



Erasmus Darwin Academy

Academy Development and Improvement Plan

2023 - 24

Will it give our students the:

Education of the highest quality?

Determination to be the best they can be?

Appreciation of how to be safe, respectful and healthy?

Academy Context

The academic year of 2023-24 will be the start of the third full year since the disruption caused by the pandemic. In the first full and uninterrupted year, we focussed on oracy which encouraged the students to talk to each other and contribute to group discussion after a long period in isolation. It also allowed us to return to using key subject terminology and to develop our student's vocabulary. In the following year, and due to the increase in the number of SEND students naming EDA as their first-choice school, we focussed on adaptive teaching for SEND students. We needed to formulate our SEND strategy and begin our journey of improving provision for SEND students. At the same time, we begun to notice student reading ages, particularly in Years 7 and 8, were lower than that of previous years. In fact, only 38% of students in Year 7 and 8 had a reading age that was in line with their chronological age. In May 2023, our inspection outcomes identified that our curriculum is incredibly ambitious and both reading and adaptive teaching should remain our priorities.

As such, our overarching priorities for 2023-24 are as follows:

- 1) To ensure that all students have a reading age that is within 12 months of their chronological age
- 2) To ensure that all students have access to high quality first teaching as a result of effective '**adaptive teaching for all**'
- 3) To promote the love of reading and key subject specific language for learning in all lessons to ensure our students become word and definition rich

To achieve our overarching priorities, all teachers and leaders will:

- 1) **Implement** the EDA Teaching and Learning Strategy **consistently**
- 2) Promote a **word and definition rich** learning experience and ensure the **key language for learning** is at the forefront of each lesson
- 3) Actively promote **reading and the love of reading**
- 4) **Plan** for common **misconceptions during lessons** and use the adaptive teaching strategies to allow students to correct these misconceptions
- 5) **Never assume** that students understand a concept or term. Teachers will always question students to clarify their understanding

Our Professional Development commitment to achieve our overarching priorities, our CPD commitment will:

- 1) Ensure time is given for subjects to **discuss and develop** their subject specific adaptive teaching strategies
- 2) Create opportunities where **best practice can be shared and professional discussion can take place**

*The Academy Improvement Plan will not include Reading. A separate plan will be written to outline the objectives and actions for reading.

Academy Improvement Plan 2023 - 24 - Key Academy Objective Summary

ADIP Section	Academy Values	2023- 2024 Academy Objectives
Academic Success (curriculum, PP and SEND)	Inspiration Excellence Determination	<ul style="list-style-type: none"> • Inspection area for development 1 -Occasionally, teachers do not check well enough if pupils' learning is secure. As a result, any gaps in pupils' learning persist and pupils struggle to complete more challenging work. Leaders should ensure that all teachers precisely identify and then address any misconceptions and gaps in pupils' learning, giving them secure foundations to move to more challenging work with success • Inspection area for development 2 - Leaders are yet to implement systems to support pupils with weak reading skills. This means that pupils struggle to fully engage with the curriculum. Leaders need to ensure that all pupils who are weaker readers are supported effectively to enable them to become fluent readers • To improve the progress of disadvantage students
Broadening Horizons	Courage Determination	<ul style="list-style-type: none"> • To provide a high-quality careers programme for Y7 – 13 • To embed the CARE curriculum in the Academy
Culture and Ethos (including safeguarding)	Respect Friendship Equality Excellence	<ul style="list-style-type: none"> • To provide exceptional pastoral care to enable outstanding behaviour and attitudes
Developing Staff and Governance	Excellence Determination	<ul style="list-style-type: none"> • To develop leadership at all levels and to ensure Continual Professional Development is equitable for both Teaching and Associate Professionals • To continue to raise awareness of mental health and well-being in both students and staff
Engaging with the Community	Respect Friendship Equality	<ul style="list-style-type: none"> • For the Academy to be established with regards to its Equality provision • Increase Arts and wider participation for 'Feeder Schools' in line with 2024 Admissions Policy

Facilitating Learning and Progress	Excellence Determination Courage Respect	<ul style="list-style-type: none">• Inspection area for development 1 -Occasionally, teachers do not check well enough if pupils' learning is secure. As a result, any gaps in pupils' learning persist and pupils struggle to complete more challenging work. Leaders should ensure that all teachers precisely identify and then address any misconceptions and gaps in pupils' learning, giving them secure foundations to move to more challenging work with success• Inspection area for development 2 - Leaders are yet to implement systems to support pupils with weak reading skills. This means that pupils struggle to fully engage with the curriculum. Leaders need to ensure that all pupils who are weaker readers are supported effectively to enable them to become fluent readers• To ensure all pupils have access to quality first teaching• To improve assessment design and curriculum checkpoints in KS3
Sixth Form	Inspiration Excellence Determination	<ul style="list-style-type: none">• To provide the highest quality holistic KS5 provision• Develop a rewards and intervention package that ensure excellent progress and attainment
Health and Safety	Excellence Determination Respect	<ul style="list-style-type: none">• To complete all of the actions that were identified in the February 2023 Health and Safety Audit

Academic Success

Academy Improvement Plan 2023-24

- **Objective: To improve the progress of disadvantage students.**

Why action is needed: GCSE progress outcomes **indicate** that disadvantaged students are performing **almost a grade lower** than non-disadvantaged students.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Redesign & update the additional needs register to include all Y7-11 PP students.	September 2023	N/A	OC/AF	<ul style="list-style-type: none"> • Subject Leaders to monitor staff use of class profiles. • QA of in lesson support. • Follow up at Line Management 	<ul style="list-style-type: none"> • PP information is centralised and easily accessible alongside SEND information. • Staff to clearly identify all PP students and apply appropriate strategies.
Implement SEND MEP model for year 11 PP Students, including 2 x MEP meetings and assign a staff key worker.	October 2023	N/A	OC	<ul style="list-style-type: none"> • Evaluation of parent/carers engagement. • QA of in lesson support. • Feedback from key workers on impact. 	<ul style="list-style-type: none"> • Create a disadvantaged key worker team who advocate for their allocated PP student/s. • Reduce the parent/carers engagement barrier by providing a 'go to' key worker. • Implement a wave 2 approach to supporting PP students through year 11.
Communicate new MEP model with parents/carers and Academy staff.	September 2023	N/A	PW/OC	<ul style="list-style-type: none"> • Evaluation of parent/carers engagement. • QA of in lesson support. • Feedback from key workers on impact. 	<ul style="list-style-type: none"> • Staff to have greater awareness of PP students. • Staff to know who a student's key worker is and the support in place. • Staff to apply wave 2 strategies when supporting PP students through year 11.
Provide CPD to PP Key Worker team to follow the assess, plan, do, review model when assigning strategies and targets.	October 2023	Training for Key Workers	OC	<ul style="list-style-type: none"> • Feedback from key workers on impact. 	<ul style="list-style-type: none"> • Key workers are equipped to follow the APDR cycle. • MEP targets and strategies are ambitious and bespoke to student need.

Forensically analyse data for behaviour incidents.	Weekly	N/A	HOH/SEB/OC	<ul style="list-style-type: none"> Pastoral Meeting Minutes Line Management Minutes SEB weekly behaviour analysis. Behaviour Intervention Menu 	<ul style="list-style-type: none"> A clear understanding of where PP students' behaviour is having an impact on learning and where bespoke pastoral support and intervention is required. MEP strategies and targets to be bespoke in response to the data.
Fortnightly Pastoral Meetings to identify the disadvantaged students who require additional pastoral support.	Fortnightly	N/A	HOH/SEB/OC	<ul style="list-style-type: none"> Pastoral Meeting Minutes Line Management Minutes TAS Behaviour Intervention Menu 	<ul style="list-style-type: none"> Frequent communication regarding key PP students and an agreed understanding of the pastoral support that is being put in place for key students.
Closely monitor the attendance of the underperforming disadvantaged students and share with PP key workers.	Fortnightly	N/A	CA/CB/OC	3 weekly meetings with PW regarding attendance <ul style="list-style-type: none"> Business Meeting minutes during the attendance item 	<ul style="list-style-type: none"> A clear understanding of underperforming disadvantaged attendance and the intervention that is in place for these students. MEP strategies and targets to be bespoke in response to the data.
Provide subject leaders with clear yet detailed information on the progress of disadvantaged students across all year groups (inc review of current data provision).	DC1 23-34	Training of RG to provide data.	AF/RG	<ul style="list-style-type: none"> QA of data provided to subject leaders Line-management minutes 	<ul style="list-style-type: none"> Ensure subject leaders have a clear picture of the progress of disadvantaged students across their curriculum journey and not just in isolation (data captures). Ensure underachieving disadvantaged students are identified as quickly as possible in the least time-intensive way for subject leaders.
Ensure that key underperforming disadvantaged students are targeted for subject intervention.	During all intervention phases	Refreshments for intervention (£500)	CD/Subject Leaders	<ul style="list-style-type: none"> SIMs registers to log attendance to intervention 	<ul style="list-style-type: none"> Targeted PP students to attend subject intervention sessions during intervention periods.

Monitor the performance of key underperforming disadvantaged students after the first assessment point and also the PPEs.	March 2024	NA	AF/CD/OC	Year 11 performance analysis <ul style="list-style-type: none"> Line Management Minutes where performance is discussed. 	<ul style="list-style-type: none"> A clear indication of disadvantaged's performance after key assessment periods. This will allow us to identify which students need to be targeted for after school intervention and support with MEP targets. MEP strategies and targets to be bespoke in response to the data.
Provide Y11 disadvantaged students with opportunity to attend holiday revision sessions (Easter & May half-term) to assist with preparation for GCSE examinations.	Easter 2024	£5000 (approx. – tbc)	AF/CD	<ul style="list-style-type: none"> Attendance at revision sessions Performance of students in examinations 	<ul style="list-style-type: none"> Ensure preparation/revision for examinations of Y11 disadvantaged students is of the highest-quality possible.
Create motivational opportunities for underperforming disadvantaged with a focus on careers.	TBC	£1000	OC/AF	Student voice following each motivational opportunity.	<ul style="list-style-type: none"> A chance for underperforming disadvantaged to be inspired by external sources.

Broadening Horizons

Academy Improvement Plan 2022-23

- Objective 1. To provide a high quality careers programme for Y7 - 13

Why action is needed: Careers education is not yet consistently provided at all stages of academy life

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Introduction of 'Careers Passport' in PD, which will allow students to track their own experiences with employers, thoughts and feelings about their Careers journey, with a phased approach starting with current Y7.	May 2024	Photocopying of passport for Y7, staff training in non-specialist CPD.	AH/LW	<ul style="list-style-type: none"> Students in Y7 will have completed Careers Passport which will keep evidence of their own Careers journey throughout school. 	<ul style="list-style-type: none"> For students to be 'Careers Rich' in terms of knowledge on where to find information and exposure to employees.
Ensure Baker Clause is evident within our Careers Provision and there is clear exposure to businesses in KS3.	Feb 2024	Costings associated with visitors. AH to liaise with external stakeholders.	AH	<ul style="list-style-type: none"> Line-management (DSS & AH) Evidence that students have been provided with opportunities in KS3, including consideration of PP students in uptake. Clear triage of students who are at risk of NEET to have interaction with impartial ENTRUST advisor. 	<ul style="list-style-type: none"> All students at EDA will have had at least two interactions with an employer or careers based learning from an external visitor by the end of the academic year, with students being able to recall these.

• **Objective 2. To embed the CARE curriculum in the Academy.**

Why action is needed: The CARE curriculum was a reactive creation in response to Peer Review. Following success of inspection, it now needs to be formally embedded.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Ensure that all students are actively encouraged to participate in extra-curricular clubs and visits, with participation levels in excess of 50%	May 2024 (student survey 2)	Staff CPD on how to record students attending Extra-Curricular events.	AF/SS2	<ul style="list-style-type: none"> Half termly conversations with tutor to engage with extra-curricular opportunities. Students will record their participation in Careers Passport. 	<ul style="list-style-type: none"> For students to engage in experiences and learning beyond the classroom.
RSHE provision in Sixth Form, including checking of knowledge and understanding.	May 2024	Creation of appropriate sessions and assessment (quiz) to check understanding.	BM/LW2	<ul style="list-style-type: none"> Staff to deliver sessions in line with new guidance in the OFSTED handbook. Opportunities for students to demonstrate their knowledge and understanding in the sessions or at a later date. Concerns to be followed up on. 	<ul style="list-style-type: none"> Ensuring all students in Sixth Form are appropriately equipped to deal with RSHE matters pertaining to them.
<p>Annual physical and mental health updates for each student. Raise awareness of appropriate RSHE opportunities beyond the PD curriculum, with explicit annual talks to keep students safe and healthy in all year groups.</p> <p>Relaunch of C-Card opportunity for Y11 end of Spring Term.</p>	June 2024	Staff cover to deliver sessions. More staff to be appropriately equipped to deliver sessions.	CB/DSS	<ul style="list-style-type: none"> All students have had access to health updates annually. Parents communication being key, including sharing of resources. 	<ul style="list-style-type: none"> For students to be equipped with the age appropriate knowledge and understanding regarding keeping themselves safe and healthy.

Culture & Ethos

Academy Improvement Plan 2023-24

Objective: To provide exceptional pastoral care to enable outstanding behaviour and attitudes

Why action is needed: To ensure that the pastoral care responds to the changing cohort and educational climate

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Develop a CPD Briefing model that incorporates the following themes: Restorative Practice/ Emotion Coaching/ De-escalation Training/ Trauma Informed Practice	September 2023	N/A	SEB/ DSS	<ul style="list-style-type: none"> Staff Voice 	<ul style="list-style-type: none"> The CPD provides staff with the knowledge, skills and understanding to support some of the most vulnerable Students. Long term, the number of suspensions are reduced.
Establish a consistent approach to behaviour coaching (behaviour modification) for Students.	November 2023	N/A	SEB/ DSS/ SIZ	<ul style="list-style-type: none"> QA of documentation 	<ul style="list-style-type: none"> A consistent approach to behaviour modification. Students that are presenting behaviour challenges engage with a specific package of support.
Establish a behaviour coaching model for personalised Staff behaviour CPD	December 2023	N/A	SEB/ SIZ	<ul style="list-style-type: none"> QA of documentation Staff Voice 	<ul style="list-style-type: none"> The CPD provides a personalised approach to support staff in establishing the highest of expectations
Compile an Restrictive Physical Intervention Policy.	November 2023	N/A	SEB	<ul style="list-style-type: none"> QA of documentation 	<ul style="list-style-type: none"> In response to the physical interventions required in 2022 – 2023, the Policy will provide specific guidance and a framework for physical interventions.
Further develop the Behaviour Curriculum to take into account to contextual issues, student voice and national educational climate.	September 2023 January 2024 April 2024	N/A	SEB/ DSS/ SIZ/ HL	<ul style="list-style-type: none"> QA of Tutor Time Student Voice Staff Voice 	<ul style="list-style-type: none"> The Behaviour Curriculum was introduced in 2022 and was cited as a strength of the pastoral system. This needs to be further developed in 2023 – 2024 to ensure that we are explicitly teaching students how to behave.

Evaluate the Graduated Response Intervention Menu to include therapeutic interventions.	January 2024	N/A	SEB/ SIZ	<ul style="list-style-type: none"> QA of personalised menus for the highest profile. 	<ul style="list-style-type: none"> The Intervention menu is well embedded within the pastoral system. This needs to be evaluated to determine the tiers for each intervention whilst also ensuring we are offering therapeutic support – utilising the Boxall Profile resource where necessary.
Further develop the House System to include calendared activities to promote healthy competition.	September 2023 January 2024 April 2024	N/A	House Leaders	<ul style="list-style-type: none"> Student Voice Staff Voice 	<ul style="list-style-type: none"> The House system needs to reflect the change in leadership. We also need to build on the momentum gained in the Summer Term.
Further develop the House System to include Student Leadership opportunities within the Houses.	December 2023	Badges - £100	House Leaders/ DSS/ BM	<ul style="list-style-type: none"> Student Voice 	<ul style="list-style-type: none"> Student Leadership is a key strength of the Academy CARE Curriculum, this needs to be further developed to include House opportunities.
Streamline the Pastoral Communications and Pastoral documentation to ensure accessible for all Staff.	December 2023	N/A	SEB	<ul style="list-style-type: none"> Staff Voice 	<ul style="list-style-type: none"> Ensure that all documentations is readily accessible.
Evaluate the Pastoral systems and SOP to ensure efficiency and effective lines of delegation.	December 2023	N/A	SEB	<ul style="list-style-type: none"> QA of Behaviour Data 	<ul style="list-style-type: none"> Ensure that all systems are efficient as possible and the responsibilities are delegated appropriately.
Revisit the Cultural Expectations for Behaviour (Staff) – Duties/ Corridor Conduct	December 2023	N/A	DSS/ AF	<ul style="list-style-type: none"> Staff Voice 	<ul style="list-style-type: none"> The contextual challenges continues to be unstructured time and therefore the expectations for vigilance needs to reflect this whilst also being sustainable and manageable.
Further embed the TAS meetings as a form of early intervention and targeted intervention.	October 2023	N/A	SEB/ CB/ DSS	<ul style="list-style-type: none"> QA of documentation 	<ul style="list-style-type: none"> The TAS Meetings were introduced in 2023 as our earliest form of Early Help of our highest profile. This system ensures we have a sharp focus on the highest profile.

Developing Staff (CPD)**Academy Improvement Plan 2023-24**

- Objective 1: To develop leadership at all levels and to ensure Continual Professional Development is equitable for both Teaching and Associate Professionals.**

Why action is needed: Leadership at Teacher Professional level and Associate Professional level remain disproportionate. Aligning leadership at both levels will irradiate any inconsistencies in leadership approach. Professional Development for Teaching staff is well established but this needs improving for Associate Professionals.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Amend the Performance Management approach for all Teaching Professionals and all Associate Professionals. Update the policy and have this ratified by Governors in September 2023	October 2023	Training needs required for objective and action setting	RC/PW/JS	<ul style="list-style-type: none"> QA of targets set Midterm review for all PM targets 	<ul style="list-style-type: none"> Teacher development is at the heart of Performance Management Increase the number of targets that are linked to improving Teaching and Learning Ensure that all Associate Professional targets are bespoke to their role or their aspirational role All staff on the Upper Pay Scale should have a whole Academy target
Create the 'EDA Leader' document. To continue to meet as a whole body of staff leaders throughout the academic year (3 times planned)	September 2023	£700 for final meeting	PW	<ul style="list-style-type: none"> Evaluation of CPD after each of the leadership sessions 	<ul style="list-style-type: none"> Have agreed clarity on our Academy leadership values Have an agreed understanding on what it means to be an EDA Leader
Create opportunities to develop staff to ensure there are succession plans in place: <ul style="list-style-type: none"> New line management opportunities Bespoke CPD for targeted professionals 	September 2023	Line management training needs	PW and Line Managers	<ul style="list-style-type: none"> Review new leadership positions periodically Evaluation of CPD after each of the leadership sessions 	<ul style="list-style-type: none"> Succession plans in place for all areas of the Academy Early identification of staff who have the potential to become line managers

Trial a cross subject Quality Assurance programme with two targeted subject areas and subject leaders	Quality Assurance 2	An outline of how this is done needs to be developed	RC/PW	<ul style="list-style-type: none"> Evaluation after the first cross subject QA 	<ul style="list-style-type: none"> Subject Leaders being able to review each other's areas of responsibility and provide professional challenge leading to subject improvement
To continue to promote the NPQ programmes with all professionals	September 2023 – July 2024	Government funded	RC	<ul style="list-style-type: none"> Using the staff members to contribute to the Academy CPD programme 	<ul style="list-style-type: none"> Professionals achieve nationally recognised leadership qualifications To widen the pool of staff who can contribute to the Academy CPD
Ensure Associate Professionals have access to relevant and bespoke CPD opportunities. This includes exploring online courses for bespoke roles	September 2023 – July 2024	£12000	PW	<ul style="list-style-type: none"> Feedback after each of the CPD sessions 	<ul style="list-style-type: none"> Associate Professionals are developed in the same way as the teaching professionals Associate Professionals have access to professional courses
To explore the possibility of collaborating with other Secondary Academy's in the PLP trust for specific Associate Professional jobs	September 2023-July 2024	NA	PW	<ul style="list-style-type: none"> Feedback after each visit 	<ul style="list-style-type: none"> Associate Professionals have the opportunity to visit other Academy's as a CPD opportunity and to also host staff from another Academy Gain an insight into how other Associate Professional roles are organised and run

• **Objective 2: To continue to raise awareness of mental health and well-being in both students and staff**

Why action is needed: We have changes to our Mental Health Champions due to staff moving on. We don't have a focus member of staff who oversees staff mental health awareness. We don't have a focus group of students who are the student voice of student mental health. The forums for feeding back mental health issues need to be formalised.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Investigate whole staff training for mental health. Once sourced, staff need to complete training.	October 2023	Training costs TBC	PW/CM	<ul style="list-style-type: none"> Review of mental health training Tutor feedback regarding mental health concerns 	<ul style="list-style-type: none"> To ensure that we have a common baseline of training for all staff regarding mental health
Designate a member of staff to oversee staff mental health and well-being	September 2023	NA	PW	<ul style="list-style-type: none"> How mental health and well-being information is feedback to the HT 	<ul style="list-style-type: none"> A clear communication channel that allows staff to raise concerns and for that to be discussed with the Senior Team
Designate a member of staff to oversee student mental health and well-being	September 2023	NA	PW	<ul style="list-style-type: none"> How mental health and well-being information is feedback to the HT 	<ul style="list-style-type: none"> A clear communication channel that allows students to raise concerns and for that to be discussed with the Senior Team
Create a simple communication channel for mental health and well-being information to be shared and acted upon	September 2023	Possible training needs for students	TBC	<ul style="list-style-type: none"> Half termly evaluation of concerns raised 	<ul style="list-style-type: none"> Staff Mental Health Champions and Student Mental Health Champions follow the following process: Designated members of staff receive feedback half termly from staff and students Designated members of staff feedback o PW regarding findings PW to discuss with SLT during the first meeting back of the following half term and agree actions accordingly

To create a mental health and well-being calendar of events to outline when awareness activities and weeks are taking place	September 2023	TBC	PW	<ul style="list-style-type: none">Review of calendared events	<ul style="list-style-type: none">Awareness raising events are fully planned and resourced to include events for both staff and students
To complete the well-being charter commitment and gain gold charter status. Ensure the actions from the review are being addressed	September - July 2023	NA	HD, JWC, JT and PW	<ul style="list-style-type: none">Review meetings with the team achieving the charter status	<ul style="list-style-type: none">Gold Charter Well-Being status

Engaging with the Community

Academy Improvement Plan 2022-23

- **Objective 1. For the Academy to be established with regards to its Equality provision.**

Why action is needed: Building on the successes of the Ofsted Report 2023, this will allow us to be initiating and leading projects that will directly impact on students.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Increase amount of opportunities for work experience and apprenticeships within Burntwood.	November 2023	n/a	AH	<ul style="list-style-type: none"> Employers having access to EDA with regards to temporary work experience and apprenticeships. 	<ul style="list-style-type: none"> A clear method of contact for local employers to work with our students, reducing the amount of students who do not participate to 2% of Y10 in 2024 (4% in 2023).
Achieve Equality Award Silver Status	July 2024	n/a	DSS, assisted by SLT, subject leads and Heads of House	<ul style="list-style-type: none"> Termly updates to SLT regarding how far we have come to achieve the award. Discussions in LM meetings. 	<ul style="list-style-type: none"> Formal recognition of the work taking place in the Academy to promote equality and inclusion. Equality and Inclusion continues to feature in school preference.
Launch of Equality week	May 2023	Teachers to adapt lessons to promote equality where appropriate.	DS, assisted by subject leads.	<ul style="list-style-type: none"> Students will have awareness raised of all protected characteristics. Consideration given to the realities of prejudice and discrimination, based on experiences of others around the world. 	<ul style="list-style-type: none"> Awareness of protected characteristics in the UK and different types of discrimination. Awareness of inequality experienced in the world today.

• **Objective 2. Increase Arts and wider participation for 'Feeder Schools' in line with 2024 Admissions Policy.**

Why action is needed: This is in line with changes to 2024 Admissions Policy which ensures that students who choose EDA are essentially guaranteed a space.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Launch of Arts offer for feeder schools in Primitas	Feb 2024	Cover for Music and Drama staff	EJC, supported by LM	<ul style="list-style-type: none"> Clear evidence of students at feeder schools having a clear curriculum of Music and Drama, which will have direct impact on enrolment at EDA. 	<ul style="list-style-type: none"> Increased Arts participation across Primitas schools.
Work with primary schools to ascertain gaps in reading to inform curriculum planning in Y7.	May 2024	Staff cover for KW1 to visit primary schools.	KW1, assisted by GB and RGC.	<ul style="list-style-type: none"> Reading ages for Y6 students are tracked throughout the year for those coming to EDA. 	<ul style="list-style-type: none"> Clearer understanding of the experience of primary schools regarding gaps in reading abilities and how we can subsequently offer targeted provision where appropriate.
Further develop cross key stage programme with MAT partner schools, including Careers opportunities for students interested in Primary Teaching.	July 2024	Staff cover	AH, working with Heads.	<ul style="list-style-type: none"> Evidence submitted through Careers questionnaire for Sixth Form. Placements obtained for those who wish to go into primary teaching. Arrangement of inspirational talks from Alumni students. 	<ul style="list-style-type: none"> Evidence of mini placements in place for students. Work experience signposting for Year 10 and 12. Enrichment opportunities.

Facilitating Learning and Teaching

Academy Improvement Plan 2023-24

Objective 1 – To ensure all pupils have access to quality first teaching

Why action is needed: QA activities and Ofsted feedback in 22-23 indicated staff were not adapting lessons appropriately to support student learning.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	QA arrangements	What we aim to achieve
Middle Leaders create CPD calendars outlining when adaptive teaching will be discussed at department level.	July 23	N/A	RGC	<ul style="list-style-type: none"> RGC to monitor use of calendar. Line management minutes (to be saved on SLT drive). 	<ul style="list-style-type: none"> Middle leaders to have more time to develop specific strategies and discuss specific misconceptions within own subject area.
Re-introduce an aspect of adaptive teaching termly for MLs to address via subject CPD.	Termly	N/A	RGC/OC	<ul style="list-style-type: none"> QA subject meetings and minutes. Line management minutes. 	<ul style="list-style-type: none"> Consistent approaches to adaptive teaching. Honing of best practice within subject areas.
Share best practice of subject adaptive teaching strategies during CPD sessions.	Termly- 11/12, 22/4, 8/7	N/A	RGC/OC	<ul style="list-style-type: none"> RGC/OC to attend all groups. 	<ul style="list-style-type: none"> Staff are able to focus on strategy they feel comfortable with and embed in to their practice.
Quality assure adaptive teaching and reading via QA cycles.	Termly	N/A	RGC	<ul style="list-style-type: none"> Line management minutes/report. 	<ul style="list-style-type: none"> Understand how strategies are being implemented and support where necessary.
Launch Portal of Excellence and update QA docs to support with dialogical coaching of quality first teaching.	September 23	N/A	RGC	<ul style="list-style-type: none"> Standardisation of coaching conversations. 	<ul style="list-style-type: none"> To provide support for staff of how to use adaptive teaching strategies in lessons.

Objective 2 – To improve assessment design and curriculum checkpoints in KS3

Why action is needed: assessment design is inconsistent resulting in varied/inaccurate outcomes for students.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	QA arrangements	What we aim to achieve
Review KS3 assessment and checkpoint systems through meeting with subject leaders.	September 23	N/A	MMi/RGC	<ul style="list-style-type: none"> Meeting minutes. 	<ul style="list-style-type: none"> Review what is currently happening in terms of assessments at KS3.
Launch findings from review during ML session 1 including research on what makes a good assessment (including scaffolding and accessibility) and sharing of best practice.	November 23	N/A	MMi/RGC	<ul style="list-style-type: none"> Termly CPD Evaluation ML line management minutes. 	<ul style="list-style-type: none"> Staff have better understanding of what makes a good assessment. Reliable assessment outcomes at KS3.
Middle Leader CPD sessions to focus on to support staff understanding of, how to design an assessment (including question types and bias) and post assessment feedback.	Jan 24 April 24	N/A	MMi/RGC	<ul style="list-style-type: none"> Termly CPD Evaluation ML line management minutes. 	<ul style="list-style-type: none"> Better designed assessments that support students to write extended answers. Assessments that can be accessed by all ability groups in all subjects Reliable assessment outcomes at KS3.
Quality assure assessments during QA Cycles throughout the year.	Termly	N/A	MMi/RGC	<ul style="list-style-type: none"> Line management minutes/reports produced by department. 	<ul style="list-style-type: none"> Identify where assessments are still not effective and provide further support where necessary.
Create a set of expectations for KS3 assessment.	June 24	N/A	MMi/RGC	<ul style="list-style-type: none"> QA Cycles Student voice on assessment 	<ul style="list-style-type: none"> Provide staff with clarity on what is expected of a KS3 assessment.

Sixth Form

Academy Improvement Plan 2023-24

- Objective 1: To provide the highest quality holistic KS5 provision

Why action is needed: To ensure high quality teaching and learning is consistent across all subject areas to further improve student outcomes.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Provide discussion opportunities as part of the Personal Development curriculum package	Sept 2023	N/A	BM	<ul style="list-style-type: none"> Adapted curriculum plans QA'd by Personal Development subject lead 	<ul style="list-style-type: none"> Ensure students have an appreciation of how to live safe and happy lives by providing opportunity for students to discuss contextual issues and raise any questions regarding these issues.
Ensure all students have the opportunity to access voluntary positions within the academy and beyond	Oct 2023	N/A	BM	<ul style="list-style-type: none"> Record of volunteering as part of Sixth Form Scholar Award 	<ul style="list-style-type: none"> Student develop personal skills and characteristics which allow them to progress on to their next steps, whilst giving back to the Academy/community.
Ensure KS5 is mapped into subject level quality assurance, in collaboration with the Teaching and Learning lead	Oct 2023	N/A	BM/RGC	<ul style="list-style-type: none"> QA plans checked via SLT line managers 	<ul style="list-style-type: none"> Quality first teaching of KS5 lessons.
Map an holistic quality assurance process for KS5 provision, led by BM	Sept 2023	N/A	BM	<ul style="list-style-type: none"> QA plan checked and monitored via SLT line manager (PW) 	<ul style="list-style-type: none"> Identification of area of inconsistency, or where practice needs support to improve. Quality first teaching of KS5 lessons.
Implement Progress Clinics as a form of intervention for KS5 students	Dec 2023	N/A	BM	<ul style="list-style-type: none"> Checked and monitored via SLT line manager (PW) 	<ul style="list-style-type: none"> To provide individual students with bespoke support where progress is a concern.
Provide subject leaders and individual staff with bespoke CPD around KS5 teaching and learning where monitoring identifies a need.	Dec 2023 - Ongoing	N/A	BM	<ul style="list-style-type: none"> QA via BM following support being put into place 	<ul style="list-style-type: none"> Quality first teaching of KS5 lessons.

• **Objective 2: Develop a rewards and intervention package that ensure excellent progress and attainment**

Why action is needed: To ensure students maintain high levels of motivation and make excellent progress, and are supported throughout this process.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Consolidate the progress rewards that were introduced in 2022-23	Sept 2023	Cost of rewards vouchers	BM	<ul style="list-style-type: none"> Rewards checked following data captures Student Voice – Feedback on rewards system 	<ul style="list-style-type: none"> Increased self-esteem and motivation of Sixth Form students.
Implement a weekly system of recognition for progress and effort at KS5 which is also communicated to parents	Sept 2023	N/A	BM	<ul style="list-style-type: none"> System planned and delivered. Student Voice – Feedback on rewards system 	<ul style="list-style-type: none"> Increase parental support and engagement. Increased self-esteem and motivation of Sixth Form students.
Introduce weekly twilight intervention sessions for KS5, led by BM	Sept 2023	N/A	BM	<ul style="list-style-type: none"> Weekly sessions timetabled and delivered by BM – checked by line manager 	<ul style="list-style-type: none"> Students receiving small group or 1-to-1 support whereby there is an academic or attitude-to-learning barrier.
Evaluate the job description, and monitor the quality of intervention given by, the Sixth Form Achievement leader	Dec 2023	N/A	BM	<ul style="list-style-type: none"> Monitor the mentoring log and student log books. Student Voice – Feedback on provision. 	<ul style="list-style-type: none"> Consistent and strategic approach to academic mentoring with targeted KS5 students.

Health and Safety

Academy Improvement Plan 2023-24

• **Objective – To complete all of the actions that were identified in the February 2023 Health and Safety Audit**

Why action is needed: There were areas that were raised that required action during the February 2023 Health and Safety Audit. The actions that were identified as H (High) have been added below. The resignation of the current Premises Supervisor also means we are required to appoint and upskill a replacement.

What we plan to do	When we expect things to be done by	Resource & training needs including costings	Who will take the lead	Monitoring & evaluation arrangements	What we aim to achieve
Appoint a Premises Supervisor	August 2023	Salary Costings (Grade 7)	PW and JMM	<ul style="list-style-type: none"> Probation period for new appointment 	<ul style="list-style-type: none"> To appoint a Premises Supervisor to will lead and manage the site team
Put in appropriate professional development for the new Premises Supervisor	September 2023	Costings as per CPD courses	JMM	<ul style="list-style-type: none"> Probation period for new appointment 	<ul style="list-style-type: none"> To upskill the Premises Supervisor to ensure they have the relevant knowledge and skills to complete the job
Ensure that regular contractors sign the Asbestos Register declaration sheet every time they conduct work. The declaration sheet must include the area they are working on	September 2023	NA	JMM and Premises Supervisor	<ul style="list-style-type: none"> Weekly checks by JMM 	<ul style="list-style-type: none"> Health and Safety compliance
Review all relevant risk assessments	September 2023	NA	JMM	<ul style="list-style-type: none"> PW to review Risk Assessments once they have been updated 	<ul style="list-style-type: none"> A thorough and updated risk assessment protocol which reflects all current Academy policies and ways of working
Provide face to face height/ladder training for TT	July 2023	Costings as per CPD courses	JMM	<ul style="list-style-type: none"> JMM to check course completion 	<ul style="list-style-type: none"> TT has the relevant and most current height and ladder training

Review lockdown procedures following the introduction of the lockdown policy last academic year	Throughout the academic year	NA	PW/JMM	<ul style="list-style-type: none">Complete at least 3 lockdown checks during the academic year and review afterwards	<ul style="list-style-type: none">A clear and effective lockdown policy
Address key actions in the Health and Safety Review for the following subjects: <ul style="list-style-type: none">Art and PhotographyDesign and TechnologyScience	December 2023	NA	SD, EMS and DC3	<ul style="list-style-type: none">Checks to be completed during line management	<ul style="list-style-type: none">All practical subjects have clear and current Health and Safety protocols and systems in place