



The Discovery Academy

Ofsted Action Plan Summary

September 2015

**The Discovery Academy is part of
The College Academies Trust**



Statement of (Ofsted) Action (plan) following the Ofsted inspection of The Discovery Academy January 2015

Sponsored by The College Academies Trust

Proprietor: Sarah Robinson

This plan is written to address the key issues that have caused The Discovery Academy to be placed in a category identified with serious weaknesses. The Academy has used the development priorities from the January 2015 Ofsted inspection to drive key areas for improvement. As a result of the actions put in place the Academy has set an overall target that all areas evaluated by Ofsted will be judged as at least good by January 2016. These judgements will be made through the Academy's own self-evaluation, which will be externally validated through regular external quality assurance and the next Ofsted inspection; due to be completed within eighteen months of the previous inspection. Each key issue will be monitored by a Governor who attends the Governor Executive Board (GEB). The GEB provide a frequent and regular scrutiny of the effectiveness of the delivery of this plan. The GEB is advised by an external School Improvement Partner who provides regular analysis of the Academy's historic and current performance.

We will inform registered parents of our proposed actions through our website. We will take their views into account through our parents' forum.

Aims of this plan

The aim of this plan is to set a clear strategic vision on the immediate priorities of the Academy, which are supported by strategic planning for sustainable long term improvement. This plan will allow us to monitor our performance against clear success criteria set in the context of the identified priorities for the next eighteen months.

Development priorities

Raising Achievement - Rob Kelsall Assistant Principal, Sarah Robinson Chair of Governors

- Improve accuracy and consistency of assessment
- Target support and intervention more precisely

Standards and Progress in Maths -

Simon French Senior Vice Principal, Sarah Robinson Chair of Governors

- Raise achievement in maths
- Establish good or better teaching in maths
- Develop a maths curriculum to promote challenge and engagement
- Develop a whole Academy Numeracy strategy to promote achievement that closes the gap

Pupil Premium - Paula Smith Assistant Principal, Kate Townshend Vice-Chair of Governors

- Ensure impact of approaches raises achievement

Teaching - Simon French Senior Vice Principal, Kate Townshend Vice-Chair of Governors

- Embed consistent approach to teaching that will impact positively on achievement
- Widen the range of teaching strategies to further challenge all students, including the most able, and secure better student engagement towards learning
- Embed a consistent student response to marking that raises achievement

Literacy - Paula Smith Assistant Principal, David Heywood Governor

- Ensure consistent standards of literacy across the curriculum to impact on achievement
- Provide more opportunities for extended writing that will further challenge

Behaviour and Attendance - Steve Frost Assistant Principal, David Heywood Governor

- Reduce fixed term exclusions and the number of students accessing Alternative provision
- Embed the behaviour non-negotiables to raise achievement
- Increase attendance, especially for pupil premium students and reduce persistent absenteeism

Leadership - John Patino Executive Principal, Kate Townshend Vice-Chair of Governors

- Secure Leadership and Management in mathematics that will raise achievement
- Develop more effective systems and structures to raise attendance
- Further develop the skills of Middle Leaders, especially the leadership of subjects
- Ensure appropriate external validation in place to support/monitor improvements

Development Priority - Raising Achievement 2015-2016

Success Criteria

Attainment

2015 – End of KS4 targets (2014/15 Year 11)

- En A*-C% - 66%, Ma A*-C% - 55%, 5A*-C including English and maths (En&Ma) - 50%
- Reduce gap 5A*-C En&Ma between pupil premium (PP) / non pupil premium (NPP) to National Average (28%)
- A*/A En 15%, A*/A Ma 10%

2016 – End of KS4 targets (current Year 11)

- Attainment 8 – Academy Target – 5.1 (PP-5.0 / NPP-5.2), National Average Target – 4.3 (PP-4.2 / NPP-4.4)
- En A*-C% - 60%+, Ma A*-C – 55%, A*-C in En&Ma – 50%
- Reduce gap A*-C in En&Ma between PP / NPP to less than national average (<28%)
- 3A/A*% 8% -> Improve %A/A* in English (>12%) & Maths (>9%)

2017 – End of KS4 target (current Y10)

- Attainment 8 – Academy Target – 4.9 (PP-4.5 / NPP-5.6) , National Average Target – 3.5 (PP-3.1/NPP-4.2) * New 1-9 Scale from 2017 onwards
- English 5+ - Academy Target – 72%, National Average Target – 28%
- Maths 5+ - Academy Target – 74%, National Average Target – 20%
- English & Maths 5+ - Academy Target - 67%, National Average Target – 13%
- L7+ in English (Academy Target 27%, National Average 9%)
- Lvl 7+ Maths (Academy Target 20%, National Average 11%)

End of year targets (2014/15)

- End Year 10 – En A*-C% - 27%, Ma A*-C% 40%, A*-C including En&Ma 21%. PP/NPP gap -10% (PP 19% / NPP 29%). Attainment 8:- 4.2
- End Year 9 – En A*-C% - 27%, Ma A*-C% 27%, A*-C including En&Ma 20%. PP/NPP gap -12% (PP 14% / NPP 26%). Attainment 8:- 3.5
- End Year 8 – Level (Lvl) 5+ En - 83%, Lvl 5+ Ma - 83%. Lvl 4+ En - 99%, Lvl 4+ Ma – 99%. Lvl 5+ En PP / NPP gap -10%. Lvl 5+ Ma PP / NPP gap -12%.
- End Year 7 – Lvl 5+ En - 60%, Lvl 5+ Ma - 73%. Lvl 4+ En - 89%, Lvl 4+ Ma – 91%. Lvl 5+ En PP / NPP gap -12%. Lvl 5+ Ma PP / NPP gap -13%.

End of year targets (2015/16)

- End Year 10 –
 - En Lvl5+ - Academy Target – 45%, National Average Target – 28% , Ma Lvl5+ Academy Target – 47%, National Average Target – 20%
 - Attainment 8 (Academy target 4.5, National Average Target 3.1) .
- End Year 9 –
 - En Lvl 4+ Academy Target – 74%, National Average Target – 21%, Ma Lvl 4+ Academy Target – 79%, National Average Target – 25%,
 - Attainment 8 (Academy Target 4.3, National Average 2.8)
- End Year 8 -
 - En Lvl 3+ Academy Target – 80%, National Average Target – 27% ,Ma Lvl 3+ Academy Target – 82%, National Average Target – 31%,
- End Year 7 –
 - En Lvl 2+ Academy Target – 76%, National Average Target – 64%, Ma Lvl 2+ Academy Target – 80%, National Average Target – 63%,

Progress

2015 – End of KS4 targets (2014/15 Year 11)

- En 3 Levels of Progress – >69% (FFT A 66%), En 4 Levels of Progress – >30%
- Ma 3 Levels of Progress – >60% (FFT A 58%), Ma 4 Levels of Progress – 20%
- En 3 Levels of Progress – SEN (K) 51%, SEN (S) 40%
- Ma 3 Levels of Progress – SEN (K) 36%, SEN (S) 40%
- Progress 8 -0.5

2016 – End of KS4 targets (current Year 11)

- En 3 Levels of Progress – >70% (FFT A 64%), En 4 Levels of Progress – >35%
- Ma 3 Levels of Progress – >65% (FFT A 54%), Ma 4 Levels of Progress – >25%
- En 3 Levels of Progress – SEN (K) >60%, SEN (S) >50%
- Ma 3 Levels of Progress – SEN (K) >40%, SEN (S) 40%
- Progress 8 Score of >-0.3 PP - >-0.4, NPP >0.2

2017 – End of KS4 target (current Y10)

- Progress 8 Score – Academy Target- 0 (PP >-0.2 /NPP - >0.1)
- English, Maths, Science, Humanities and MfL VA score >1000

End of year targets (2014/15)

- End Year 10 – To reach national average progress 3+ 70% & 4+ 30% by end of KS4 - En 3 Levels of Progress (LOP) - 33%, Ma 3 LOP - 41%, En 3 LOP SEN SPT -25%, Ma 3 LOP SEN SPT - 25%.
To reach more than expected progress (+4 LOP) by end of KS4 - En 3 LOP - 93%, Ma 3 LOP - 96%, En 3 LOP SEN SPT -75%, Ma 3 LOP SEN SPT - 75%.
Progress 8 score -0.8 (PP -0.9 / NPP -0.7)
- End Year 9 – To reach national average progress 3+ 70% & 4+ 30% by end of KS4 - En 2 LOP - 86%, Ma 2 LOP - 68%, En 2 LOP SEN SPT -55%, Ma 2 LOP SEN SPT - 33%.
To reach more than expected progress (+4 LOP) by end of KS4 - En 2 LOP - 98%, Ma 2 LOP - 97%, En 2 LOP SEN SPT -82%, Ma 2 LOP SEN SPT - 73%.
Progress 8 score -1.1 (PP -1.1 / NPP -1.2)
- End Year 8 – To reach expected progress (3 LOP) by end of KS4 - En 2 LOP - 26%, Ma 2 LOP - 24%, En 2 LOP SEN SPT -14%, Ma 2 LOP SEN SPT - 46%.
Average residual against all subject targets -0.0 (PP & NPP)
- End Year 7 – To reach expected progress (3 LOP) by end of KS4 - En 1 LOP - 67%, Ma 1 LOP - 78%, En 1 LOP SEN SPT -69%, Ma 1 LOP SEN SPT - 80%.
Average residual against all subject targets -0.0 (PP & NPP)

End of year targets (2015/16)

- End Year 10 –
 - Av Levels of Progress in all subjects 2.4. Low Ability 1.6, Middle Ability 2.4, High Ability 3.2, PP/NPP gap <0.3
 - Progress 8 - >-0.5
- End Year 9 –
 - Av Levels of Progress in all subjects 1.8. Low Ability 1.2, Middle Ability 1.8, High Ability 2.4, PP/NPP gap <0.3
 - Progress 8 - >-0.9
- End Year 8 – Av Levels of Progress in all subjects and overall 1.2. Low Ability 0.8, Middle Ability 1.2, High Ability 1.6, PP/NPP gap <0.3
- End Year 7 – Av Levels of Progress in all subjects and overall 0.6. Low Ability 0.4, Middle Ability 0.6, High Ability 0.8, PP/NPP gap <0.3

Development Priority –
Standards and Progress in Mathematics

Success Criteria

Achievement

2015

See achievement success criteria

2016

See achievement success criteria

Teaching

2015

- Leadership and management of maths is raising standards in teaching and student progress
- Teachers appointed and CPD developed around challenge/ engaging lessons to ensure good teaching
- Mathematics curriculum in place that supports appropriate challenge and engages students
- Whole academy approach to numeracy is in place to support progress in mathematics

2016

- Teaching is externally judged as good with students being appropriately challenged, good engagement and evidencing good progress over time

Development Priority - Pupil Premium

Success Criteria-

2015

- Percentage of PP students achieving 5A*-C including En&Ma increased from 18% (raise 2014) to above 30% and close the gap to national average
- Gap between PP and NPP reduced in all years/subjects based on average levels of progress
- Attendance of PP students in all years increased from their 2014 figures so that the gap between PP and non PP is less than 5%
- Reading ages of PP students in all years improved so at least 50% of each year group are reading at their chronological age

2016

- Percentage of PP students achieving 5A*-C including En&Ma increased from 2015 figure to above 40% and close the gap to 20 by July 2016
- The gap between subjects in all years based on average levels of progress is in line with national
- Attendance of PP students in all years increased from their 2014 figures so that the gap between PP and NPP is less than 4%
- Reading ages of PP students in all years improved so at least 60% of each year group are reading at their chronological age
- HA PP students achieve broadly in line with HA non PP students

Development Priority - Teaching
Success Criteria
<p>2015</p> <ul style="list-style-type: none"> • At least 70% of teaching is consistently good or better as judged by a triangulation of; <ol style="list-style-type: none"> 1. Student outcomes show students making at least expected progress though teaching that provides appropriate challenge 2. Students demonstrate at least expected progress in work through developing skills and knowledge at the appropriate level of challenge and by making regular improvements to work 3. Students are appropriately challenged, show good engagement in lessons with high expectations around behaviour for learning which supports rapid progress <p>2016</p> <p>At least 80% of teaching is consistently good with an increased proportion of outstanding teaching as judged by the triangulation of evidence listed above.</p>

Development Priority - Literacy
Success Criteria
<p>2015</p> <ul style="list-style-type: none"> • Evidence of extended writing in work of all subjects which provides further challenge • Progress in all subjects improves through better literacy skills displayed through books, assessment and reading ability • Teachers promote oracy skills of students and provide opportunities to contribute verbally to lessons <p>2016</p> <ul style="list-style-type: none"> • All teachers see the development of learners' literacy as an integral part of teaching and assessment within their subject • Extensive use of extended writing in all subjects is evident • Students confidently contribute verbally to lessons

Development Priority – Behaviour and Attendance**Success Criteria****2015****Behaviour**

- Consistent Behaviour non negotiables are embedded and students demonstrate good routines that promote good learning
- Reduce fixed term exclusion to below 10%
- Reduce the number of students accessing Alternative Provision

Attendance

- PA to be reduced from 12% to 8% by the end of the academic year 2014-15
- Attendance to be at 94% or above at the end of the academic year 2014-15
- Whole academy ownership towards attendance

2016**Behaviour**

- Behaviour non negotiables develop active engagement where students are enthused with their learning to promote outstanding learning
- Fixed term exclusions are below NA

Attendance

- Attendance to be at 94.5% by the end of the Autumn term 2015-16
- Attendance to be at 95% by the end of the Spring term 2015-16
- Attendance to be at national average by the end of the summer term 2015-16
- PA to be below 7% by the end of the Spring term 2015-16 and close to national average by the end of the summer term 2016

Development Priority - Leadership**Success Criteria****2015-2016**

- Mathematics achievement rapidly improved for all students including disadvantaged and SEN
- Systems and structures more effective in raising attendance and reducing persistent absenteeism
- Middle Leaders are held to account by SLT and are more effective in driving improvement in all areas, particularly achievement, teaching, attendance and behaviour
- External validation in place to measure progress and identify areas for further development
- Governors use pay progression effectively to incentivise staff to raise standards