

# **Governing Body Strategy Document September 2022**

## **The Vision - Living Well Together with Dignity, Faith and Hope**

Our Vision is to ensure social justice prevails, and enables social mobility, through an explicit delivery of Character Education, which will be underpinned by an appropriate curriculum rooted in the 'Cultural Transmission, Personal Empowerment, Preparation for Work and Preparation for Citizenship' philosophies of education. At different times of a student's life there will be a different emphasis on each of these philosophies.

All Saints Academy's Ethos is rooted in the Christian faith, which acknowledges the value and uniqueness of every human being as individuals, and as part of the wider community, with different learning needs and enables them to fulfil their potential.

## **Improvement Priorities**

### **Behaviour and Attitudes**

Promote positive attitudes to learning, ensure adults have consistently high expectations of the quality of pupils' work and their behaviour in class.

Behaviour Management training given to unqualified teachers and Cover Supervisors

Positive attitudes seen by punctuality to lessons and self-regulation

Positive attitudes demonstrated by minimal Behaviour Points of all students including SEND students

Students show positive attitudes within the Academy building

Improve attendance and reduce Persistent Absenteeism

Reduce suspension rate

### **Quality of Education**

All students should have a working iPad so that they are able to access all lessons

Improve the literacy skills of all students by encouraging a love of reading especially for the weakest readers.

All students, in all year groups, to be screened for dyslexia and dyscalculia.

Ensure that the content of the school's curriculum is as broad and rigorous as the national curriculum and prioritises the teaching of subject content which is sequenced in a way that helps pupil to learn and remember more.

All staff should be setting weekly homework in line with the homework timetable using the homework booklets for topics.

Teachers to be asked to ensure that content delivered to the weaker students is accessible to all.

All lessons should be planned so that they start with a multiple choice quiz on Nearpod to check for gaps in learning.

Leaders have a clear and ambitious vision for providing high-quality education to all pupils

Interventions to be organised to support students in achieving the best possible grades

Every lesson should have a New Learning Sticker printed that contains key new knowledge taught by staff

Plan learning that is ambitious so that it stretches and engages pupils promoting positive attitudes to learning and ensure that the curriculum is implemented effectively in all subjects.

Regular training to be provided for staff teaching out of specialism

All lessons should be planned so that they start with a multiple choice quiz on Nearpod to check for gaps in learning

All lessons should include a front slide that contains brief details about the subject specific skills being addressed in that lesson

All lessons should include all parts of the ASAD lesson format. Quality Assurance to ensure this is true

A central record of expertise to be collated in order that staff can drop-in to the lessons of colleagues to share best practice

### **Sixth Form**

The sixth form prepares its students for future success in education, employment or training with frequent opportunities for unbiased careers advice.

Construct an ambitious Programme of Study that ensures all students are given the knowledge and skills they need to succeed in life.

Sixth formers run the school parliament and ensure a rich calendar of Charity events and the Rights Respecting School Award underpin the programme.

Subject curriculums are ambitious and maps and statements of intent are shared with all stakeholders.

Exam board training, networking and collaborative events support subject teachers in acquiring expertise.

All lessons are quality assured to ensure teachers use strategies to help students know more and remember more.

Sixth Form students are exemplary role models with high attendance, good punctuality and they know how to keep themselves safe.

### **Personal Development**

Ensure we have an accurate record of types of SEND need

Ensure the provision caters well for special educational needs and disadvantaged pupils so that they attend school regularly.

Daily contact maintained with alternative provisions for attendance and behaviour reporting purposes.

Measure the impact of nurture sessions.

Ensure our elective sessions are of an exceptional standard.

Use of Safer Corridors Toolkit effectively ensures students are aware of the difference between bullying and playful exchanges.

Support staff with the delivery of Character Education content

Quality assure the Collective Worship sessions and assemblies to ensure they are engaging and reflect our vision of 'living well together with dignity, faith and hope.

Train staff to identify specific issues with reading.

## **Leadership and Management**

Leaders aim to ensure that all pupils successfully complete their programmes of study.  
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.

Staff consistently report high levels of support for well-being issues.

Leaders engage effectively with pupils and others in their community.

Leaders protect staff from bullying and harassment

Those with responsibility for governance ensure that the school fulfils its statutory duties.

The school has a culture of safeguarding

Leaders ensure that teachers receive focused and highly effective professional development.

Ensure middle leaders' drive improvements in teaching and raise standards across the school

Stakeholder voice is regularly sought, listened to and acted upon

## **What Does Success look like and how will it be measured?**

### **Quality of Education**

The curriculum is as broad as the National Curriculum and the three year Key Stage 3 gives the students a wealth of opportunities before they choose their options at the end of Year 9.

High attainers' Progress 8 equals 0.00. (Currently -0.10). EM5 increases to 50%. EBacc APS improves to above 4 for all students entered onto EBacc pathway (Currently 3.44) and above 6 for top 40% (National Average entry) of students (currently 5.2).

In normal times the disadvantaged gap will be narrowing.

All students bring iPad to school and can access the learning.

All stakeholders report increase in homework setting and completion.

All students tested annually for reading ages and those below 9Yrs 6 months make rapid progress towards their chronological reading age through a comprehensive reading programme. No students reach Year 11 with a reading age below chronological age.

### **Behaviour and Attitudes**

Low Level Disruption is minimal and dealt with consistently by staff with high expectations.

Less than 10% of Behaviour Points are given for in-class behaviours (currently 20%).

Suspension rates fall throughout the year. Repeat isolations fall throughout the year.

Attendance reaches 93% and SEND students' attendance is close to National Average.

Disadvantaged attendance improves to pre-pandemic levels.

Punctuality to school improved.

No gap between SEND and non-SEND behaviour points.

### **Personal Development**

SEND and disadvantaged students are positive about their experience at the Academy and all needs are addressed.

SEND Champion scheme shows all SEND students feel included in lessons and scaffolding supports their learning.

Alternative provision supports student behaviour improvements.

All students on reading scheme continue to make progress. Attendance to electives is high.

Character Education is valued by the vast majority of students.

Collective Worship is valued by the students as a time of reflection.

### **Sixth Form**

Students' feedback on the Programme of Study is positive.

RRSA Silver achieved. Gold started.

Students make excellent progress between assessment points.

Students attain places at University, Colleges and on apprenticeship schemes and are appreciative of level of support they receive.

Sixth form numbers grow.

### **Leadership and Management**

Pupil progress will see GCSE EM4 increase to 70% (currently 50%) and EM5 increase to 50% (currently 30%). In the Sixth form the average grade will be a C (Currently a D+). Academy secures GOOD grading from Ofsted in 2022, progresses to an Above Average School (as deemed so by DfE P8 scores) within 1 year (2023), and is considered to be GOOD at its next SIAMS inspection (2024).

Middle leaders will drive improvements in grades through delivering a coherent curriculum. Improvements in behaviour will be driven by consistency of all staff in the use of the behaviour policy.

### **Resources Needed**

Staffing – Academy will aim to give staff a lesson extra for curriculum planning to maintain the drive on improving the quality of education.

After a rigorous review the SEND team will appoint as many SSWs as required to ensure SEND students have the correct support.

Funding for English examiner to ensure English grades continue to improve and funding for 5 in 5 project.

Time allowed to work collaboratively across schools to ensure best practice is shared.

Funding to reward for attendance and behaviour.

## **Monitoring Plans**

**Link governors** meet with BA/QoE/PD team termly and hold teams to account for progress towards improvements on Academy Improvement Plan.

**L&M committee** meet monthly and hold Principal to account for progress towards improvements on Academy Improvement Plan. This committee to receive updates from the Principal on PP and SEND spending, catch up premium, Safeguarding and wellbeing of students and staff, Behaviour to include exclusions and suspensions, attendance (of all pupils and different pupil groups), GDPR, finances, benchmarking and adherence to AFH, stakeholder voice, performance management, Complaints, Careers, Curriculum changes, Equalities, Health and Safety, Policies, SEF, Risk Management, staffing (policies and procedures, equalities, absence levels, turnover, culture, wellbeing, retention, impact of CPD, HR support or external).

Subject specialists and leaders attend routinely to give updates to this committee.

**FGB** meets five times a year to evaluate and question reports from Link Governors and the Principal. They scrutinize data. The FGB will have a vision setting/affirming meeting in January and will ensure ongoing and emerging priorities are discussed in July to inform the setting of specific targets in time for the new academic year.

**Learning Walks** are arranged once a term for all governors to become involved. These will typically be focused on the ongoing and emerging needs of the academy. In 21-22 these involved following a Deep Dive process to see the impact on Quality of Education, Behaviour and SEND. This year we continue with a SEND Learning walk in November.

**External Consultants** visit frequently throughout the year to validate progress within the Academy and reports are shared with governing body.