|------------------|------------------|
| FFT50 | 40 | 55 | 75 |
| FFT20 | 20 | 30 | 40 |

2. ATTENDANCE TARGETS 2018/19:

| Criterion | 2018 outcomes | Dec 2018 milestone | April 2019 milestone | 2019 target |
|----------------------------|----------------------|---------------------------|-----------------------------|--------------------|
| % Overall attendance | 94.67 | 94.00 | 94.50 | 95.00 |
| % Attendance disadvantaged | 93.6 | 94.00 | 94.50 | 95.00 |
| % PA all | 12.1 | 15.00 | 12.00 | 10.00 |
| % PA Disadvantaged | 16.8 | 15.00 | 12.00 | 10.00 |

3. QUALITY OF TEACHING OVER TIME (QTOT) TARGETS 2018/2019:

| Criterion | 2018 outcomes | Dec 2018 milestone | April 2019 milestone | 2019 target |
|---|----------------------|---------------------------|-----------------------------|--------------------|
| % of teachers judged to be good or better | 92 | 80 | 90 | 100 |
| % of teacher judged to be outstanding | 36 | 25 | 35 | 40 |
| % inadequate teachers | 0 | 0 | 0 | 0 |

4. STRATEGIC INTENTS FOR 2018 - 2022

Strategic Intentions are our main strategic goals for the next three years. They provide the broad areas of development we believe will help the Academy realise our shared vision:

1. **Developing character:** We will grow the character of our students so they become active learners and citizens. Through our fully enriched curriculum, students will develop independence, thinking skills and an interest in the world, including the part they play as citizens (individually and in the community). Our ethos means students will do the right thing; not because they have to, but because they want to.
2. **Outstanding teaching and learning:** We will provide outstanding classroom practice as a result of cultivating outward-focused and evidence-based approaches to teaching and learning where staff deliver subject mastery through creative and innovative pedagogy.
3. **Outstanding leadership at all levels:** We will ensure that leadership is outstanding by empowering, strengthening and deepening leadership at all levels through effective distributive leadership, with a clear focus on outstanding outcomes and high levels of accountability. Governance will also be outstanding in order to provide the challenge required to continue the drive on raising standards.
4. **A culture of excellent and high aspiration:** We will create a culture of excellence and high aspirations for all. Through developing an engaging culture of high expectations, students will be able to thrive academically and socially. As such, students will be fully prepared for their future endeavours.
5. **Building a strong community of learners:** We will build a strong community of learners where all stakeholders demonstrate an unswerving commitment to learning and progress:
 - **Students** will take full responsibility for their learning and develop high quality independent learning skills and a growth mind set in order to secure their success.
 - **Staff** will be learners in their own right, fully committed to improving their pedagogy in order to provide the highest quality service to our learners.
 - **Parents** will be full partners in their child's education; fully informed and able to support their child's learning.
 - **The wider community** of the Academy such as ELAT, businesses, colleges, universities, other schools and third sector agencies will be fully utilised and engaged to support, enrich and enhance the learning opportunities that we provide for our students.

| 5. ACADEMY PRIORITIES & KPI SUMMARY 2018/2019 | |
|--|--|
| Priorities: | KPIs: |
| Priority 1 - An appropriate curriculum and accurate assessment: To provide a curriculum that supports the success of all students especially HPA, disadvantaged and WB students. Assessment will be developed so that it is accurate, purposeful and analysed to effectively measure the progress of all students. | <ul style="list-style-type: none"> • Progress: If national benchmarks are achieved the Academy will achieve a positive P8 |
| | <ul style="list-style-type: none"> • Basic Measure: %G5+ in English and Maths: 45% |
| | <ul style="list-style-type: none"> • Attainment: Attainment 8 target: 48 |
| | <ul style="list-style-type: none"> • Groups: Disadvantaged and White British Disadvantaged students make broadly similar progress to all other students. HPA students make similar progress and attainment as national benchmarks. |
| Priorty 2 - Developing an independent learning culture: To develop the independent learning skills of all students (LORIC) and enrich their cultural capital in order to equip them with the skills and qualities for life long learning and help them develop a love of life and learning. | <ul style="list-style-type: none"> • LORIC: All students, including disadvantaged students, attitude to learning and homework grades will demonstrate independent learning skills – good or outstanding. Targeted students will attend intervention and engage with revision resources and activities. |
| | <ul style="list-style-type: none"> • PLEDGE: All KS3 students, including disadvantaged students, are on track to complete PLEDGE at Apprentice Level LORIC (SIMS report) <ul style="list-style-type: none"> - Year 7 – 3 Pledge opportunities completed - Year 8 – 4 Pledge opportunities completed - Year 9 – 5 Pledge opportunities completed - Year 10 & 11 – 7 Pledge opportunities completed |
| Priorty 3 - Positive attitudes to learning and attendance: To ensure that all students, including HPA, disadvantaged and WB, have an outstanding attitude to learning and excellent attendance. | <ul style="list-style-type: none"> • Attendance: Overall 95% and Disadvantaged 95% |
| | <ul style="list-style-type: none"> • PA: Overall 10% and Disadvantaged 10% |
| | <ul style="list-style-type: none"> • Attitude to Learning: Overall 80% (grade 3 or 4) and Disadvantaged 80% (grade 3 or 4) |
| Priority 4: Literacy and marking: To develop excellent literacy skills for all students, especially our target groups, to support their learning and ensure they can fully realise their potential in examinations. Marking will provide effective formative feedback to help deepen understanding and develop literacy skills. | <ul style="list-style-type: none"> • Marking: Work Scrutiny QTOT by Summer 2019: <ul style="list-style-type: none"> - 100% of Work Scrutiny data is good or better with no inadequate marking. - 40% of Work Scrutiny data is outstanding in line with the Academy's QTOT Outcomes target for 2018-2019 - Triangulation of work scrutiny to observe targeted underperforming pupil's literacy use across the curriculum. |
| | <ul style="list-style-type: none"> • Literacy: KS4 SPaG – increased marginal SPaG gains by Summer 2019: GCSE exam papers where SPaG marks are awarded will see at least a 25% increase in mock data from Autumn 2018 baseline data to Summer 2019. |
| Priority 5 - Parental engagement in learning: To develop strong learning partnerships with parents and carers, especially parents of HPA, disadvantaged and WB students, so that they share our aspirations for their child and fully understand how to support their learning and progress. | Parents Evenings: attendance at parents evenings <ul style="list-style-type: none"> • Year 7: 70% • Year 8: 70% • Year 9: 70% • Year 10: 70% • Year 11: 80% |
| Priority 6 - Challenge and thinking: To develop excellent thinking skills in order to deepen knowledge and understanding for all, especially for our target groups. As such, we will ensure that all lessons provide the challenge necessary for all students to achieve outstanding. | <ul style="list-style-type: none"> • QToT: <ul style="list-style-type: none"> - 100% of QTOT is green or better with no inadequate teaching - 40% of teaching is purple |
| | <ul style="list-style-type: none"> • Outcomes: as for Priority 1 above for the Basics and Attainment |