

Academy Self Evaluation 23/24		
April 2024		
Ormiston Chadwick Academy		
Principal: Mrs J Lowry-Johnson		Chair of Governors: Mrs Helen Pitt
Education Director: Mr Rod Hughes		
About Our Academy		
2023-24	Academy	National 2022
Number on roll	934	1010
Pupil Premium	47%	27.2%
FSM	46.3%	18.9%
SEND K	13.7%	12.4%
EHCP	2.7%	2.4%
% White British	92.7%	65.0%
% EAL	2.2%	17.2%
Number of CLA	1.3%	0.90%
ADACI IMD score (Index of Multiple Deprivation)	0.24	0.20
Academy Priorities		
<ul style="list-style-type: none"> Support Mental Health of both staff and students Increase attendance and reduce persistent absence Progress of disadvantaged Effective SEND provision Positive behaviour and attitudes 		
Vision		Values
<p>We will make the biggest difference to lives of our students By laying the foundations to encourage a successful future</p>		<p>Originality – We encourage our students to think independently and creatively</p> <p>Community – We aim to foster a sense of community both inside and outside of the academy through enrichment, fundraising and volunteering</p> <p>Aspiration – We encourage all our students to be aspirational and we aim to instil self-belief that they can achieve their goals</p> <p>Excellence -We encourage all students to strive for excellence and demonstrate high standards and expectations in all that they do</p> <p>Respect – We strive for all students to respect themselves, their peers, staff and the local community</p>

Contextual Information

- Ormiston Chadwick Academy (OCA) is part of the Ormiston Academies Trust and is now in its eighth year and serves the community of Widnes with a catchment in the lower 5% of the index of multiple deprivation. Our IDACI score is 0.24. The school is oversubscribed and has been for the past three years.
- Halton is the 9th nationally, most deprived area for pupils eligible for Free School Meals at secondary level and 2nd most deprived for students eligible at primary level (2022)
- Halton is the 2nd highest nationally for students with an EHCP
- 85% of needs at age 11-12 years are ASD SLCN and SEMH
- 30.3% of people in Halton are living in the most deprived areas compared to that of 9% nationally.
- Crime rate is above national rate and county lines is a community issue across Halton.
- Average earnings in Halton are below that nationally and life expectancy for both male and female are also below national.
- 14% of households in Halton experiencing fuel poverty in 2019 with rise in prices in fuel this will be significantly higher. 39% of claimants are in work and 61% of claimants are not in work. 19% of 16–65-year-olds claimed universal credit in 2021
- Barriers to learning are lack of access to resources and activities outside of school. Poor cultural capital, low literacy and numeracy levels for a significant portion on average a third of students arrive at OCA with reading ages below that of their chronological age.
- High obesity rates in young people. Job market locally tends to be manual and skilled manual.
- There are currently 934 students on roll. 49.0% of our students are disadvantaged totalling 459 students
- 46.3% of students are eligible for Free School Meals and 16.6% of our students have Special Educational Needs in total with 2.7% in receipt of an EHCP. There are now 25 students with an EHCP.
- We have 12 looked after children in our academy and 2.2 % of students have EAL.
- There are more male students than female in the academy 53.5% male compared to 46.5% female.
- Our school vision is to make the biggest difference to our students lives by laying the foundations for a successful future. Our curriculum has been carefully designed with our students in mind and the context of which our school community sits.
- Our leadership comprises of the Principal, Vice Principal in charge of Curriculum, Associate Vice Principal in charge of safeguarding and attendance, Assistant Principal in charge of Quality of Education, Assistant Principal Literacy and Achievement, Associate Assistant Principal i/c of behaviour and attitudes to learning a Director of Data, Associate Assistant Principal of Personal Development and Director of Pupil Support Centre
- The academy has 4 ECTs – 3 in year 1 and 1 in year 2
- The Head of MFL left the academy in July 23 for a lead practitioner role and another MFL teacher left due to relocation, the MFL department therefore has 2 out of 3 new staff which includes Head of MFL
- A new SENDCo (internal) previously AP for Q of E has been in place since January 2023 and there has been a restructure in the pastoral team with an internal appointment of Associate Assistant Principal i/c behaviour and a Director of Pupil Support
- A new Head of history started in Jan 24 and there is currently a supply teacher in post until April 24 until our history appointment starts on April 15th
- In July 2021 the academy added to its awards and charter marks when it was awarded the Careers Mark in recognition for our excellence in careers, employability and enterprise This was reaccredited in July 2023.
- The Academy is part of the Ormiston Academies Trust and works closely with its team, this includes a team of Lead Practitioners and the Education Director.
- The curriculum is highly personalised and is meeting the needs of all learners. This includes providing students with alternative curriculum provision where necessary, although this is a last resort. The academy only uses Good or Outstanding Alternative Providers and each provision is carefully selected with the students in mind.
- The academy currently uses Harmonize Academy, Everton Free School, Meadow Park and The Bridge school
- There are clear policies and procedures in place including robust safeguarding training and procedures.
- We have four zones within our academy that support the welfare of our students. The C zone supports students with mental health and anxiety issues and supports reintegration for students who have been persistently absent from school. The I zone is a base to support students with special educational needs and students are supported there throughout the day and at break times and lunch times. The Support Zone is a base for students that have been removed from a lesson for a fixed period of time such as 1 day.
- The Pupil Support Centre 'Chadwick House' is new Sept 2023 and supports 8 students in year 9 and one in Year 8 in April 2024.
- The Learning Support Centre is a support area opened in December 2023 to support students to engage more confidently in their learning and reduce the number of behaviour incidents and suspensions they receive
- There is an excellent enrichment offer with 58 clubs in 18 different categories

Date of previous inspection

October 2022 ungraded

Previous inspection judgement

Outstanding

	<p>with revision techniques at home. Made available on school website and posted home.</p> <p>Departmental standardisation has taken place for both assessment windows to date.</p>	<p>that they found the revision mat useful when revising.</p> <p>Assessments and data providing more accurate picture of student progress thus determining accurate set/band moves</p>
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The quality of education

- A three-year Key Stage 3 ensures that our students experience an ambitious curriculum, that develops the knowledge and cultural capital all students including disadvantaged and SEND need to succeed in life. Departments have carefully constructed a curriculum that promotes a deep understanding whilst exploring ambitious content that goes above and beyond that of the National Curriculum planned from **Key Stage 2 to Key Stage 5**.
- The academies curriculum is aspirational and inclusive for all and is reflective of our local context. Our curriculum is successfully adapted, designed and continuously developed to be ambitious and meet the needs of all students including those with SEND. All subject areas have implemented a 5-year learning journey that highlights the core knowledge and skills required to succeed.
- Our KS3 and KS4 curriculum meets and exceeds all statutory requirements and caters for those students with SEND and for those that are disadvantaged.
- 9-5 basics for disadvantaged students rose by +13.8% in 2023 compared to 2019. 9-5 basics for disadvantaged students were +3.2% than national average and +5.4% higher than local authority average for disadvantaged students. Progress 8 for disadvantaged students in 2023 was 0.26 higher than national average progress for disadvantaged students. Attainment 8 for disadvantaged students was +0.52% higher than national average and +2.2% higher than LA dis A8.
- SEND Progress continues to be positive from their starting points +0.13 in 2023.
- SEND progress in maths and English were both positive in 2023
- All pupils are entitled to opt for the full EBACC should they wish to, including SEND pupils. The percentage of pupils opting for this route has increased by 15% over the past few years. Our previous barrier was languages, this uptake has doubled in the past two years and we continue to work towards the national target.
- CEIAG is fully embedded, action plans are annually reviewed and implemented to ensure every department meets the 8 Gatsby Benchmarks. (Quality Careers Mark) This was reaccredited in July 2023
- Every student from years 7-11 has a bespoke careers programme that is published to students, parents and carers. NEET students are identified as early as Year 7 and interventions put in place. (Quality Careers Mark)
- Data analysis from SATS reading results and GL assessments has identified a specific need to focus on improving reading for meaning. Staff CPD has been followed up by focused development work at subject level, to ensure that opportunities to develop reading skills such as inference, understanding cause and effect, and summarising are built into schemes of learning across the curriculum.
- The Science of learning utilising Rosenshine's Principals has been adopted by staff to ensure high quality teaching takes place. (*Culture walks, performance management documents, CPD logs*). Instructional Coaching (Walkthrus) was introduced to HOD in Sept 22 and is being embedded with all teaching staff from September 2023
- CPD records, subject knowledge audits and culture walks demonstrate the focus on prioritising subject specific CPD. As a result, lesson visits indicate that teachers' subject knowledge is strong, enabling effective curriculum delivery.
- Reading has been prioritised across the curriculum and can be evidenced in morning enrichment, lessons, reading intervention and literature lunch club. Teachers model high standards of literacy. English progress continues to improve as a result and literature outcomes have continued to improve over time.
- Schemes of learning have been standardised internally and externally by OAT Lead Practitioners to outline the core knowledge and skills that students are expected to learn at each stage. They are accurately sequenced and provide a clear and inclusive learning journey that meets the requirements of the national curriculum and goes beyond to provide an ambitious curriculum for all. (*Quality Assurance, Strategic Progress Board*)
- Clear and rigorous assessment process that is integrated within SOL to ensure students are given opportunity to apply the knowledge and skills learnt so far. Students consolidate learning by improving long-term memory, building firmly on foundations for progression to next level and exam success. Book looks are implemented to evidence the sequence of learning and used as a tool for learning and reviewing the quality of education. (*Quality Assurance, pupil voice*)
- All students have access to the curriculum remotely through Teams.

- Pupils with SEND access the same curriculum for all and have the same option choices as non-send students at KS4 including separate sciences and languages. (*Options Booklet*)
- The assessment process enables students to secure and master their knowledge through the use of retrieval through 'do now' activities every lesson and 'pit stops' every half term. This enables staff to track how students access the curriculum and fill in gaps
- Formal assessments marked and data employed for tracking and monitoring of student progress. (Assessment data, RAP).
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They can apply mathematical knowledge, concepts and procedures appropriately for their age.
- The academy places a high emphasis on reading and employs a specialist Reading Tutor who is a trained English Teacher. Pupils read widely and often with noted impact on their reading ages; September 2023 data highlights that. Year 8 75% now have a RA above or at CA compared to 31% in Sept 22 as years 7 with 5% with a RA 3 years + the CA and 5% have a RA above 17 years. Year 9 66% compared to 33% when in Year 7 with 14% with a RA 3 years above their CA and 21% with a RA of 17 years and above. Year 10 62% compared to 32% when in Year 7 with 30% RA above 17 years. Year 11, 72% compared to 40% when in Year 8 last tested before pandemic. (*Reading intervention, Reading age data, culture walks*)
- Pupil's work across the curriculum is a very strong standard. (QA, book look deep dives using SOL to check sequencing).
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- The class of 2023 despite challenging circumstances and two years of disruption made some significant gains. 9-5 basics whole school rose by 7%. Disadvantaged students 9-5 basics increased by +13.8%. SEND basics 9-5 improved by 25.1%. LA students 9-5 basics increased by +7.7%, MA students 9-5 basics increased by +21.8% and HA students by +8.7%. 9-5 basics for females also increased by +16.7% when compared to 2019. Progress for females, SEND students, non disadvantaged students, low ability and high ability students all remained positive.

What does the academy need to do to improve further?

- Embed the new curriculum to ensure all students including SEND and Dis have access to the full breadth of the curriculum
- Further improve disadvantaged progress
- Improve male attainment and progress
- Improve both 9-4 and 9-5 for male students

Behaviour and attitudes

- The academy takes swift action to address issues of attendance and punctuality, this has been a considerable challenge given the impact of the pandemic. The academy has increased capacity to 4 attendance officers and has recently appointed for September 2023 an Early Help Family Support Worker to work with our harder to reach parents of those students with less than 50% attendance to school. Persistent absence continues to be a considerable challenge with 363 PA students 2021-2022.
- Overall attendance for 2022-2023 was 88.4% this was a slight increase on the previous year of 88.2%. with PA at 32.0% a reduction on PA in 2021-22 at 34.8%
- EHCP students attendance are currently +1.7% higher compared to the same time last year and LAC +10.2%. The academy employs 4 attendance officers and one early help family coordinator to support with attendance challenges and persistent absence.
- Non FSM students attendance to school is currently up to HT4 is +0.5% higher than overall national average attendance.
- The academy has high expectations of behaviour and standards for all students. Leaders support all staff well in managing pupil behaviour.
- Staff make sure that pupils follow appropriate routines and this together with a systematic approach to analysis of behaviour has meant fixed term exclusions/suspensions have remained below national average 2017-2021 and at national average for 22-23. Permanent exclusions are used as a last resort (*LA data, OAT dashboard, behaviour logs*)
- Student safety around the site has continued to improve over the years. All entrances are fit for purpose and a fence has been erected to restrict movement of students from the front of school and rear.
- Bullying of any type is rare and challenged by staff and where necessary, bullying pathways are initiated. Students understand the impact of bullying on others including racist, disablist and homophobic language. The academy is creative in its approach to sanctions that not only seek to deter but educate students who are presenting behaviours that do not uphold our academy values. (*Bullying logs, behaviour logs*)
- The school is compliant with statutory safeguarding guidance. (Ofsted 2022) OAT Safeguard Review (2022) Our website clearly highlights our safeguarding/child protection policies and procedures, and a dedicated section has been created that helps signpost parents and carers to support available in the local area.
- Students present themselves well in terms of having high standards of uniform.
- Pupil's attitudes to their learning are positive and the vast majority of pupils take pride in their work (pupil workbooks) (lesson observations/ book looks, Quality Assurance)
- Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. (Ofsted 2022) Attitudes to learning in the academy are positive and are continually tracked lesson by lesson. (*sims reports, culture walks, strategic progress board*.)
- We have access to four additional alternative provision providers, judged 'Good' and 'Outstanding' by Ofsted. Currently there are 10 students on AP as of April 2024. A Leader of Alternative Provision oversees the link between teaching staff

to ensure students are making progress, so that appropriate work is set and that students are able to reintegrate without significant gaps in knowledge where they are on a short placement.

- All teaching and support staff are trained in safeguarding including PREVENT. The midday team and site staff have a bespoke training programme that helps them identify issues that may occur in the course of their job.

What does the academy need to do to improve further?

- Increase the attendance of students in particular disadvantaged and SEND
- Reduce persistent absence
- Reduce the number of students who receive repeat suspensions

Personal development

- Pupils benefit from an effective personal development programme. This builds their understanding of how to keep themselves safe. (Ofsted 2022). This curriculum extends beyond the academic and it works to enhance pupils spiritual, moral, social and cultural development.
A dedicated and effective Personal Development curriculum is embedded with a one hour timetabled lesson each week for all students that has been designed with our students in mind both in terms of context of the community and factors in their home environment through analysis of safeguard data. We are committed to ensuring that OCA students in both KS3 and KS4 understand and respect the ever changing multi-cultural and multi-faith nature of the community of Great Britain through study underpinned by the British Values. (OAT lead practitioner quality assurance feedback)
- Our curriculum covers key elements of PSHE, RSE, Citizenship, RE and CEIAG and aims to nurture our students into responsible and productive members of society by providing the skills that will enable employability across a range of sectors and giving opportunities to explore careers and pathways meeting and engaging with potential future employers.
- Following the pandemic, we reviewed our curriculum relating to mental health and training for staff. As a result, we have seen an increase in the number of pupils identified as needing counselling. 73 students and 6 staff accessed our school counsellor in 2022-2023 this is a 50% increase on 2 years ago. The number of hours have increased from 305 in 2018-2019 to 524 (July 2023) hours in 2022-2023. Mental Health and well-being continues to be a priority as a major impact on school attendance and persistent absence. 287 sessions of counselling attended by students with onsite counsellor in 2022-23 and 60 sessions attended by staff. Additionally, there has been 500 hours of bereavement support for students in 22-23 and 60 hours for staff bereavement totaling 86 clients and 560 hours of bereavement counselling delivered.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. (Excellence shows and OCAer week). The school has a LGBTQ+ group equality celebrated on Pride day in July.
- Our careers programme is exceptional and in line with statutory guidance, this was recognised and OCA were awarded Quality Careers Mark in July 2021 and were recently reaccredited in July 2023. We ensure our students receive unbiased advice, bespoke work experience where possible. We constantly encourage all pupils at OCA to aspire to make good choices and understand what they need to do to reach and succeed in the careers they aspire to.
- Our academy promotes an inclusive environment that meets the needs of all of our pupils irrespective of their age, disability, gender, race, sexual orientation or religious beliefs and as a result has a low rate of bullying incidents (bullying and racist logs)
- The academy provides high quality pastoral support and students have an age-appropriate understanding of healthy relationships. There is a range of provision for staff and students to access support for emotional and health issues with an onsite counsellor and a culture of well-being amongst staff and students. (RSE policy, PD curriculum programme of study, mental health support pathway doc)
- The provision for extracurricular opportunities is exceptional with 58 clubs on offer. Enrichment is well attended we strive for 100% of the student population attending at least one enrichment during the academic year. In 2021 74% of students attended at least one enrichment. This figure rose to 82.3% July 2023, an increase of +8.%. 81.5% of SEND students have attended at least one enrichment in the academic year 22-23 a +17.3% rise on 21-22. Disadvantaged student attendance to enrichment June 2023 was 83.5% a 10.4% increase on the academic year 21-22. The provision of an 'enrichment entitlement' launched in October 2023 sees students able to access experiences such as live theatre, professional sporting events and a visit to a university. The academy is also active in seeking opportunities to promote equality and respect for all, with a students' LGBTQ group in-house and celebrate events such as pride week.
- Access to safeguarding advice and guidance is of an exceptionally high standard. (OAT safeguard Lead)
- Opportunities are sought to enrich the curriculum through visiting speakers, visits and curriculum breakdown days to focus on areas of need. The assembly programme complements the Personal Development programme and further raises awareness of radicalisation and extremism. We actively seek opportunities for students to experience diverse cultures, the impact is that despite its 92.6% British White population, racist incidents are very rare and we have been awarded the Gold Award for our work on Cultural Diversity.
- We have an in-house careers advisor who offers impartial advice. We organise careers fairs and every student has a bespoke work experience arranged. Colleges are invited to come in and speak to our students. Those at risk of becoming NEET are identified early and we tailor individual packages to ensure they engage with a college provider.
- NEET figures for 2020 and 2021 exceptionally have been low (2%) the academy works closely with its main college provider to track students post 16 and post 18

- Teachers promote equality of opportunity and diversity through teaching and learning and through the personal development and morning enrichment programmes. This impacts on the pupils' enjoyment and their use of imagination and creativity in their learning. The IQM assessor reported that the academy 'is clearly at the heart of its community where inclusion is ingrained in its very fabric and care, nurture and support is at the very heart of everything that occurs here, for staff and students alike. It is an impressive, inclusive learning environment, where everyone involved is committed to the inclusion of all children.' (July 2017)
- There is a wide array of extracurricular opportunities including visits from external speakers, trips to Universities etc. The Personal Development Curriculum is supplemented by a range of opportunities such as visits to different religious establishments, external speakers on a range of issues from e-safety to homophobic bullying. The House system through events and competitions plays a vital role in promoting a sense of belonging and warding against radicalisation/extremism.
- Our Iwill and Wewill project involves students in positive social action linked to the environment and the local community. Students have been involved in a recycling project, planting trees, collecting for food banks as well as upcycling experiences such as building their own greenhouse out of recycled water bottles, in addition to building a memorial garden and reading hut in memory of a student who passed away

What does the academy need to do to improve further?

- Further support the mental health of both staff and students as numbers increase
- Develop pupils' character across both key stages so that it is exceptional.
- Improve the uptake of opportunities by disadvantaged and SEND students so that all students have the opportunity to develop their talents and interests.
- Reduce NEET figures 92% in 21-22

Leadership and management

- The academy is very well placed to continue improving students' learning and overall achievement. The core senior leadership team are committed, and highly effective in driving forward continual improvement. (Education Director, Strategic Progress Board)
- Leaders and governors have an accurate view of the quality of education that the school provides to pupils. (Ofsted 2022) with a focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, builds on and improves over time.(CPD logs)
- Pupils benefit from an ambitious curriculum (Ofsted 2022) where the curriculum is successfully adapted, designed, and developed to meet the needs of pupils with SEND, Pupils study the full curriculum; it is not narrowed in any way. (Schemes of Learning, culture walks, strategic progress boards)
- Throughout the pandemic, the academy continued to offer a full curriculum adapted for students including personal development lessons. This has resulted in positive outcomes in 2021 and 2022.
- Leadership is strong and stable. Impact can be seen in the continued improvements to the quality of teaching, lower than NA exclusions and in the rates of students' progress and outcomes. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. (Staff surveys, staff working parties)
- The arrangements for safeguarding are effective (Ofsted 2022). There are clear policies and procedures in place including robust safeguarding training and procedures.
- The Governing body is stable and consists of a very experienced board. Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. There is strong governance with detailed minutes and resulting actions demonstrating high levels of monitoring, challenge and support both at LGB and Strategic Progress Boards. Two governors attend every Progress Board with the Ormiston Academies Trust. The Chair of Governors and Vice Chair of Governors are both serving Principals in both the Primary and College sectors. The Chair of Governors is DSL trained.
- The Principal works closely with the Ormiston Academies Trust at all levels and is fully supported in her role, MAT leaders are responsible for holding Strategic Progress Boards that challenge and support the day-day running of the academy and the schools priorities and is identified as an outstanding leader by the C of G and OAT Education Director. The impact of COVID-19 highlighted the strengths of the leadership in the academy at all levels. (Parent feedback) (Education Director feedback).
- Middle Leadership is strong. There is a culture of ambition and high expectations; leadership at all levels is committed to realising the academy's vision. (Strategic Progress Board, external consultants)
- Parental feedback indicates a strong confidence in the school, this is also demonstrated through the large increase to the student roll over the past five years. (Overall PAN increase of +300 pupils) since 2018 Despite the rapid changes there is a cohesive community ethos within the school and feedback from Ofsted, external consultants, and in-house surveys, report that staff morale is excellent. Staff morale is high and teachers feel well supported' (Ofsted 2022). Lesson observations as well as external reports indicate that a key characteristic of the school is the atmosphere of mutual respect between staff and students, engendering a positive learning ethos that leads to excellent behaviour and attitudes to learning.

- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. Our school is a safe place to teach and learn and our personal curriculum is adapted regularly to meet the context of our emerging safeguard needs. (CPD logs, CPOMS logs Safeguard Review Nikki Cameron March 24, Minutes of 1:1 DSL with OAT safeguard lead Jan 23).
- Strategies to develop 'deep leadership' at the school are in place. The academy supports staff on external programmes such as NPQH, Teaching Leaders, NPQLT NPQLBC, Expert Middle Leaders training and Future Leaders. 19 teachers have completed or are midway through one of these courses. We have a dynamic teaching staff who strive to deliver outstanding student outcomes
- Development planning both long and short term has led to continual improvement. The academy actively seeks views from parents, staff and students to inform planning. Performance management systems are robust and no teacher can progress up the pay spine without demonstrating impact across a range of areas related directly to the school development priorities.
- Student leadership through the prefect system is improving year on year. Students regularly take ownership for the running of public events. Our Personal Development curriculum ensures that SMSC, RSE, health, safety and British values are an integral part of our curriculum and explicitly taught and we have an excellent careers guidance programme which starts in Yr7.
- The academy is actively seeks opportunities to promote equality and respect for all. In our first year we were awarded the IQM mark and designated a centre of excellence. We were redesignated in July 2017. We have also been awarded the Gold Award for Cultural Diversity.

What does the academy need to do to improve further?

- Develop the leadership of newly appointed middle leaders
- Develop the leadership of SEND so that it is exceptional
- Ensure the curriculum for all students is appropriate