Bower Park Academy
Academy Improvement Plan 2018/19

Academy Priorities 2018/19:	Key Performance Indicators:
Priority 1 - An appropriate curriculum and accurate assessment: To provide a curriculum that supports the success of all students especially more able students (HPA), disadvantaged and White British students. Assessment will be developed so that it is accurate, purposeful and analysed to effectively measure the progress of all students.	• **Progress:** If national benchmarks are achieved the Academy will achieve a positive Progress 8 • **Basic Measure:** %Grade 5 or better in English and Maths: All 47%, Disadvantaged 41% and more able (HPA) 86% • **Attainment:** Attainment 8 target: All 5.0; Disadvantaged 4.7 and more able (HPA) 6.6
Priority 2 - Developing an independent learning culture: To develop the independent learning skills of all students (LORIC - Leadership, Organisation, Resilience, Independence and Communication) and enrich their cultural capital in order to equip them with the skills and qualities for lifelong learning and help them develop a love of life and learning.	• **LORIC:** All students, including disadvantaged students, attitude to learning and homework grades will demonstrate independent learning skills by being good or outstanding. Targeted students will attend intervention and engage with revision resources and activities. • **PLEDGE:** All KS3 students, including disadvantaged students, are on track to complete the PLEDGE at Apprentice Level: - 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
Priority 3 - Positive attitudes to learning and attendance: To ensure that all students, including more able (HPA), disadvantaged and White British, have an outstanding attitude to learning and excellent attendance.	• **Attendance:** Overall 95% and Disadvantaged 95% • **Persistent Absence:** Overall 10% and Disadvantaged 10% • **Attitude to Learning**: Overall 80% (good or better) and Disadvantaged 80% (good or better)
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.	• **Marking:** Work Scrutiny feedback by Summer 2019: - 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 target for 2018-2019 - Triangulation of work scrutiny to observe targeted underperforming pupil's literacy use across the curriculum. • **Literacy:** KS4 Spelling, Punctuation and Grammar (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 the 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 more able (HPA), disadvantaged and White British 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 will improve as follows: • Year 7 to 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 outcomes.	• **QToT:** - 100% of the quality of teaching is green or better with no inadequate teaching - 40% of teaching is purple • **Outcomes:** • **Basic Measure:** %Grade 5 or better in English and Maths: All 47%, Disadvantaged 41% and more able (HPA) 86% • **Attainment:** Attainment 8 target: All 5.0; Disadvantaged 4.7 and more able (HPA) 6.6