Hammersmith Academy Development Plan 2016 – 2017

Inspire, Create, Succeed

Objective 1 – Teaching and Learning
To enhance learning and achievement through inspirational teaching.

Objective 2 – Assessment and Progress
To raise achievement so that all learners do their very best in relation to their learning goals, prior attainment and potential.

Objective 3 – Curriculum
To provide a broad and balanced curriculum which matches the learners' needs, aspirations and potential.

Objective 4 – Enrichment
To strategically enhance the development of our students' strong social and moral character.

Objective 5 – Metacognition
For students to leave the Academy with a strong portfolio of accredited achievement and opportunities.

Objective 6 – Leadership
To provide clear leadership, governance and quality management to ensure all learners succeed.

Objective 7 – Collaboration
To develop and strengthen our existing collaborative partnerships in order to innovate, transform and improve the opportunities for all stakeholders.

Inspire, Create, Succeed

Vision

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

Values

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.
We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.
We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

HA learners demonstrate:

- Pride and Commitment
- Professionalism and Leadership
- Community participation
- Honesty and Reliability
- Respect and Integrity
- Confidence and Independence

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

Students leaving the academy will have the following profile:

- A strong portfolio of accredited achievement;
- A highly developed sense of responsibility and pride in their own performance;
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability;
- An ability to work collaboratively and develop team cohesion;
- An aptitude for research, enquiry, problem solving and creativity
  Are actively kind, caring and socially responsible.

Character - growth mind-set:

Be the best you can be – 100% committed

Good character development coupled with academic success is essential to a high quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success.

We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

Learning: Knowledge creates power

Knowledge creates power. First, Intellectual power- -primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power – a deep understanding of the links between self-management and problem solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, Social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

Leadership

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.

Targets

Teaching and Learning	
Strategic aim: To enhance learning and achievement through inspirational teaching	
Ensure practitioners teach like a pro from KS3-KS5 with HA pedagogy	Develop outstanding questioning skills generically and department specific. Provide outstanding stretch and challenge provision for all levels.
Further develop effective formative assessment and student response	Increase the quality of teacher feedback in improving student skills. Improve the student responses to feedback and redrafting of work leading to sustained progress.

Assessment and Progress	
Strategic aim: To raise achievement so that all learners do their very best in relation to their learning goals, prior attainment and potential	
Further embed accountability measures	To ensure that all course materials are planned and effective moderation is in place for new GCSE and A levels in each department. Ensure curriculum maps are assessment driven to deepen student and teacher understanding in line with the new 7 module programme.

Curriculum	
Strategic aim: To provide a broad and balanced curriculum which matches the learners needs, aspirations and potential	
Literacy and Numeracy: To significantly improve the teaching of literacy and numeracy across the curriculum	To reinforce and evaluate the impact of the literacy and numeracy policy academy wide. To train one member of each department to lead on literacy and numeracy.
RS	To increase student awareness and engagement in theological debate and philosophical issues through the introduction of Religious Studies at KS4.
Further develop the VLE	Assure the quality of curricular resources on the VLE

Enrichment	
Strategic Aim: To strategically enhance the development of our students' strong and moral character	
Safeguarding	To further develop the established PREVENT agenda with the aim of embedding it with the current SMSC and wider curriculum. Increase access and information around Safeguarding practices and policies. To increase all stakeholders awareness of the profile of the SHARP system as a resource to assure Safeguarding.
Embed British values	To ensure British Values are well embedded in the academy culture and wider curriculum
HA Passport	To introduce a high quality, varied, formalised, monitored and reported Session 3 commitment for all students Charity/volunteering: - To increase student participation and value in volunteering and charity work - Embedding a culture of charitable giving within each house.
Careers and employment: Introduce Work Experience to Year 10	To increase provision and access to CAIAG at both KS4 and KS5.

Metacognition	
Strategic Aim: To reinforce the pedagogical principle of metacognition to underpin teaching and learning	
Embed the 4 Rs in the teaching culture	To increase students' resilience, reciprocity, reflectiveness and resourcefulness. To ensure that the 4Rs are demonstrated in every department's curricular and lesson outputs.
Growth Mindset: To further embed the Growth Mindset philosophy amongst all stakeholders	To improve the use of the Growth Mindset language for self-improvement amongst all stakeholders.

Leadership – Leading is achieving	
Strategic aim: To provide clear leadership, governance and quality management to ensure all learners succeed	
Assure high quality staffing at HA	Map a comprehensive range of opportunities to provide personalised, professional development pathways for every member of staff at all levels.
Develop leadership team capacity and sustainability	Create a clear set of MLT non-negotiables. Develop MLT confidence and expertise in meeting all expectations of the role.

	Further empower leadership teams to lead the dialogue around curriculum. Further develop consistent and effective line management by SLT and MLT.
Student Leadership and prefects programme	To increase the JLT participation within the teaching and learning. Increase students' role as co-creators of the curriculum through observation and feedback. To introduce a new system of prefects to support the organisation function of the academy.
Assure the quality of Governance	To ensure that the governance hold the SLT effectively to account for the outcomes of the students. To explore potential multi-academy trust opportunities to meet the government agenda by 2022. To develop, embed and evaluate new link documents to hold SLT to account.

Collaboration and marketing
Strategic aim: To develop strengthen our existing collaborative partnerships in order to innovate, transform and improve the opportunities for all stakeholders

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Increase the quality of communications academy wide	To increase the effectiveness of the communications both inside and outside the academy through different mediums Increase the quality of HA TV with student and staff input.
Develop strong partnerships	To develop stronger partnerships with other local providers. Brackenbury, John Betts and Greenside – HA to offer a 4Rs day at local primary schools in the summer term.
Increase parental engagement	To increase the quality of parental engagement in facilitating improved student outcomes through independent learning Parent focused working groups.

Evaluation of the ADP

The ADP is evaluated through a ragging system. The ADP is an organic document where milestone are evaluated by governors at the Curriculum Committee meetings (3 times a year) and through SLT mid-term reviews (6 times a year).

Red   **= Not complete/Not started/ currently off track**

Amber   **= Working towards successful completion/on track to be completed**

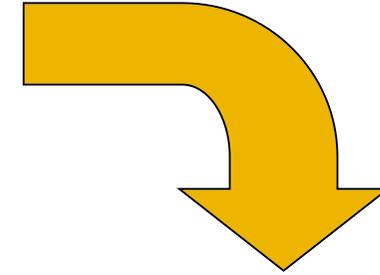**Green**   **= Completed/currently on track to meet success criteria**

THE ACADEMY'S SELF EVALUATION CYCLE
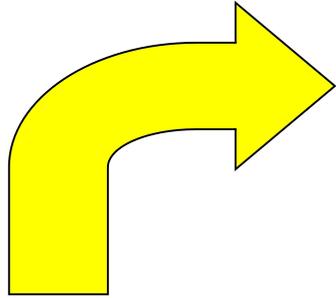
September: Approval of ADP by FGB

October:

• Examination Results Analysis —DDP Planning

• Evaluate ADP success criteria;
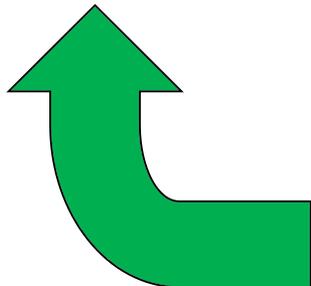
• Performance Management Cycle ends/begins.

On-going Self Evaluation:

Subject; House; Whole School; underpinned by the up-dating of ADPs + DDPs, and SLT/SL & KS Line Management Meetings.

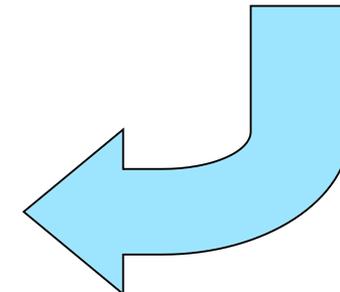**All Self Evaluation informs the fiscal year ADP.**

June/July:

• Third SIP Visit;

• Revised ADP published.

• Threshold Review (PM cycle)

November/December:

• Implementation of ADP & DDPs
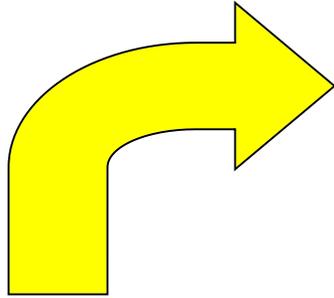
• First SIP Visit.

January — March:

• ADP and DDP mid-term review

• Second SIP visit

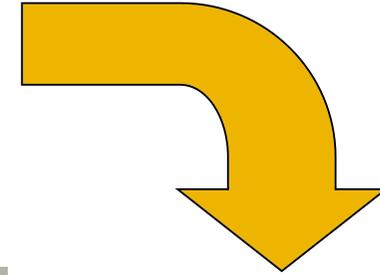• Performance Management (mid-point review)

GOVERNORS' MONITORING CYCLE

September/October Meeting:

- New ADP approved;

- Examination Results Headline;

- Review SEF & evaluate new ADP.

HA committee model fulfils statutory duties; reviews policies and conducts on-going evaluation:

Community Engagement: CC

Teaching, Learning & Curriculum: CC

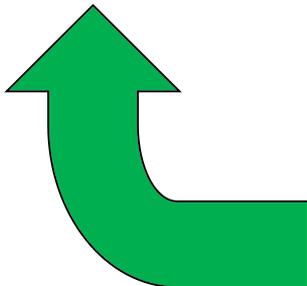Inclusion: CC

Staffing: CC

Building & Grounds: F+E

Finance: F+C

June Meeting:

- Publish draft ADP;

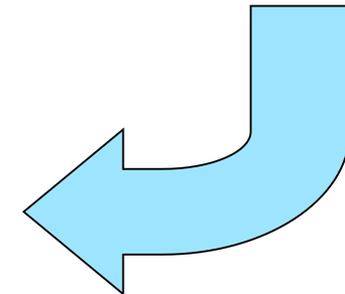- Predictions for current cohorts;

- Staffing

- Third SIP visit report.

November Meeting:

- Full Analysis of Results;

- Progress of current cohorts;

- First SIP visit report;

- ADP progress update.

February/March Meeting:

- Progress of all cohorts;

- Second SIP visit report.

- Staffing.

The work of the Academy supported through link Governor visits

No.	TARGET	ACTION	Staff responsible	Outcomes / Success Criteria	Achieved (RAG)	Cost/ Monitoring *(FGB/ CC/ F+E)*
	Teaching and Learning: To enhance learning and achievement through inspirational teaching					
1.	**Ensure practitioners 'teach like a pro' from KS3-KS5 within the HA pedagogy**	• Develop outstanding questioning through CPD • Provide outstanding stretch and challenge provision with a specific focus on WBRI students.	NUP JLI HFL	• 90% lesson observations evidence that effective questioning techniques are being used • Bespoke CPD leads to rapid improvement in questioning (diagnostic, learning walks and observations) • To ensure PP students attain within 5% of their target • SLT book scrutiny evidences differentiation for PP, SEN and G+T • MLT evidence improved differentiation SOL and VLE planning	sol	
2.	**Further develop effective formative assessment and student response**	• Increase the quality of teacher feedback in improving student skills • Improve the student responses to feedback and redrafting of work leading to rapid sustained progress	NUP JLI	• Consistently high quality marking, feedback and redrafting in line with the assessment policy (learning walks/book scrutiny) • 95% of books sampled demonstrate a consistent application of the assessment policy at 3 key points of the academy year (modules 2,4,6) • Challenge Partner QA review is good		
	Assessment and Progress – To raise achievement so that all learners do their very best in relation to their learning goals, prior attainment and potential					
3.	**Further embed Accountability measures**	• To ensure that all course materials are planned and effective moderation is in place for new GCSE and A levels in each department • Curriculum maps are assessment driven to deepen student and teacher understanding in line with the new module	JLI AGI	• The assessment practices of all departments are assured through cross moderation with a more experienced school. • All departments to have exemplars of work for each step 4,5,7,9 by September 2016 – available to all stakeholders. • At key stage 4 and 5, all key assessments points are informed by real exam requirements/materials and students are given exam related feedback. • 50% of faculty leads trained or training to be examiners		£4000 (£500 advance to each examiner)
	Curriculum: To provide a broad and balanced curriculum which matches the learners needs, aspirations and potential					
4.	**To significantly improve the teaching of literacy and numeracy across the curriculum**	• To train one member of each department to lead on literacy and numeracy • To reinforce and evaluate the impact of the literacy and numeracy policy academy wide	AMF RRE	• 100% of students achieve their reading age related expected levels of progress by end of KS3 • All sub groups to be within 12 months of their chronological reading age (WBRI, SEN, PP) • 75% of year 8 students improve by 4 sublevels or more in English against KS2 results		

No.	TARGET	ACTION	Staff responsible	Outcomes / Success Criteria	Achieved (RAG)	Cost/ Monitoring *(FGB/ CC/ F+E)*
		• Termly reading tests are used to identify students who need literacy intervention – then taking action to close gaps		• Work scrutiny shows a consistent application of the numeracy and literacy policies.		
5.	RS	• Increase student awareness and engagement in theological debate and philosophical issues through introduction of Religious Studies at KS4 • Update SMSC map to show clear provision of theological debate for KS4 • Introduce theological debate into the English curriculum at KS4 • Speaking and listening assessments incorporate theological debate and improved grades	AMF RRE	• Improved engagement in speaking and listening tasks academy wide • 95% students show satisfaction with Theological learning		
6.	Further develop the VLE	• Assure the quality of curricular resources on the VLE • Develop a more coherent online revision platform for year 11,12 and 13	JBE SLT	• Parent surveys show high satisfaction with access, guidance and the quality of materials to support learning • Departments can demonstrate a clear online revision programme matched against student need • 90% students agree that GCSEPop, Doddle and other software are easy to use and effective.		
	Enrichment: To strategically enhance the development of our students' strong and moral character					

7.	Assure Safeguarding academy wide	• To further develop the established PREVENT agenda with the aim of embedding it with the current SMSC and wider curriculum
		• To increase all stakeholders awareness of the profile of the SHARP system as a resource to assure Safeguarding
			NUP AGI	• Prevent agenda fully mapped within the SMSC curriculum
				• 95% Students feel safe to discuss extremist ideologies in a respectful and tolerant manner
				• Parent view responses show positive impact of practices
				• Stakeholder survey shows stakeholder knowledge of:
				  - What the Sharp system is
				  - When and where to access it		

No.	TARGET	ACTION	Staff responsible	Outcomes / Success Criteria	Achieved (RAG)	Cost/ Monitoring *(FGB/ CC/ F+E)*
8.	**Embed British Values**	• To ensure British Values are well embedded in the academy culture and wider curriculum	NUP AGI	• PRIDE: personal tolerance; rule of law; individual liberty; democracy; equality, are understood by all stakeholders • PRIDE is fully visible in a range of media (planners, website, displays)		

9.	**The HA Passport: Further develop students' cultural capital**	• To introduce a high quality, varied, formalised, monitored and reported Session 3 commitment for all students
		• Charity/volunteering:
		  - To increase student participation and value in volunteering and charity work
		  - Embedding a culture of charitable giving within each house
			JBE
			
			SLT
				• All departments provide Session 3 opportunities for each key stage
				• All KS3/4 students complete one Session 3 programme per term with over 90% weekly attendance
				• By the end of year 11 students can evidence two volunteering examples
				• Each house has chosen a researched charity and donated significant time and money to that charity		

10.	**Careers and employment – Work Experience**	• To increase provision and access to CAIAG at both KS4 and KS5	JBE	• All year 10 students successfully complete a work experience week • Students articulate an understanding of various pathways into future employment • 15 internships completed at Sixth Form		
Metacognition: The 4Rs						
11.	**Further embed the 4 Rs in the learning culture**	• To increase students' resilience, reciprocity, reflectiveness and resourcefulness • To ensure that the 4Rs are demonstrated in every department's curricular and lesson outputs • Develop 4 R representation in the marking sticker	RRE HFL SLT	• Students are more resilient, reciprocal, reflective and resourceful • The 4Rs are identifiable and articulated in all scheme of learning and activities both departmental and pastoral (lesson observation/book scrutiny)		
12.	**Growth Mindset: To further embed the Growth Mindset philosophy**	• To improve the use of the Growth Mindset language for self-improvement amongst all stakeholders	AMF HFL	• Students understand and demonstrate the importance of F.A.I.L (first attempt in learning) • Growth Mindset is clearly embedded in the wider academy culture		

No.	TARGET	ACTION	Staff responsible	Outcomes / Success Criteria	Achieved (RAG)	Cost/ Monitoring *(FGB/ CC/ F+E)*
	amongst all stakeholders	• Increase visual representative materials in classrooms, VLE and around the academy				
	Leadership: Leadership is achieving					
13.	**Assure high quality staffing at HA**	• Map a comprehensive range of opportunities to provide personalised, professional development pathways for every member of staff at all levels • Ensure a detailed introduction plan is in place for all staff joining after September • Increase engagement with teaching allianceS for CPD	JLI SLT	• Increased engagement from staff in their own personal development for the benefit of the students and the academy • Performance Management template enables staff to take direct responsibility for personal development • Governors staffing committee report on staffing termly		
14.	**Develop leadership team capacity and sustainability**	• Create a clear set of MLT non-negotiables • Develop MLT confidence and expertise in meeting all expectations of the role • Further empower leadership teams to lead the dialogue around curriculum • Develop more consistent and effective line management by SLT and MLT • SLT to lead MLT development programme	GKY NUP JLI	• Key MLT priorities on the QA schedule • MLT surveys show improved effectiveness and confidence in practice (Sept 16 and July 17) • 3 SLT members successfully complete CP QA training and reviews		
15.	**Further develop student leadership and prefects programme**	• To increase the JLT participation within the evaluation of teaching and learning • Increase students' role as co-creators of the curriculum through observation and feedback • To introduce a new system of prefects to support the organisation function of the academy	NUP SLT	• Student surveys show positive impact of student leadership teams • Prefects programme is implemented fully		
16.	**Assure the quality of Governance**	• To ensure that the governance hold the SLT effectively to account for the outcomes of the students • To explore potential multi-academy trust opportunities to meet the government agenda by 2022	GKY JLI AMF	• Students achieve above 0.25 Progress 8 • MAT minutes show clear direction of travel • Governor link visit proforma used consistently (10 recorded in 2016-2017)		

No.	TARGET	ACTION	Staff responsible	Outcomes / Success Criteria	Achieved (RAG)	Cost/ Monitoring *(FGB/ CC/ F+E)*
		• To develop, embed and evaluation new link documents to hold SLT to account				
17.	**Increase SAM intervention skills**	• Each SAM to provide one key skill in improving student engagement	AGI	• Each SAM trained on skill sets • Each SAM to deliver at least one intervention group weekly		
	Collaboration: To develop strengthen our existing collaborative partnerships in order to innovate, transform and improve the opportunities for all stakeholders					
18.	**Communications: Increase the quality of communications academy wide**	• To increase the effectiveness of the communications both inside and outside the academy through different mediums • Increase the quality of HA TV with student and staff input • Develop of the HA TV team to ensure regular student broadcasts	GKY AAN JAS	• Increased distribution of academy publications such as the Newsletter and Inspire Magazines to local businesses and organisations • Strengthened links with local journalists to increase coverage • Increased curricular and enrichment content across all three key stages for HA TV (at least 3 per KS)		
19.	**Develop stronger local partnerships**	• HA to offer a 4Rs day at local primary schools in the summer term	AGI	• Review shows outstanding partnership work		
20.	**Increase parental engagement**	• To increase the quality of parental engagement in facilitating improved student outcomes through independent learning • Parent focused working groups on SMHW/Behaviour/Session 3 • Progress evenings for targeted groups, WBRI and Year 10 girls	AGI	• Increase % of parents using SMHW to 65% by January 2017 then 75% June 2017 • Maintaining 90%+ attendance at all key events for all year groups • PP attendance is within 5% of Non PP parents		

Glossary of acronyms

ADP	Academy Development Plan		LO	Learning Objectives
HA	Hammersmith Academy		SEN	Special Educational needs
SLT	Senior Leadership Team		TL	Teaching Leaders
FGB	Full Governing Board		VA	Value Added
CC	Curriculum Committee		FSM	Free School Meals
F+E	Finance & Estates Committee		BSOM	Black Somali
LM	Line Management		BCRB	Black Caribbean
CPD	Continued Professional Development		DDP	Departmental Development Plan
RAG	Red/Amber/Green		SIMS	Management Information System
PM	Performance Management		PA's	Persistent Absence
SL	Subject leader		SLG	Student Leader Group
INSET	In-Service Education Training		TTS	Thomas Telford School
AHT	Assistant Head teacher		SPS	St Pauls School
KS4	Key Stage 4		SPGS	St Pauls Girls School
HT	Headteacher		MAGT	More Able Gifted Talented
GOVS	Governors		PTA	Parent Teacher Association
NQT	Newly Qualified Teacher		T&L	Teaching & Learning
BTEC	Business & technology Education Council		OBS	Observation/s
SMSC	Spiritual, Moral, Social and Cultural		EBacc	English Baccalaureate
HoF	Head of Faculty		PIXL	National data support
OFSTED	Office For Standards in Education Department		GCSE	General Certificate of Secondary Education
MLT	Middle Leadership team		Yr.	Year
SOL	SOL Consultancy		AS	Advanced Studies
SIP	School Improvement Partner		A2	Advance 2nd Year
CP	Child Protection		VLE	Virtual Learning Environment
KS3	Key Stage 3		LAT	Learning Achievement Tracker
DfE	Department for Education		FFT	Fischer Family Trust Data
YPLA	Young People's Learning Agency		ALPS	Advanced Level Performance System
CP	Challenge Partners		QR	Quality Review
QA	Quality Assurance schedule			