



# COCKBURN JOHN CHARLES ACADEMY



## Academy Development Plan 2021-2026 Transformation to Excellence

Cockburn John Charles Academy is a member of the Cockburn Multi-Academy Trust whose focus is on each individual, acknowledging both their rights and responsibilities. Teaching and learning drives an ambitious curriculum that seeks to stretch and challenge all students through academic rigour. A strong care, support and guidance structure supports learning throughout the academy.

Our vision is to create opportunities within and beyond the curriculum to enable each student to become confident, independent and successful citizens in modern Britain. Through dedication and hard work our students will have a love of learning and a resilience that is essential for great accomplishment. We widen the aspirations of all students, to help them to reach destinations that are ambitious and fulfilling. We value the arts, both as part of the curriculum and as part of the academy's extensive enrichment and extra-curricular programme.

We have high expectations of academic success and discipline and believe that these are best achieved in a caring environment. We promote respect and good manners; these are fundamental to our academy based on our shared Values and Expectations. We recognise the importance of each individual and the academy's place in the local community. We aim to promote lifelong learning by developing creative, independent and reflective learners. We believe in the equality of opportunity and in celebrating success for all.

### 2-5 Year Strategic

Strategic Area	Nature of Direction	Key Outcomes	Time
Outcomes	Attainment and Progress	<ul style="list-style-type: none"> <li>Attainment in English &amp; mathematics in line with national averages.</li> <li>Attainment 8 above national averages.</li> <li>Progress 8 significantly above national averages.</li> <li>Attainment &amp; Progress 8 gaps between "disadvantaged" and national "other students" are diminished.</li> </ul>	3 years 4 years 4 years
	Behaviour	<ul style="list-style-type: none"> <li>All students consistently demonstrate learning that promotes excellent progress.</li> </ul>	2 years
	Attendance	<ul style="list-style-type: none"> <li>Attendance well above national average.</li> <li>Persistent absence is below national average.</li> <li>Post 16 Students in employment, education or training above average.</li> </ul>	5 years 3 years 2 years
Provision	Quality of Teaching and Learning	<ul style="list-style-type: none"> <li>Highly effective teaching and learning in place that ensures all students make excellent progress.</li> </ul>	2 years
	Curriculum	<ul style="list-style-type: none"> <li>All students to meet or exceed their chronological reading age.</li> <li>All students in all year groups engage in a curriculum pathway that promotes substantial and sustained progress.</li> <li>All students develop their character and experience a rich set of cultural experiences.</li> <li>All students engage in a highly effective careers programme that is underpinned by the Gatsby Benchmarks.</li> <li>Schemes of learning aligned across secondary phase of the MAT.</li> </ul>	3 years 2 years 2 years
	Leadership and Management	<ul style="list-style-type: none"> <li>Highly effective and established succession planning in place that enables the school to be outstanding in all areas.</li> <li>Workload &amp; wellbeing strategy highly effective.</li> </ul>	3 years 2 years 2 years
	Partnerships	<ul style="list-style-type: none"> <li>Quality assurance processes including line management ensure greater consistency across the MAT.</li> </ul>	3 years

### Self Evaluation Calendar 2021-2022

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Governance	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review
Quality of Provision	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review
	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review
Personnel/Finance/HR	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review
	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review
Academy Operations	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review
	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review	Self-review

### Self Evaluation Calendar

### 1 Year Operational

### 1 Year Operational

**Priority 1: Teaching of the curriculum is highly effective to ensure students make excellent progress**

**OUTCOMES**

- CPD leads to self-understanding for 2 secondary and how to successfully implement into live practice.
- Key vocabulary is placed in medium term planning and delivered at least bi-weekly.
- Quality teaching of the vocabulary is evident through quality resources provided.
- Students display an increased range of reading, vocabulary, writing and oracy skills.
- Students not reading at the national standard are taught catch-up.
- Staff are highly effective in the implementation of reading strategies.

**ACTIONS**

- 1.1. Vocabulary development is central to closing the gaps in academic progress and cultural enrichment.
- 1.2. High quality teaching and learning resources personalisation is effective in closing the gaps and ensuring good progress.
- 1.3. Pedagogy is effectively delivered to ensure a positive phase of the lesson develops students' resilience and independence.
- 1.4. The principles of cognitive science are effectively delivered to ensure students learn and remember more.
- 1.5. Strategies for the teaching of reading, writing and vocabulary that promotes improved cultural capital, oracy, numeracy, comprehension and fluency.

**Priority 2: Highly effective assessment within the curriculum ensures excellent progress for all**

**OUTCOMES**

- CPD ensures highly effective assessment for learning enables gaps in knowledge to be identified and self-addressed.
- Quality assurance of assessment highlights, monitoring & targeted and personalised interventions are addressed and self-evaluated.
- Self-review, monitoring assessment for learning strategies including self-reflection, is provided and impactful.
- Quality assurance enabling feedback to become a pre-requisite to promote student progress.

**ACTIONS**

- 2.1. Assessment for learning is effectively delivered to the majority of the cohort.
- 2.2. Summative assessment is current and peer-reviewed, self-reflected and self-evaluated.
- 2.3. Assessment outcomes impact upon teaching and the curriculum to ensure gaps in knowledge are addressed.
- 2.4. Personal reporting in Key Stage 3 is clear and easy to understand, enabling parents to effectively support their child.

**Priority 3: Character development that ensures excellent attitudes, behaviour and engagement**

**OUTCOMES**

- Comprehensive application of the updated PDP, fully embedded, distribution free what a great attitude to learning leads to both within a lesson and in social times.
- Quality assurance of teaching demonstrates the values and expectations are evident within classrooms and are being used effectively by the staff and students.
- The end majority of students have a PDP score of 4-5.
- An increased number of students receive reward points and recognition badges.
- Staff deliver core values behaviour in the academy is consistently good.
- Students can articulate and demonstrate the academy values and expectations.
- Personalised intervention is in place for SPoV students, to further reduce PDL.
- Character development is part of the weekly form time curriculum.
- Increased external opportunities support character development.
- Teaching of reinforced engagement is used to ensure the longevity of relevant progress.
- The Christian Learning enables students to reach their character development and completion of key objectives.

**ACTIONS**

- 3.1. Exemplar standards of behaviour are current and placed due to the curriculum.
- 3.2. Character development is an integral part of the wider school curriculum.
- 3.3. Implement the new national curriculum with all stakeholders.
- 3.4. Evaluate and identify gaps in the current SPoV provision across the academy.

**Priority 4: Highly effective leadership and management ensures all professionals are responsible and accountable for ensuring all children reach their potential**

**OUTCOMES**

- CPD ensures consistency in quality resources.
- Self-evaluation framework is appropriately rigorous and fit for purpose.
- A 'know your' culture provides all levels of accountability.
- As a result of quality assurance processes all relevant stakeholders have an accurate understanding of the academy's strengths and weaknesses.
- Areas of under-performance are identified and quality impacted upon leading to a reduction in internal variation.
- External review validates the academy's self-evaluation.
- The updated Child Protection is understood by all staff.

**ACTIONS**

- 4.1. Conduct robust and thorough self-evaluation of all levels to ensure the effective implementation of MAT policy.
- 4.2. Appropriate professional development is in place that supports the delivery of consistently good teaching and student progress.
- 4.3. All governors are involved in the self-evaluation process.