OCA Academy Development Plan

January 2023-2024

General Information			
Academy Name	Ormiston Chadwick Academy	Principal	Jennifer Lowry-Johnson
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About Our Academy			
2023-24	School	National 2022	Context
Number on roll	936	1010	49% of students are disadvantaged; this is significantly higher than the national average with 24.5% higher number of students in receipt of FSM compared to national average. The proportion of SEND students is also above both national average for secondary (+4.1%) and local authority average as well as the number of students with an EHCP (+0.3).
Pupil Premium	47%	27.2%	
FSM	46.8%	18.9%	
SEND K	16.5%	12.4%	
EHCP	2.7%	2.4%	
% White British	92.6%	65.0%	
% EAL	2.1%	17.2%	
Number of CLA	1.3%	0.90%	
ADACI IMD score (Index of Multiple Deprivation)	0.24	0.20	

The OAT 8	
Wellbeing and safeguarding	A brilliant journey
Every second counts	OAT behaviours
Improvement at pace	Great people
Sustained outcomes	Financial Sustainability

Academy Priorities
Mental Health and well-being
Increase attendance and reduce persistent absence post Covid
Narrow the gap between disadvantaged pupils and non-disadvantaged peers.
Positive behaviour and attitudes to learning
Effective SEND provision

Vision	Values
We will make the biggest difference to the lives of our students by laying the foundations to encourage a successful future.	**Originality** – Our students will be encouraged to think independently and creatively **Community** – We want our students to have a sense of belonging to both OCA and Widnes as a community and be involved throughout their 5 years in fundraising and volunteering **Aspiration** – We want our students to have self-belief and be ambitious for their futures **Excellence** – We want our students to strive to be the best version of themselves and have high standards and expectations **Respect** – We want our students to respect all members of the school community and that of their local community

[OAT] Ormiston Academies Trust
ACHIEVING MORE TOGETHER

Priority 1: Support the mental health and well-being of staff and students

Objective – how will we improve the priority area?	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful? (Milestones)	RAG
1a. Ensure our whole school curriculum supports the well-being of all staff and students	Continue to develop the curriculum ensuring it is wide and varied, contextualized to our local needs.	JLY/ NJN	Sept 23	July 24	CPD Curriculum audit	Annual QA Options numbers Year 6 Transition auditing	✓ Students will enjoy learning a wide variety of subjects at KS3 and will have clear option pathway choices that motivate and inspire them	
	Ensure staff timetables have the required PPA and these are suitably spread throughout their working week	NJN	Sept 23	Sept 23	NOVA	SIMS timetable Staff well-being survey	✓ Staff will have planning time to help with work life balance ✓ Marking will have impact on assessed work	
	Accommodate where possible staff requests for part time hours	JLY	Sept 23	Sept 23	CLFP			
	Refine and adapt marking policy to ensure it is fit for purpose and takes into account staff workloads	VFS	Sept 23	July 24		Culture walks Staff survey	✓ Class teachers of core subjects will have whole school assessment week planned with their marking loads in mind giving sufficient marking time before data collection	
	Review the reporting system for staff along with the number of data collections	MMY	Sept 23	Sept 23	Online Reports	Staff voice		
	Implement further instructional coaching to all teaching staff to support staff development whole school	NJN	Sept 23	July 24	Teaching Walkthrus	Lesson Obs QA process	✓ Staff at all levels will benefit from learning and adapting new teaching practices	

1b. To ensure the academy environment is one of safety, enjoyment and engagement	Ensure the Personal Development curriculum and enrichment programme are accessible to all groups of students.	HKW	Sept 23	July 24	Access to Lead Practitioner for Enrichment and PD	Lead Practitioner feedback	✓ Attendance to one enrichment will increase by 12% ✓ There will be an enrichment activity to suit all pupil groups throughout the year. ✓ Attendance to enrichment will increase by a minimum of 10% for SEND and Dis students when compared to 2021-2022 data ✓ Improved openness of students sharing mental health difficulties, evidenced through student conferencing ✓ Staff speak positively about improvements in work related well-being and the actions taken from SLT to improve this. ✓ Students, staff, governors and parents feel supported and empowered when faced with challenges and difficulties	
	Ensure the Personal Development Curriculum responds to emerging needs	HKW	Sept 23	July 24	CPOMS data Current affairs	QA Process Student feedback		
	Implement a student and staff well-being team to develop resilience and mental health agenda	HKW/ FML	Oct 23	July 24	Enrichment time	Student voice feedback Staff feedback		
	All staff to have an additional staff well-being day and launch of a staff recognition award	JLY/ NJN	Sept 23	July 24	Timetable Star of the week board			
	Join the DFE well-being Charter	HKW	Oct 23	Dec 23				
	Launch a new reward system with Epraise	HKW/ ASN	Sept 23	Oct 23	Epraise App	Student voice Staff voice		
	Launch a new Enrichment Charter	HKW	Sept 23	Oct 23	Enrichment Charter displays	Enrichment data/ Evolve		
	Signposting for governors, staff, students and parents for support with mental health including students to Kooth	KHH/ FML	Oct 23	July 24	School Counsellor	Increase in the uptake of support		

	Increase mental health support by adding capacity through Halton and into the behaviour support team	KHH	Sept 23	Oct 23	Mental Health first aid team	Behaviour data	
	SLT to facilitate the delivery of a training session for all staff to understand more about how they can thrive in a stressful work environment, including an introduction to the Employee Assistance Programme	KHH/ FML	1st Term date tbc	July 23	CPD Time	Staff survey	✓ Staff access support through EAP
Increase the number of mental health first aid trained staff	All staff to be trained in mental health first aid over the next 3 years.	KHH	Sept 23	July 25	CPD time	Staff survey	100% of staff will be trained in MHFA over the next 3 years

33% of staff trained by the end of 2023

Trained staff receive relevant and up to date training and assessment to ensure the best support possible is provided

Provide access to in depth diagnostic instruments |
| | Staff already trained to complete two assessments per year as part of mental health graduated approach | KHH | Oct 23 | Dec 23 | CPD time | Assessments | |
| | Increase the use of assessment tools such as SDQ | KHH | Oct 23 | Dec 23 | SDQ | CPOMS data | |
| Further develop the mental health support pathway | MHL to set up an open invite on teams or a table face to face and be available at parents evening to discuss schools' approach to mental health and talk about any MH challenges | KHH/ FML | Nov 23 | July 24 | Teams | Parent feedback | Analysis will enable the PD curriculum to continue to be adapted according to contextualized needs

Training needs for MHFA trained can be adapted and updated to meet the needs of our students

Students who do not feel comfortable contacting external agencies during school holidays will be supported |
| | Regular monitoring of CPOMS referrals | KHH | Sept 23 | July 24 | CPOMS | CPOMS data | |
| | Increase the hours of the school counsellor to include holidays when needed and signpost students to Kooth | KHH | Sept 23 | July 24 | CPOMS | Counsellor data

Counsellor feedback | |

Priority 2: Increase attendance and reduce persistent absence

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG
2a. Increase attendance in line with national	Continue to develop a broad, ambitious and engaging curriculum for all	NJN	Sept 23	July 24	CPD time	Culture walks YSEF	✓ Students' attendance in KS4 will improve due to option choices ✓ Culture walks will identify staff standards and expectations in classroom ✓ Duty leaders' model high expectations on the yard and canteen during social time ✓ Reduced number of incidents out of lessons ✓ Increase student understanding of the impact of punctuality on attendance and attainment ✓ The number of late and persistently late students will decrease. Students develop a positive work ethic and can articulate the importance of good punctuality. ✓ Decrease the number of students between 51%-79% by 20% compared to 2023-2024academic year	
	Further embed a culture of high standards and expectations of all staff	JLY	Sept 23	July 24	CPD time	Culture walks		
	Continue to embed rigorous six stage plan	KHH	Sept 23	July 24	CPD time	Power BI attendance reports Strategic Progress Boards		
	Form tutors to update and display attendance charts on form notice boards	KHH/ RMY	Sept 23	July 24	Notice boards in form rooms	Attendance charts weekly		
	Continue to embed and promote the weekly OCA challenge	NJN	Sept 23	July 24	Rewards	Behaviour/ attendance data		

2b. Reduce Persistent absence	Appointment of a family support worker to work with hard to reach families particularly those with less than 50% attendance	JLY	Sept 23	July 24	Attendance Planning Meetings Home Visits (minibus)	SIMS data Power BI PA figures	Greater engagement from hard to reach families impacting on an improvement in attendance of those students 0%-50% attendance ✓ ✓ Increased number of home visits completed compared to 2021-2022	
	Attendance officers allocated to specific year groups to establish positive relationships with families of those students who are persistently absent	KHH	Sept 23	July 24	Attendance Planning Meetings MAP meetings Home Visits (minibus)	SIMS data Power BI PA figures	✓ Decrease the number of students between 51%-79% by 20% compared to 2021-2022 academic year ✓ Reduction in the number of students 80%-90% when compared to 2022-2023 academic year	
	Assistant Head of Year monitor and tracking of PA students 80-90%	KHH	Sept 23	July 24	Phone calls home Attendance meetings with Parents	SIMS data Power BI PA figures	✓ Number of PA students will decrease when compared to 2022-2023 academic year	
	Rewards to highlight improved attendance of PA students using new Epraise system	KHH	Oct 23	July 24	Certificates Chocolate Vouchers Books Epraise Points	Celebration Assemblies Chocolate Friday		
2c. Increase the attendance of SEND students	Izone team to work with SEND focus groups on strategies to improve attendance	LOE/ KHH	Sept 23	Termly	Form time Meetings	SIMS data Power BI	✓ K codes SEND students improve attendance and gap between K SEND/non-SEND attendance decreases	
	Teaching Assistants to deliver CPD to teaching staff on adaptive teaching on bespoke students who are PA	LOE/ KHH	Sept 23	Dec 23	CPD	Culture walks	✓ Attendance of SEND PA students will increase when	

	Increase parental engagement through books for breakfast and celebration assemblies	OWS	Oct 23	July 24	Breakfast Books	Parent attendance	compared to 2022-2023 academic year
							✓ Parents of students with SEND engage with the academy and support students reading.
							✓ The percentage of parents with students with SEND increases as the year goes on
							✓ Increased parental co-operation and reduced number of students at APM level

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG
2d. Increase attendance of disadvantaged students	Free daily breakfast club 8am-8.20am	JLY	Sept 23	July 24	FSM	Power BI/SIMS attendance reports	✓ The number of disadvantaged students attending school will increase	
	Rewards to highlight improved attendance	HKW/ASN	Sept 23	July 24	Epraise app/ Rewards / Enrichment	Ecosystem SIMS report		

Priority 3: Narrow the gap between disadvantaged and non-disadvantaged pupils

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG
4a. Refine the raising attainment programme to improve P8 and A8	SENDCo to attend all RAP meetings to inform SEND focus groups	LOE	Oct 23	June 24	CPD time	HOD feedback	✓ SENDCo will attend 100% of all RAP meetings and arrange intervention for SEND students ✓ Staff will set clear objectives and intervention for their classes based on their priority needs ✓ Interventions will have a positive impact on P8 and A8 data for disadvantaged students ✓ HOD will organize bespoke intervention within departments and impact on A8 and P8 for identified students ✓ Morning intervention will be attended by identified students and data tracking will measure impact	
	Class forensics to be analysed to track progress and plan intervention accordingly	MMY	Sept 23	July 24	Dept CPD	Line Management meetings		
	Use the RAP process to inform subject specific intervention for targeted groups of students	LOE	Oct 23	June 24	Intervention	RAP Meetings		
	Use RAP process to inform PP spending and measure impact	LOE/ OWS	Dec 23	Terml y	PP spend	RAP Meetings Quixote data Dept forensics sheets		
4b. Improve DisHA progress	DisHA will meet twice a half term with a mentor to discuss targets and current working at level	HKW	Sept 23	June 24	PP Spend	Data collection Student voice/survey	✓ Regular meetings with identified focus will raise aspiration 100% of Dis Ha will have further education plan	
	Organise trips to college and universities to raise aspiration	HKW	Oct 23	July 24	Enrichment PP spend	Student Voice/survey	✓ 100% of DisHa students will visit a further education college and university	

	A bespoke careers programme to raise aspiration	HKW	Sept 23	July 24	Careers Connect PD curriculum	Student Voice/survey Culture walks	✓ DisHa students will benefit from bespoke careers interviews and trips to raise aspiration including work experience and trips	
	Weekly futures lesson in ME to raise aspiration to enable students to access opportunities	HKW	Sept 23	July 24	Morning Enrichment Careers Connect	Culture walks Student survey	✓ Students will develop an understanding of money management, access routes to university and apprenticeships amongst bespoke work experience ✓ Futures lesson SOL completed and quality assured. 100% of Year 11 students will have gained a place at college, or apprenticeship	
4c. Students' confidence in oracy will improve	Further embed popcorn and echo reading across the academy curriculum along with the specific teaching of vocab	OWS	Sept 23	July 24	Lesson time subject books	Culture walks QA process OAT Review	✓ 100% of disadvantaged students in the academy will read in lessons and tutor time ✓ Students will participate in debate opportunities both within the academy and against other academy debate teams ✓ Disadvantaged students will be given an opportunity to contribute to the excellence shows ✓ Year 7 disadvantaged students will present to parents at progress evening	
	Debate club to provide opportunities for all pupil groups	OWS	Sept 23	July 24	Enrichment time	Debate competitions OAT debate		
	Excellence shows to parents showcase student's oracy skills	HKW/ OWS	July 23	July 24	Excellence show during OCAer week	Parent feedback		
Reduce the gap between male and female progress and attainment	Subject Leaders to identify bespoke intervention groups after mock exams and reward attendance through Epraise	VFS	Nov 23	June 24	Assessment Book looks	Culture walks	✓ DC3 data will show a reduced gap in progress and attainment for Year 11	
	RAP meeting for boys only once a half term	NJN	Nov 23	June 24	RAP data sheet	Staff feedback	✓ Bespoke teaching strategies and class forensics to identify	

						attainment and progress shortfalls	
	SLT meetings with parents of boys who have underperformed in mock series 1	SLT	Nov 23	June 24	Class Forensics	Culture walks Staff feedback	✓ Parents hopefully encourage boys to come to extra interventions	

Priority 4: Effective SEND Provision

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG
The academy has high aspirations for all children including those with SEND.	All teachers will take responsibility for all SEND children that they teach and deliver quality first teaching.	LOE	Sept 23	July 24	CPD time	Culture walks Quality Assurance	All children with SEND are able to access a broad and balanced curriculum Consistent use of adaptive teaching and Roshenshine's principals embedded in all lessons. Staff will follow the APDR cycle. Evidence of SEND specific CPD strategies from passports in daily practice. Identification of students with SEND across the KS4 curriculum. Evidence of student voice being acted upon. Increased attendance of children with SEND at enrichment activities. Register of enrichment activities to show percentage of SEND support children to be equal or greater to their peers. A wide range of extra- curricular activities will be available for all	
	Senior leaders and subject leads design an ambitious curriculum and ensure this is accessible for all children with SEND	MMY	Sept 23	Ongoing	CLFP	Culture walks Quality Assurance		
	All students including those with SEND will have the same KS4 option choices.	LOE	Jan 24	April 24	Option Booklet	Options straw poll Options choice forms		
	All staff (subject teachers, form tutors, head of year and SEND team) support students with SEND to attend Enrichment programme activities.	LOE	Sept 23	Termly	PP spend Enrichment budget	Evolve		

							age ranges, calendared and published. All students to have 4 assessment points in an academic year. SEND student attendance will increase to become in line with national average. SEND support student's behaviour logs will be on a positive trend, and incidents of negative behaviour should reduce. Parent voice to notice improvement in wellbeing and clarity of home school communication. Student voice and questionnaires to show understanding of process.	
All staff will understand children's needs within subgroups and be able to adapt practice and make reasonable adjustments in order to meet needs appropriately, including targeted intervention	Every child with an EHCP or SEN support will have a Pupil Passport created.	LOE	Sept 23	Ongoing	Passports	Parent/Student voice	Reduced numbers of behaviour points for children with SEND.	
	All staff read and use the SEND information shared (passports, briefings).	LOE	Sept 23	Ongoing	SEND booklet/register	Culture walks Quality Assurance Attendance data Behaviour data Quality Assurance	Increased attendance to lessons for children with SEND Evidence of pupil passport strategies being implemented consistently (EHCP follow through learning walks) Evidence of strategies from CPD being implemented consistently and appropriately in lessons.	

	SEND specific CPD will be delivered on supporting children with SEMH needs Regular specific SEND CPD delivered	LOE	Sept 23	Oct 23	CPD	Staff voice Culture walks and QA	Evidence of bespoke intervention for target groups of students. Evidence of de-escalation strategies being implemented consistently and appropriately	
	Students identified for targeted intervention.	LOE	Sept 23	Ongoing	Lesson time, after school interventions	Culture walks Data collection and analysis Student survey	Evidence of timely referrals to TAC meeting. Evidence of positive students and pare/carer voice. Children identified within the Pupil Premium Cohort as having a SEND need will make progress in line with their peers. There will be no attainment gap for SEN students. Student and parent voice showing developed positive provision for SEND students.	
	Pupil premium funding utilised to ensure appropriate resources are available to support student progress.	OWS	Sept 23	Ongoing	Lesson time subject books Intervention timetabled slots	Culture walks QA process Subject forensics		
To ensure outcomes for students with SEND are in line with the rest of the cohort and nationally	All staff to follow and implement the APDR cycle to ensure student's needs are identified.	LOE	Sept 23	Ongoing	Lesson time Flow chart	Culture walks QA	Improved outcomes for all students between each assessment point. Academic progress for all students will be in line with N.C. expectations.	
	A suite of testing/ screening resources are used appropriately to inform support and next steps	LOE	July 23	Ongoing	APDR Flow chart	QA process Line management meetings		
	Data trends will be analysed, and support put in place for future assessment points, with training for all staff to understand how holistic data monitoring supports SEND students and identify interventions.	LOE	Nov 23	Every data collection	SIMS Quixote /FFT	Data collection and analysis		

							Data shows interventions are effective and improving outcomes.	
	High quality intervention is planned and delivered. This is reviewed after each assessment point.	LOE/ VFS	Sept 23	Termly	Assessment data Quixote /FFT		Evidence of progress towards short term targets and within interventions.	
	Termly pupil progress reviews will focus on accurate assessment data and progress towards short term targets.	LOE	Sept 23	Termly	Quixote/FFT	Culture walks QA process Dept standardisation	Evidence of reducing the gap between SEND and nSEND.	
	SENDCO to attend every RAP process.	LOE	Sept 23	Ongoing		RAP meeting schedule		
	QA process to ensure the Quality of Education is fit for purpose.	NJN	Oct 23	Jan 24	QA action plan	QA timetable		
To deploy TAs effectively, quality assure and support the work of teaching assistants	SENDCO and assistant SENDCO to timetable and review termly TA support based on areas of strength and expertise, and needs of children.	LOE	Oct 23	Termly	Timetable for TAs	Culture walks	TA support fulfils statutory provision and meets the needs of children with SEND.	
	Provide staff with CPD/guidance on how to deploy TAs within their lessons.	LOE	Sept 23	Every term	CPD	Culture walks QA	Evidence of effective deployment and practice during culture walks. Interventions will be delivered effectively.	
	TAs will be trained in areas of specialism to deliver quality interventions. The impact and	LOE	Oct 23	ongoing	CPD	QA Culture walks		

	quality of these interventions will be reviewed by the SEND team through quality assurance					LP feedback	Evidence of TAs following and consistently applying whole school policies. TAs to add value to what teachers do, not to replace them. Outcome of QA feedback.	

Priority 5: Positive Behaviour and Attitudes

Objective	Key Actions - What are we going to do?	SLT Lead	Start date	End Date	Resources / Budget	QA and Evaluation	Intended impact – How will we know if we have been successful?	RAG
Reduce the number of suspensions and repeat suspensions	Introduce a new Pupil Support Centre for 8 disengaged students, 5 of whom have received multiple suspensions in 22-23, TA support added.	LBT	Sept 23	Ongoing	Curriculum CLFP	QA process PSC culture walks Staff voice Behaviour and attendance data	Suspensions amongst year 9 will reduce Attendance of individual students will improve The number of behaviour incidents will reduce and the number of achievement points increase. Attitudes to learning will improve with more grade 1s and 2s achieved.	
	Increase behaviour support capacity with a non-teaching pastoral manager and two behaviour support assistants.	RMA	Sept 23	Sept 23	CLFP			
	Provide intervention for mental health support for selected students with repeat suspensions	RMA	Sept 23	Ongoing	CLFP	Behaviour data Attendance data	Number of reported incidents annually will reduce	
	Continue to embed a non-confrontational approach to behaviour management for all staff including support staff and provide training for ECTs on behaviour management & support given to staff who are experiencing high numbers of behaviour incidents.	RMA	Sept 23	Ongoing	CPD	Culture walks Quality Assurance		

Eradicate any incidents of bullying	Review how anti-bullying permeates through the Personal Development curriculum and where necessary, revisiting so there is never more than a few weeks of activity where consideration and respect of others is not explicitly taught.	HKW	Sept 23	Ongoing	Anti-bullying Charter		Developed leadership roles for students, increased confidence in public speaking. Quiet space for students with low confidence and self-esteem to feel safe Students are confident in their sexuality and feel safe and free from judgment.	
	Implement OAT anti bullying charter and establish a cohort of Anti-bullying Ambassadors and have publicised their aims through assemblies, displays around the Academy and through minutes of meetings.	HKW	Sept 23	Oct 23	S zone PSU C zone	Behaviour data Attendance data		
	Develop our reputation as an academy where LGBT students feel safe and that they belong. Develop LGBT day further and look for some flagship opportunity in this regard and publicise widely	HKW	Sept 23	July 24	LGBT Lanyards	Bullying data		
Improve ATL of a cohort of students to remove barriers to learning and improve attendance to lessons	Introduce a Learning Support Centre to support identified students with barriers to learning	RMA	Dec 23	July 24		Behaviour data	Students who have identified as having barriers to learning in subjects to be supported to re-engage and improve overall attitudes towards their learning in school	