

Academy Development Plan

Strategic Plan 2025 – 2029 & Priorities for 2025 – 2026 with the Autumn, Spring and Summer Term Review

Our Academy Development Plan sets out:

1. Our Vision and Values
2. Our development plans which detail the actions to be taken in the current year. The key Ofsted action items are included in the plan together with other priorities based on the feedback from students, parents, staff and governors.

Our ADP is reviewed termly to assess progress being made towards our objectives, to review actions and to plan the next term's work. Some priorities will continue throughout the year, with others being changed in response to progress/developments. In doing this we ensure that our ADP is both current and responsive to the community's needs

3. Our Strategic Plan
4. Our external examination results headlines (2019 – 2025)
5. Our Key Performance Indicators (up to 2025)
6. The Ofsted Actions noted during our inspection in September 2022 and our SIAMS inspection outcomes in 2020

1. Vision and values

Vision - A student centered, inclusive school where we work together as a community to enable all students to unlock true potential, unleash their creativity, aspire to be their best and excel in their future lives .

We create a safe environment where staff and our community are valued and enabled to provide an outstanding education for all.

CREATE...ASPIRE...EXCEL and live life in all its fullness.

Chiltern Hills Academy is a community that encourages every person to *create, aspire and excel* through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

Create

- Together we encourage creativity through a harmonious and caring community based on Christian values

Aspire

- Together we celebrate success and install confidence that will equip students for life

Excel

- Together we nurture self-belief to raise ambitions helping all to understand the importance of education

Our Christian values help us to build a community together. They are based on the life and teaching of Jesus found in the Bible but offer a foundation for life together that embraces those of all faiths and none.

Compassion
Self-discipline Love
Honesty Forgiveness
Respect Hope

2. Short-term (annual) priorities 2025 – 2026 (*not in priority order*)

1.0 Leadership and Governance

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer) Using new Ofsted judgement – exemplary (blue), strong (green), secure (yellow, attention needed (amber), causing concern (red)
1.1	Students to be provided with appropriate support from both teachers and the SEND team. Teachers know and understand the needs of each student they teach and will adapt collaborative planning where necessary	A truly inclusive culture is created where students with SEND are fully supported, and parents report a satisfaction with the support provided. SEND outcomes improve with a Year-on-Year trend.	Ongoing	Qual of Ed/RMU	
1.2	SIAMS (2026) Ensure Academy is spiritually ready with its Christian distinctiveness, Collective worship, delivery of PRE.	In preparation for an inspection in 2026/27 CHA is Siams ready. CHA is a place where it could?	Action Plan created	TID/RMU	
1.3	Marketing – Outward facing of our achievements Communication/Social media platforms	The CHA website becomes the Hub of communication with the community and outside world delivering an outstanding message. This includes the positive use of social media to promote the school.	On going	TID	
1.4	To ensure that Governance and trust representatives are of diverse community to provide a range of perspectives and experience to enrich decision making processes and ensures better representation of the communities we serve	The Governing board will represent the diversity of the academy and make decisions that are fully inline with the vision.	On going	TID	
1.5	To focus on integrating environment, social and economic considerations into all aspects of our operations and education	The school will reflect a sustainable carbon footprint for the future. Careers provision will reflect current economic considerations. The true diversity of the school will be reflected in all social considerations to improve the education for all.	Through out the year	TID	
1.6	To maintain our forward-facing drive with our local community beyond by using a variety of media.	Develop an educational approach that emphasises preparing students for the future by engaging the local community to support us with our vision.	On going	ALL	
1.7	To ensure that the school can use its reserves to enhance the education of students at CHA and to maintain a safe environment for all.	The facilities of the school will reflect state of the art facilities enhancing the education and safety of the whole community.	On going	TID	

1.8	<p>Middle leadership professional development programme</p> <ul style="list-style-type: none"> • 4x 90mins over the year • CL meetings strategic and CPD 	<p>Provide induction training to all new middle leaders (internal and external) to support quality and consistency in expectations and practice. Provide bespoke model of CPD for curriculum and pastoral leads to build skill set.</p>	Plan created	ALL	
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2.0 Curriculum

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
2.1	<p>Student devices to enhance student experiences and T&L. Allowing students to receive and view assignments online and submit their work via e-mail rather than being required to print them</p>	<p>Prepare students for new style examinations. Fostering online collaboration with other students Providing curriculum support and additional information to students Promoting better organisation: Laptops help students keep track of their assignments and utilise an online school calendar</p>	July 2026	TID	
2.2	<p>A.I strategy / promotion to stakeholders, parents, staff and students. Build up from AI policy initially to training and usage.</p>	<p>Improve staff and student knowledge on AI Support workload with approved functions/programmes Ensure AI supports and does not hinder or replace QFT.</p>	On going	SAF	
2.3	<p>Ambitious and challenging curriculum for all ensuring consistency across the school and teach it highly effectively across all subjects</p> <p>Student/stakeholder voice</p>	<p>Across all subjects at CHA and types of alternative provision, teachers use their subject and industrial expertise to design programmes around ambitious, challenging content.</p> <p>Provide a solid basis for learners' next steps in education, employment and wider life. Teachers design ambitious and challenging programmes</p> <p>Through curriculum reviews a fit for purpose curriculum for al (New courses 2025/26)</p>	Dec 2025	ANG	
2.4	<p>To fully integrate careers education within all subject areas across the school, ensuring every student receives high-quality, meaningful career-related learning in line with the Gatsby Benchmarks, particularly Benchmark 4: <i>"Linking curriculum learning to careers."</i></p>	<p>Evidence of careers links in 100% of curriculum areas.</p> <p>≥90% of students report understanding how their subjects relate to the world of work (via annual survey)</p>	On going	AHE	

2.5	Curriculum is designed to develop student's reading and writing ability through high quality texts and increasingly broad vocabulary across all subjects. <ul style="list-style-type: none"> a. Build foundations of disciplinary literacy ready for 2026/27 b. Reciprocal reading (KS3) 	Students will demonstrate improved reading comprehension and vocabulary acquisition. Subject specific terminology audit and start to embed into the CHA expectations.	On going	EMM	
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3.0 Developing teaching

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
3.1	Ensure all teachers and LSAs create and use KYC sheets to inform them of student needs and target strategies. These are reviewed and updated termly.	Knowledge of student need within each class (HPA/SEND/PP/EAL) with appropriate strategies deployed, observed, discussed and developed. Closing the gap and improving outcomes.	Sept	SAF/EST	
3.2	Teachers check for understanding (AFL) and use adaptive teaching strategies to meet the needs of students (CPD) based on live experience and using the KYC. Aligns with KYC.	Teaching practice is adapted at the planning, delivery stage. Teaching is inclusive; high expectations of all learners	Ongoing (half termly development)	SAF	
3.3	Developing teaching practice at subject level <ul style="list-style-type: none"> a. SSDS 2x 90 min sessions on subject specific development b. Dept meetings include CPD, modelling and sharing good practice c. Dept LW termly (informal) with WWW, EBI d. Quality assurance processes embedded with CL trained in delivery 	Development of subject knowledge and curriculum delivery. Raise accountability of all teachers to develop. Creating a collective professional development culture. Mastery of subject knowledge	a.SSDS Aut2, Sp2 b.2x half term c.termly	SAF	
3.4	Professional Development: <ul style="list-style-type: none"> a. CPD b. ML twilights (selected modules) c. Pinch of CPD d. Coaching (tbc) start of 3 year plan. e. Bring and brag 	All professional development opportunities align whilst being bespoke to the group (ML, teacher, LSA). Pinch of CPD enables opt in and can address specific interests and/or needs.	Sequenced throughout the year	SAF/SLT/EST	
3.3	Maintain a high staff retention rate by addressing staff wellbeing, progressions and invest in CPD training opportunities including leadership opportunities	CHA staff will be happy to remain at the school and have clear CPD and progression operations and staff will report careful consideration of wellbeing.	On going	TID/ANG	
3.5	Create a scheme of professional development at curriculum leader meetings that set the foundations of high-quality purposeful assessment: <ul style="list-style-type: none"> • Define the principles of high-quality summative assessment 	A shared understanding and criteria of what makes effective assessments across curriculum areas.	Sequenced throughout the year	SAF	

	<ul style="list-style-type: none"> Align assessments with curriculum intent and progression Evaluate and improve existing summative assessments Use summative data purposefully to inform curriculum decisions Train and support teams in designing robust assessments 				
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4.0 Achievement

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
4.1	Ensure that the raising standards process is developed to address all keys gaps throughout all year groups – especially of SEND, PP, EAL	Attainment and progress gaps will be reduced throughout the progress checks for all year groups. National results will reflect a closure of gaps within the school.	Ongoing	ANG/ALL	
4.2	To ensure high expectations for all students across the academy no matter the starting point.	Aligned with the vision CHA will show that it is truly inclusive school with the support of middle leaders to drive forward the expectations across the school.	Ongoing	SLT	
4.3	To improve achievement for all groups through rigorous tracking and targeted interventions.	Rigorous tracking and analysis of data will not only provide evidence that all students and groups of students are achieving in line with their targets but also enable early identification of underachievement across all groups. Targeted interventions are implemented swiftly to close gaps and boost progress. Regular reviews ensure accountability and impact-driven adjustments.	Aug 2026	RAV/SAF/ ANG	
4.4	Ensure outcomes for maths and English are more in line with national averages for all groups of students	Through rigorous tracking and monitoring students' outcomes will improve significantly, identifying in all year groups under achievement of core and ensure there is a strategy to raise attainment. Part of collar focus on literature	Aug 2026		

5.0 Behaviour and Attitudes

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
5.1	To ensure that students are recognised and rewarded for reflecting our values and for achievements both inside and outside the classroom	To foster a positive school culture, promote personal wellbeing, encourage positive behaviour, and motivate all students to strive for success	On-going	CAA	
5.2	Consistency in approach to applying our behaviour policy both with rewards and sanctions.	<p>To develop a shared language and understanding of our behaviour policy and how to apply it consistently and fairly.</p> <p>To ensure consistency with rewards and to ensure students are rewarded more than they are sanctioned.</p> <p>A shared understanding of using sanctions and restorative conversations as per our behaviour policy.</p>	Sept and throughout the year	CAA	
5.3	Improve the use of form time	<p>Tutors use Form time to enhance students' personal development, wellbeing, academic progress, and sense of community through structured activities including literacy, numeracy and wellbeing check-ins.</p> <p>This ensures students feel supported, motivated, and better prepared for learning each day.</p>	Sept and throughout the year	CAA KS Leaders & YLs	
5.4	To increase the role of student voice in all matters of behaviour for learning.	<p>Students play a more active role in improving behaviour for learning.</p> <p>To create a shared sense of ownership and community where student voices feel heard and valued.</p> <p>To create a more inclusive community and more positive school culture which promotes a culture of responsibility of reflecting our value and achievement.</p>	Sept and throughout the year.	CAA, KS Leaders	
5.5	To ensure SEND students are supported to engage positively with behaviour for learning.	<p>To ensure that all students are able to positively engage with behaviour for learning and they are treated fairly and consistently in addition to reasonable adjustments being made.</p> <p>To ensure staff have a shared understanding of SEND, reasonable adjustments in applying our behaviour policy.</p>	Sept and throughout the year.	RMU/CAA	

6.0 Attendance

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
6.1	Improve attendance and punctuality for all students, particularly persistent absentees and other target groups by implementing the CHA Attendance Strategy	To improve attendance data for all students and specifically target groups of students (SEND, disadvantaged, persistent absence, Year 11)	On-going	JOC	
6.2	To embed the attendance strategy to all staff and parents raising awareness of attendance priorities for CHA	Change and develop focus and understanding on attendance to improve overall attendance across the whole academy.	Sept and throughout year	JOC	
6.3	To closely and regularly monitor and review the impact of the attendance strategy across the academy for all and specific target groups.	To achieve set attendance targets for targeted groups of students. Establish rigorous data led tracking system that and is reviewed, monitored and actioned	Every 2 weeks	JOC/SLT	
6.4	To raise awareness with parents and students about the importance of attendance and links to student outcomes.	To influence parents and students in their perception, views about the importance of attendance through newsletter, communication, assemblies, tutor time	Every 3 weeks	JOC	

7.0 Personal development and well being

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
7.1	To ensure that systems are in place to gather effective feedback from students and staff and to implement strategies to support the wellbeing of the CHA community	CHA will be responsive to the needs and views of staff and students and the wellbeing rating will improve.	Every Term	ALL	
7.2	Bromcom training – Development of functionality aspects	Comprehensive Bromcom training ensures all staff confidently use the system. Role-specific guidance maximizes functionality, promoting efficient data management and streamlined processes.	Ongoing	RAV	
7.3	To create a high expectation culture where aspiration and resilience are the focus of the school to ensure that all students can achieve their potential (vision)	Exposure to diverse cultures, travel experiences through trips and visits, participation in arts and cultural events.	Ongoing	SLT	
7.4	For all members of the community to have enriching experiences to enhance their cultural awareness and character ensuring inclusion for all	There will be a variety of activities aimed at ensuring that all students can participate	Ongoing	ANG	

8.0 Inclusion

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
8.1	To create an effective, personalised, internal alternative provision programme that supports students with a variety of needs	To provide greater support to disadvantaged learners making the HUB as a centre of excellence where more one-to-one intervention can be provided to students through the deployment of LSAs. The needs of disadvantaged students can be better assessed and strategies employed to address same Ensuring that LSAs are deployed by SENCO and Assistant SENCOS in different department so that there is a closer working relationship with Subject Leads to enhance teaching and learning.	Autumn 1	JOC/RMU	
8.2	Personal Curriculum pathways will be developed for students who have a need that is identified as support such that their progress is in line with their target.	All students progress will be in line with, or better than targets. All students will have the opportunity to realise their true potential.	Ongoing	RMU	
8.3	Develop reflection room and intervention space so that the support that is provided ensures that gaps close	To provide a supportive and well-structured environment for students who cannot attend lessons due to behaviour incidents. To ensure that the behaviour is addressed, restorative conversations and reintegration is managed effectively.	Sept and ongoing	CAA	
8.4	Create an inclusion strategy that clearly reflects the CHA vision and identifies the key procedures/processes used at CHA.	To deploy and equip staff with the resources needed and ensuring that there is clear and coherent relationship between staff in the SEND and wider school Inclusion team.	Sept	RMU	
8.5	Build and sustain a relationship with AP for Curriculum and Teaching and Learning to ensure that the gaps identified can be addressed particularly among disadvantaged learners.	Constantly liaise with APS and strategically plan to address barriers for disadvantaged students.	Ongoing	RMU	

9.0 Safeguarding

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
9.1	To plan and prepare CHA for a potential Cyber-attack protecting the school from external sources	To equip staff with a clear protocol that would ensure they uphold correct procedures and report and share concerns that would prevent the school experiencing a cyber-attack.	September 2025	JOC	
9.2	To introduce a Safe digital learning and device strategy.	Research and benchmarking will guide the development of a safe digital learning and device strategy. A clear, cost-effective plan will be created to introduce devices, ensuring secure and equitable access for all students..	December 2025	JOC/RAV SLT	
9.3	To further enhance and develop both internal and external agency work supporting students' wellbeing and mental health working closely with families.	To build an agency list and signposting strategy to ensure students have bespoke support for them when they need it. Reestablish Mental Health First Aiders and develop caseload of students for this role.	Ongoing	JOC	
9.4	To conduct a safety site review that ensure security is robust and safe for all staff, students and visitors. Develop a site security strategy that ensures student and staff safety.	To install secure gates that are in line with school site security. Conduct regular site walks to identify concerns and address issues to maintain security and safety for staff and students.	Every month	JOC	
9.5	To ensure staff are fully equipped with new KCSIE changes and are regularly trained on specific safeguarding emerging trends both locally and nationally.	Secure and confident staff in managing, supporting safeguarding concerns and needs knowing how to respond to concerns to maintain high standard of student safeguarding policy and practice.	Sept 2025 – ongoing	JOC/SG team	

10.0 Sixth Form

ADP No.	Objective/Action	Intended outcome	When	Lead	Measurement of impact (Autumn/Spring term/Summer)
10.1	Marketing of sixth form: Develop a targeted marketing strategy to raise awareness of the 6th form's strengths and opportunities, both within the school community and to prospective students from external schools.	Increase 6th form enrolment, boost its reputation, and position it as a leading choice for students in the local area. Improve retention rate from 35% to 50+%	Ongoing	AHE	
10.2	Ensure that 6 th form achieve high levels of academic success through QFT, rigorous subject offerings and additional support mechanisms such as mentoring and supported study periods.	Improve the grade average from C to B- (aligned with England average).	Ongoing	AHE	
10.3	To improve the physical environment of the 6th Form Centre by creating a modern, functional, and inspiring space that supports independent learning, collaboration, and student well-being.	Improve student satisfaction with the learning environment, increase usage of independent study spaces, support recruitment and enrolment numbers.	By Sum2	AHE	
10.4	Careers guidance / post 16 pathways: continue to enhance the 6th form's career development program, ensuring students are prepared for university or the workplace.	Increase the number of students applying to top universities or entering high-skilled apprenticeships and employment.	Ongoing	AHE	
10.5	Cultivate a vibrant and supportive 6th form community that encourages leadership, collaboration, and extracurricular involvement.	Increase student engagement, responsibility, and school pride. Increased visibility and leadership of SF prefects in Lower school classes/ activities	Sept	AHE	
10.6	Establish a system for monitoring and evaluating the effectiveness of the 6th form development initiatives (T&L, curriculum, pastoral, culture).	Ensure ongoing progress and identify areas for improvement	Started: Sum2 2025 Ongoing.	AHE	

3. Our Strategic Plans 2025 - 2029

To support our vision we have developed a longer term set of strategic objectives for the academy which look forward and aims to encourage a community which can create, aspire and excel through embedding our Christian values and vision.

Items 1, 2,3 and 4 are strategic goals for the coming year. MATs will form a major focus of the Governing body initially. Item 5 is an ongoing yearly part of all schools as we respond to national changes.

1. Digital Capability:

- To develop a strategic plan to support and advance the best possible digital skills for all in our community (students, their families and staff)

2. Sixth Form:

- To develop a sustainable Sixth Form with outstanding retention and outcomes
- To provide opportunities for the Sixth Form to become a central part of life at CHA

3. Community Partnerships:

- To plan and encourage peer to peer support across a range of schools to share and develop the best educational practice
- To provide improved family learning opportunities to celebrate the love of learning and the value of learning in our community
- To participate in or develop local and national networks through research and training for the benefit of our students and staff

4. Curriculum:

- To ensure literacy is embedded into the school curriculum,
- To ensure that the curriculum prepares young people for future employment and that it provides them the skills and attributes to become successful members of society

The above longer term strategic objectives overlay the medium-term plans (below):

- **Personal Learning and Growth** for students and staff through achievement and opportunity and achieving successful outcomes
- **Finance and Management** for our funders, sponsors and potential partners through robust planning, budgeting, and optimising efficiency.
- **Internal Processes** affecting parents of students, staff and our feeder schools through compliance and striving for excellence.
- **Society and the community** in which we live, learn and work through engagement and involvement with neighbours, hirers, PTA and faith groups.

4. Our External Examinations Headline Results

	2025	2024	2023	2022	2021	2020	2019
Progress 8	N/A	-0.4 (based on 2023 data)	-0.26	-0.18	0.95	0.52	0.23
Attainment 8	41	38	44 (C)	44.12 (C)	49 (C+)	49.83 (C)	47.9 [C]
9-4 in English and in maths	49%	48%	63%	55%	68%	71%	70%
9-5 in English and in maths	31%	21%	39%	27%	45%	46%	45%
% Achieved EBACC (4-9)	12%	17%	18%	19%	18%	26%	32%
GCSE English 9-4	66%	62%	74%	69%	80%	85%	87%
GCSE Maths 9-4	54%	57%	71%	60%	74%	73%	74%
GCSE Science 9-4	76%	76%	72%	50%	75%	78%	75%
5+ 9-4 grade GCSEs (or equivalent)	53%	44%	63%	50%	78%	76%	68%
5+ 9-1 grade GCSEs (or equivalent)	97%	90%	93%	98%	100%	100%	100%
% Entered For EBACC	21%	40%	33%	26%	25%	36%	53%
Disadvantaged P8	N/A	Not available yet	-0.66	-0.76	0.73%	0.51	0.08

Sixth Form	2025	2024	2023	2022	2021	2020	2019
VALUE ADDED	N/A	N/A	N/A	N/A	N/A	N/A	-0.18
AVERAGE GRADE (A Level)	C	C	C	B-	B	C+	D+
AVERAGE GRADE (Vocational)	Merit	Merit	Merit	Merit+	Distinction	Distinction	Distinction
%A*- B	29%	39%	38%	54%	65%	44% (ALIS 44%)	30% (ALIS 7%)
%A*- C	71%	70%	72%	84%	83%	80% (ALIS 85%)	59% (ALIS 50%)

NB: The 2019-20 & 2020-21 results are un-verified and are based on Centre Assessed Grades. P8 calculations are based on national 2019 outcomes.

5. Key Performance Indicators (KPIs) 2017 – 2023 (brackets show outcomes)

1. Student uptake at Year 7 (LA projected figures in []) and for 16-19 courses:

Student uptake – Y7	2018 – 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-24	2024-25	2025-26
Student uptake at Year 7	165 (187)	192 (182)	192 (192)	192 (198)	210 (206)	210 (182)	220 (203)	210 (179)
Student uptake for 16-19 courses	114 (110)	120 (116)	134 (110)	140 (120)	150 (142)	150 (148)	150 (100)	150 (120)

2. Internal/external monitoring of quality of teaching – the number of learning sessions at outstanding, good, adequate or inadequate

Quality of Teaching-Internal	% Outstanding/ Good	% Requires Improvement	Actual RI %
2018 -19	100	0	2.5
2019-20	100	0	5
2020 -21	100	0	4
2021 -2022	100	0	5
2022- 2023	No data	No data	No data
2023-2024	70%	30%	24
2024-2025	74%	26%	26%
2025-2026			

3. Achieving the Ebacc (Brackets are outcomes):

	2017-18	2018 – 19	2019 - 20	2020 – 21	2021 -2022	2022-2023	2023-2024	2024-25	2025-26
% of year group achieving the Ebacc	18 (22)	20 (32)	22 (26%)	25 (18%)	22 (19%)	22% (18%)	22% (17%)	22% (12%)	16%

4. Attainment (5+ 9-4 (inc E and m) (Brackets are outcomes)

	2017-18	2018 - 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-2024	2024-2025	2025-26
5+ A* - C (inc E and m)	61 (62%)	63 (70%)	67 (76%)	69 (78%)	70 (55%)	70 (63%)	70% (44%)	70% (49%)	60%

5. Pupil Premium – closing the gap (Brackets are outcomes)

	2017-18	2018 – 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-2024	2024-2025	2025-26
Disadvantaged % 5 9-4EM	52 (42%)	54 (48%)	55 (43%)	56 (37%)	57 (32%)	57% (54%)	58% (9%)	40%	45%

6. Progress 8 (Brackets are outcomes):

	2017-18	2018 – 19	2019 - 20	2020 – 21	2021 -2022	2022-23	2023-2024	2024-2025	2025-26
Progress 8	0.1 (0.03)	0.2 (0.22)	0.3 (0.55)	0.9 (0.95)	0.30 (-0.22)	0.1 (-0.26)	0.00 (N/A)	0.00 (N/A)	0.00

7. Attainment 8 (Brackets are outcomes):

	2017-18	2018 – 19	2019 – 20	2020 – 21	2021 -2022	2022-23	2023-2024	2024-2025	2025-2026
Attainment 8	45 (45.3)	47 (48)	49 (50)	50 (49)	50 (45)	50 (44)	50 (38)	49 (41)	45

8. Percentage of students achieving 9*-4 in English and mathematics (Brackets are outcomes)

% 9-4 in English / maths	2016-17	2017-18	2018 – 19	2019 - 20	2020 – 21	2021 -2022	2022-23	2023-2024	2024-2025	2025-26
Maths	74 (69%)	75 (69%)	74 (74%)	75% (72%)	75% (74%)	78% (60%)	75% (71%)	75% (62%)	75% (57%)	70% (66%)
English	72 (70%)	74 (73%)	75 (87%)	90% (85%)	85% (80%)	85% (69%)	75% (74%)	75% (57%)	75% (62%)	70% (54%)

9. Sixth Form A Level pass rate (Brackets are outcomes)

	2017-18	2018 – 19	2019 - 20	2020-21	2021 -2022	2022-23	2023-2024	2024-2025	2025-26
A*-E Pass rate %	100% (99%)	100% (92%)	100% (97%)	100% (99%)	100% (99%)	100% (99%)	100% (93%)	100% (97%)	97%

10. Numbers of student fixed term exclusions :

Fixed term exclusions	Fixed term - Target	Actual
2018 -19	28	42 4.5% on roll
2019 -20	26	22 (Sept-March) 2.3%
2020 -21	24	44 4.1% on roll
2021 -22	24	122
2022 -23	24	201
2023 - 24	120	196
2024 - 25	150	173
2025-26	140	140

11.Student Attendance and Punctuality (National average 94.8% 2018)

Student Attendance	Attendance inc Eid (Target)	Outcome:
2018-19	96.2%	95 (3.86% A, 1.16% UA)
2019-20	96.4%	94.2 (4.3%A, 1.5% UA)
2020 -21	96.6%	95%
2021 -22	95%	91%
2022 - 23	95%	89%
2023 – 24	91%	91%
2024 - 25	92%	89%
2025 - 26	92%	

6. Ofsted actions (September 2022):

From the Ofsted report:

1. Not all teachers use assessment information well enough to adapt their teaching to fully meet the needs of all pupils. As a result, some pupils do not make the progress they should. Leaders must provide training for staff to strengthen expertise in this aspect of their practice. **This has been added into the template interview questions for teaching staff to form part of the recruitment process and ensuring that new staff have the skills we are looking for.**
2. The current PSHE programme is not sequenced well. As a result, pupils are not secure in their knowledge and understanding of all the elements of the curriculum. Leaders must develop and implement a coherently and ambitiously sequenced PSHE curriculum, with clearly identified content for each age group. They must also ensure that the curriculum is delivered consistently and effectively for all pupils.

From our feedback from the Ofsted findings:

1. Training has been provided for ML to analyse data more effectively using it as a tool to identify under performance and to strategically target specific groups. A form was devised to highlight key groups and emerging trends. This led to a more accurate picture in terms of predicted progress v actual outcomes.
2. Assessment has been developed using a link contact from PiXL this has included examination wrappers, DTTR, PLC checklists – staff training has enabled staff to use these in practice. Assessments sheets are produced to a set standard for ALL students and parents, this was based on parent forum feedback.
3. The PSHE programme has been extended in terms of time taught by 100% this is to allow more deeper coverage of RSE and statutory elements of the curriculum. Student voice has been listened to and adaptations made to the current provision and sequencing. The lead for life skills has led whole school training for staff and there is a greater presence from senior staff during the taught LS lessons. There is scope to explore a more dynamic curriculum in all areas of the school that develops students understanding of life skills within the curriculum. This is embedded well in some areas such as English, Art, Drama and history.

SIAMS Inspection actions (March 2020):

- Promote and embed in the curriculum, a deeper understanding of spirituality to enable pupils to fluently articulate its meaning and impact on themselves and others.
- Improve the monitoring and evaluation of collective worship during form time. This will ensure that all pupils benefit from opportunities to engage in meaningful worship and reflection.
- Extend and develop active links with churches or organisations at a global level in order to promote deeper perspectives on Christian life and experience.