

# GILES ACADEMY SCHOOL TRANSFORMATION PRIORITIES (STP) 2023-2024

## GILES ACADEMY VISION - ASPIRE / CHALLENGE / ACHIEVE

Giles Academy aims to provide a high-quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post 16 pathways, meet the responsibilities and experiences of later life and to Aspire / Challenge / Achieve.

TARGET: A. LEADERSHIP & MANAGEMENT	TARGET: B. QUALITY OF EDUCATION	TARGET: C. BEHAVIOUR & ATTITUDES	TARGET: D. PERSONAL DEVELOPMENT	TARGET: E. OVERALL EFFECTIVENESS
<p><b>STRATEGIC OBJECTIVE IN BRIEF:</b></p> <p><b>INTENT:</b> i. To review the KS4 curriculum in light of Vocational qualification reforms and make any changes. ii. To securely embed the mapped three-year KS3 curriculum. iii. Continue to encourage an increased EBacc participation at KS4.</p> <p><b>IMPACT:</b> Year 11 To maintain focus on End of KS4 (P8 Score) so the school is in line or working above national average. Y10: Review target setting and tracking achievement.</p> <p><b>STAFF SUCCESSION &amp; CPD:</b> i. Maintain high focus on succession planning: retention &amp; developing/training staff appropriate to their career stage. ii. To ensure all new staff carry out a thorough Trust induction process. iii. Build on staff understanding of the schools T&amp;L strategy, to meet the needs of the national educational agenda.</p> <p><b>STAFF WELLBEING:</b> To implement the WWW. Staff Wellbeing Charter across the Trust, including embedding a Staff welfare Champion and website.</p> <p><b>PARTNERSHIPS:</b> To formally implement the new Partnership (HUB) structure across the Trust, to ensure consistency and best practice is shared across all schools.</p> <p><b>TRUSTEE AND LAB MEMBER TRAINING:</b> i. Revisit Governors understanding of the schools T&amp;L strategy, to meet the needs of the national educational agenda. ii. Recruitment drive to increase the capacity of GA Local Advisory Board (LAB).</p> <p><b>ACA GROUP:</b> To introduce the ACA school improvement group, based on the Trust model (Aspire/Challenge/Achieve).</p>	<p><b>STRATEGIC OBJECTIVE IN BRIEF:</b></p> <p><b>TEACHING &amp; LEARNING IMPLEMENTATION:</b> Support subject teachers to deliver Good &amp; Outstanding quality lessons, with a particular focus on stretch &amp; challenge, pace, recall, retrieval &amp; questioning.</p> <p><b>INTERVENTION:</b> Further develop the department approach to curriculum implementation through intervention (4<sup>th</sup> '1') to further embed learning automaticity.</p> <p><b>INDEPENDENCE:</b> i. Embed an intervention plan for students to build independence; resilience; resourcefulness &amp; close gaps in learning. ii. With a particular focus on further closing the gender gap.</p> <p><b>NATIONAL CURRICULUM MAPPING:</b> To embed the reviewed student learning experience for each year group – finalising mapping provision to the National Curriculum across all subject areas (including stretch and challenge initiative).</p> <p><b>QUALITY ASSURANCE:</b> To further develop and embed the Trust quality assurance processes - i.e. Deep Dives; lesson visits; work scrutiny &amp; student voice.</p> <p><b>ASSESSMENT:</b> Embed the Feedback Policy to include a balance of low; mid; high assessments to support managing workload.</p> <p><b>COMMUNICATION AGENDA:</b> Embed the effective Communication Policy and strategies (reading, literacy &amp; oracy).</p> <p><b>SEN:</b> SEN review of provision to build a 'school within a school' – to ensure appropriate resources and that student Learning Plans are well matched to their individual needs.</p>	<p><b>STRATEGIC OBJECTIVE IN BRIEF:</b></p> <p><b>REWARDS:</b> Implement the Trust's new Student Reward Scheme. This includes the Aspire Passports for Year 7-9.</p> <p><b>BEHAVIOUR:</b> Further embed the SLAT 4 Point Behaviour Plan &amp; On Call system - and ensure the Behaviour Ladder of escalation is embedded &amp; consistent</p> <p><b>ATTENDANCE:</b> i. To reduce PA% to fall in line with National Average or above. ii. Continue to promote the Trust No Off Rolling Policy, to reduce EHE numbers.</p> <p><b>MID YEAR ADMISSIONS PROCESS:</b> To continue to monitor &amp; drive the mid-year admission process, supporting the high number of mid-year students with transition support plans in order for a smooth facilitation of the transition process.</p> <p><b>AP:</b> To continue to check the quality of education at the alternative provision of The Pilgrim School, to ensure its appropriateness to engage students &amp; to participate in managing their education, attendance and safety.</p> <p><b>BEHAVIOUR FOR LEARNING:</b> Embed strategies to enable students to enhance their thirst for learning and show their resilience to independent learning and developing confidence (NB: Links to new Aspire Rewards Passport initiative).</p> <p><b>IMPROVE ASPIRATION /INDEPENDANCE:</b> i. To build on improving the quality and challenge of homework. ii. Develop greater student ownership of learning – i.e. via their approach to independent learning tasks within lessons or in intervention sessions.</p>	<p><b>STRATEGIC OBJECTIVE IN BRIEF:</b></p> <p><b>SAFEGUARDING:</b> Ensure policy &amp; procedures include all current updates- ensure appropriate training for staff to maintain outstanding support for all.</p> <p><b>PSHE / SMSC:</b> Embed at KS3 &amp; KS4 to prepare our students for the 21<sup>st</sup> Century in line with SLAT expectations:  <ul style="list-style-type: none"> <li>Fundamental British Values (FBV)</li> <li>Careers</li> <li>RSE</li> <li>Diversity</li> <li>Communication (Oracy / Reading)</li> <li>Disadvantaged</li> <li>Celebration/Pride/Respect/Rewards</li> </ul> </p> <p><b>STUDENT WELLBEING:</b> i. Further promotion of wellbeing and positive mental health strategies. ii. Embed the Trust / whole school robust approach to raising awareness of wellbeing &amp; mental health issues.</p> <p><b>CAREERS:</b> Continue to raise aspirations and review destinations. Embed the current careers provision and to meet the needs of the Gatsby benchmark, to ensure all pupils progress to the next appropriate stage of education or employment</p> <p><b>DISADVANTAGED STRATEGY:</b> Further embed the school Disadvantaged Strategy to ensure gaps in student learning, rewards or welfare are bridged through the three strategy development pillars (academic/engagement/welfare).</p> <p><b>HOUSE SYSTEM:</b> To review the House system in order to raise the profile of this initiative and give students a stronger House identity.</p> <p><b>WIDER CURRICULUM:</b> to continue to focus on extra-curricular activities provided and events/trips to raise aspiration – record &amp; breakdown impact by groups of students.</p>	<p><b>STRATEGIC OBJECTIVE IN BRIEF:</b></p> <p><b>QUALITY ASSURANCE:</b> i. Embed the Trust quality assurance measures, including deep dive 'visits' and embed training for staff. ii. To introduce and develop a Trust / school Lesson Look Obs Team to improve T&amp;L consistency in the school &amp; Trust.</p> <p><b>RAISING ASPIRATION:</b> To embed strategies &amp; support to ensure high aspiration for all learners, with a focus on:  <ul style="list-style-type: none"> <li>SEN</li> <li>EAL</li> <li>LAC</li> <li>Disadvantaged</li> <li>Safeguarding</li> <li>Diversity Groups</li> <li>High Prior Attainers</li> <li>Mid-Term Admissions</li> </ul> </p> <p><b>STAKEHOLDER VOICE:</b> Continue with ongoing regular communication with all stakeholders, so all learn to 'know their school well'.</p> <p><b>STUDENT VOICE:</b> i. Increase opportunity for student voice to gauge students experience - including promotion of new 'You Say, We Listen' feature &amp; relaunch the School Council. ii. To put in place helpful student (exit) surveys to gauge successes &amp; areas for the Trust and school to improve as students' progress to the next stage of their education/work career.</p> <p><b>LEARNING ENVIRONMENT:</b> Facility improvement to raise aspiration – i.e. to complete the development of the ongoing planned building projects and review any future facility needs for 2024/2025.</p>