

Our Arena - School Development Plan 2023 - 2025 (Student/Parent version)

Objective	Key Results	Implemented by (Team)	Named Lead		Staff actions required to achieve key results	Student/parent actions required to achieve key results
1. All lessons consistently implement high quality teaching pedagogies	1.1 An improved quality assurance process, which is documented and analysed.	Quality of Education Team	Mrs Curtis and Mrs Whitehouse	1	A training plan produced broken down into three areas, whole staff, department and individual training.	Students to be aware of what is being taught through the learning journeys for each subject https://www.corearena.academy/curriculum/
	1.2. Support is in place to enable staff to develop in areas identified through quality assurance and drop in processes as requiring further improvement.			2	T&L model to be based & updated in line with current research based on Rosenshine and Doug Lemov principles.	Students to complete their work in the exercise books to a high standard - taking pride in their work, and completing all work set.
	1.3 Increased number of lesson drop ins to increase by at least 50%			3	Subject Team Reviews undertaken for each subject.	Students to complete all work set by their teachers to the best of their ability
	1.4 Staff surveys indicate more conversations about T&L and pedagogy			4	Middle & Senior Leaders undergo relevant training to undertake lesson observations effectively	Students to undertake independent research around the topics they will be studying
				5	Weekly T&L newsletters highlight evidence based teaching practice	Students to take responsibility for knowing their login details, and completing all online homework that is set.
				6	Increased focus on delivery to high attainers to activate hard thinking.	All DO NOW activities at the start of the lesson to be undertaken in silence.
				7	Deliberate practice to be increased to twice a week so that teachers practice teaching techniques.	Students to contribute to class discussions, responding to teacher questioning in full sentences, expanding answers where applicable.
				8	Increase feedback on the number of Drop-Ins on Blue Sky. This will provide regular feedback to teachers on how to improve.	Exemplar student work to be shown to class through the use of visualisers
				9	Lead Practitioners to work on bespoke strategies with Ebac subjects	Students to read books for pleasure.
				10	HODs to further develop bespoke CPD sessions based on the above feedback. All depts to be a member of their associations	SEND students to be aware of their LSPs and how to achieve their targets.
				11	Middle Leaders to attend NPQ training and feedback to department	Students are in SLANT at all times and ask and answer questions in lessons.
				12	Introduce a whole school Literacy strategy	Students to have an awareness of where they are in their learning and what they need to do to improve.
				13	T&L library to be further developed with additional online resources, PIXL and TES.	KS4 to be aware of their target grades.

			14	SENDCo and HoEnglish ensure that Reading policy and appropriate T&L strategies are embedded. Student voice is used to support further development of Reading	Presentation in books is of a high quality with no graffiti or doodling.
			15	SENDCo and Trainee SENDCo to ensure staff are aware of HQFT strategies for each area of need; including the use of student voice.	Students are seated in classrooms as according to the seating plan
			16	All staff are aware of students individual learning needs and providing appropriate support as part of their Learner Support Plans.	
			17	Homework to be an integral part of a student's learning journey. Online learning resources to be used.	
			18	Teachers use visualizers effectively to support high quality teaching.	

2. All subjects to achieve their target progress score	2.1 Outcomes from external examinations in summer 2024 to be positive.	Quality of Education Team	Mr Afzal	1	HT/DHT and SLT link to hold analysis meetings with HODs/HOY „RAP plans to be produced and reviewed on a two week basis with SLT link.	Students to regularly check the Year11 Examinations webpage for updates: https://www.corearena.academy/year-11-exams/
	2.2 Gap between boys and girls to be further narrowed.			2	Students needs identified with students being placed in sub groups in order to target support	Students to use all revision materials provided by school.
	2.3 All groups to be in line with national average – SEND, PP etc.			3	External packages used to support student revision	Year 11 Students attend revision classes as outlined on their timetable
	2.4 HAP students to achieve a positive progress score			4	HODs/LPs implement PIXL strategies within the classroom and revision sessions which focus on the progress of High Ability students	All students to use GCSE Pod and other online resources to reinforce their learning
	2.5 Open Element to achieve positive progress			5	Latest literature and research on raising student outcomes used to inform all stakeholders through T&L newsletter	Students make every effort to attend if given the opportunity for PETXi, Impress the Examiner etc to support their learning
				6	Students to be given revision materials to support their learning.	Students to attend homework clubs if they are in need of support with their work
				7	All students have accessibility to all online learning platforms with usage monitored on a weekly basis	Students to use feedback from teachers to understand what they need to do to improve. Need to know their target grades.
				8	Progress of AP and other off-site students to be closely monitored.	Students to use question level analysis to focus on areas of weakness.
				9	Use of QLA to review 2023 examination performance and thereafter produce actions that will target the worst 20% of marks lost.	Student Leaders to produce 'Strategy Calendars' for their year group.
				10	Use of examiner platforms to identify areas of lowest marks.	Parents and students attend Parent Forum, Parents Evening and other school events.
				11	Data from each data drop to be available on Class Charts	Students to attend careers interview when required.
				12	Exam Question 'Countdown Calendar to be further developed by LPs and HODs	Students to be aware of the Aspire 5 Strategy: https://www.corearena.academy/assessments/
				13	Strategy Calendars produced for each year group identifying key dates for assessments and events.	
				14	Engage with Parents through Parents Evening, Study Skills Evening, Parent Forums etc	
				15	Prioritisation of careers service for students in the 'Action and Ambition' quadrants	

3. Boost student attendance to 97% by implementing targeted strategies	3.1 Overall attendance to be above National average, with the aim of returning to pre pandemic levels.	Pastoral Team	Mr Malik and Mrs Kilroy	1	Attendance policy is known by all: https://www.corearena.academy/attendance/	Students to attend school every day unless they are medically unfit and other authorised reasons
	3.2 Attendance to be above national average for all year groups and sub groups (gender, PP, SEND etc)			2	Persistent absence procedure established, which will enable a robust fast track process.	Students to be punctual to school every day
	3.3 Persistent absence to be at least national average			3	Determine sub groups so staff are aware of which students are their priority. First day absence calls undertaken.	Parents ensure that their child is attending school every day. To contact school if child not attending
	3.4 An improvement in punctuality figures - lates to be reduced by at least 50%			4	Attendance data to be shared weekly with key stake holders to determine next step actions as a results of this data.	Students to be rewarded with CORE points for weekly 100% attendance and punctuality.
				5	Welfare meetings with key staff weekly to strategise students not attending school.	Parents and students to attend meetings with Family Support Worker or members of Pastoral Team if attendance a cause for concern.
				6	DHT to coordinate work of external agencies in implementing strategies to remove these barriers and evaluate their impact.	Parents and students not to take holidays during term time.
				7	Rewards policy adapted to recognise outstanding attendance.	Students to be aware of the impact of missing school days - chart to be shown around school - and to make every effort to complete work they have missed
				8	Attendance to feature clearly in the HOY DDP & discussed with SLT link.	Students to be resilient and attend school if they have a minor cold - only to miss school if it is a serious illness.
				9	Current lates procedure to be evaluated for impact. Rewards for students with good punctuality.	Students to get involved in the Form competitions for the best attendance.
				10	Evaluate the effectiveness of the lates Reflections at break and lunch.	Students to attend late Reflections when required - but aim not to get a late Reflection by being punctual.
				11	DHT to determine what role the Governors can play in supporting the strategies for improving attendance.	
				12	Use of the graduated approach to attendance	
				13	Implementation of strategies from the DfE attendance hub	

4. Consistently apply our established behaviour systems, both within and out of the classroom	4.1 A reduction in the number of suspensions by at least 50%	Pastoral Team	Mr Malik, Ms Guest and Ms Campbell-Williams	1	Ensure staff are applying behaviour strategies consistently. Regular CPD for all staff on behaviour management.	Students are aware of the Code of Conduct and adhere to the schools expectations and standards
	4.2 Reduction in the number of reflections by at least 50%			2	Full analysis of data to identify students with highest number of reflections and patterns in reflections	Parents ensure that their child is attending school in the correct school uniform and with the correct equipment
	4.3 Improve the number of students attending reflections - 90% of students to attend reflections on the first day.			3	Review of suspensions for non attendance at Reflections and look for alternative sanctions for these students.	Students attend Line Ups and ensure that they line up without being reminded of behaviour standards
	4.4 More than 80% of students are using the Rewards CORE Point Shop			4	Review the change to Line Ups after half a term to determine any impact on behaviour.	Students and parents complete the school half termly surveys to give feedback to the school
	4.5 100% of parents and students are signed up to classcharts			5	Year Group Coordinators to oversee the organisation and running of Reflections and to liaise with Parents.	Parents and students to attend meetings with Pastoral Team if behaviour becomes a cause for concern.
	4.6 Student leadership groups formed in every year group with clear roles and responsibilities			6	Increase the number of HT and Governors warnings at STEP 5, to reduce a 'bottle neck' of those repeat offenders.	Students placed on a STEP report to take responsibility to get the report completed - doing their best to go down steps and not up.
				7	Aim to achieve 100% sign up for ClassCharts from parents and students.	Students given a Reflection to attend on the appropriate day. Non-attenders to speak with Pastoral staff to determine reasons for non-attendance
				8	Delivery of Staff Professional Development sessions in line with Dixon's and restorative practices	Students given a Reflection to undertake a Restorative conversation with the member of staff giving the Reflection (with the exception of punctuality reflections)
				9	Evaluate whether restorative conversations are being effective in developing improved relationships between staff/student.	Students to use their CORE points in the CORE point shop.
				10	Termly surveys take place to assess stakeholder voice. You Said... We Did documents produced after every Stakeholder survey.	Parents and students to use Class Charts to monitor behaviour points - positive and negative.
				11	Student Leadership groups created in every year group with clear roles and responsibilities.	Parents and students to read weekly bulletins sent out by Headteacher.
				12	Introduction of WTDs (What To Do) documents for every routine. S	Students follow staff instructions first time, every time.
				13	CPD for Staff on Rewards; Launch CORE Points shop, Increase number of overall rewards	Student Leaders to be given greater roles and responsibilities.