



Leeds West Academy

Update to the Inner West Community Committee

Christian Wilcocks: Principal, Leeds West Academy

Overview

Context

Student Outcomes

Strategic Planning

Vulnerable Learners

Isolation

Community Engagement

Two cycles of Strategic Action

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LEEDS WEST ACADEMY: Strategy for Rapid Improvement (June 2017 – May 2018)

Leeds West Academy

Strategy for Rapid Improvement V3

6 June 2017

Strategic Priorities 2017-18

The key strategic areas for improvement as detailed within this plan have been formulated to improve outcomes for all students. There is an increased emphasis on the performance of key groups within school, particularly students from disadvantaged backgrounds (DS), those students identified with disabilities and/or special educational needs (SEND) and high attaining students (HA). Leeds West Academy's Strategy for Rapid Improvement defines four critical areas of improvement for our school. Each area for improvement is broken down further into the following 12 strategic priorities:

- AREA A: Teaching, learning and assessment secures better outcomes for all students**
- A1: Secure consistently high standards of teaching, learning and assessment
 - A2: Improve the standard of students' work through consistent and inclusive feedback and heightened expectation
 - A3: Grow a culture of Professional Confidence through the provision of high quality professional development
 - A4: A consistent approach is embedded across the school to improve students' Literacy and Numeracy
- AREA B: Improved student behaviour and attendance secures better outcomes for all students**
- B1: Improve attendance and reduce persistent absence
 - B2: Improve consistency in the application of Positive Discipline across the Academy
- AREA C: Improved leadership at all levels secures better outcomes for all students**
- C1: Secure consistency and rigour of line management throughout the Academy
 - C2: Secure a curriculum that drives positive outcomes for students and the Academy
 - C3: Ensure Pupil Premium funding is deployed effectively to improve standards for the students it supports
 - C4: Improve the strategic use of progress data to provide effective support and challenge and to raise standards
 - C5: Improve links with local primary schools to secure effective transition and curriculum continuity
 - C6: Improve the management of staff performance to embed a culture of learning across the academy

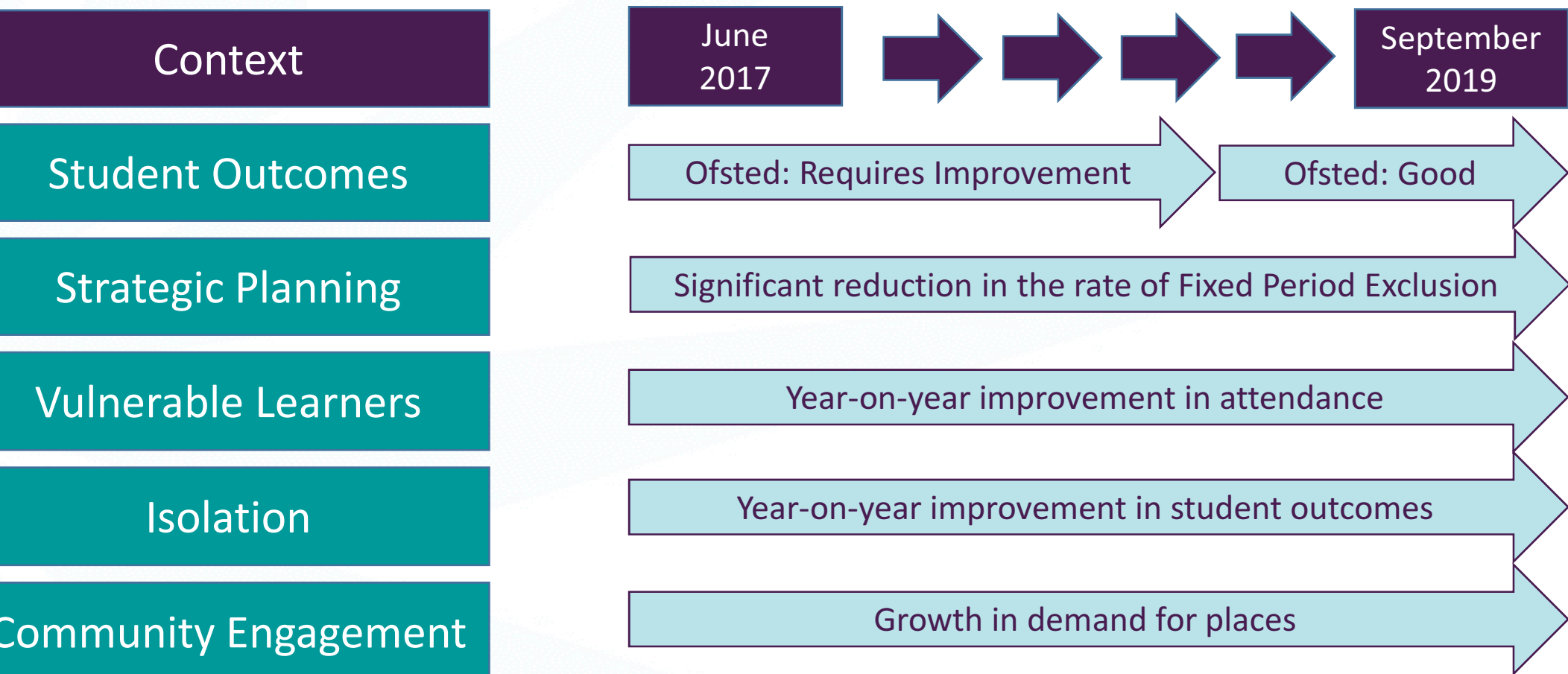
Strategy for Sustained Improvement

Strategic Priorities 2018-19: The BIG SIX

The key strategic areas for improvement detailed within this plan are designed to improve outcomes for all students and respond directly to the 12 key areas for improvement as identified by Ofsted. There is a sustained emphasis on the performance of key groups, particularly students from disadvantaged backgrounds (DS), high attaining students (HA) and those students identified with disabilities and/or special educational needs (SEND). This strategy defines four critical improvements areas for our Academy. Each mission is broken down further into six Strategic Priorities: **The BIG SIX**:

Area	Mission	Priorities "The BIG SIX"	This means...	Ofsted AFI's	Ofsted: What does the school need to do to improve further?
A Leadership & Culture	High expectation. High aspiration. Every leader. Every level.	1	A culture of professional confidence, empowerment and impact	AFI 5, AFI 7, AFI 8	Improve pupils' progress more rapidly across the school by: AFI 1 Using the information available about pupils' starting point to match work to their needs and abilities, particularly the Paying closer attention to the needs of disadvantaged pupils and those who have special educational needs and/or disabilities that these groups make more rapid progress from their points AFI 3 Sharing the best practice in teaching more widely across school.
B Teaching, Learning & Assessment	Every student challenged.	2	Consistently strong teaching delivers outstanding outcomes	AFI 1, AFI 2, AFI 3, AFI 4	Improve leadership and management by: AFI 4 Ensuring that teachers provide pupils with sufficient challenge across all subjects, including in the sixth form AFI 5 Ensuring that all subject leaders have the skills to monitor effectively pupils' progress and the quality of teaching. Making sure that the school's use of additional funding effectively
C Behaviour & Engagement	Every student known, valued and supported.	3	Revision, retention and recall accelerates learning	AFI 9, AFI 10	AFI 7 Providing pupils with high quality information and guidance they follow appropriate courses in the sixth form or in education AFI 8 Ensuring that governors hold leaders to account for the performance robustly
D Achievement & Outcomes	Every student achieves.	4	A culture of outstanding attendance	AFI 2, AFI 11, AFI 12	Improve pupils' behaviour by: AFI 9 Ensuring that disadvantaged pupils and those who have educational needs and/or disabilities attend more regularly AFI 10 Improving learner's attendance in the sixth form AFI 11 Further reducing the number of fixed term exclusions AFI 12 Ensuring that all pupils show positive attitude towards learning.
		5	A fair and consistent approach to behaviour by every adult, for every student		
		6	Assessment and data underpins outstanding learning	AFI 1, AFI 2, AFI 6, AFI 8	

Impact of Strategic Action



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Key Attainment Measures

Measure	2016 %	2017 %	2018 %	2019 %	Diff +/-
Basics (E&M) 4+%	40 (A*-C)	44	48	54	+6
Basics (E&M) 5+%	N/A	22	27	38	+11
Basics (E&M) 7+%	N/A	4	3	8	+5
Maths 9-4	50 (A*-C)	56	59	61	+2
Maths 9-5	N/A	31	36	47	+11
Maths 9-7	N/A	5	8	18	+10
English 9-4	51 (A*-C)	52	60	64	+4
English 9-5	N/A	33	40	47	+7
English 9-7	N/A	6	10	13	+3

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Key Progress Measures

Headlines	2016	2017	2018	2019	Diff
Progress 8	-0.37	0.00	-0.22	-0.01*	+0.18
Progress 8 English	-0.68	-0.65	-0.46	-0.28	+0.16
Progress 8 Maths	-0.46	-0.33	-0.22	+0.08	+0.30
Progress 8 Ebacc	-0.91	-0.36	-0.45	-0.13	+0.30
Progress 8 Open	0.42	+1.00	+0.22	+0.20	-0.08

Strategic Priorities 2019-20

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The BIG6 STRATEGIC PRIORITIES 2019-20 LWA STRATEGY TO SECURE EXCELLENCE

Area	Priorities "The BIG SIX"		This means...
A Leadership & Culture. Everyone exceptional. Every day.	1	Staff	- A culture that promotes personal wellbeing and professional excellence for all staff. - A ambitious and effective Leadership Development programme and opportunities for every student. - CPD and research drives impactful innovation. - A cultural focus on staff wellbeing underpins professional effectiveness.
	2	Students	- A wide and rich set of experiences that provide exceptional opportunities for students to develop their talents and interests. - A Students' Charter provides broad and enriching experience and opportunities for every student. - A community engagement programme that underpins effectiveness in all areas. - Strong advocacy leads to impactful teaching and provision for disadvantaged students and those with Special Educational Needs and Disabilities.
B The Quality of Education. An ambitious curriculum. Exceptional implementation. Exceptional outcomes.	3	Intent	- A coherently planned and sequenced curriculum that promotes the accumulation of knowledge, skills and cultural capital for future learning and employment. - A coherent learning experience aligning content, assessment and pedagogy. - No limits or barriers; high ambition for all students by all staff. - Enhanced opportunities promote cultural capital informed by locality. - Thoughtfully refined curriculum and schemes of learning mapping; 2022 vision. - A 'deep dive' approach to evaluate the implementation of curriculum intent.
	4	Implementation	- Effective teaching delivers the curriculum intent. - Refined quality assurance, underpinned by a principled coaching approach. - Assessment that embeds knowledge and informs teaching. - Effective implementation of Academy expectations (Purple Zone, Green for Growth, Literacy for All and Total Recall) with effective inclusive focus. - A rigorous approach to improving student's reading.
C Behaviour & Engagement. Every student achieves.	5	Attendance	- A culture that achieves outstanding attendance. - Rigorous systems for attendance tracking and intervention. - Bespoke personalised support to overcome barriers to outstanding attendance. - High profile attendance engagement within the Academy and the community.
	6	Attitudes	- Positive and respectful relationships promote exceptional behaviour. - Mutually respectful relationships and Positive Behaviour practice drive high standards of behaviour. - Student engage system driving positive ethos and engagement.

Strategic Priorities 2019-20

Area	Priorities "The BIG SIX"			This means...
A Leadership & Culture. Everyone exceptional. Every day.	1	Staff	A culture that promotes personal wellbeing and professional excellence for all staff.	• A ambitious and effective Leadership Development programme • CPD and research drives impactful innovation. • A cultural focus on staff wellbeing underpins professional effectiveness.
	2	Students	A wide and rich set of experiences that provide exceptional opportunities for students to develop their talents and interests.	• A Students' Charter provides broad and enriching experiences and opportunities for every student. • A community engagement programme that underpins effectiveness in all areas. • Strong advocacy leads to impactful teaching and provision for disadvantaged students and those with Special Educational Needs and Disabilities.

Strategic Priorities 2019-20

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B The Quality of Education. An ambitious curriculum. Exceptional implementation. Exceptional outcomes.	3	Intent	A coherently planned and sequenced curriculum that promotes the accumulation of knowledge, skills and cultural capital for future learning and employment. - A coherent learning experience aligning content, assessment and pedagogy. - No limits or barriers; high ambition for all students by all staff. - Enhanced opportunities promote cultural capital informed by locality. - Thoughtfully refined curriculum and schemes of learning mapping: 2022 vision. - A 'deep dive' approach to evaluate the implementation of curriculum intent.
	4	Implementation	High quality lessons and assessment contribute consistently well to delivering our curriculum intent. - Effective teaching delivers the curriculum intent. - Refined quality assurance, underpinned by a principled coaching approach. - Assessment that embeds knowledge and informs teaching. - Effective implementation of Academy expectations (Purple Zone, Green for Growth, Literacy for All and Total Recall) with an effective inclusive focus. - A rigorous approach to improving student's reading.

Strategic Priorities 2019-20

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	6	Attitudes	Positive and respectful relationships promote exceptional behaviour.	

Provision for Vulnerable Learners

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Nurture Group



Pupil Premium
Pathways



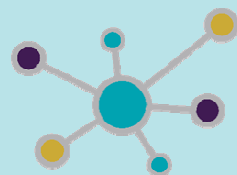
PUPIL PREMIUM
PATHWAYS

ANT System



ADDITIONAL
NEEDS TEAM

The Link



THE LINK

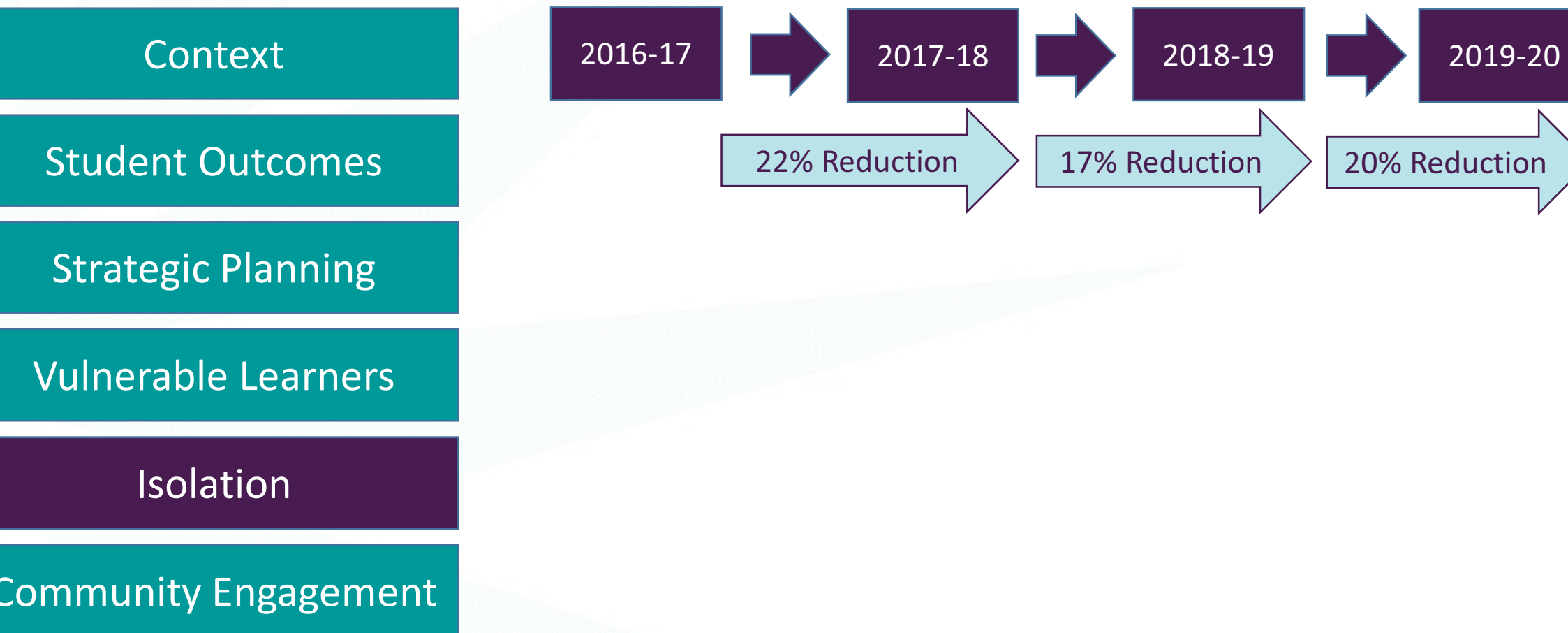
WRAT Trust-wide CPD



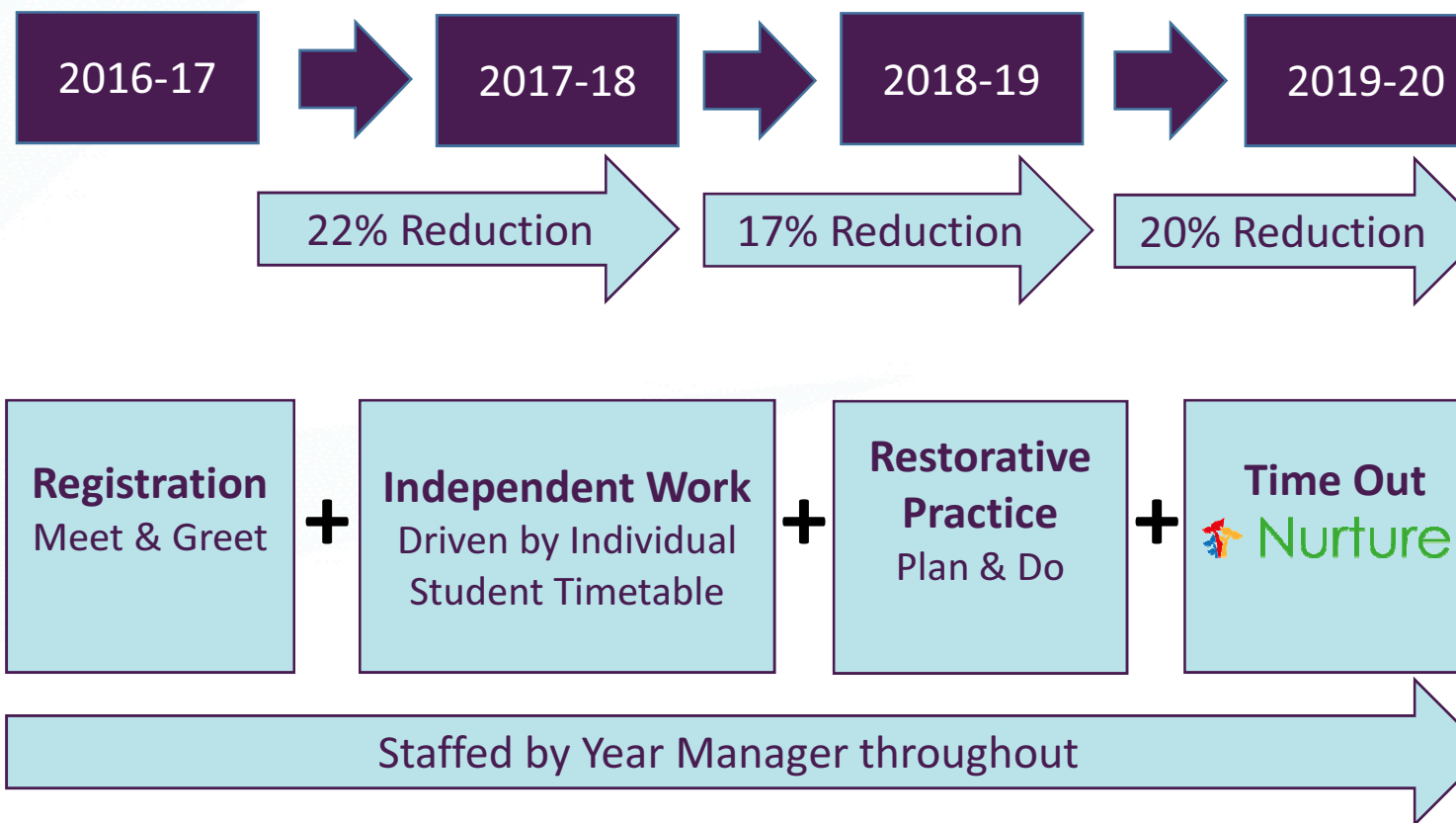
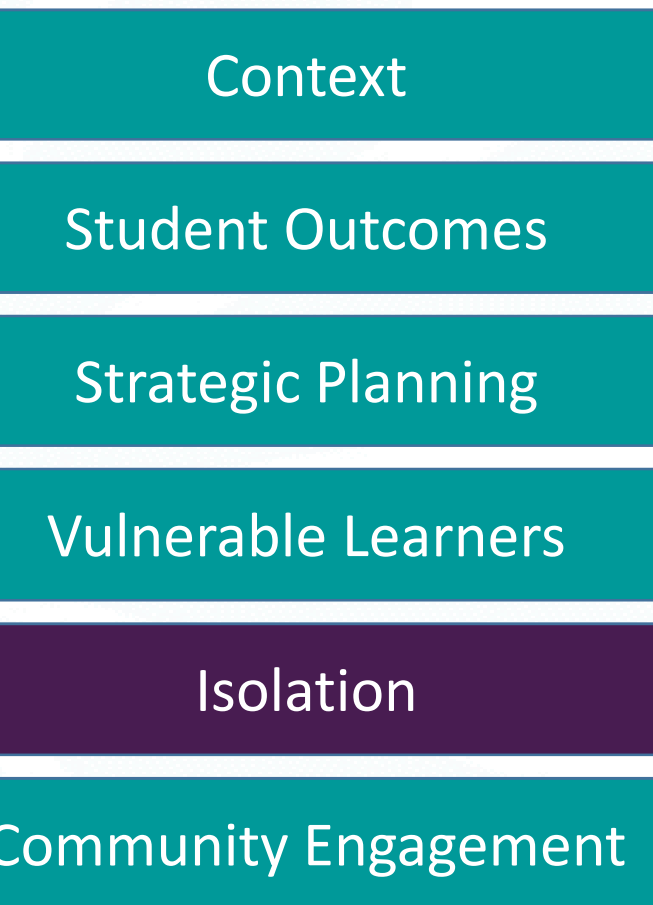
Vulnerable Groups

understanding, nurturing and empowering learners

Isolation: Not an isolated approach



Isolation: Not an isolated approach



Community Engagement

Context	Primary School Parents' Evenings	Radio Aire Christmas Toy Appeal	ENACTUS Project (Social Enterprise in Local Community)	Local Resident Afternoon Tea with 'Aspire' Christmas Lunch Christmas Card distribution Serving lunch to vulnerable local residents LWA Startlight work with 'Aspire' School Productions Special Invitations
Student Outcomes				
Strategic Planning	Year 10 Work Experience	Bramley Cluster Partnership Board	Fundraising (St George's Crypt and BARCA)	
Vulnerable Learners	LED Community Foundation	Free Lettings for Local Community Groups	Funding Primary School Sports	
Isolation				
Community Engagement	Bramley Baths	Funding FOS Clerking	Funding Bramley Cluster Summer Camp	