



Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives

World-class learning World-class learning every lesson, every day	The highest expectations Everyone can be successful; always expect the highest standards	No excuses Create solutions not excuses; make positive thinking a habit	Growth mindset Believe you can improve; work hard and value feedback	Never give up Resilience is essential; be relentless in the pursuit of excellence	Everyone is valued Diversity is celebrated; see the best in everyone	Integrity Be trustworthy and honest; deliver on promises and walk the talk
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At Wath Academy, we have a clear vision for what all our students will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. We understand the importance of getting the basics right, such as attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the Pupil Premium in raising standards.

NFER 'Building Blocks to Success'

Whole-school ethos on attainment for all	Addressing behaviour and attendance	High quality teaching for all	Meeting individual learning needs	Deploying staff effectively	Data driven and responding to evidence	Clear, responsive leadership
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Whole-school ethos on attainment for all

- Our vision of *'Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives'* refers to 'all' purposefully.
- Our new curriculum intent specifically refers to delivering an inner belief and ambition, life-long learning, first rate qualifications and a love of reading. These all promote the ethos of attainment for all.
- Expectations are high for all students and are supported by our six Key Drivers.
- Challenge for all is a key priority in the classroom and in staff training.
- All staff are aware of the Pupil Premium and other Disadvantaged students in their class and put clear interventions in place when needed.
- There is a belief that we are all learners at Wath Academy and that we can all improve. This is evidenced in the Open Classroom culture, in the ongoing professional development opportunities taken up by staff and the willingness of students to continually strive to improve.
- Assemblies focus on the school's six Key Drivers and inspire students to achieve, both inside, and outside the classroom
- Character Education develops an understanding of the importance of Growth Mindset and Grit for learners.
- The Academies Key Drivers are embedded throughout the school at every level.
- The house system provides a platform for internal competition and gives every student the opportunity to represent their house.
- Students now have the chance to work towards completing their own Student Passport, developing their involvement in activities beyond the classroom.
- Kevin Mincher, the motivational speaker, visits school every half term to support the Character Education programme and inspire students to achieve.
- Additional learning is provided for students through the Achieve programme. This includes after school revision, holiday revision and weekend revision residential.
- Student voice used to establish barriers for students as individuals rather than one cohort.
- Careers education is carefully mapped to ensure students have meaningful encounters with future employers / local businesses.

- Life Skills programme consists of a spiral curriculum to address issues across three core themes: Health and Wellbeing, Living in the Wider World and Relationships.

Addressing behaviour and attendance

- Our behaviour for learning policy ensures consistency in managing and rewarding student choices.
- Students understand the clear expectations of them and how this creates a positive school environment for all students.
- Attendance is a priority for all, and students are rewarded each week for their attendance.
- Attendance support and intervention is offered quickly to those experiencing barriers and Pupil Premium students are targeted first. Rigorous weekly monitoring is used to show impact of attendance initiatives.
- Communication with home is a priority and staffing levels reflect this importance.
- Attendance forms part of appraisal for relevant staff.
- Effective collaboration and relationships with external agencies ensure an effective and graduated response bespoke to need.
- Our commitment to social mobility and ensuring most disadvantaged students are given every opportunity to succeed via priority monitoring of disadvantaged students.
- The consequence system has been refined to ensure clarity over expectations of students to further improve their behaviour in the classroom.
- Active support throughout the school day supports teaching staff to deliver high quality lessons, every lesson, every day.
- A member of SLT is specifically responsible for behaviour under the line management of a Vice Principal. Patterns in behaviour are explored amongst the behaviour, pastoral and if needed, the safeguarding and or SEN team.
- A member of SLT is specifically responsible for attendance under the line management of a Vice Principal.
- Consequence system promotes the use of 'praise' to openly acknowledge and reward good behaviour and academic achievement / excellence in the classroom.

High quality teaching for all

- Quality First Teaching is key to driving 'World-class Learning' in every lesson, every day.
- A culture where teachers are looking to continually develop their pedagogical approaches.
- Research-led strategies are used to develop T&L approaches. These are explored via staff T&L reading.
- We aim for all teaching to be judged as effective or better, this is based on typicality and not one off 'observation' lessons.
- High quality PLD focused on teaching and learning supports our commitment to develop our teaching staff. INSET, coaching, weekly whole school and department CPD as well as a thorough NQT programme is provided.
- A Trust Teaching and Learning Standard gives clarity to all teachers what is expected in lessons and provides a standardised approach.
- Methods of assessment are utilised so that students learn HOW to improve their work in order to make progress.
- Teacher Live Files are used to support teacher planning to ensure all students are challenged appropriately.
- Students are very aware of the bigger picture and the 39 weeks plans provided to all students in all subjects enables clarity.
- A whole school training calendar reflects national research and the sharing of good practice through a culture of open classrooms, voluntary training sessions bespoke to identified need and high-quality INSET.
- IRIS is used throughout the school to develop teaching and learning and in-house 'Excellence clips' can be accessed by all staff in the academy to aid development.
- Teachers have a teaching and learning journal that middle leaders and SLT write-in to feedback to teachers on a regular basis to enable development.
- Verbal feedback is used to promote dialogue with students on a daily basis to address misconceptions and secure progress.
- Staff driver groups meet to act on feedback from students, parents and teachers (key stakeholders) to improve the learning experience for students.

Meeting individual learning Needs

- Regular formal assessment allows us to identify gaps in attainment and progress so that individual support can be put in place during and outside curriculum time to ensure students 'keep up' rather than 'catch up'.
- KS4 trials are analysed in depth and question level analysis is used to inform targeted Intervention both within and outside of curriculum time.
- Year 11 students follow the GCSE mindset curriculum in tutor time to prepare them for examinations.
- Our team of 5 Pastoral Year Leaders and 5 Academic Year Leaders work closely with external agencies to provide specialist support for those children with additional needs. This knowledge of the students feeds into the Raising Achievement Meetings.
- More vulnerable disadvantaged and SEND students have access to additional provision in the Intervention Centre and Behaviour Support Unit during curriculum time and unstructured time.

- The Y11 team meet every week to discuss the current progress of students and implement and support necessary.
- English and Maths intervention allows students to access support during tutor time.
- CPD sessions on assessing the learning needs of all students live in lessons take place.
- Class teacher 'Live files' consist of key information related to student need. This includes the relevant Individual Education Plans (IEP) for each student which class teachers use to create a 'Use of Additional Adult' (UOAA) plan to maximise the use of the Teaching Assistant / key worker in lessons.

Deploying staff effectively

- All teachers and teaching assistants receive highly detailed feedback on their strengths and share good practice in a highly structured way so that staff know how to get the support they need to improve their practice. Their strengths are built upon and utilised to continually raise standards.
- Staff who have a particular strength in working with low ability sets are deployed there whilst those with strengths in supporting those with lower aspirations are deployed there.
- Smaller group sizes enable a focus on disadvantaged students particularly in KS4.
- Teaching Assistants are well trained to provide effective support and are held to account for their performance. Some are trained in specific learning interventions.
- Teachers have detailed support plans in their live files evidencing teamwork with teaching assistants.

Data driven and responding to evidence

- 4 Matrix and FFT live are used to track and analyse student performance at each learning cycle. This analysis feeds into the whole Academy and Subject Development plans to inform rapid improvement strategies. This allows monitoring of specific vulnerable groups to identify priorities quickly at school, cohort, and individual level including access to alternative provision or targeted support.
- Raising Achievement meetings are held half-termly to ensure students are making expected progress or better with specific focus on disadvantaged students. Tracking is linked to other vulnerability ratings as well as progress indicators.
- All teachers engage with the data themselves as all classes in every subject have a live file updated on each data capture by teachers so they can target specific students and group interventions related to assessment objectives.
- Regular standardisation and moderation of assessment marking ensures that data on the system is accurate and reliable so teachers and Subject Leaders can identify the gaps and next steps in learning.
- A comprehensive picture of any New Year 7 cohorts is gathered prior to transfer by regular visits and dialogue with the Primary feeder schools and opportunities for vulnerable students to spend quality time at the Academy prior to transfer.
- Each subject has developed a Start to Endpoint document that details where students should be at 'way-points' during the year. This information is processed and used as part of data collection which informs parental and student communication whilst informing staff of the individual students need.

Clear, responsive leadership

- All leaders are completely aligned to the vision and key drivers.
- A clear Pupil Premium Action plan is in place and linked directly to the Academy Development Plan. The use of funding is outlined clearly; this is tracked and monitored regularly to show impact.
- Governors have high expectations and hold the Vice Principal and staff to account for Pupil premium performance through the half-termly governor report and the Raising Achievement Committee. There is a specific governor linked to pupil premium.
- SLT lead by example by supporting and modelling high standards and best practice.
- All staff are held to account for student performance through a rigorous appraisal process and the triangulation of regular learning walks, work scrutiny and formal lesson visits.
- All staff are trained to give high quality feedback to students and all leaders give high quality feedback to staff.
- High quality opportunities for professional development through in-house training, external agencies and across the Trust is a priority. Middle leaders are encouraged to undertake the NPQML .
- The Student voice are very proactive in school improvement priorities and there are many opportunities for the development of student leaders through the student council.
- As a Trust we are constantly seeking out new ideas and put systems in place to share good practice.
- Using prior data and impactful strategies an extensive Y11 and Y13 intervention strategies document has been created. The contents of which details exact strategies which are implemented throughout the year to maximise student potential.
- All staff in a leadership position identify 3 leadership competencies which they work on throughout the year with their line manager.
- SLT are a consistent presence around the academy and in lessons.
- Robust line management structures ensure staff are coached and held to account for the progress of all students.