

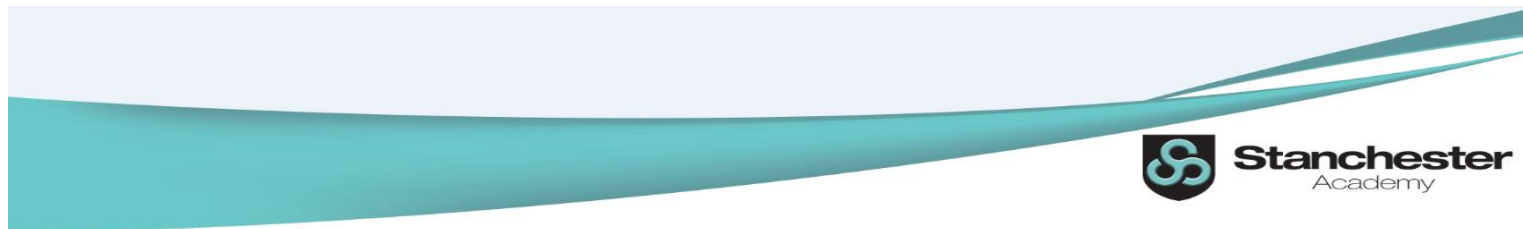
Stanchester Academy

School Improvement Plan 2019 – 2022

Stanchester Academy is an 11 – 16 Secondary school situated on the outskirts of Yeovil. It has eight rural feeder primary schools and its catchment area spans across 13 miles of South Somerset.

Stanchester Academy achieved a ‘good’ rating across all areas in its last Ofsted inspection in February 2016. Since this time it has seen a new Principal take post and a new leadership team has emerged. The leadership of the Academy have placed a priority on improving pupil numbers achieving a significant turnaround in the three years since taking post. The Academy is now over-subscribed in three year groups including year 7 where, in September 2019 the Academy will welcome its largest cohort to date.

This school improvement plan is the second under the current leadership. Each plan is delivered across three years – recognising that the school is currently ‘good’ and that improvements needs to be developed effectively before being implemented and monitored to ensure any improvements deliver sustained positive impact on student outcomes – academically and personally.



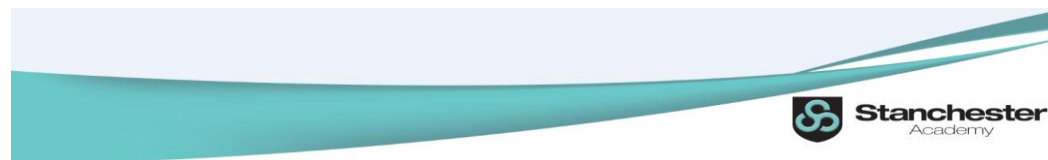
Overarching Priorities

Acknowledging key areas for immediate improvement across the school there are three overarching goals. Staff and Governors should be working towards achieving these in all activities. Curriculum Plans reflect the priorities and they form the basis of line management conversations, professional growth and team meetings.

1.The progress gender gap is reduced in all subjects to below -0.3

2.The rate of fixed term exclusions is halved on 2018/19

3.Staff professional growth and development is clearly driving improvements across the school



Stanchester Academy Strategic Improvement Plan 2019 to 2022

Priority Area 1a: Quality of Education – Intent

Objective	Year 1 Success Criteria	Links to other priorities	Strategic lead (supporting role)	Key Source of Evidence	Developed	Implemented	Monitoring
The range of and pathway to accreditation equivalent to level two reflects the local context and range of students abilities and needs within the academy.	Curriculum schemes at KS3 are evaluated for relevance and impact especially for vulnerable learners.		LW	<ul style="list-style-type: none"> Schemes of learning Outcomes for vulnerable learners 	7.10.19 All schemes in by 18.10		
	There is an increased range of offer for accreditation at KS4 increasing success of 'open' subjects and reducing the gender achievement gap.	Quality of Education impact – outcomes.	LW	<ul style="list-style-type: none"> Curriculum policy / offer Outcomes for vulnerable learners including boys and LPA 		7.10.19 Offer ready for options autumn 19	
	The 14 – 19 agenda is mapped across KS3 and delivery started in year 7 through personal development.	Quality of education impact and Personal development – post 16	AR (RM)	<ul style="list-style-type: none"> Careers and guidance map Scheme of learning 	7.10.19 need to follow same Scheme of		

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					learning template		
A clear strategy underpins each students learning experience ensuring learning is only ever purposeful, progressive, relevant and encapsulates the Academy's ambition.	Home learning intent is published and greater consistency in delivery is achieved.	Quality of Education implementation – delivery of home learning.	LW	<ul style="list-style-type: none"> HL policy HL monitoring documents 		7.10.19 One page document would be useful	
	Students recognise and articulate the impact that citizenship and other enrichment experiences and opportunities have on their own development and progress.		AR (LW)	<ul style="list-style-type: none"> Student voice records Enrichment policy 	7.10.19 Collated activities. Need to look at understanding of value		
	Schemes of work are produced in a consistent format that is explicit in demonstrating intent and reflecting the school vision and values. Schemes are linked to a consistent knowledge checklist framework.	Quality of Education implementation – student independence and articulation of challenge.	LW	<ul style="list-style-type: none"> Schemes of learning PLC documents in students books Student voice 		7.10.19 Schemes all being produced in the same format. Need to check	

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						knowledge checklists	
Curriculum content, timing and delivery meets the needs of all students and recognises the future pathways of individuals.	Research completed into optimal lesson timings.		LW	<ul style="list-style-type: none"> Research findings 	7.10.19 Tie in with conversation about drop and read		
	CPD hub research groups identify how to measure engagement of boys more accurately and learning strategies that deliver most positive impact.	Quality of Education implementation – CPD Hubs	RW	<ul style="list-style-type: none"> CPD Hub action plan Research notes ATL records Observations 	7.10 Hubs formed not yet clarified projects		
	Incidents of FTE are reduced as student engagement improves under new curriculum model and reviewed schemes of work. Particularly incidents of FTE for vulnerable learners.	Behaviour and attitudes – reducing FTE	GG (LW)	<ul style="list-style-type: none"> Fixed term exclusion data for all and for vulnerable groups 	7.10.19 Sig improvements in some year groups. Breaking down analysis to half term		

Priority Area 1b: Quality of Education – Implementation

Objective	Year 1 Success Criteria	Links to other priorities	Overall strategic lead (supporting role)	Key Source of Evidence	Developed	Implemented	Monitoring
Discreet areas of development are identified through a robust QA and CPD process that involves leadership at all levels.	Students demonstrate an increased desire to accept challenge in order to learn more.		RW	<ul style="list-style-type: none"> Observation 			
	The standard and quality of questioning enables students to excel.		RW	<ul style="list-style-type: none"> Observation 			
	Curriculum leaders take greater responsibility to identify areas of development and as a team are consistent in the standard of QA.	Leadership and management – pedagogy.	RW (LW)	<ul style="list-style-type: none"> CPD programme Curriculum leaders QA folders 	7.10.19 CGP policy in place. CLs taking responsibility for teams		
All staff participate in evidenced based improvement to deepen their	Students develop greater independence and take greater responsibility in their		RW	<ul style="list-style-type: none"> Observation ATL data 			

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knowledge and contribute to a self-improving model. Research is shared effectively across the academy.	learning (CPD hub: metacognition).						
	Research identifies the practice and support that enables vulnerable learners to excel following early identification of said vulnerability. (CPD hub: supporting vulnerable learners)	Quality of education intent – identifying successful learning strategies for boys.	RW (JB)	<ul style="list-style-type: none"> • Outcomes for vulnerable groups • Research findings • ATL data 			
	Assessment practices are standardised across the Academy and enable students to successfully articulate the next steps in their learning (CPD hub: purposeful assessment).	Quality of education intent – schemes of work.	RW (JG)	<ul style="list-style-type: none"> • Student voice • Student books • Assessment policy 			
Students have a consistent learning journey throughout every curriculum area as a result of a	Student led learning is clearly and consistently applied through a common language and	Quality of education intent – schemes of work.	LW	<ul style="list-style-type: none"> • PLCs in use on student books • Student voice 	7.10.19 Consistent language being used		

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'good' scheme of work.	use of knowledge checklists.						
	Teachers across all curriculum areas implement the teaching of 6Cs as outlined in schemes of learning.	Quality of education intent. Personal development 6Cs.	AR (LW)	<ul style="list-style-type: none"> Scheme of learning Observation 	7.10.19 Links to 6Cs identified in schemes		
	The curriculum across all areas provides opportunity for re-learning and embedding taught skills	Quality of education intent – schemes of work.	LW (RW)	<ul style="list-style-type: none"> Schemes of learning Observation 	7.10.19 Schemes of learning in progress. More consistent obs of spaced learning		

Priority Area 1c: Quality of Education – Impact

Objective	Year 1 Success Criteria	Links to other priorities	Overall strategic lead (supporting role)	Key Source of Evidence	Developed	Implemented	Monitoring
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Gender gap narrows across the curriculum and most specifically in English.	ATL (approach to learning) scores have a greater gender balance across all year groups.	Personal development – 6Cs linked to ATL	AR (NA)	<ul style="list-style-type: none"> ATL data Observation 			
	The progress trend in English is reversed with English progress in line with that nationally for all and for boys and girls separately.	Quality of education implementation – effective strategies.	KM (AJ)	<ul style="list-style-type: none"> Data collection 			
	Progress gap against national narrows in maths.	Quality of education implementation – effective strategies.	AJ (KM)	<ul style="list-style-type: none"> Outcomes data Observation 			
	High Prior Attaining boys (as a group) achieve a positive progress 8 score.		AJ (KM)	<ul style="list-style-type: none"> Outcomes data Observation 			
Students from vulnerable groups achieve at least in line with the average for similar groups nationally.	Range of curriculum qualifications is improved and enables vulnerable groups to achieve positive outcomes.	Quality of education intent – range of qualifications	LW	<ul style="list-style-type: none"> Curriculum policy / offer Outcomes of vulnerable groups 		7.10.19 New offer ready and y10/11 adjusted	

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	Alternative provision supports the most vulnerable learners with an effective curriculum in place and restorative teaching methods.	Behaviour and attitudes and personal development – alternative provision	GG (AR)	<ul style="list-style-type: none"> Programme of learning for alternative provision 	7.10.19 Provision in place but clarity still needed on aim and outcome		
	Staff supporting the most vulnerable learners measure the impact of their support and liaise within teams to improve guidance and support.		AJ (LW)	<ul style="list-style-type: none"> Student voice Intervention records 	7.10.19 Tracking systems in place, impact still too see		
Progress 8 open bucket is positive.	Improved range of qualifications is in place.	Quality of education intent – range of qualifications	LW	<ul style="list-style-type: none"> Curriculum policy / offer 		7.10.19 In place for options and changes made in 10/11	

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	Consistent schemes of learning and assessment procedures support high quality teaching and learning.	Quality of education intent – schemes of learning	LW (RW)	<ul style="list-style-type: none"> Schemes of learning Assessment policy 	7.10.19 Assessment needs to be looked at		
	Consistent leadership and line management supports consistent delivery, moderation and evaluation across all curriculum areas.	Leadership and management – consistency	AJ (KM)	<ul style="list-style-type: none"> Interviews with leaders Curriculum leader files 	Line management forms in place across the board, impact yet to be measured		
Numbers of students remaining in education or training post 16 exceeds the national average.	Careers and training guidance brought into key stage 3 with delivery started in year 7.	Quality of education intent and personal development – careers guidance	AR (RM)	<ul style="list-style-type: none"> Scheme of learning for careers Observation Student voice 		7.10.19 Scheme of learning to be completed	
	Students and staff utilise new careers platform Unifrog and	Personal development – careers	AR (RM)	<ul style="list-style-type: none"> Guidance time plans Student voice 	7.10.19 First set of		

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	use to motivate, enthuse and drive impact on NEET figures.			<ul style="list-style-type: none"> NEET figures 	training completed		
	Tutors appreciate the impact of their role and utilise it to provide increased level of support in planning for future pathways.	Personal development – guidance delivery	GG (AR)	<ul style="list-style-type: none"> Guidance observation Guidance plans Student voice 	7.10.19 Tutor checklist reviews to take place. All year groups have guidance time plan		

Priority Area 2: Behaviour and Attitudes

Objective	Year 1 Success Criteria	Links to other priorities	Overall strategic lead (supporting role)	Key Source of Evidence	Developed	Implemented	Monitoring
Attendance is above national for all groups with	Students are punctual to lesson and a marked improvement is shown upon 2018–19.		GG	<ul style="list-style-type: none"> Late data observation 	7.10.19 Current 95.1%. Nat = 94.5		

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persistent absence below national.					end of 2019		
	The impact the attendance officer is monitored and clearly demonstrates effectiveness in improving attendance.		GG	<ul style="list-style-type: none"> Attendance data Student voice Parent surveys 	7.10.19 Persistent absence nat = 13.9%, ST end of 2019 = 10.3%		
	The impact of the 6Cs on overall attitude to learning is positive with tutors playing a pivotal role in monitoring and celebrating strong ATL. Where ATL is less strong, steps are taken by tutors to support improvement.	Quality of education impact – ATL Personal development – 6Cs	AR (GG)	<ul style="list-style-type: none"> Tutor intervention records ATL data 			
The number and incidents of fixed term exclusions are significantly reduced and are at least in	The programme for alternative provision is clearly embedded and articulated to all staff.	Quality of education impact – alternative provision	GG (AR)	<ul style="list-style-type: none"> Alternative provision programme FTE data 	7.10.19 Impact starting to be seen as KB		

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line with local authority averages.	It is starting to have an impact on reducing FTE.				becomes full time. HT data to follow		
	The focus following any incident of behaviour that is below expectation is on restoring the student to a positive learning environment.		GG (AR)	<ul style="list-style-type: none"> Behaviour intervention records Student voice 	7.10.19 Restorative conversation training taking place plus tweak		
	There is a marked reduction in student removal from lessons with support to improve provided by tutors, and teachers consistently meeting the Academy's basic expectations to meet the needs of all learners.		GG (AR)	<ul style="list-style-type: none"> Lunchtime detention data Lesson observation Tutor intervention records 	7.10.19 Difficult to measure as yet as continuing to adjust and improve consistency of application		
Students thrive in an environment where commonalities are	The 6Cs provides a framework to support inclusion, respect and	Personal development – 6Cs	AR	<ul style="list-style-type: none"> Observation Student voice 			

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identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are not tolerated.	tolerance. Students, staff and parents are able to articulate the value of the 6Cs in relation to not only academic progress but personal development in terms of respect and tolerance.	Quality of education intent and implementation – 6Cs		<ul style="list-style-type: none"> 6Cs framework 			
	There is a reduction in offensive language including homophobic language.		GG	<ul style="list-style-type: none"> Behaviour records 			
	Students are consistently rewarded and are proud of their achievements. A mechanism exists for parents to see rewards.		AR	<ul style="list-style-type: none"> Student voice Parent surveys Rewards data 	7.10.19 Epraise shows parents rewards	7.10.19 Monitor consistency and appropriateness	

Priority Area 3: Personal Development

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Objective	Year 1 Success Criteria	Links to other priorities	Overall strategic lead (supporting role)	Key Source of Evidence	Developing	Implementing	Monitoring
Student and staff mental health and wellbeing are positively supported through a range of provisions having a positive impact on ethos and morale across the school.	Students and parents are able to articulate online and offline risks to wellbeing inc. exploitation, cyber bullying and drugs.		AR (GG)	<ul style="list-style-type: none"> Student voice Parent surveys Guidance plans 	7.10.19 Escapeline to work with parents. Guidance and weekly themes identifies when		
	The mental health hub is established with a clear set of aims and purpose that is articulated to all stakeholders.		GG (CG)	<ul style="list-style-type: none"> Staff interviews Rationale and plan 		7.10.19 UP and running, plan in place	
	Students and parents understand, and the vast majority display, healthy lifestyles and relationships. Student and parent surveys		AR	<ul style="list-style-type: none"> Student voice Parent surveys Healthy lifestyles plan 			

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	articulate this understanding.						
Students are well prepared for post 16 with NEET figures remaining low and students staying in chosen pathway and completing their next course of study or training.	Delivery of careers education is mapped into key stage 3 and started in year 7 with increased opportunities for employer engagement.	Quality of education intent and impact – careers education	AR (RM)	<ul style="list-style-type: none"> Careers scheme of learning Careers plan mapped against Gatsby 			
	Tutors consistently play a pivotal role in developing awareness across key stage 3 and into key stage 4 of future pathways and monitor student engagement in the process.	Quality of education intent and impact – careers education	AR (GG)	<ul style="list-style-type: none"> Unifrog data Guidance time programme Student voice 			
	Students are able to articulate the skills they have acquired that will have a positive impact on their transition to the next phase. A format is established		AR (LW)	<ul style="list-style-type: none"> Portfolios Student voice 	Need to consolidate the opportunities for portfolios		

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	that will enable them to build a significant portfolio to demonstrate these skills.						
Students leave Stanchester as outstanding citizens who recognise the impact placing priority on personal development has on their ongoing success and who have the skills to make a positive contribution in the local and wider community.	Spiritual, moral, social and cultural development is mapped across the school with areas for development identified.		LW	<ul style="list-style-type: none"> SMSC map 			
	Enrichment is mapped and a mechanism for tracking engagement is established which includes tutors tracking and supporting their tutees in participation as well as understanding the impact on their future success.	Quality of education intent – enrichment	AR (LW)	<ul style="list-style-type: none"> Enrichment map Tutor tracking records 	7.10.19 Information collated but yet to be put into mapped format		
	Students, parents and staff start to demonstrate a greater		AJ	<ul style="list-style-type: none"> Eco plan 			

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	understanding of the importance of looking after the local and wider community and environment through a range of strategies identified in the Academy's Eco Plan.						
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Priority Area 4: Leadership and Management

Objective	Year 1 Success Criteria	Links to other priorities	Overall strategic lead (supporting role)	Key Source of Evidence	Developed	Implemented	Monitoring
Leaders emulate the very highest of expectations for teaching and the	Consistent line management ensures leaders at all levels consistently apply		AJ	<ul style="list-style-type: none"> Line management records 			

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curriculum – ensuring both meet the needs of every learner and enables them to thrive.	expectations of their students and teams.			<ul style="list-style-type: none"> Curriculum leader files / Interviews 			
	A robust coaching model is in place to support professional development and ensure the numbers of staff requiring a support plan remains low.	Quality of education implementation – CPD	RW	<ul style="list-style-type: none"> Coaching programme and rationale CPD records 		7.10.19 Goals all in place and coaching aims	
	Leaders are appropriately held to account – ensuring schemes of learning and assessment processes are consistently robust and effective across all subject areas.	Quality of education intent – schemes of learning	AJ (LW)	<ul style="list-style-type: none"> Schemes of learning Line management records Curriculum leader results reviews 			
All leaders have consistently high expectations of students – both academically and in their personal	All leaders buy into the positive school ethos to promote high levels of engagement and self-motivation in their students, whilst		AJ	<ul style="list-style-type: none"> Student voice Interviews with leaders 	7.10.19 High expectations clear through exam		

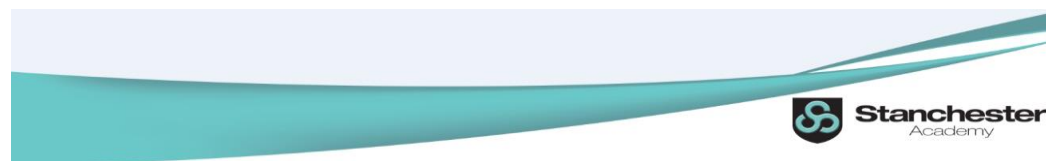
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development – ensuring their attitude to learning and behaviour is exemplary and where it isn't, it is improving.	explicitly demonstrating their desire for high levels of success from their students.				feedback. DeW to work with leaders and evidence success		
	Leaders think imaginatively and innovatively to identify the right pathways to enable all students to experience success.	Quality of education intent and impact – curriculum	LW	<ul style="list-style-type: none"> Curriculum policy / offer Student voice 		7.10.19 V positive buy in from leaders in identifying the right courses	
	A wide range of well attended parent events across all year groups encourage collaborative learning and opportunities to celebrate progress together.		AJ (GG)	<ul style="list-style-type: none"> Records of attendance at events Parent surveys 			
Leaders fully understand and	Staff are able to articulate the level of		AJ	<ul style="list-style-type: none"> Staff surveys 		7.10.19 V positive in	

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<p>appreciate their role as leaders within their community. They exude the very highest of standards and take every opportunity to promote the Academy.</p>	<p>priority that leaders place on support for wellbeing and workload.</p>			<ul style="list-style-type: none"> • Staff interviews 		<p>201819 survey</p>	
	<p>All leaders consistently apply the Academy's vision, placing equal measure on academic attainment and personal development.</p>		AJ	<ul style="list-style-type: none"> • Staff surveys • Leaders interviews 		<p>7.10.19</p>	
	<p>Leaders act as role models for staff and students alike with the focus always on development – professional development of staff and personal development of students.</p>	<p>Quality of education implementation – CPD Personal development – 6Cs</p>	AJ	<ul style="list-style-type: none"> • Staff surveys • Leaders interviews • Student voice 		<p>7.10.19</p>	

Priority Area 5: Governance



Strategic Improvement Plan

Objective	Year 1 Success Criteria	Links to other priorities	Overall strategic lead (supporting role)	Key Source of Evidence	Developed	Implemented	Monitoring
The Governing Body has all the correct structures in place to reflect the position of the school as it moves into the future.	There is a full compliment of Governors as described in the articles of association.		SD	<ul style="list-style-type: none"> Governance structure 			
	Governors know the school well through high levels of attendance at meetings and involvement in school activities.		SD	<ul style="list-style-type: none"> Register of Governor activities 	7.10.19 Link governors set up		
	All identified link roles are fulfilled and meetings between named governors and staff regularly held.		RR	<ul style="list-style-type: none"> Governance structures Meeting minutes 	7.10.19 Set up		
Governors provide an appropriate level of challenge with particular regard to standards and	All Governors fully understand accountability measures and are able to accurately articulate the	Quality of education impact – outcomes	AJ	<ul style="list-style-type: none"> Interview with Governors Meeting records 			

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leadership to ensure the Academy continues to improve.	schools strengths and areas for development.						
	Governors effectively challenge the leadership of the school to ensure the right structures for leadership and management are in place enabling Governors to be confident the Academy will continue to improve.	Leadership and management – leadership structures and line management	SD	<ul style="list-style-type: none"> Meeting records 	3.2.20 DH interviews to take place. PA advertised. Restructure discussed but not now necessary		
	Governors appropriately challenge leaders decisions to fixed term exclude students thus significantly reducing FTE figures.	Behaviour and attitudes – fixed term exclusions	SD	<ul style="list-style-type: none"> Meeting records FTE data 			
Governors are confident that the delegation of the schools budget provides value for	Pupil premium funding is well spent, reported on and evaluated.	Quality of education intent – vulnerable groups	AJ	<ul style="list-style-type: none"> Pupil premium annual evaluation 	3.2.20 Reported in October and on website		

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money through significantly positive impact.	The delegation of SEND funding is reducing the gap between progress of SEND students and others.	Quality of education intent – vulnerable groups	LW	<ul style="list-style-type: none"> SEND progress data 			
	Governors are confident that the staffing structure delivers value for money whilst meeting the Academy's aims and vision and not putting any students' success at risk.		AJ	<ul style="list-style-type: none"> Outcomes data 			