A **high quality curriculum** across all subjects and key stages, to ensure it is effectively sequenced and accessible for all

Year 4: Key objectives

Scale-up curriculum sequencing process by working with feeder primary schools to create cross-phase projects.

All middle leaders are fully trained in evaluating the impact of their curriculum sequencing – they are utilised across the Trust to support in different curriculum areas.

Plan to ensure there is continuous support and rewarding of excellent curriculum implementation practice.
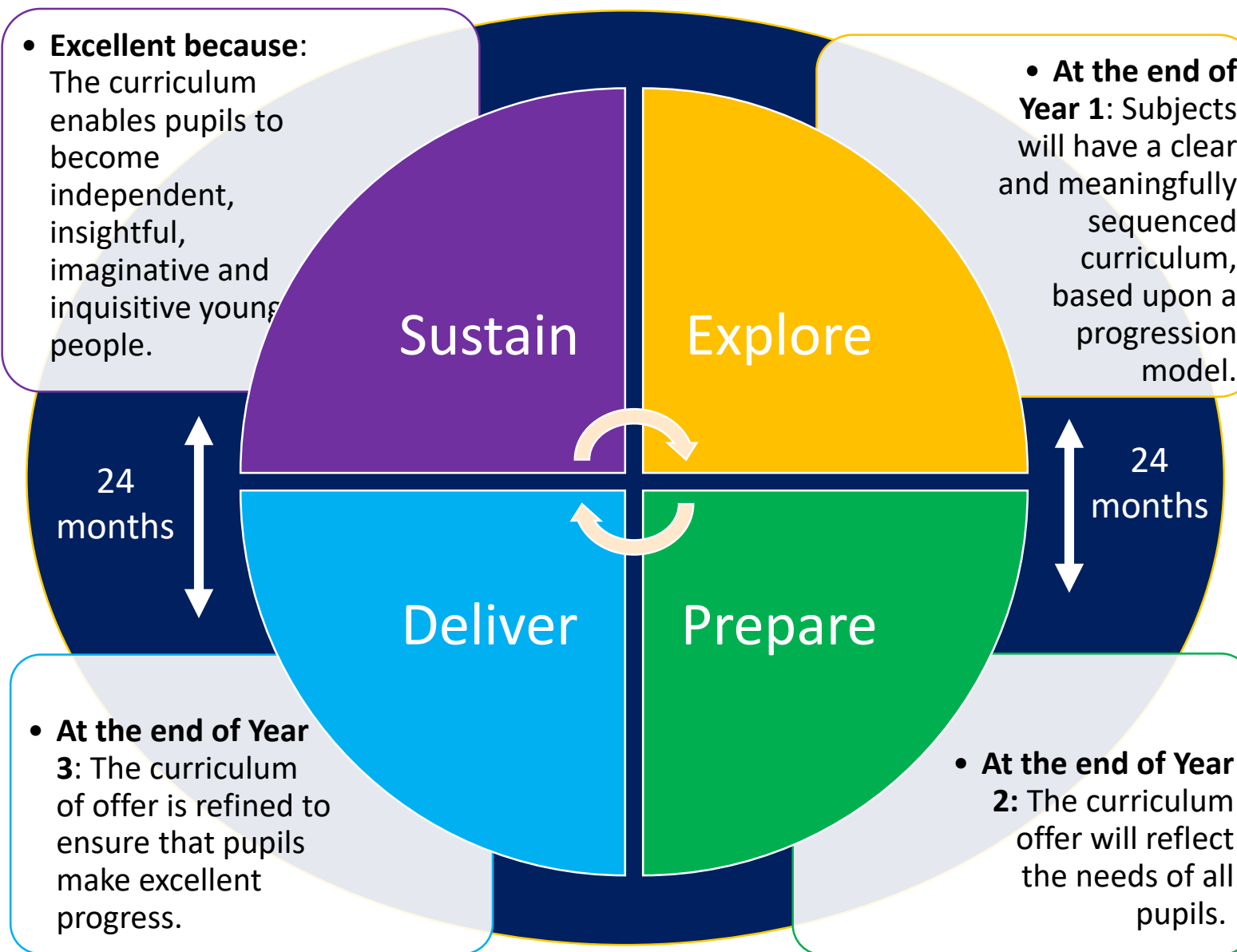
Year 1: Key objectives

Examine curriculum model both this year and in future years to identify areas of capacity, risk and opportunity.

Review the sequencing of subject curriculum in-line with a change of assessment processes at KS3.

Identify a cohort of struggling readers in years 7-10 and examine feasibility of a new reading program.

Year 3: Key objectives

Review the sequencing and progression model for all subjects and use outcomes data to support and solve barriers to success.

Support staff to implement the new and refined curriculum reinforcing the need for effective sequencing.

Reinforce training in relation to the reading strategy and how to motivate and engage reluctant readers.

Year 2: Key objectives

Implement the new program for assessment, progress monitoring and reporting at KS3.

Full review of the range of GCSE and A-Level option subjects, quality of provision over time and uptake.

Assess the impact of the sequenced curriculum of particular subjects across key stages.

- **Excellent because**: The curriculum enables pupils to become independent, insightful, imaginative and inquisitive young people.

- **At the end of Year 1**: Subjects will have a clear and meaningfully sequenced curriculum, based upon a progression model.

- **At the end of Year 3**: The curriculum of offer is refined to ensure that pupils make excellent progress.

- **At the end of Year 2:** The curriculum offer will reflect the needs of all pupils.

Sustain

Explore

Deliver

Prepare

24 months

24 months

Is there a clear progression model throughout our curriculum and how do we know that pupils can access their work better as a result?

Responsive teaching where all teachers are continually developing and improving their practice

Year 4: Key objectives

All teachers with three or more years of experience are trained in instructional coaching.

A variety of support programs are implemented in a timely fashion and excellent practice is continuously acknowledged.

Plan for sustaining high-quality teaching in every classroom embedded within robust recruitment and induction processes.

Year 1: Key objectives

Identify and introduce the five teaching expectations which will improve teaching.

Systematically evaluate the current picture of teaching practice, using the first three expectations.

Individual program of instructional coaching is implemented to help support a group of teachers with specific expectations.

- **Excellent because:** Consistently high-quality teaching enables pupils to become happy and confident people, with a thirst to learn.

- **At the end of year 1**: All teachers know and understand our expectations of teaching practice at JFAN.

Sustain · **Explore**

24 months · 24 months

Deliver · **Prepare**

Year 3: Key objectives

Respond to implementation data over two-year period, to target specific areas of improvement through training delivery.

Reinforce professional learning and training in five expectations, led by Excellent Teaching Team.

Embed a flexible approach to supporting teachers improve with a menu of expertise areas and specialist coaches.

- **At the end of year 3**: The expectations have improved the consistency and quality of teaching and this is evident in pupil outcomes.

- **At the end of year 2:** All professional learning is tailored to addressing our expectations of teaching practice at JFAN.

Year 2: Key objectives

Develop a clearly targeted professional learning calendar, which addresses the expectations for all teachers.

Systematically monitor the impact of professional learning and coaching, using the first four expectations.

The Excellent Teaching Team has developed with a clear scope of work, driving effective teaching practice across the Academy. Develop professional learning pathways for all staff.

Is the curriculum delivery getting better, and how do we know this?

A **secure and inspiring learning environment** with new and improved security features which supports high-quality teaching

Central diagram

Sustain | **Explore**

Deliver | **Prepare**

24 months | 24 months

Year 4: Key objectives

Scale-up redecoration plan including 'celebration corners', inspirational statements throughout the site and messages from our alumni to pupils.

Celebrate subject areas whose environment is the most conducive to learning. Provide support for areas who require assistance in improving environment.

Sustain improvement through review of Canteen and Main Hall facilities.

Year 3: Key objectives

Thorough safeguarding audit of site access, assessing impact of new measures.

Use the findings from Term 1 to begin addressing problems, procuring contractors and drawing up a plan for the works.

Deliver aspects of change to the most complex areas of the site to support traffic flow and calm, purposeful movement around site.

Year 1: Key objectives

Begin first phase of access control installation throughout the Academy site and external CCTV.

Apply for planning permission for a fencing project which will significantly limit site access without permission.

Install internal CCTV in specific places – identify key priority areas.

Examine feasibility of fencing installation in summer period.

Year 2: Key objectives

Assess the impact of security developments last year; assess what needs to happen next.
Review IT Infrastructure, especially WiFi speed.

Develop a clear and logical plan for cyclical redecoration.

Implement plan for School Rebuilding Project.

Ensure CCTV software can be accessed by a range of staff with editing functionality.

• **Excellent because**: The environment embodies our ethos; it is respected by all and celebrates success.

• **End of year 1**: To provide a securer environment through installation of access control, increased CCTV and new fencing.

• **End of year 3**: School buildings and facilities are fit for purpose for a contemporary, medium-sized Academy.

• **End of year 2**: Classrooms, corridors and facilities look fresh, clean and conducive to learning.

Is the Academy looking better and feeling more secure – how do we know this?

Simple and effective systems and processes to enable a **distributed leadership model**

Key tactics

Scale-up successes in system changes by identifying other areas of school improvement that lack consistency and clarity.

Continual program of support for those not consistently applying systems correctly and reward excellent practice.

There is a clear succession plan across a range of roles and responsibilities within school, informed by professional learning pathways.
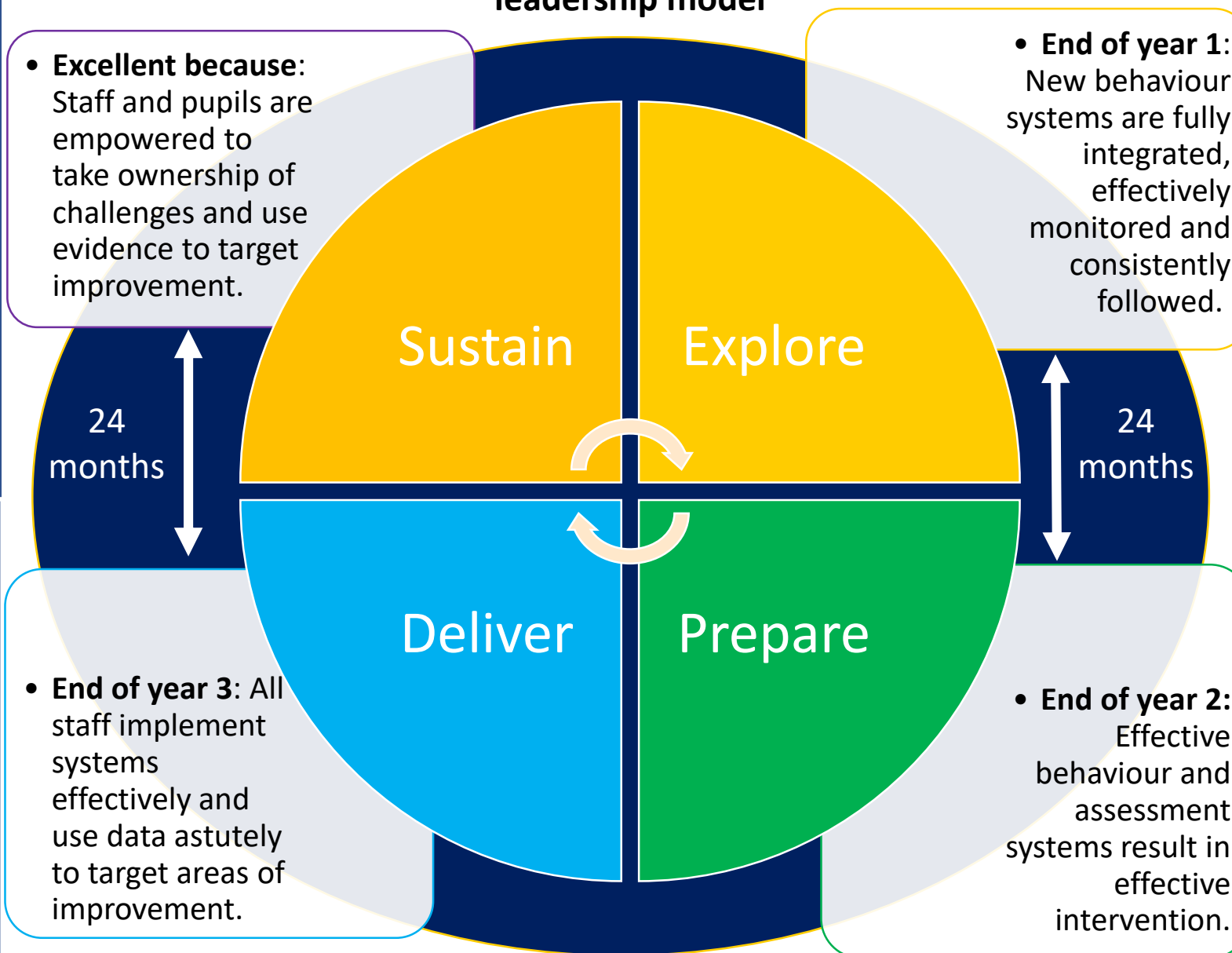
Key objectives

Reinforce training in how to implement key systems effectively and consistently.

Middle leaders use data dashboards relevant to their role to identify patterns in disengagement and underachievement across all cohorts.

All staff have a clear understanding of career progression options which is linked to their professional learning pathway.

Key objectives

Introduce new inclusion model and implement adapted behaviour policy

Review all computer systems, including MIS, and examine a feasibility process to streamline these products.

Train staff in proposed changes to assessment and reporting systems and behaviour systems. Evaluate the impact of any pilot projects.

Key objectives

Evaluate successes of system changes last year through evaluation of monitoring, outcomes and surveys.

Develop data dashboards summarising behaviour and attendance for form tutors, teachers, middle leaders and ALT to be used in monitoring work such as Tracking Talks.

Re-assess the effectiveness of the inclusion model. Potential integration of new MIS system.

Central diagram

- **Excellent because**: Staff and pupils are empowered to take ownership of challenges and use evidence to target improvement.

- **End of year 1**: New behaviour systems are fully integrated, effectively monitored and consistently followed.

- **End of year 3**: All staff implement systems effectively and use data astutely to target areas of improvement.

- **End of year 2**: Effective behaviour and assessment systems result in effective intervention.

Sustain | Explore | Deliver | Prepare

24 months

24 months

Are systems and processes consistently clear, are they being consistently followed and are we using data to target improvement?