



Bower Park Academy

Aspire to achieve, enjoy and excel



ACADEMY IMPROVEMENT PLAN 2019 – 2020



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:

The Empower Learning Academy 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

2. STRATEGIC INTENTS FOR 2018 - 2023

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 unwavering 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.

3. ACADEMY TARGETS 2019/20

1. OUTCOMES:

KS4 Progress and Attainment:

Year 11 2020: 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 2019 milestone	April 2020 Milestone	Summer 2020 target
Progress 8 (all)	N/A	N/A	+0.20
Attainment 8 (all)	40	42	45
Attainment 8 (disadvantaged including White British)	34	38	42
Attainment 8 (High prior attaining students)	52	56	60
Attainment 8 (Low prior attaining students)	15	19	23
The Basic (% grade 5+ E&M) - All	38%	45%	50%
The Basic (% grade 5+ E&M) – Disadvantaged (including Whiter British)	38%	45%	50%

Department Targets for Year 11 2019/20: In terms of percentages achieving Grades 4+ and 7+, the following targets have been set based on the national averages for 2019. The year group were below national average on intake. Hence, achieving or exceeding national average in GCSEs will ensure a positive P8:

GCSE Subjects	Target G4+ (%)	Target G5+ (%)	Target G7+ (%)
English Language	62	53	14
English Literature	74	57	20
Maths**	60	50	16
Science Double Award	55	34	8
Computer Science	62	49	21
French	71	53	24
Geography	65	53	24
History	65	51	25
Art and Design	75	58	23
Design & Technology	62	53	19
Drama	75	60	24
Food Technology	62	54	16
PE	71	57	21
Religious Studies	72	61	30

3. ATTENDANCE TARGETS 2019/20:

Criterion	2019 outcomes	Dec 2019 milestone	April 2020 milestone	2020 target
% Overall attendance	94.40	94.00	94.50	95.00
% Attendance disadvantaged	92.90	93.50	94.00	94.50
% PA all	10.80	15.00	12.00	10.00
% PA Disadvantaged	15.90	18.00	15.00	12.00

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

Criterion	2019 outcomes	Dec 2019 milestone	April 2020 milestone	2020 target
% of teachers judged to be good or better	96	85	93	100
% of teacher judged to be outstanding	40	30	38	45
% inadequate teachers	0	0	0	0

PRIORITY 1 - CURRICULUM: To ensure that our curriculum fully prepares students to be highly successful in their adult lives by developing each student's learner attributes and cultural capital through a rigorous taught curriculum and the Bower Park Pledge and LORIC.

Key Performance Indicators:	Milestones		
	December 19	April 20	July 20
KS3 Curriculum: HoD can articulate the purpose of their curriculum in terms of the desired end point for students; core knowledge and key skills; the reason why topics are sequenced in a certain way and how assessment system test if students are building knowledge	70% evident	90% evident	100% evident
LORIC: 70% of KS3 students to achieve apprenticeship level by the end of the year.	30% achieved apprentice level	50% achieved apprentice level	70% achieved apprentice level
Pledge: Each Department to run at least one trip during the academic year with a focus on cultural capital.	50% of departments have achieved the KPI	75% of departments have achieved the KPI	100% of departments have achieved the KPI
70% of Year 11 to have achieved at least 8 Pledge items by the end of their time at BPA.	30% have achieved	50% have achieved	70% have achieved
Strategic Leader(s): Heather Stannard (VP) and Nick Wookey (SSA)			
Actions:	Resources	Success Criteria	
1.1 A comprehensive review of the KS3 curriculum: All subjects will review their curriculum to ensure there is clarity of purpose, a logical sequencing of learning, clearly identified core knowledge and skills and interleaving to secure retention of knowledge into long term memory.	<ul style="list-style-type: none"> Time for planning and resourcing from capitation 	<ul style="list-style-type: none"> HoD can articulate the purpose of their curriculum in terms of the desired end point for students; core knowledge and key skills; the reason why topics are sequenced in a certain way and how assessment system test if students are building knowledge. There is clear evidence of schemes of learning for all subjects in KS3 that support the above. 	
1.2 Developing the LORIC attributes – To use Library lessons in KS3 to ensure KS3 students are identifying their LORIC attributes and using the online LORIC passport portal to record and achieve the apprentice level	<ul style="list-style-type: none"> Time in lessons (one per fortnight) 	<ul style="list-style-type: none"> KPIs and milestones achieved with 70% of KS3 students have achieved apprentice level by the end of the year 	
1.3 Cross-curricular LORIC projects – each subject/department to complete one cross-curricular project with a focus on developing the LORIC attributes	<ul style="list-style-type: none"> Time to plan Possible cover Resources for activities 	<ul style="list-style-type: none"> Each year group (apart from Year 11) has completed a cross-curricular project and logged their achievements on the LORIC portal. KPIs and milestones achieved with 70% of KS3 students have achieved apprentice level by the end of the year 	
1.4 Developing the Pledge – Each Department to complete at least one trip with a focus on developing a cultural capital during the year. These will be built into their curriculum plans so that they form an integral part of the development of students' core knowledge and skills. Disadvantaged students will be prioritised.	<ul style="list-style-type: none"> Pupil Premium funding Cover implications Time to plan 	<ul style="list-style-type: none"> All Departments complete at least one cultural capital trip during the academic year Every student in Years 7-10 has the opportunity to participate in one trip 80% of disadvantaged students will have taken part in a trip 	
1.5 LORIC in Year 11 – To focus on developing <i>Resilience</i> in Year 11 through Learning Family Time activities. There will also be a specific focus on developing independent learning and revision skills to help build each student's <i>Organisation and Initiative</i> .	<ul style="list-style-type: none"> 1 session per week in LFT Drop down day in October 	<ul style="list-style-type: none"> All Year 11 take part in revision skills day in October 2019 All students have revision plans for the PPE and final exams All students understand how to revise effectively 	

Actions:	Resources	Success Criteria
1.6 Independent learning – All departments to set regular home learning and ensure this is logged in journals. Heads of Department to lead on sharing weekly home learning with colleagues and monitoring the setting of home learning	<ul style="list-style-type: none"> Time to plan and monitor 	<ul style="list-style-type: none"> 100% of Department are setting home learning in accordance with the Home Learning Policy Feedback from parents shows home learning is being set more regularly
1.7 CPD for curriculum – High-quality CPD for all staff through Workshop with a specific focus on curriculum in terms of Teaching To The Top, thinking models and cognitive load.	<ul style="list-style-type: none"> Workshop time – 8 × 1½-hour sessions Resources from CPD budget 	<ul style="list-style-type: none"> 100% of staff attend sessions as scheduled Staff present learning from CPD during workshop sessions Staff can demonstrate the impact of the CPD on their practice twice in the year

PRIORITY 2 - CULTURE: *To develop a strong culture of learning across our school community where students develop a positive attitude to learning and are highly motivated to achieve academic success and where parents are full partners in their child's learning.*

Key Performance Indicators:	Milestones		
	December 19	April 20	July 20
80% of students achieve average ATL score of 3.0	50% of students achieve ATL score of 3.0	70% of students achieve ATL ATL score of 3.0	80% ATL score of 3.0
75% attendance at parents' evenings	75% attendance at meet the tutor (yr7) 75% attendance at Yr11 parents evening	75% attendance at Yr 7, 9, 10 and 11 parents evening	75% attendance at Yr 8 parents evening
85% attendance at key transition parents' evenings (Year 6, options evening, college transfer)	85% attendance at year 11 college transfer evening	85% attendance at year 9 options evening	85% attendance at Yr6 information evening
Strategic Leader(s): Ashley Brien (AP) and Alison Crawford (SSA)			
Actions:	Resources	Success Criteria	
2.1 Quality of information to parents: Provide good quality information to parents at the parents' evenings – All parents receive a positive letter and updated ATL score to encourage good attendance at the evenings.	<ul style="list-style-type: none"> Admin time 	<ul style="list-style-type: none"> KPI and Milestones for attendance at parents evenings are met Improvements in feedback from parents about the value and quality of parents' evenings 	
2.2 Target Hard-to-Reach parents – to use data from previous year to identify and target hard to reach parents: <ul style="list-style-type: none"> Parents on are called prior to event by House teams. Letter sent after event to those who did not attend. Non-attending parents to collect information from school – SGM to phone until they come in Training for staff on positive parents' evening conversations 	<ul style="list-style-type: none"> Admin time Postage Time for CPD for staff in Workshop 	<ul style="list-style-type: none"> Milestones for attendance at parents' evenings are met 	
2.3 Rewards for students: <ul style="list-style-type: none"> Increase quantity of rewards presented to students by creating a system of short-term rewards at both teacher and middle/SLT level. 	<ul style="list-style-type: none"> £500 for rewards Time 	<ul style="list-style-type: none"> Improve ATL average scores. Milestones and KPIs are achieved i.e. 80% ATL score of 3 by year end. Improved behaviour and achievement as a result of achieving the KPIs 	

<ul style="list-style-type: none"> Top 5 students average ATL scores each data drop receive certificates/letters home 		
--	--	--

Actions:	Resources	Success Criteria
2.4 Positive contact with parents – ensure that every student received a positive message home during the year. Collate the positive contacts per student in order to monitor who has received contact. There will be a specific focus on Year 11 disadvantaged students to ensure they receive regular positive calls home.	<ul style="list-style-type: none"> Time for monitoring 	<ul style="list-style-type: none"> Improve ATL average scores - Milestones and KPIs are achieved. 100% of PP Year 11 students receive positive calls home at least once every half term Improved behaviour and achievement as a result of improved KPIs
2.5 Increase importance of ATL scores – Increase ATL average scores between data drops. <ul style="list-style-type: none"> SGM/DoL collate average ATL scores after data drops Bottom 5 students in each house, placed on academic report. 	<ul style="list-style-type: none"> Admin time Postage 	<ul style="list-style-type: none"> Improved ATL scores - Milestones and KPIs are achieved
2.6 Create a culture of learning – create positive learning climate across all subjects and departments. Middle Leaders to have ATL as a focus for ‘climate walks’. Increase frequency of positive postcards	<ul style="list-style-type: none"> Time during Climate Walks 	<ul style="list-style-type: none"> Positive climate form learning in 100% of classrooms by year end Improved ATL scores - Milestones and KPIs are achieved

PRIORITY 3 - COMMUNICATION: *To develop excellent communication skills in all students embedding high standards of literacy with a specific focus on oracy and fostering academic vocabulary.*

Key Performance Indicators (KPIs):	Milestones		
	December 19	April 20	July 20
1. 80% of students to achieve the communication element of LORIC	30% achieved	55% achieved	80% achieved
2. 60% of students in KS3 to improve their reading age by 12 months between September 2019 and June 2020 (exceed by 2 months)	20% achieved	40% achieved	60% achieved
3. 60% of Year 11 students to achieve a merit+ in their KS4 Spoken Language qualification (currently 25% achieve a merit+ 2018/19)	N/A	40% achieved	60% achieved

Strategic Leader(s): Heather Stannard (VP) and Michaela Philpot (SSA)

Actions:	Resources	Success Criteria
3.1 Oracy and academic rigour (AR) in the curriculum: To implement a common approach and range of strategies to improve oracy across the curriculum. <ul style="list-style-type: none"> Oracy and Literacy strand of CPD provision offered to upskill staff. Oracy agenda item for department meetings Develop a resource bank of rules for talk, academic vocabulary, academic synonyms and sentence stems Oracy stems in student planners 	Resources Staff time – briefing/line management/CPD.	<ul style="list-style-type: none"> Climate walks and lesson observations show: <ul style="list-style-type: none"> staff using the common approach to oracy development. increased use of academic vocabulary/standard English used by staff. Staff survey shows increased confidence in utilising oracy strategies. Students showing awareness of oracy strategies following assemblies. KPI and milestones achieved for students achieving the communication element of LORIC

<ul style="list-style-type: none"> Standard English errors weekly tips – additional help offered to staff identified in climate walks as having gaps in knowledge Assemblies on the importance of oracy and AR 		<ul style="list-style-type: none"> Departments have shared CPD best practice from the communication strand through 'Know Thy Impact' sessions schedules within the CPD calendar.
--	--	---

Actions:	Resources	Success Criteria
<p>3.2 Students using oracy: To provide a range of opportunities for students to develop and showcase their oracy skills.</p> <ul style="list-style-type: none"> Bower Park to compete in the Speak Out Challenge Co-curricular opportunities for students to attend a debating club. Curriculum review for departments to identify S&L opportunities to link to the communication strand of LORIC. Let's Think in English style oracy lessons trialed across the curriculum Oracy showcase will become an element of DoL praise/reward assemblies. 	Staff time - planning. Prizes/certificates. External agencies	<ul style="list-style-type: none"> One whole school oracy event per year group where there is a verbal showcase of student oracy Extra-curricular club linked to oracy runs each term (6-weekly). Each department to create a Speaking and Listening component for one year group's assessment (as a starting point). KPI and milestones achieved for students achieving the communication element of LORIC and Year 11 achieving merit+ in KS4 spoken English achieved
<p>3.3 Speech and Listening skills: To improve the quantity and quality of student speech and active listening in class by:</p> <ul style="list-style-type: none"> Creating a resource bank of key oracy and literacy resources for staff to utilise Rewarding oracy explicitly in rewards assemblies and showcasing talent Increased opportunities within the curriculum to practise and showcase oracy post curriculum review. Creation of knowledge organisers to promote academic vocabulary. 	Postcards/rewards. Time – planning & monitoring. Pack of strategies for staff.	<ul style="list-style-type: none"> Climate walks/lesson observations show greater use of academic vocab/standard English. Student + staff voice show increased ability to listen actively. KPI and milestones achieved for students achieving the communication element of LORIC and Year 11 achieving merit+ in KS4 spoken English achieved
<p>3.4 Reading: To strengthen the academy's culture of reading through increased awareness of student reading ages and appropriateness of book choice/reading material</p>	Reading ages on SIMS. Reading lists per subject. Book boxes per form. Bookmarks. Prizes/rewards	<ul style="list-style-type: none"> Staff show increased awareness of student reading ages. Students are able to justify/discuss book choices. Library borrowing increased and shows increased challenge. KPI and milestones for reading age improvement achieved.

PRIORITY 4 - CHALLENGE: *To ensure that students of all ability levels are challenged to achieve academic success relative to their starting point irrespective of their personal circumstance. There will be a specific focus on disadvantaged students.*

Key Performance Indicators:	Milestones		
	December 19	April 20	July 20
1. Progress 8: A positive P8 score	-0.2	0.0	+0.2
2. Attainment 8: Attainment 8 score on or above NA.	40	42	44
3. Basic measure: 50%G5 in E&M on or above NA.	38%	45%	50%
4. QToT: QToT is 100% green and 40% purple	80% Gr + and 30% purple	90% Gr + and 35% purple	100% Gr + and 40% purple

Strategic Leader(s): Naveed Khan (VP) and Eddie Aylett (VP)		
Actions:	Resources	Success Criteria
<p>4.1 Strong Pass (G5+) in English and Maths (Basic measure): Ensure that students develop core knowledge and skills in English and Maths at KS3 so students are prepared well for GCSE. Generate a targeted cross over lists for G5+ in English and Maths with the progress of these students monitored closely. Ensure PPEs are moderated and TIER entries are thoroughly reviewed so that students achieve the best possible grade.</p>	Time	<ul style="list-style-type: none"> Percentage of students achieving a G5+ in English and Maths is broadly in line with national figures – KPIs and milestones are met or exceeded Percentage of students secure at a mid or high level in English and Maths at KS3 is above 70% by the end of the academic year

Actions:	Resources	Success Criteria
<p>4.2 Monitoring Progress of Key Groups: Monitor the progress in assessments, lessons and work scrutiny of key groups of students. All staff to be aware of the students in these groups: - White British Disadvantaged (WB PP) students - High prior attaining (HPA) students - Low prior attaining (LPA) students</p>	Time PP budget	<ul style="list-style-type: none"> Disadvantaged including the most able disadvantaged and White British disadvantaged make similar progress from their starting points compared to other students and are in line with or above national benchmarks Low prior attaining students are accessing the curriculum which is reflected in their outcomes similar to national benchmark of students with similar prior attainment KPI and milestones are achieved
<p>4.3 CPD programme: High-quality CPD with a bespoke plan for each teacher, based on the 4 AIP priorities. Workshops will centre around Curriculum, Challenge, Culture and Communication. All staff will choose two programmes from these 4 based on their individual and departmental needs.</p>	CPD plan. Time for research and evidence for CPD sessions.	<ul style="list-style-type: none"> Pedagogy and resources are shared on SharePoint to enable staff to share best practice. Evidence-based research and resources are updated and used to inform planning. Staff have presented their Research, Findings, Impact and Progress in their final CPD sessions. Maintaining high standards (classwork completion, presentation in books, students responding to feedback, non-negotiables followed by staff, expectations of teaching typicality met) KPI and milestones for QToT are achieved
<p>4.4 Rigorous monitoring and evaluation of QToT: A new rigorous monitoring and evaluation schedule will be introduced. QToT will be reported through climate walks, work scrutiny and lesson observations. SLT will conduct climate walks to quality assure the monitoring and evaluation process and provide feedback to HOD and staff. Line management will focus on QToT to ensure action is taken based on feedback given. The academy will use Lead Practitioners to coach staff who require improvement in their practice.</p>	Time in line management to review QToT Time for M&E	<ul style="list-style-type: none"> Staff share best practice in CPD and department time resulting in consistently high practice across the Academy. QToT/Climate walks will form a learning conversation at line management – feedback will be used by HoD to improve teaching across their teams. As a result, KPIs and milestones for QToT are met.
<p>4.5 Subject knowledge: The academy will ensure that staff have opportunities to develop subject knowledge and mastery through: Department Time; Marking Matters CPD, the CPD strands they have selected; External Courses; Sharing best practice and cross MAT CPD development. Appraisals will be linked to the CPD.</p>	CPD budget.	<ul style="list-style-type: none"> Staff appraisals will identify specific needs for external courses and the CPD strands. All staff will complete the two workshop CPD strands and share best practice with colleagues As a result, KPIs and milestones for QToT are met.

