

SPALDING ACADEMY

SCHOOL TRANSFORMATION PLAN (STP) 2023 – 2024

PLAN UPDATED 30 OCT 2023

The School Transformation Plan (STP) has been agreed by the Local Advisory Board (LAB) and forms part of the strategic planning for 2023-24. It is an analysis of every aspect of the school's work with respect to standards around teaching, behaviour, leadership and achievement. It contains a detailed review of each of these aspects in order to prioritise the areas which require further improvement. The STP supports the School Curriculum Intent & combines the school Self-Evaluation document (SEF) & the School Development Plan (SDP).

STP 2023 - 2024:

1. INTRODUCTION
2. MONITORING & EVALUATING THE PLAN
3. SEF - SEPT 2023
4. SINCE THE LAST INSPECTION (2019 – GOOD)
5. FURTHER SEF INFORMATION
6. SEF JUDGEMENTS
7. DATA CONTEXT FOR SPALDING ACADEMY 2023
8. GCSE & BTEC RESULTS 2023
9. CURRICULUM INTENT / VISION
10. STP PRIORITIES 2023-2024

We are delighted to announce that the 2023 Progress Score for our schools below, which compares with a Lincolnshire average of +0.02 and a national average of -0.03. The provisional performance data scores for our four schools can be seen here:



Progress 8

+0.67

- The **third highest** ranking school in Lincolnshire out of all schools (including grammar and non-selective schools)
- In the **top 5%** of all schools nationally
- The **top performing** non-selective secondary school in Lincolnshire
- The **top performing** secondary school in Spalding (including grammar and non-selective schools)

Spalding Academy is performing **well above national average**

2023
Progress

1. INTRODUCTION

Spalding Academy - A Good School ... Aspiring to be Outstanding

Spalding Academy is an inclusive 11-16 secondary school which endeavours to recognise and meet the needs of the individual student. Our practice is characterised by, (but not limited to);

- A commitment to quality teaching. We truly believe that the education we offer at Spalding Academy is moving towards exceptional – and so is each one of our students.
- As a mixed non-selective secondary school, we pride ourselves on being able to provide a personalised approach that best meets the needs of each and every individual child.
- Our belief is that Spalding Academy is a learning center that encourages students to Aspire, Challenge, Achieve and as part of the wider family of the South Lincolnshire Academies Trust (SLAT), we have access to strong professional partnership links and outstanding educational thinking.
- The school has myriad opportunities for children to access study support and extracurricular programme, trips and visits, often involving working closely with the local community, particularly in sport and the arts - including music, performance and the visual arts and trips to areas of local interest and further afield such as the popular planned Iceland trip.
- Putting students, their learning and welfare at the centre of our decision making. We expect students to work hard and be committed to learning and we believe in high challenge that is coupled with high support, including exceptional pastoral care. We also demand high standards of behaviour that allow effective learning and teaching to take place.
- With high expectations of student behaviour, as well as high expectations for uniform standards & exceptional student leadership programmes, this all show we aspire to be outstanding in all we do.

'Spalding Academy aims to provide an exceptional education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post-16 pathways, meet the responsibilities and experiences of later life and to Aspire / Challenge / Achieve.'

2. MONITORING THE PLAN & KEY MILESTONES FOR SUCCESS

The following structures have been set up to monitor the progress made towards reaching the STP targets:

- CEO and or Head of School will report progress on the School's progress to the Spalding Academy LAB at each meeting;
- Deputy CEOs / Head of School / TEED & TAED (Trust Directors) identified staff to report progress to LAB members or Trustee members, as appropriate.
- Termly SLT meetings will review SDP progress - i.e. 3 times / year (Nov to July);
- Deputy CEOs / Head of School / TEED & TAED (Trust Directors) to report progress via regular SLT link meetings and report to the CEO;
- School priority areas are reflected in performance management objectives for all staff;
- Annual external scrutiny of our plan this year is being provided by: Andrew Fulbrook, Headteacher of Boston High School and Ofsted inspector.

3. SEF - STRATEGIC EVALUATION FORM - SEPT 2023

SEF / SCHOOL CONTEXT

NB:
Please refer to the website & social media platforms to see the wide range & varied opportunities on offer at Spalding Academy.

- Spalding Academy is part of the South Lincolnshire Academies Trust (SLAT), which is a multi-academy trust (MAT) of four local schools. The vision of the Trust is to offer exceptional quality non-selective secondary education for young people in this rural community within Lincolnshire, through sharing good practice, policies and systems via SLAT Partnerships and having a common ethos and sense of purpose.
- Spalding Academy is now an extremely popular, significantly over-subscribed non-selective 11-16 school, operating within a selective system, with the implications of the 11+ system being that many students lack confidence on entry to the school and regard themselves as (11+) failures. Therefore, the school's ethos of Aspire; Challenge; Achieve is relevant and appropriate in order to develop students' ambition, aspiration, self-worth, work ethic, drive and determination to succeed.
- The effect of the selective system is that Spalding Academy has lower than average percentage of high prior attainment KS2 students and a non-standard distribution of ability within this group. Students at Spalding Academy can often (but not always) have an 'imbalanced profile', i.e. relative weakness in either Maths OR English, making a grade 4+ or better in both a real challenge.
- The cohorts at Spalding Academy can vary from one year to the next, due to being affected by the 11+ system and recently the expansion of the local grammar schools. These variations in context of each cohort need to be taken into account when looking at whole school figures and also by department level and leadership level when planning. The ability profile of the lower year groups is increasing as fewer local children choose to go to the grammar schools.
- A new 'stretch and challenge' scheme has been introduced to KS3 & KS4 as a result of the changing context of the cohorts.
- Spalding Academy has a number of gifted and talented students in the arts & sports, who we see as 'specialists', who gain top grades within their area/s of expertise.
- Due to the expansion of the school and the diverse nature of our learners, the Spalding Academy curriculum, which is built on the National Curriculum is under constant review, with changes made to what students learn across school and within subjects based on their feedback, progress and aspirations.
- We are immensely proud of the outcomes our students achieve through our innovative curriculum. Including in the core GCSE subjects and in the wider GCSE & BTEC subjects, that include the EBacc, sport & the arts and in the technical and vocational areas.
- We believe that, without exception, our students have individual talents and abilities and are committed to providing a curriculum which is broad, rich and balanced in order to meet the needs of all, so all learners can become independent, hardworking and caring young people.
- We value every curriculum subject area and students are encouraged to pursue a range of subjects reflecting their own interests and aspirations. This range is appropriate to age and ability ensuring students have the opportunity to learn and make the best progress possible, with the 'Curriculum Journey' in each subject covering the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning.
- At KS4 we are very proud of the fact that students can follow an English Baccalaureate (EBacc) curriculum to GCSE and we are now encouraging greater participation of the EBacc programme. However, we place equally high value on the contribution that creative, vocational and technical learning areas also makes to every child's development and our approach is for every student to follow their own pathway, based on strong careers advice & high aspiration for all learners.

- Spalding Academy has a strong reputation for pastoral care, which we are proud of, we believe in developing strong links with our students; parents / carers; local agencies and in building students' mental health and wellbeing to develop confident, resilient and independent learners who can be proud of their achievements.
- This ethos is further developed through our exceptional PSHE & SMSC programme, which encourage our learners to be organised and independent, take pride in their work to develop their cultural capital and appreciation of culture and society beyond their own experience and supports our students in how to value and maintain healthy relationships with others, understand how to look after their mental and physical health and wellbeing.
- There are currently 1415 students on roll. The school has an intake PAN of 300 (increased from 270 in 2021) and with plans agreed by the LA & DfE Regional Director office to expand the intake PAN to 322 from Sept 2024, increasing the school capacity to 1610. This is to meet the needs of the local area and due to the high popularity of the school since it joined the SLAT. This has brought about much needed significant development at the school – astroturf / 8 classroom block / Science labs / IT rooms / food pods and much more ... with far more to come in 2023-2025. NB: This number can vary daily, due to a very high number of mid-term admission enquiries & Fair Access Protocol (FAP) admissions.
- There is a slightly higher % of boys than girls, which may be a factor of the non-verbal weighting of the 11+ system with a higher % of boys at the local Grammar school.
- The % students with an EHCP is 3.2%, higher than the national average (2.2%) and with 17.1% of students on the K register and 25.48% of students with additional needs. The school has seen a sharp rise in EHCP students at KS3 with 9 students starting in Sept 2023.
- Currently 26.6% of students are disadvantaged, which is evenly weighted across all year groups and with 24.3% of students being Free School Meals.
- Destinations: Up to 20% of KS4 learners progress successfully on to the SLAT Sixth Form (which is on the Bourne Academy site), with students being given a free bus pass for the two years of study to support them with transport costs. Students also progress on to other local Sixth Forms; colleges or apprenticeships and at the end of KS4 study since the last inspection in 2019 there have been between 0% and 1% NEETS – 1% 2019; 0% 2020; 0% 2021; 1% 2022 and less than 1% in 2023 (i.e. 0.77% - 2 students still to be followed up).
- End of KS4 progress P8 score 2023 was 'well above average' and has consistently improved over time since the last inspection 2019, with the school now performing consistently above national average. End of KS4 progress 2023 was particularly high: +0.67 overall with a significantly reduced gender gap: +0.75 for girls and +0.59 for boys. Disadvantaged: +0.27. This builds on 2022 P8 score of +0.47 2022 (NB: there has been steady but significant year on year improvement: -0.48 2017; +0.14 2018; +0.21 2019 – joined SLAT 2016)
- We pride ourselves on our curriculum where students can follow a mixture of GCSE & BTEC programmes at KS4, in order to make better progress to the most appropriate pathway for their future career and this is closely monitored through our strong careers team, including mapping vocational subjects to the local area careers market at KS4.
- The Trustees and Spalding Academy LAB members know the school well and offer challenge and support to school leaders, including regular checks of the SCR; website compliance; school transformation plan and safeguarding updates, as well as focused on teaching & learning standards.
- Parents/carers are supportive of the school & are encouraged to make contact, including using the 'Worried at' email tab that was initially set up during the COVID pandemic to help families, so that we can work together to support learners. Students are also encouraged to share their concerns and worries using the 'Worried At' email tab, which is monitored every-day and during the holiday breaks by key members of the safeguarding team and senior staff. There is also a student suggestion tab on the website.
- The CEO has implemented an inclusive approach to succession planning and developing staff, with both individuals and key groups being invested in. The Head of School was appointed in April 2022 to support the Trust in leading the school in an operational and strategic way, and to drive school improvement at a faster pace. There is a fully distributed leadership model, with opportunities for staff recognition and emerging leaders to come forward. Additionally, time has been invested in planning for a focus on reducing workload, using a rigorous framework that underpins core expectations and the appraisal system has been overhauled, with a change of emphasis from high stakes accountability to a more collaborative process, focussing on career aspirations & development. The school is recognised for the professional development of its staff. In Sept 2023 the staff WWW plan (welfare, workload and wellbeing) was introduced to support staff.
- Spalding Academy is truly an exceptional school, one where both our students and staff feel exceptionally proud and enjoy being part of, which is evident in our school ethos and stakeholder voice, including the student views that inspired the Aspire, Challenge, Achieve ethos statement & posters now seen around the school & central to the school website.
- The school website and social media platforms show further evidence of our very rich and varied curriculum, which is updated throughout the week.
- Trust leaders introduced a staff welfare initiative-Sept 2023: the 'WWW... Wellbeing/Welfare/Workload' initiative, which acts as a staff charter. Time and resources have been invested into ensuring staff wellbeing, workload and welfare remains at the forefront of our decision making and priorities. We already have a wealth of staff support in place to ensure staff are supported and workload is reduced. We also acknowledge this area will need be regularly reviewed, consulted on and improved, including as a project led by the school ACA staff group, which is a staff run school improvement working party.

**CURRENT
OVERALL
JUDGEMENT**

OVERALL EFFECTIVENESS (OUTCOMES):

SPALDING ACADEMY IS AT LEAST A GOOD SCHOOL ... RAPIDLY ASPIRING TO BE OUTSTANDING

LEADERSHIP & MANAGEMENT:

OUTSTANDING

1

QUALITY OF EDUCATION (TEACHING, LEARNING & ASSESSMENT):

GOOD / OUTSTANDING

1 / 2

PERSONAL DEVELOPMENT

OUTSTANDING

1

BEHAVIOUR, ATTITUDES & WELFARE:

GOOD / OUTSTANDING

1 / 2

**SPALDING
ACADEMY IS
AT LEAST A
GOOD SCHOOL
... ASPIRING
TO
OUTSTANDING
BECAUSE**

- **Leadership:** Leadership & management are highly effective, which is supported by a strong ethos of distributed leadership and an equally strong focus on appropriate staff training and effective succession planning. Under current leadership the school has rapidly improved in all aspects, including pastoral, curriculum and teaching and learning, which resulted in an Ofsted judgement Good–June 2019 & the end of Key Stage 4 progress score improving from -0.48 in 2017 to +0.14 2018, +0.21 2019, +0.47 in 2022 and +0.67 in 2023. This shows a steady, yet significant improvement and places the school in the top non-selective school in Lincolnshire; 3 out of 91 secondary schools in Lincolnshire and .in the top 5% of schools nationally. Leadership is very stable with School Leaders and Trust Leaders working as one team together. The same leadership in other recent Ofsted inspections was graded as Outstanding – Giles Academy June 2023 and Good – Bourne Academy May 2022, where it was identified that ‘Leaders lead with a clear vision and a strong morale compass’, these Trust leaders, including the Head of School, are in post at Spalding Academy.
- **End of KS4:** End of Key Stage 4 P8 data places the school as one of the top performing schools in Lincolnshire, i.e. +0.67 (2023), which shows rapid improvement (+0.14 2018; -0.05 2017, +0.21 2019, +0.47 in 2022). This places the school in the top 5% of all schools nationally and as the top non-selective school in the county.
- **Teaching:** Internal monitoring evidence shows that 90% of teaching was at least Good in 2019 at the last inspection, now any underperformance has been eliminated so that the school can work towards aiming for 100% of teaching to be at least Good in this academic year 2023-24, so that learners are not disadvantaged by ineffective teaching.
- **Subject Progress:** End of KS4 progress data shows consistently since the last inspection in 2019, that all groups of students make good progress, with low, middle and upper prior attainers all achieving at least in line with their peers nationally. Results for 2023 show even more significantly positive progress, as seen in the table on page 11.
- **Curriculum Intent:** Exceptional approach to curriculum planning to meet the needs of all our learners, linked closely to career aspiration and the local employment market. This includes a focus on both the academic & vocational subjects and that curriculum changes have been made to encourage an increase in EBacc participation-2020 & 2023.
- **Assessment:** Teachers use assessment to help students embed and use knowledge fluently and to develop their understanding, (not to simply memorise disconnected facts), with an increased and positive focus on reducing staff workload and increasing opportunities for students to develop independent learning skills.
- **Behaviour:** The behaviour and attitudes of our students is at least good. There is a positive, respectful school culture in which staff know and care about our learners. Students are safe and bullying and discrimination are not tolerated, with any issues dealt with promptly using the School Behaviour 4 Point Plan.
- **PSHE/SMSC:** The school has a highly effective programme to support student personal development from Year 7 to Year 11, which is highly valued by our learners.
- **Pastoral Support:** The school is well known in the local community for the pastoral support we provide for our young people. There is a robust pastoral support system, which is the central spine of the school and is fully embedded, so that all students feel highly supported in what is an increasingly complex and challenging modern world.
- **Welfare:** **Students:** Safeguarding of our students at Spalding Academy is second-to-none, with the army of 6 non-teaching year leads; 3 Safeguarding officers; the pastoral manager for behaviour and pastoral lead for progress; attendance officer; Student Referral (SRU) manager; SS2 & SS1 support room leads all working together to ensure that students are safe, have an appropriate adult to speak to and that any signs of abuse / neglect are recognised and promptly dealt with. The school uses ‘My Concern’ extremely effectively, with all staff working on the ‘It Might & Does Happen Here’ agenda in reporting all concerns. Our ‘Worried At’ email tab was introduced in Oct 2020, to ensure all students and parents can report any issue confidentially, this is also promoted via the Show My Homework APP.
Staff: The welfare of our staff is of paramount importance to the Trust. Staff feedback is gathered every year on a rotation: Year 1=Ofsted Questionnaire & Year 2=The Vital Few - Top Three Things Working Well and Top Three Things to Improve. Staff receive feedback on any impact from staff surveys & questionnaires. In addition, staff can offer feedback via the staff welfare email tab, a dedicated email address to support our staff. Sept 2023 saw the Trust introducing the ‘WWW’ (welfare / workload / wellbeing) agenda, which can be clearly seen and accessed via the school website. The school ‘ACA’ working party group review the staff WWW agenda in regular meetings.
- **Attendance:** Our student attendance has gone from strength to strength since our last inspection in 2019, including since the COVID pandemic. We are consistently above the national average for our attendance and have been awarded attendance certificates, i.e. in 2023 which places our school in the Top 25% of attendance nationally through FFT. To further validate our strength in attendance, the LCC Local Authority Education Team have approached Spalding Academy - Oct 2023, to ask us to support other schools in Lincolnshire with their poor attendance, by sharing some of our strategies. LCC felt our exemplary attendance systems, processes and proven track record should be shared and adopted in other schools outside of our Trust.
- **Destinations:** Our careers support for students is second to none and enables students to access aspirational destinations, including the SLAT Sixth Form; apprenticeships; college, etc. The Trust careers approach was highly rated by KS4 learners in student feedback – Oct 2023, where they commented on the Annual Careers Fair as being particularly strong.
- **Most Able:** End of KS4 progress measures 2023 shows that most able learners achieved exceptionally well, with clear strategies to support our top end learners to do their best.

NEXT STEPS...

In order to meet the needs of 'Achieve', at Spalding Academy we see our greatest 'Challenge' as being:

- **Progress:** A continued focus on improving outcomes for all student groups, an unrelenting focus on sustaining our outstanding provision, through continual reflection upon our approaches to the curriculum and wider school needs and their impact at all Key Stages.

Boy's Progress: Although Boys perform above national average at Spalding Academy historically (as identified in the 2019 Ofsted inspection) there has been a gap between boy / girl attainment. We set out to close the gap further between Boys +0.12 / Girls +0.74 achievement 2022, through our Boys Aspire Strategy, which positively discriminates this group in order for the Boys to achieve more. End of Key Stage 4 performance data for 2023 confirms that this has been achieved with the End of Key Stage 4 P8 score showing +0.59 boys and +0.75 girls.

EBacc: To increase student participation in the EBacc, to work towards meeting the DfE 75% student participation target, whilst recognising that 'student choice' is at the heart of our school curriculum vision, supported by high quality careers guidance, linked to Sixth Form, college, apprenticeships and the needs of the local area market, whilst also taking in to consideration the impact of the local Grammar schools on those taking up the EBacc at Spalding Academy, i.e. approximately +95% follow the EBacc programme at the two local Grammar schools. We have increased the number of hours in the curriculum model to support our EBacc mission.
- **Literacy Skills:** Due to the context of the school, being non-selective (secondary modern), without a comprehensive student intake and the impact of the 11+ weighting on non-verbal reasoning, to continue to improve students' extended writing and reading skills - to equip them to more successfully complete long answer questions & to encourage our learners to be articulate in a range of contexts - i.e. by being encouraged to constantly develop a wider vocabulary, supported by reading widely.
- **Independence:** There is a constant need to focus on encouraging students to learn independently, by completing homework tasks, attending curriculum intervention sessions and undertaking extended learning tasks. We see this need as being closely linked to our careers & raising aspiration programme which, due to the context of the school, can be a limiting factor and we see it important to work to engage the parents as well as the students.
- **Student:** Wellbeing: Although the school meets the pastoral needs of all learners exceptionally well, driven through our comprehensive pastoral structure, we recognise the need for continued focus on the wellbeing and health of our learners in order that they can 'do their best' and have aspiration for their future, whilst growing up in the increasingly challenging and complex world of being a young person in modern Britain. In April 2023, we introduced a "You say, We listen" tab to our school website (in addition to the student 'Worried at' email tab). Students can access this tab 24 hrs a day to suggest ideas they would like the school to consider. The Head of School offers feedback to the students termly. We have worked on several areas suggested by our students.
- **Rewards:** The revised student Aspire Rewards programme was implemented over this academic year, in addition to our other reward initiatives, which we aim to develop over the next academic year. We have aligned all four trust schools in their reward initiatives and are working on improving our aspire challenges for students, to include a variety of challenges for students to achieve from community to health and safety skills.
- **House System:** The school has a highly successful House System, which we are currently developing to further secure its place at the heart of the school, with a focus on the four key areas: 1. Re-introducing the School Council; 2. Implementing increased opportunities for stakeholder voice; 3. Leading the Aspire Rewards programme development and 4. Developing a Trust / School Alumni scheme.
- **SEN:** Our SEN department offers exceptional support to our ever-increasing student numbers (EHCP 2019 - 14 students, Sep 2023 – 45 students). We are working with our SEN Lead to ensure our provision meets the students' needs whilst getting recognising the national and local issues there are. We are updating our marketing strategies to increase recruitment and retention of staff and have introduced a TA3 financial incentive scheme and revised incentive scheme (Oct 2023) to encourage successful progression for the TA support staff. From Sept 2023 SEN has been set up and run as a School Within a School, due to the number of EHCPs, need for increased provision and to support staff retention and professional development.
- **Reading:** We value reading as an enriching activity, which can make a profound difference to our students' lives. As well as this, we appreciate that regular reading is linked to a developing vocabulary and improved skills in writing and that both of these skills are vital to success in all curriculum areas and life beyond school. We are constantly reviewing our reading strategy to ensure we close gaps, increase in fluency and understanding whilst encouraging reading for pleasure.
- **Staff:** WWW - WELLBEING / WELFARE / WORKLOAD - We launched our staff welfare charter and website in September 2023 and have invested time and resources into ensuring our staff wellbeing & welfare remains at the forefront of our decision making and priorities. We already have a wealth of staff support in place to ensure staff are supported and workload is reduced. We also acknowledge this area can always be reviewed with staff to improve.

4. SINCE THE LAST INSPECTION - JUNE 2019

1. Ensure that teaching enables students to secure consistently good progress across all subjects and particularly in lower key stage 3 by: providing challenges to all groups; close the gap between girls and boys progress.

- The school has worked hard to improve the curriculum in order to offer increased challenge, as can be seen in the Curriculum Intent planning (shared on the school website), which has in turn led to improved student outcomes at end of KS4. Any cross-school variation (CSV) and within department variation (WSV) has been significantly reduced, with immediate action taken by leaders in the case of subject underperformance, to improve challenge for learners.
- The school has implemented a robust 'boys' strategy, where there is positive discrimination shown towards this group in order to see improvement in progress. This includes academic trackers (blue trackers); the 'Aspire' card, which offers challenges, balanced with reward. The gap has certainly been closed, as seen in the provisional data score – 2023.

2. Develop students' ability to apply a wider range of literacy skills across the curriculum, particularly their use of spelling strategies.

- The school has implemented a robust literacy and reading strategy since Oct 2019, which is developing over time, which is now firmly in place.
- In addition, the full plan of this strategy can be seen on the Spalding Academy website.

3. Any plans for improvement have clear actions and timescales to help Governors monitor progress more closely.

- The school has tied whole school priorities to the appraisal targets of the CEO, Deputy CEOs, Head of School, all other senior staff, middle leaders / teachers with TLR responsibilities and all other teachers. Delivering the School Development Plan targets through the appraisal system enables governors to monitor progress regularly.
- The CEO introduced a School Transformation Plan (STP) in Oct 2019, which allows all staff and Governors to have a comprehensive overview of standards and future priorities. The STP improvement plan identifies clear actions and sets appropriate timescales for leaders to be held to account by Governors.
- The STP includes details of:
 - How the STP will be monitored
 - SEF
 - Context of the School
 - Curriculum Intent / Vision
 - School Development Plan priorities and targets
 - Context of future cohorts

5. FURTHER SEF INFORMATION:

CURRICULUM

NB: See STP section 9 for Curriculum Intent details.

The Spalding Academy curriculum is under constant review. We make changes to what students learn across school and within subjects based on their feedback, progress and aspirations. We are immensely proud of the outcomes our students achieve through our curriculum, including their exceptional GCSE results in the core, EBacc subjects, in the technical and vocational areas and in becoming independent, hardworking and caring young people. We believe that, without exception, our students have individual talents and abilities and are committed to providing a curriculum which is broad, rich and balanced in order to meet the needs of all. We value every curriculum subject area and students are encouraged to pursue a range of subjects reflecting their own interests and aspirations. This range is appropriate to age and ability ensuring students have the opportunity to learn and make the best progress possible, with the 'Curriculum Journey' in each subject covering the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. Our curriculum firmly underpins the Trust's vision for a high performing non-selective school located within a selective area of education which aspires to be 'Outstanding' and the current curriculum is the next step on our journey towards this curriculum intent / vision:

- Key Stage 3 aims to provide a mapped national curriculum secure foundation and subsequent extension of prior knowledge, skills and understanding based on the National Curriculum.
- At Key Stage 4 we are unique within the local area for offering a specialised mix of academic, technical and vocational subjects. At Post-16 students at all levels are supported for their next stage of education, employment or training.

NB: We are currently reviewing our KS4 BTEC qualifications in light of the 2024/25 planned changes to the national picture for vocational study – i.e. moving to Business GCSE to prepare learners for Post 16 progression, which will be the A Level due to the L3 Business BTEC not now being on an approved list of qualifications.

STAFFING

The SLAT CEO, is supported by a leadership team of Deputy CEOs that work across the SLAT schools, which is made possible due to the close geographical location of each school. Additionally, each school has a Head of School. To ensure the Trust Leadership is an expandable and sustainable model, a new structure has been implemented in September 2023. An additional leadership support layer of Trust Executive Educational Directors (TEED) has been introduced. This Team will have specific areas of expertise, who will support any school across the Trust. Each individual school have a number of Directors who work mainly at one of the SLAT schools, but who also offer support across the Trust. All of the Trust Leadership Team are proven successful leaders. This model of leadership has been adopted as it could be expanded as the Trust develops, providing an effective distributed leadership model and enhanced continued professional development to a wider range of staff. The new model creates even more appropriate CPD opportunities for staff and enable school improvement at a faster pace.

Spalding Academy has a further 171 employees, 80 teaching staff and 91 non-teaching staff. 6% of our staff are part time and we have always supported staff requests for flexible working in a further attempt to support teacher workload. The school is nearly fully staffed, with currently the only supply teachers in: Science (4 teachers, with 2 being maternity covers); Maths (0.5 teacher); Humanities (1 staff, which is a maternity cover), IT (1 day supply) MFL (1 teacher) P.E (0.5 teacher) Art (1 teacher). The majority of subjects are taught by qualified specialist teachers and we have 4 instructor staff. The majority of supply has been to cover for teachers that needed to improve and have now left - we fully expect to be fully staffed from Sept 2023. The Pastoral Support team is extensive, they work to support student wellbeing and in doing so also have a positive impact on teacher wellbeing. We believe that when teachers are well supported with behaviour in the classroom and can focus on teaching and learning, this has a positive impact on their wellbeing. In addition, to our non-pastoral staff there is a Careers and Aspiration Manager; Deputy Careers Lead and a full-time medical staff member. We see this pastoral infrastructure as being the central spine of our school.

There is a robust appraisal model in place at Spalding Academy, which supports staff in being able to progress to the next stage of their career.

The Trust and the school prides itself on our family values and the strong school community. The staff at the school are incredible and come together with a strong sense of community and 'family', they are extremely proud of all that has been achieved at the school and are keen to celebrate all achievements, whether it is the results, the student achievements, the significant development and improvement of the school site ... they are keen to celebrate in every way! Staff from other local schools and further afield want to work at Spalding Academy.

Staff are listened to and this is a school which recognises the achievements of our staff and all leaders. Staff are immensely proud of their school and being part of it! There is very clear evidence of this in the regular staff feedback received. Staff were particularly proud that Spalding Academy moved to being the top performing non-selective school in Lincolnshire and in the SLAT Trust – End of Key Stage 4 Progress 2023. (This is in stark contrast to it being 1 of only 14 schools in the UK graded as Inadequate in all categories in 2016, prior to joining SLAT) Leadership has taken prompt action in recent years to eliminate any staff underperformance. There are currently no staff on informal or formal capability support plans.

The school and the staff at Spalding Academy is extremely well supported by the local MP Sir John Hayes, who has monitored the schools improvement since 2016.

The total staffing costs are around 79% of the whole school budget, proving our efficient staffing model.

6. SEF JUDGEMENTS:

OVERALL EFFECTIVENESS & OUTCOMES FOR STUDENTS:

SPALDING ACADEMY IS AT LEAST A GOOD SCHOOL ... ASPIRING TO OUTSTANDING BECAUSE

For each year group, the school can demonstrate that:

- Previous and current students make good substantial & sustained progress across the curriculum to KS4.
- Previous and current students make substantial & sustained progress across the curriculum, including in English and Maths, hence the need for an efficient system to record the progress of students in Year 7 to 9 at each AOL point and to demonstrate the impact of interventions over time.
- The Progress score of +0.67 in 2023 has ensured that it is now the highest performing non-selective school in Lincolnshire. This is a continuation of several years of progress – moving from a P8 score of -0.48 in 2016 and being one of only 19 schools nationally with an inadequate judgement in every Ofsted category, through a P8 score in 2019 of +0.21 which placed the school as the second highest for a co-educational non-selective (secondary modern) schools in Lincolnshire, and cementing this with a P8 score of +0.47 in 2022. The improvement has been shown over time to be continuous and sustained.
- There is a developing Literacy Strategy, with literacy, communication and (love of) reading are developed in the curriculum, i.e. in drama, PSHE lessons and tutor time; the school has Bedrock Literacy programme embedded and has a very successful 'Accelerated Reader' programme operating in Years 7, 8 and 9, with a proven positive impact on reading ages.
- Transition and careers advice are an integral part of school life. There is a robust and embedded Careers and Aspiration Strategy, which meets the Gatsby Benchmark and the Baker Clause.
- There is a robust and embedded Disadvantaged Strategy, with students achieving above average progress.
- In 2022 the school was in the top 20% nationally based on P8, now in 2023 the school is in the top 5% of all schools nationally, with all subjects and groups of students performing above national average. The school is top non-selective school in Lincolnshire, in the top 3 schools in all of Lincolnshire (grammar & non-selective) and performs well above national average.

**LEADERSHIP &
MANAGEMENT**

OUTSTANDING

- Governors systematically challenge leaders. Leaders and Governors:

The Quality of Education is at least Good and Safeguarding is more than effective;
Focus is on consistently improving outcomes for all students, but especially for disadvantaged students;
Have created a culture that enables students and staff to excel;
Are committed unwaveringly to setting high expectations for the conduct of students and staff;
Focus on consistently improving outcomes for all students, but especially for disadvantaged students;
Are uncompromising in their ambition to maximise achievement across the school;
Ensure that staff and resources, including the pupil premium & SEN funding, secure excellent outcomes.

- **There is tried & tested school leaders at Spalding Academy, i.e. other Trust schools identified Good & Outstanding Leadership in recent inspections - BA-May 2022 / GA-June 2023.**
- Leaders have implemented a CPD programme that ensures staff reflect on and debate the way they teach. Teachers feel deeply involved in their own professional development.
- Safeguarding procedures have been heightened to meet new Ofsted guidance and safeguarding is highly effective. Leaders, teachers and pastoral staff have created a culture of vigilance. Students are listened to and feel safe. Staff are trained to identify when a student may be at risk of neglect, abuse or exploitation and they report their concerns via a bespoke IT system. Leaders and staff work effectively with external partners to support students who are at risk or who are the subject of a multi-agency plan.
- The relationship between staff and students is one of mutual respect.
- The school's actions have secured substantial improvement in progress for disadvantaged students. The school has been successful in closing the gap between their progress and that of other students nationally, with disadvantaged students at the school achieving as well as other students nationally.
- Leaders and governors set incisive performance management targets that lead to professional development and encourage, challenge and support teachers' improvement.
- Teaching is effective across the school, as evidenced by systematic, accurate quality assurance, which triangulates lesson visits, work scrutiny and progress (data) over time.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of students, parents and staff.
- The broad and balanced curriculum inspires students to learn. The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical, artistic and vocational learning.
- SMSC and the promotion of British values are placed at the heart of the school's work. The school is a successful community with high standards in terms of students' outcomes but also in terms of their attitude to learning and behaviour within school and in the local community. The school's SMSC/PSHE programme helps to protect students from radicalisation and extremism. Leaders respond swiftly where students are vulnerable to these issues. Staff are vigilant, confident & competent in challenging students' views & encouraging debate.
- Leaders promote equality of opportunity and diversity, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour and leaders, staff and students do not tolerate prejudiced behaviour.

**QUALITY OF
EDUCATION:**

**GOOD /
OUTSTANDING**

- Teachers plan lessons effectively and use questioning effectively. QA lesson obs (Oct 23) of over 60 lessons shows that 98% of teaching from permanent teaching staff is Good or better, with around 15% being outstanding. This is an improvement from the previous year 2021-2022 and most certainly from the last Ofsted inspection in 2019.
- Leaders have planned the curriculum to ensure that knowledge & skills are taught within a sequential method. Key Stage 3 is planned over 3 years to ensure there is breadth & time to develop the skills to achieve and to experience success. The curriculum is formatted to ensure all students are prepared and plan for their future learning and future careers.
- Differentiated, challenging schemes of work linked to 'flightpaths' ensure that subject knowledge is developed progressively and that students are constantly challenged at the appropriate level within the curriculum. Teachers & the school's team of support staff identify and support any student who is falling behind & enable almost all to catch up. This is done systematically after each AOL point. Teachers check students' understanding systematically and effectively in lessons and use this to inform their teaching.
- Teachers provide students with incisive feedback, in line with the school's assessment policy, about what students can do to improve their knowledge, understanding and skills.
- Students welcome this feedback, written or oral, and use it effectively to improve their learning, i.e. using their purple pen.
- Teachers set challenging homework, in line with the school's policy. We introduced the homework software 'Show My Homework' in October 2019 which has helped improve consistency.
- Developing reading, writing, communication and maths is a priority of the school. This is supported by a whole school literacy & reading strategy. Additionally, the National Tutoring fund is used to finance an intensive catch-up programme to support students not making the expected progress – for example, National Tutoring was used extensively at Spalding Academy with 265 students receiving support through this programme in 2022/23.
- Parents are provided with clear and timely information in Year 7-11, on how well their child is progressing and performing in relation to the age-related standards expected. This assessment of learning (AOL) occurs three times per year for all students (four times in Year 11).
- Parents are given guidance about how to support their child to improve, with information & revision packs distributed at 'exam success' and parents' evenings or by post or email.
- All staff are quick to challenge stereotypes and the use of derogatory language in lessons and around the school, with the appropriate sanctions & intervention applied.
- Teachers and senior staff encourage students to try hard and recognise students' efforts, i.e. with green stamps and ensure that they take pride in their work. There is also a robust and inclusive school rewards system, including the Aspire Rewards Passport initiative.
- Students thrive in lessons and also regularly take up opportunities to learn through the variety of extracurricular activities on offer. Our extra-curricular offer has increased for September 2022 with each subject offering an extra curriculum activity to widen students interests within the subject.
- PSHE / SMSC programmes ensure that students celebrate diversity & are provided with a comprehensive understanding of communities beyond their immediate experience. Developing students as well-rounded members of society is a priority and preparing them for life in Modern Britain, with the emphasis on recognising and celebrating diversity; the school meets the requirements of the 'Prevent' strategy through its SMSC programme.

BEHAVIOUR & ATTITUDES

GOOD / OUTSTANDING

- The school meets all of the criteria for beyond Good for Behaviour & Attitudes.
- All groups of students behave with consistently high levels of respect for others, including all groups of students. Students feel safe and have positive attitudes to their education. They understand how to keep themselves & others safe in different situations and settings. They trust leaders to take rapid & appropriate action to resolve any concerns they have, either in or out of school.
- Students value their education and current attendance is above the national average. No groups of students are disadvantaged by low attendance. The school has a highly effective, dedicated attendance officer. We are consistently above the current national average of attendance and have been awarded two FFT top 25% of schools for attendance certificates for 2022 and 2023.
- For individuals or groups with particular needs, i.e. mid-year admissions from other schools, in the vast majority of cases there is sustained improvement in any poor behaviour previously exhibited, invariably leading to improved progress.
- Students' good conduct reflects the school's effective strategies to promote high standards of behaviour. They are polite and self-disciplined, with the small number of incidences of low-level disruption being swiftly, consistently and effectively dealt with through the school's tiered system of sanctions.
- Teachers manage behaviour for learning effectively with clear rules (school's 4 Point Plan) consistently enforced and they have high expectations of all students' attitudes to learning. Students have positive attitudes to learning and are proud of their achievements and of their school.
- Students work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying, by reporting any out of school incident which concerns them to a member of the school's safeguarding team or pastoral staff, in the knowledge that it will be dealt with swiftly and effectively.
- There is no 'off rolling' of any students and any individual leaving the school mid-education programme is rigorously followed up following the 'no off rolling procedure', which includes tracking of student movement, case studies and 'follow up' phone calls, all of which is clearly evidenced. No student has left the school in the past two years unless moving on to more appropriate settings, with any leaver being rigorously followed up using the policy.
- The school has invested a significant amount of resources to support good behaviour & attitudes, including the army of non-teaching Year Leads, safeguarding team, attendance team, medical team. This enables students to feel well supported. Students can access further support by using the 'Worried At' email tab, which is monitored at all times.

PERSONAL DEVELOPMENT

OUTSTANDING

- The school meets all of the criteria for beyond Good in Personal Development consistently, and can be described as Outstanding.
- The school goes 'the extra mile' to promote the personal development & well-being of all learners and the curriculum & wider work of the school support all students to develop character.
- In addition, the following applies: Students have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation, including online, helped by the school's ongoing e-safety programme which forms an integral part of its SMSC / PSHE programme.
- Students discuss and debate issues in a considered way, showing respect for others' ideas and points of view. The school celebrates diversity within its SMSC/PSHE programme.
- The high quality, impartial careers guidance provided helps students to make informed choices about which courses suit their academic needs and aspirations. They are well prepared for the next stage of their education, employment, self-employment or training. The school offers an high quality Annual Careers Fair for KS3 & KS4 students, with well over 40 exhibitors from colleges; schools; Universities; apprenticeships, world of work & much more ... including a very high level of parental engagement ... it's GREAT!
- Students know how to keep themselves healthy. They can make informed choices about healthy eating, fitness and their emotional and mental wellbeing, helped by the school's SMSC programme, science curriculum and compliant canteen service.
- The wider curriculum offers a broad experience to ensure that students are well rounded, this is supported through the collapsed PSHE days, focussed on age related issues and topics. At the heart of the school personal development programme is the school's ethos that encourages resilience, independence & resourcefulness: Aspire; Challenge; Achieve.
- The pastoral support team are the central spine of the school and ensure that all learners are well supported in both their learning and any social issues. The wellbeing of our school community is at the heart of everything we do and the school is known for the high level of support offered to our young people, both in and out of school.
- Equality is a key agenda for the school, giving learners the opportunity to experience a range of cultures and social issues & to be self aware regardless of any starting point in life.
- Our new Student rewards three year programme will be implemented over this academic year, in addition to our other reward initiatives. We have aligned all four trust schools in their reward initiatives and are working on improving our aspire challenges for students, by introducing an Aspire Passport Scheme for Key Stage 3 (initially). This will have a variety of challenges for students to achieve from community to health and safety skills.

7. DATA CONTEXT OF SPALDING ACADEMY - 2022

SCHOOL CONTEXT DATA OCTOBER 2022					
Most recent Ofsted grade:	GOOD	Number of pupils on roll	1390	Number of students in Year 12 & 13	N/A
Number of students eligible for pupil premium	24.96%	Number of students with statement of SEN or education, health and care (EHC) plan	2.9%	Prior attainment information of current Year 11. % of students with low (L), middle (M), high (H) prior attainment 2022 Cohort in brackets.	L: 41% (45%) M: 51% (47%) H: 8% (8%)
Progress 8 score – 2022 – by Key Area	Whole Cohort: +0.47 (+0.21 2019) Pupil Premium: -0.10 (-0.03 2019) Boys: +0.12 Girls: +0.74 SEN: +0.50 EAL: +1.12	Progress 8 score – by Pillar	ENG: +0.24 MA: -0.19 EBACC: +0.31 OPEN: +1.21	Progress 8 score – by P.A	L: +0.59 M: +0.48 H: -0.24

7. DATA CONTEXT OF SPALDING ACADEMY - 2023

SCHOOL CONTEXT DATA OCTOBER 2023					
Most recent Ofsted grade:	GOOD	Number of pupils on roll	1415	Number of students in Year 12 & 13 (NB: Slat Sixth Form at BA Site)	N/A
Number of students eligible for pupil premium	26.6% Disadvantaged 24.3% FSM	Number of students with statement of SEN or education, health and care (EHC) plan:	3.2%	Prior attainment information of current Year 11. % of students with low (L), middle (M), high (H) prior attainment 2023 Cohort in brackets.	L: 41% (41%) M: 51% (51%) H: 8% (8%)
Progress 8 score – 2023 – by Key Area	Whole Cohort: +0.67 (+0.48 2022) Pupil Premium: +0.19 (-0.10 2022) Boys: +0.59 Girls: +0.75 SEN: +0.4 EAL: +1.09	Progress 8 score – by Pillar	ENG: +0.26 MA: +0.12 EBACC: +0.51 OPEN: +1.49	Progress 8 score – by P.A	L: +0.66 M: +0.75 H: +0.25
Overall Attendance4 – KS3 & KS4	2018-19: 94.9% 2019-20: 95.7% (Oct 2019) 2020-21: COVID DATA 2021-22: 92.70% 2022-23: 92.60% Current: 95.53%	Persistent Absence – KS3 & 4	2018-19: 12.3% 2019-20: 12.4% (Oct 2019) 2020-21: COVID DATA 2021-22: COVID DATA 2022-23: 19.17%		

8. GCSE & BTEC RESULTS 2023

Time Series – Key Stage 4

Whole Cohort	2016	2017	2018	2019	2022	2023
	Results – under CfBT	Results	Results	Results	Results	Provisional Results – OCT 23
Progress 8 Score	-0.42	-0.05	+0.16	+0.21	+0.47	+0.67
Attainment 8 Score	39.5*	39	39.1	39.1	45.75	45.3
% Achieving 9-4 English/Maths	36	51	50	42	51	58
% Achieving 9-5 English/Maths	n/a	25	25	18	27.5	29
% Achieving Ebacc	n/a	5	5	2.4	7	5.5
Key Characteristics of Cohort	211 students 45% boys, 55% girls <u>Prior Attainment</u> 8% High, 56% Mid, 36% Low	210 students 54% boys, 46% girls <u>Prior Attainment</u> 14% High, 58% Mid, 28% Low	197 students 55% boys, 45% girls <u>Prior Attainment</u> 17% High, 53% Mid, 30% Low	163 students 47% boys, 53% girls <u>Prior Attainment</u> 20% High, 60% Mid, 20% Low	240 students 45% boys, 55% girls <u>Prior Attainment</u> 8% High, 47% Mid, 45% Low	256 students 49% boys, 51% girls <u>Prior Attainment</u> 8% High, 48% Mid, 40% Low
Disadvantaged	2016	2017	2018	2019	2022	2023
	Results – under CfBT	Results	Results	Results	Results	Provisional Results
Progress 8 Score	-0.78	-0.36 (-0.73 to 0.00)	-0.54 (-0.94 to -0.14)	+0.04	-0.10	+0.27
Attainment 8 Score	35.9	35.7	32.7	38.7	37.36	37.71
% Achieving 9-4 English/Maths	32.7	41	42	38	30	41
% Achieving 9-5 English/Maths	n/a	20	16	18	12	10
% Achieving Ebacc	n/a	4	0	0	n/a	0
Key Characteristics of Cohort	58 students 42% boys, 58% girls <u>Prior Attainment</u>	44 students 57% boys, 43% girls <u>Prior Attainment</u> 16% High, 61% Mid, 23% Low	38 students 54% boys, 46% girls <u>Prior Attainment</u> 13% High, 66% Mid, 21% Low	39 students 47% boys, 53% girls <u>Prior Attainment</u> 21% High, 61% Mid, 18% Low	46 students 48% boys, 42% girls <u>Prior Attainment</u> 4% High, 41% Mid, 55% Low	59 students 44% boys, 56% girls <u>Prior Attainment</u> 4% High, 44% Mid, 49% Low
SEN	2016	2017	2018	2019	2019	2023
	Results – under CfBT	Results	Results	Results	Results	Provisional Results
Progress 8 Score	-0.87	-0.5	-0.19	+0.11	+0.48	+0.40
Key Characteristics of Cohort	45 students 31 boys, 14 girls	52 students 34 boys, 18 girls	36 students 15 boys, 21 girls	30 students 16 boys, 14 girls	33 students 19 boys, 14 girls	39 students 25 boys, 14 girls

1. The overall results show a continued trend of improvement to a point where progress in the school is consistently significantly above the national average.
2. Attainment is in line or better than 2022 despite the national figures dropping to 2019 levels. Percentage achieving grade 4+ in English and Maths increased by 8%.

9. CURRICULUM INTENT / VISION

SPALDING ACADEMY– CURRICULUM INTENT / VISION

ASPIRE – CHALLENGE – ACHIEVE

The Spalding Academy curriculum is under constant review. We make changes to what students learn across school and within subjects based on their feedback, progress and aspirations. We are immensely proud of the outcomes our students achieve through our curriculum, including their exceptional GCSE results in the core, EBacc subjects, in the technical and vocational areas and in becoming independent, hardworking and caring young people. We believe that, without exception, our students have individual talents and abilities and are committed to providing a curriculum which is broad, rich and balanced in order to meet the needs of all. We value every curriculum subject area and students are encouraged to pursue a range of subjects reflecting their own interests and aspirations. This range is appropriate to age and ability ensuring students have the opportunity to learn and make the best progress possible, with the 'Curriculum Journey' in each subject underpinned by the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning.

Our curriculum firmly underpins the Trust's vision for a high performing non-selective school located within a selective area of education which aspires to be 'Outstanding' and the current curriculum is the next step on our journey towards this curriculum intent / vision:

- Key Stage 3 aims to provide a secure foundation and subsequent extension of prior knowledge, skills and understanding before broadening out into an ambitious and varied curriculum in Key Stage 4.
- At Key Stage 4 we are unique within the local area for offering a specialised mix of academic, technical and vocational subjects.

'Spalding Academy aims to provide a high-quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post-16 pathways and meet the responsibilities and experiences of later life'.

Through the three strands of our curriculum, we aim for students at Spalding Academy to **Aspire**, **Challenge** and **Achieve**; in doing so to be resilient, lifelong learners, responsible citizens and prepared for the future. Students' growth in these areas is developed across all aspects of their school experience: subject lessons, tutor time, assemblies and wider curricular opportunities.

This means that our curriculum in every subject is planned to ensure students leave with exceptional outcomes, both in their examinations and in their personal development. We ask every child to strive for personal excellence as well as leaving with the right qualifications to prepare them for the next stage.

We are very proud of the fact that students can follow an English Baccalaureate (EBacc) curriculum (Maths, English, Science, Humanities and Languages) to GCSE, however we place equal value on the contribution that creative, vocational and technical learning areas also makes to every child's development and our approach is for every student to follow their own pathway, based on strong careers advice and high aspiration for all learners. Less than 1% of our students go on to be not in education, employment or training (NEET). Our EBacc Points Score was 3.52 this year.

You can read more about how the curriculum is organised in each school year on the Curriculum Implementation pages. For a more detailed overview of the knowledge and skills taught in each discipline, please see the individual subject pages.

Beyond the Classroom: We aim to open the door to a wide range of experiences. All subjects provide additional learning contexts including; annual school productions, art events, careers fairs and high-performing sports teams in the majority of disciplines. You can find out about these on these on the subject pages and website home page.

For any more information about our Curriculum, please contact Mr Tom Martin, Deputy CEO : MartinT@bourneacademy.org

SPALDING ACADEMY– THE 4 ‘I’s

CURRIUCLUM INTENT

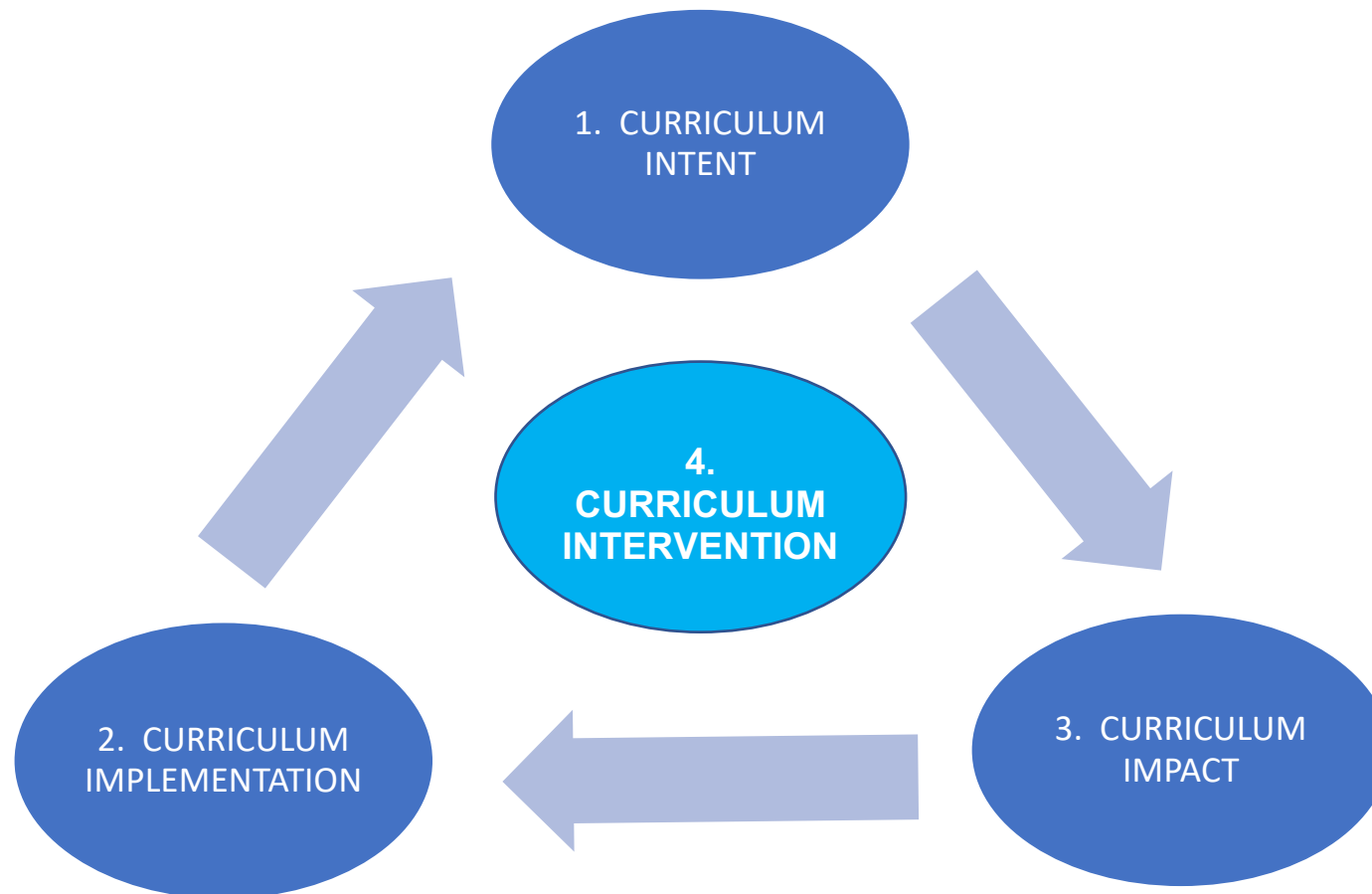
CURRICULUM IMPLEMENTATION

CURRIUCLUM IMPACT

Underpinned by:

CURRICULUM INTERVENTION

At Spalding Academy, it is important to note that in addition to the 3 ‘I’s identified to meet the needs of the new National Agenda, we have identified a 4th ‘I’, being Curriculum Intervention, which we see as being necessary to underpin our Curriculum Intent / Vision. Rather than identify key lines of enquiry for improvement, our term is one of identifying curriculum intervention, which is shared in the School Transformation Plan (STP); Department Development Plans (DDP) and in the Assessment Policy, particularly linked to the school our ‘Forensic Marking with (sample) Key Intervention’ strategy, which recognises the needs of our learners whilst supporting a reduction in workload for our teachers.



ASPIRE – CHALLENGE – ACHIEVE

At Spalding Academy we encourage students to aspire, embrace challenge and retain the knowledge, understanding and skills to '[Achieve](#)', in doing so to be resilient, lifelong learners, responsible citizens and prepared for the future. Reflecting this, our curriculum can be summarised by:

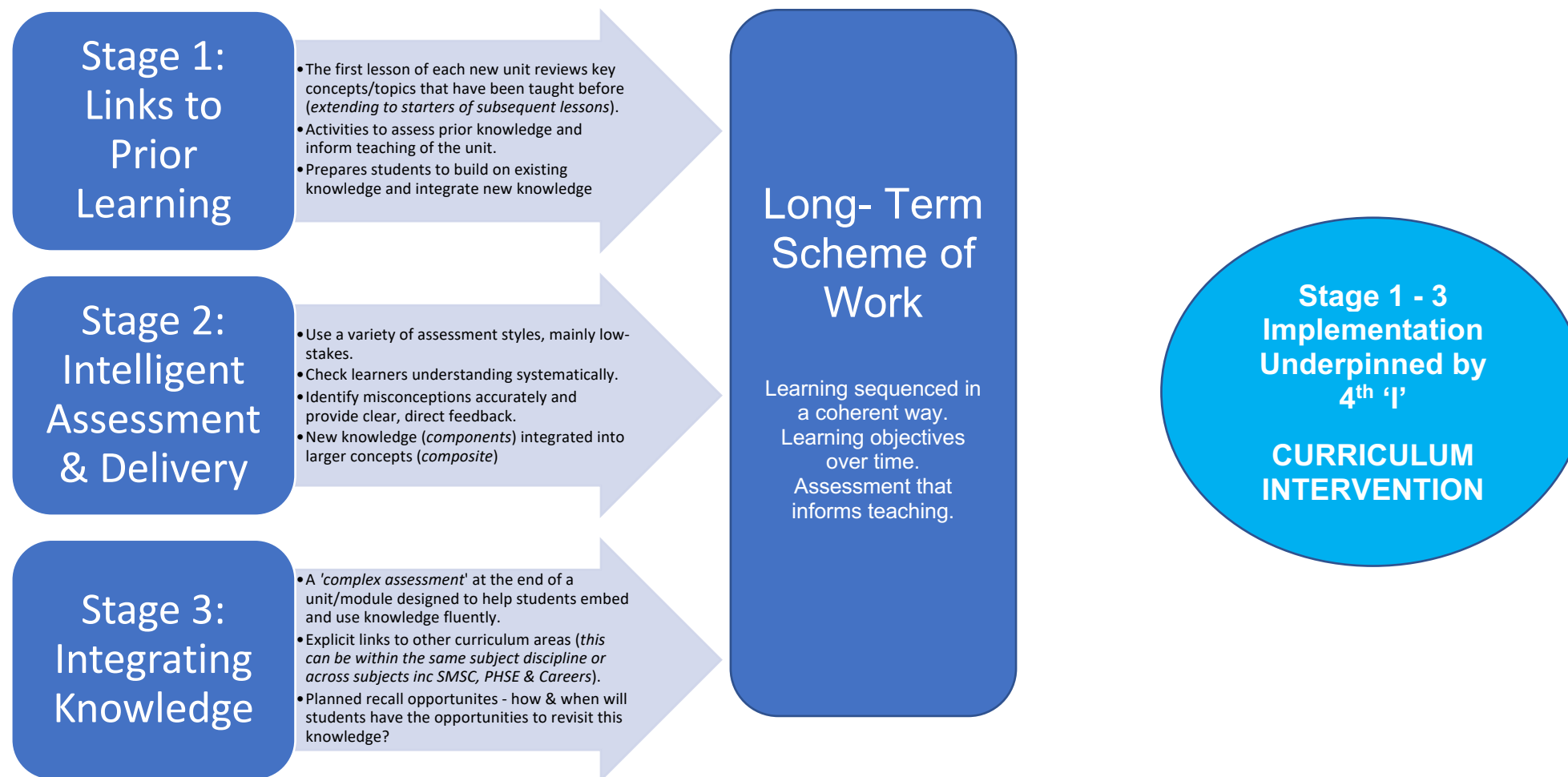
- **[Academic](#):** A curriculum that has a broad range of subjects, is challenging, accessible and inclusive for all, balanced with a range of enrichment and extracurricular opportunities. A key aspect is the systematic approach to the teaching and promotion of literacy and numeracy across the curriculum to ensure that students have essential life skills, are literate & numerate, as well as being digitally literate, finically literate.
- **[Choice](#):** Our students' abilities are diverse and they have many talents. It is extremely important that we enable them to have wide-ranging positive learning experiences and maximise future opportunities.
- **[High Standards](#):** Ambitious programmes of study ensure that our students achieve their potential in national examinations and for all students to aspire to the best future education, employment or training for their individual pathway and have an understanding of how to get there, including exploring and researching the jobs and industries they are interested in and developing the skills and qualities that are required to progress to their next stages.
- **[Intelligent assessment](#):** Assessment is used not solely for summative judgement but to also inform teaching and ensure continuity and progression between Key Stages, with forensic marking by teachers to supports students learning and key curriculum intervention.
- **[Equipped](#):** A coherent programme of personal, health, social, careers and economic education that ensures students are exposed to the experiences and opportunities they need to succeed and lead a healthy lifestyle in the wider community.
- **[Values](#):** Promotion of high quality behaviour, both outside of lessons and behaviour for learning, with students valuing equality and diversity, demonstrating the mutual respect and understanding of those with different cultures, faiths and beliefs thus mirroring the fundamental British values of democracy, the rule of law, high standards of behaviour and individual liberty (paying particular regard to the Equalities Act, 2010).
- **[Esteem](#):** Belief in and building of students' wellbeing to develop confident, resilient and independent learners who can be proud of their achievements. Learners who are organised and independent, take pride in their work and develop their cultural capital and appreciation of culture and society beyond their own experience and learners who value how to maintain healthy relationships with others, have an understanding of how to look after their mental and physical health and wellbeing.

In order to meet the needs of '[Achieve](#)', at Spalding Academy we see our greatest '[Challenge](#)' as being:

- **[Literacy Skills](#):** Due to the context of the school, being a secondary modern, without a comprehensive student intake and the impact of the 11+ weighting on non-verbal reasoning, there is a need to continue to improve students' extended writing skills, to equip them better to more successfully complete long answer questions and to encourage our learners to be articulate in a range of contexts, by being encouraged to constantly develop a wider vocabulary, supported by reading widely.
- **[Independent Learning](#):** At Spalding Academy there is a constant need to focus on encouraging students to learn independently, by completing homework tasks, attending curriculum intervention sessions and undertaking extended learning tasks. We see this need as being closely linked to our raising aspiration programme which, due to the context of the school, can be a limiting factor and at Spalding Academy we see it important to work to engage the parents as well as the students.
- **[Student Wellbeing](#):** At Spalding Academy we meet this area of focus exceptionally well, driven through our comprehensive pastoral structure. However, we recognise the need for continued focus on the wellbeing and health of our learners in order that they can 'do their best', whilst growing up in the increasingly challenging and complex world of being a young person in modern Britain.

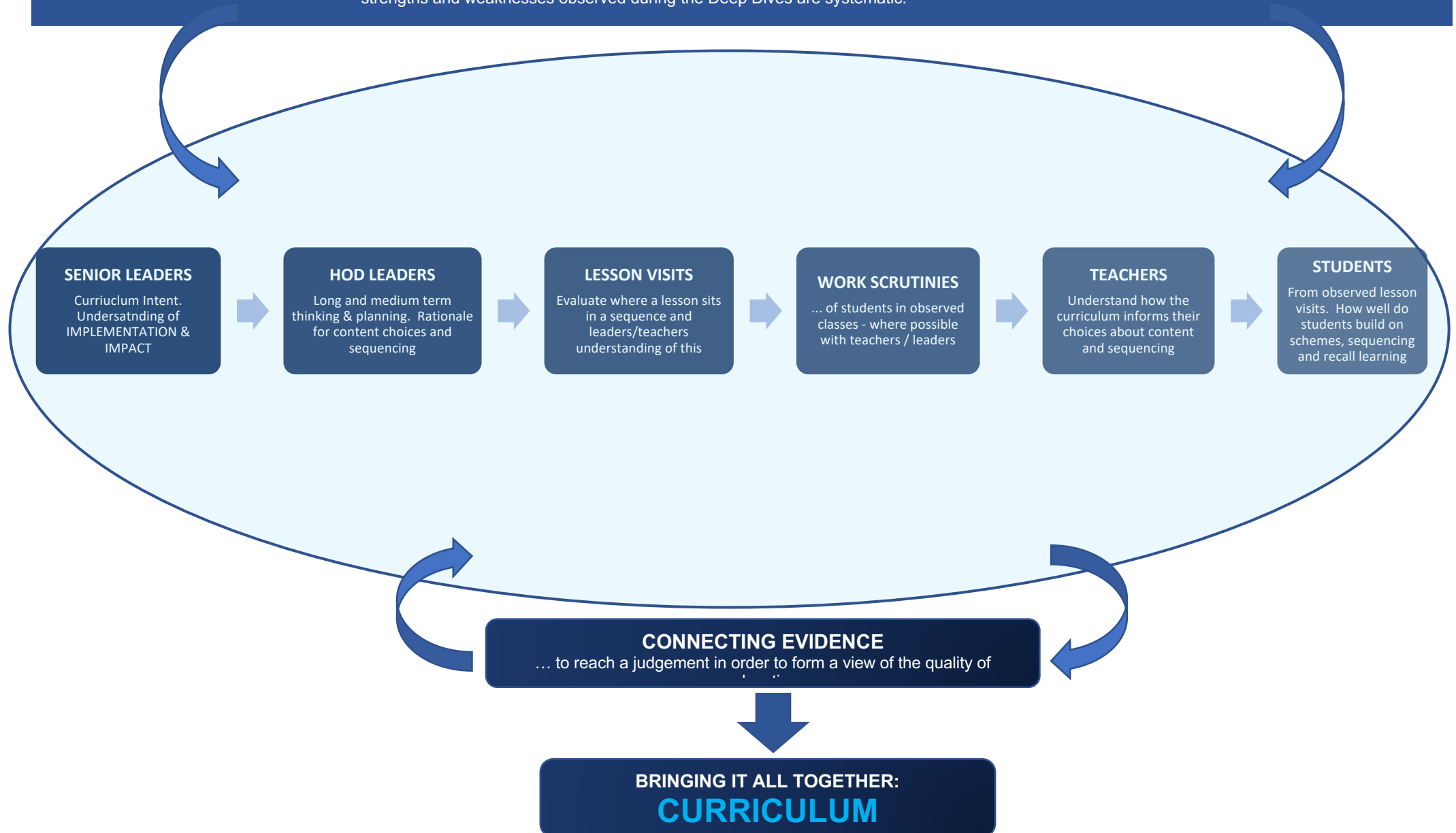
Curriculum Implementation – Structure of Long Term Learning

The whole school approach below sets out how all units of work across the school will be delivered. Teaching in all subjects is designed to help learners embed knowledge into their long term memory and to know how new knowledge links into larger concepts. Within this framework we recognise that all subjects are different and the ways in which subject disciplines are learnt will differ.



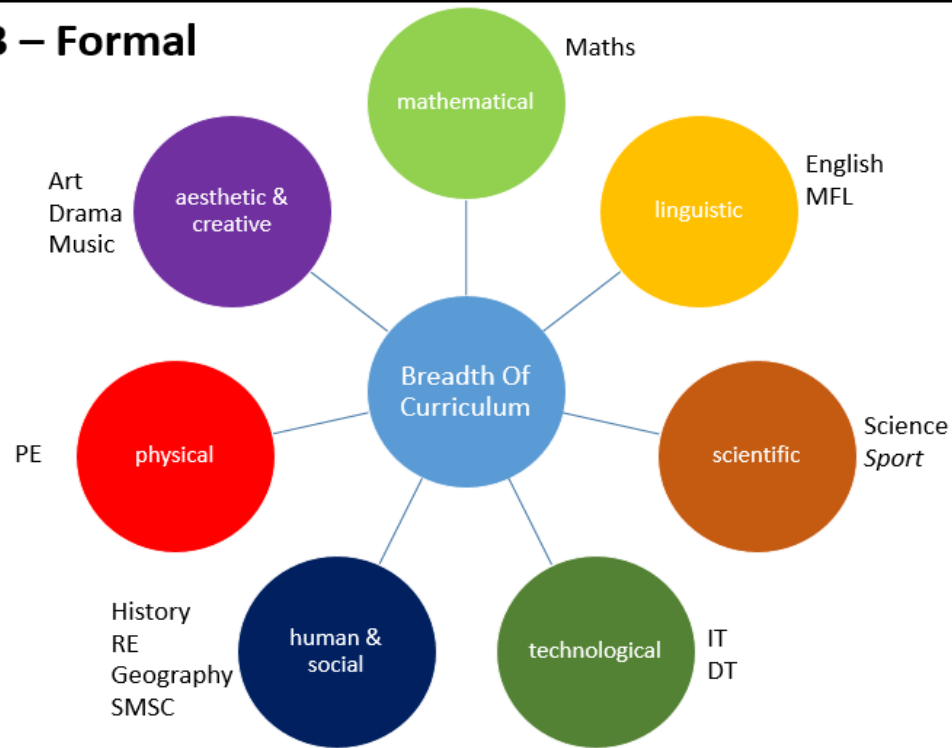
SLATrust DEEP DIVES

CURRICULUM INTENT / CONTEXT: Leaders will gather evidence according to the below plan, working with Head of Departments (HOD); teachers and students. The Department Transformation Plan (DTP) will be the starting point to gather evidence and leaders will also collect additional evidence to identify whether or not the strengths and weaknesses observed during the Deep Dives are systematic.



KEY STAGE 3 CURRICULUM

Key Stage 3 – Formal Curriculum



Key Stage 3 curriculum serves a clear purpose in every subject at Spalding Academy. The Curriculum Journey in each subject covers the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and knowledge and skills are developed to prepare students for the next stage. You can see these journeys on the pages for each subject.

We are ambitious for all of our students, therefore they all study every subject regardless of ability.

Class groups are organised into four 'bands' promoting higher expectations for all groups. Although the timetable is structured in ability bands a key feature of Spalding Academy is that students are not restricted by this and movement between teaching groups and bands is common, based on thorough assessment of progress. It is also important that we recognise students come to us with many different strengths and are not placed into the same teaching groups for all subjects.

The balance of subjects can be seen in the weekly distribution of lessons below:

4 Groups	A Band	English – 4 Maths – 3	Science - 3 Art & Design - 2 Drama, Music, IT, RE, PSHE - 1	Geog – 2, Hist – 2, MFL - 2 PE - 2
3 Groups	B Band	English – 4 Maths – 3	Science - 3 Art & Design - 2 Drama, Music, IT, RE, PSHE - 1	Geog – 2, Hist – 2, MFL - 2 PE - 2
3 Groups	C Band	English – 4 Maths – 3	Science - 3 Art & Design - 2 Drama, Music, IT, RE, PSHE - 1	Geog – 2, Hist -2, MFL - 2 PE - 2
2 Groups	D Band	English – 5 Maths – 3	Science - 3 Art & Design - 2 Drama, Music, IT, RE, PSHE - 1	Geog – 2, Hist – 1, MFL - 2 PE - 2

Year 7 & Year 8

In Year 9 students follow a similar curriculum but more focussed upon the Ebacc subjects. The cohort is split into two ability ‘halves’ for Mathematics and Science, and two different ability ‘halves’ for all other subjects – allowing for more focussed pupil grouping. This is beneficial for individual students as it means that they could be in a top group for Maths and a low group for English or vice-versa.

6 Groups	A Band	English – 4 Geography - 2 Core PE - 2	Maths – 4 MFL - 2 Art, Music, Drama, IT, Food, Sport - 2	Science – 4 History - 2 RE - 1
6 Groups	B Band	English – 4 Geography - 2 Core PE - 2	Maths – 4 MFL - 2 Art, Music, Drama, IT, Food, Sport - 2	Science – 4 History - 2 RE - 1

Year 9

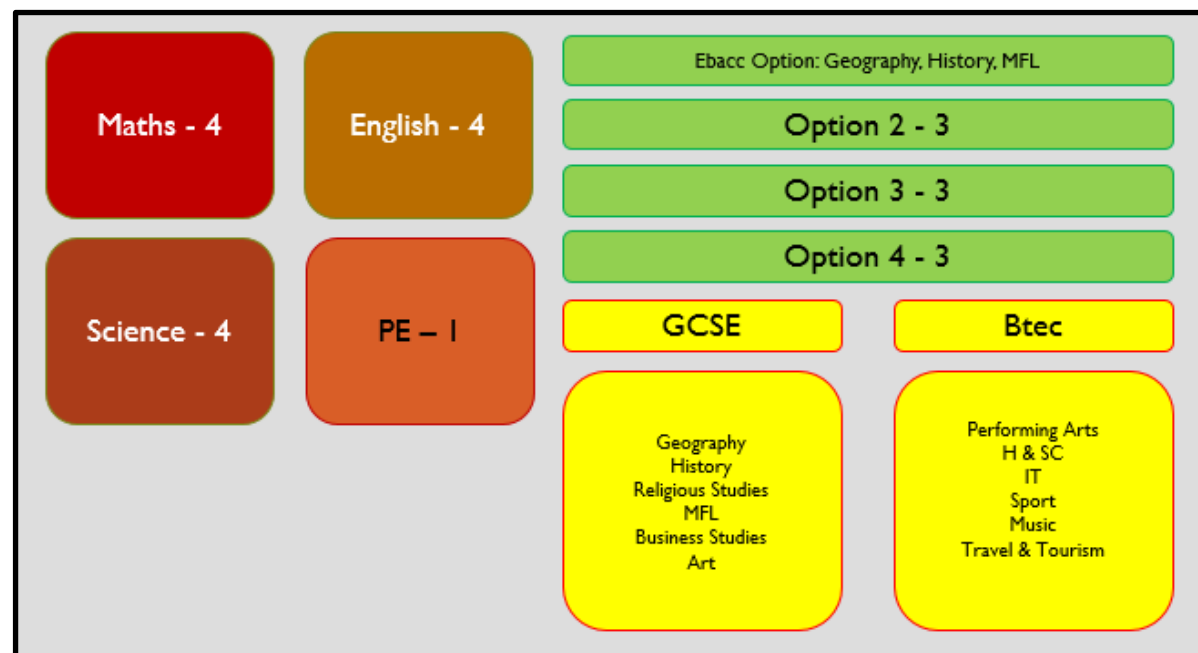
Year 10 and 11

In Year 10 and 11 students are now studying for their final qualification subjects. Through the Options process, we meet the statutory national requirements and aim to provide a more bespoke curriculum for Year 10 and 11 study. For us, this means giving our students as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. We have paid particular regard to the local community, jobs market and further education opportunities to develop a local curriculum offer with a broad range of GCSE and vocational qualifications available. This local offer has ensured progression onto further education and beyond into successful careers for many students.

Students choose up to four Options subjects, in addition to English Language and Literature, Maths, Science and a Humanities subject. Students are encouraged to continue to achieve the English Baccalaureate however, some students decide to follow other creative, technical or vocational qualifications and follow an alternative pathway to the EBacc, which is designed to bridge the gap into future study or employment upon leaving Spalding Academy.

Our values in designing our Key Stage 4 curriculum are:

- The belief that student choice should be maximised. Students at Spalding Academy choose 4 subjects which is quite rare in education now. We believe that in order to reflect the diversity of talents that our students demonstrate the choices they have should be as wide as possible.
- Vocational subjects, including the creative and technical subjects are the equal of academic subjects. We encourage (but do not insist upon) as many students as possible to study a vocational subject.



In addition to their assessed curriculum, students' physical, religious, moral and spiritual education continues in core SMSC / PSHE sessions and PE lessons. At Key Stage 4 PSHE continues to be delivered through our daily SMSC programme delivered by tutors, and a rotating fortnightly programme of PSHE lessons delivered by teaching staff within the Ebacc range of subjects. This is supplemented by special PSHE days.

Additionally, in Year 11, students benefit from the addition of an offered "Period 6" curriculum intervention at the end of each day. This provides a vital opportunity for intervention in the subjects where they require more support.

10. SPALDING ACADEMY SCHOOL TRANSFORMATION PRIORITIES (STP) 2023-2024

SPALDING ACADEMY VISION - ASPIRE / CHALLENGE / ACHIEVE

Spalding Academy aims to provide a high-quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post 16 pathways, meet the responsibilities and experiences of later life and to **Aspire / Challenge / Achieve**.

TARGET: A. LEADERSHIP & MANAGEMENT	TARGET: B. QUALITY OF EDUCATION	TARGET: C. BEHAVIOUR & ATTITUDES	TARGET: D. PERSONAL DEVELOPMENT	TARGET: E. OVERALL EFFECTIVENESS
<p>STRATEGIC OBJECTIVE IN BRIEF:</p> <p>INTENT: i. To review KS4 curriculum in light of Vocational qualification reforms & make any changes. ii. To securely embed the mapped three-year KS3 Curriculum. iii. Continue to encourage an increased EBacc participation at KS4.</p> <p>IMPACT: Yr11: Maintain focus on End of KS4 [P8 Score] so the school remains above national average. Yr10: Review target setting & tracking of achievement.</p> <p>STAFF SUCCESSION & CPD: i. Maintain high focus on succession planning; retention & developing/training staff appropriate to their career stage. ii. To ensure all new staff carry out a thorough Trust induction process. iii. Revisit staff understanding of the T&L strategy, to meet the needs of the national educational agenda.</p> <p>STAFF WELLBEING: To implement the WWW. Staff Wellbeing Charter across the Trust, including embedding a Staff Welfare Champion and website.</p> <p>PARTNERSHIPS: To formally implement the new Partnership (HUB) structure across the Trust, to ensure consistency and best practice is shared across all schools.</p> <p>TRUSTEE & LAB MEMBER TRAINING: i. Revisit Governors understanding of the schools T&L strategy, to meet the needs of the national educational agenda. ii. Recruitment drive to increase the capacity of SA Local Advisory Boards (LAB).</p> <p>ACA GROUP: Embed the ACA (Aspire Challenge and Achieve) internal school improvement group.</p>	<p>STRATEGIC OBJECTIVE IN BRIEF:</p> <p>TEACHING & LEARNING IMPLEMENTATION: Support subject teachers to deliver Good & Outstanding quality lessons, with a particular focus on stretch & challenge, pace, recall, retrieval & questioning.</p> <p>INTERVENTION: Further develop the department approach to curriculum implementation through intervention (4th 'I') to further embed learning automaticity.</p> <p>INDEPENDENCE: i. Embed an intervention plan for students to build independence; resilience; resourcefulness & close gaps in learning. ii. With a particular focus on further closing the gender gap.</p> <p>NATIONAL CURRICULUM MAPPING: To embed the reviewed student learning experience for each year group – finalising mapping provision to the National Curriculum across all subject areas (including stretch and challenge initiative).</p> <p>QUALITY ASSURANCE: To further develop and embed the Trust quality assurance processes - i.e. Deep Dives; lesson visits; work scrutiny & student voice.</p> <p>ASSESSMENT: Embed the Feedback Policy to include a balance of low; mid; high assessments to support managing workload.</p> <p>COMMUNICATION AGENDA: Embed the effective Communication Policy and strategies (reading, literacy & oracy).</p> <p>SEN: SEN review of provision to build a 'school within a school' – to ensure appropriate resources and that student Learning Plans are well matched to their individual needs.</p>	<p>STRATEGIC OBJECTIVE IN BRIEF:</p> <p>REWARDS: Implement the Trust's new Student Reward Scheme. This includes the Aspire Passports for Year 7-9 (Year one of two-year programme)</p> <p>BEHAVIOUR: Further embed the SLAT 4 Point Behaviour Plan & On Call system -and ensure the Behaviour Ladder of escalation is embedded & consistent.</p> <p>ATTENDANCE: i. Continue to monitor & drive attendance effectively and feedback weekly & review impact of attendance strategies & progress. ii. Continue to promote the Trust No Off Rolling Policy, to reduce EHE numbers.</p> <p>MID YEAR ADMISSIONS PROCESS: To continue to monitor & drive the mid-year admission process, in order for a smooth facilitation of the FAPS; managed move and appeals (high volume) process where possible.</p> <p>AP: To continue to check the quality of education at the alternative provision of Pilgrim Hospital School, to ensure its appropriateness to engage students & to participate in managing their education.</p> <p>BEHAVIOUR FOR LEARNING: Embed strategies to enable students to enhance their thirst for learning and show their resilience to independent learning and developing confidence (NB: links to new Aspire Reward Passport initiative).</p> <p>IMPROVE ASPIRATION / INDEPENDENCE: i. To build on improving the quality and challenge of homework. ii. Develop greater student ownership of learning – i.e. via their approach to independent learning tasks within lessons or in intervention sessions.</p>	<p>STRATEGIC OBJECTIVE IN BRIEF:</p> <p>SAFEGUARDING: Ensure policy & procedures include all current updates-ensure appropriate training for staff to maintain outstanding support for all.</p> <p>PSHE / SMSC: Embed at KS3 & KS4 to prepare our students for the 21st Century in line with SLAT expectations:</p> <ul style="list-style-type: none"> Fundamental British Values (FBV) Careers RSE Diversity Communication (Oracy / Reading) Disadvantaged Celebration/Pride/Respect/Rewards <p>STUDENT WELLBEING: i. Further promotion of wellbeing and positive mental health strategies. ii. Embed the Trust / whole school robust approach to raising awareness of wellbeing & mental health issues.</p> <p>CAREERS: Continue to raise aspirations and review destinations. Embed the current careers provision and to meet the needs of the Gatsby benchmark, to ensure all pupils progress to the next appropriate stage of education or employment.</p> <p>DISADVANTAGED STRATEGY: Further embedding the school Disadvantaged Strategy to ensure gaps in student learning, rewards or welfare are bridged through the three strategy development pillars (academic/engagement/welfare).</p> <p>HOUSE SYSTEM: To review the House system in order to raise the profile of this initiative and give students a stronger House identity.</p> <p>WIDER CURRICULUM: to continue to focus on extra-curricular activities provided and events/trips to raise aspiration – record & breakdown impact by groups of students.</p>	<p>STRATEGIC OBJECTIVE IN BRIEF:</p> <p>QUALITY ASSURANCE: i. Embed the Trust's quality assurance measures, including deep dive 'visits', and embed training for staff. ii. To introduce and develop a Trust / school Lesson Look Obs Team to improve T&L consistency in the school & Trust.</p> <p>RAISING ASPIRATION: To embed strategies & support to ensure high aspiration for all learners, with a focus on:</p> <ul style="list-style-type: none"> SEN EAL LAC Disadvantaged Safeguarding Diversity Groups High Prior Attainers Mid-Term Admissions <p>STAKEHOLDER VOICE: Continue with ongoing regular communication with all stakeholders, so all learn to 'know their school well'.</p> <p>STUDENT VOICE: i. Increase opportunity for student voice to gauge students experience - including promotion of new 'You Say, We Listen' feature & relaunch the School Council. ii. To put in place helpful student (exit) surveys to gauge successes & areas for the Trust and school to improve as students' progress to the next stage of their education/work career.</p> <p>SIXTH FORM: Continue to explore the Post 16 provision at Spalding Academy for September 2024/25, whilst continuing to offer transition to the SLAT Sixth Form.</p> <p>LEARNING ENVIRONMENT: Facility improvement to raise aspiration – i.e. to complete the development of the ongoing planned building projects and review any future facility needs for 2024/2025.</p>