

SPALDING ACADEMY

SCHOOL TRANSFORMATION PLAN (STP) 2019-2020

The School Transformation Plan (STP) has been agreed by the Local Advisory Board (LAB) and forms part of the strategic planning for 2019/20. 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 2019 - 2020: *(NB: This is an abridged version of the full STP for the Trustees / LAB Members)*

1. INTRODUCTION
2. MONITORING & EVALUATING THE PLAN
3. SEF - SEPT 2019
4. DATA CONTEXT 2019
5. GCSE & LEVEL 1 / 2 BTEC RESULTS 2019
6. CURRICULUM INTENT / VISION 2019
7. PRIORITIES 2019
8. STP OPERATIONAL PLANS 2019
9. CONTEXT OF COHORTS 2019-2022

1. INTRODUCTION

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

Spalding Academy is an inclusive 11-18 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 programmes, often involving working closely with the local community, particularly in sport and the arts - including music, performance and the visual arts.
- 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.
- High expectations of student behaviour. Our high expectations for uniform standards, behaviour & student leadership programmes all show we are aspiring to be outstanding in all we do.

'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.'

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:

- Executive Headteacher will report progress to the Spalding Academy LAB at each meeting;
- Executive Deputy Headteachers / Head of Department / identified staff to report progress to link LAB members or Trustee members;
- Short termly SLT meetings will review SDP progress - i.e. 5 times / year (Nov to July);
- Executive Deputy Headteachers / Head of Department / identified staff to report progress via regular SLT link meetings and report to the Executive Headteacher;
- School priority areas are reflected in performance management objectives for all staff;
- 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 2019

SEF / SCHOOL CONTEXT

- Spalding Academy is part of the South Lincolnshire Academies Trust (SLAT), which is a multi-academy trust (MAT) of only two local schools. The vision of the Trust is to offer exceptional quality education in our schools for young people in this rural community within Lincolnshire, through sharing good practice, policies and systems and having a common ethos and sense of purpose.
- Spalding Academy is now a popular, 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 often have an 'imbalanced profile', i.e. relative weakness in either maths OR English, making a grade 4+ or better in both a real challenge.
- Spalding Academy has a significant number of gifted and talented arts 'specialists', who gain top grades within their area/s of expertise. Due to the diverse nature of our learners, the Spalding Academy curriculum is under constant review, with changes made to what students learn across school and within subjects based on their feedback, progress and aspirations.
- At Spalding Academy we are immensely proud of the outcomes our students achieve through our innovative curriculum, including their GCSE & BTEC 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.
- 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.

NB: Please refer to the website to see the wide range & varied opportunities on offer at Spalding Academy, which includes the many newsletters

**SEF / SCHOOL
CONTEXT**

- Spalding Academy has a strong reputation for pastoral care, 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 encourages 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, have an understanding of how to look after their mental and physical health and wellbeing.
- There are just over 1127 students on roll at Spalding Academy, with 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 1.69%, slightly higher than the national average and approximately 24.3% of students are disadvantaged, which is evenly weighted across all year groups.
- Approximately 15% to 20% of KS4 learners progress successfully on to Bourne Academy Sixth Form (where students are given a free bus pass for the two years of study), local colleges or apprenticeships and at the end of KS4 study there were less than 1% NEETS in 2019.
- The progress for end of KS4 learners is good and has steadily improved over time, with the school now performing 'Above' national average.
- End of KS4 progress is particularly high +0.21 overall and -0.02 Disadvantaged; +0.53 Girls; -0.1 Boys.
- Spalding Academy prides itself 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 programme, for example mapping our 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.
- Parents/carers are supportive of the school & are encouraged to make contact, using the 'pastoral email tab', so that we can work together to support learners.
- The Executive Headteacher appointed in January 2019, has implemented an inclusive approach to developing staff and both individuals and key groups have been invested in. There is now 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.
- As well as recognising staff, this is a school which recognises the whole child, seen in the many leadership, peer mentoring and enrichment opportunities on offer.
- 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 'student charter', both of which have been written by our young people and can be seen on the school website, with the website showing further evidence of our very rich and varied curriculum.

**CURRENT
OVERALL
JUDGEMENT**

OVERALL EFFECTIVENESS (OUTCOMES):	GOOD	2
LEADERSHIP & MANAGEMENT:	OUTSTANDING	1
QUALITY OF EDUCATION (TEACHING, LEARNING & ASSESSMENT):	GOOD / OUTSTANDING	2
PERSONAL DEVELOPMENT	OUTSTANDING	2
BEHAVIOUR, ATTITUDES & WELFARE:	OUTSTANDING	2
EFFECTIVENESS OF THE SIXTH FORM:	GOOD / OUTSTANDING	N/A

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, 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); a KS4 Boys Form Group; the 'Aspire' card, which offers challenges, balanced with reward.

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 strategy (Oct 2019), which is developing over time the details of which can be seen in target Eiii.
- 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 Executive Headteacher, Executive Deputy Headteachers, 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 Executive Headteacher introduced a School Transformation Plan (STP) in Oct 2019, which allows 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

OTHER 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 secure foundation and subsequent extension of prior knowledge, skills and understanding before broadening out into an ambitious and varied curriculum through our Year 8 'Choices' programme.
- 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.

4. DATA CONTEXT OF SPALDING ACADEMY

SCHOOL CONTEXT - NOVEMBER 2019					
Most recent Ofsted grade:	GOOD	Number of pupils on roll	1127	Number of students in Year 12 & 13	N/A Currently
Number of students eligible for pupil premium	274 (24.3%)	Number of students with statement of SEN or education, health and care (EHC) plan	19 (1.7%)	Prior attainment information of current Year 11. % of students with low (L), middle (M), high (H) prior attainment 2019 Cohort in brackets.	L: 21% (18%) M: 47% (48%) H: 20% (16%)
Progress 8 score – 2019 – by Key Area	Whole Cohort: +0.21 (+0.14 2018) Pupil Premium: -0.02 (-0.42 2018) Boys: -0.10 Girls: +0.53 SEN: +0.12 EAL: +1.12	Progress 8 score – by Pillar	ENG: -0.10 MA: -0.06 EBACC: +0.18 OTHER: +0.62	Progress 8 score – by P.A	L: +0.86 M: +0.11 H: -0.2
Progress 8 Forecast – 2020 – by Key Area (Oct 18 th)	Whole Cohort: +0.23 Pupil Premium: +0.0 Boys: -0.15 Girls: +0.73 SEN: -0.05 EAL: +0.86	Progress 8 Forecast score – by Pillar (Sep 20 th)	ENG: +0.12 MA: +0.23 EBACC: +0.36 OTHER: +0.35	Progress 8 Forecast score – by P.A (Oct 18 th)	L: +0.51 M: +0.42 H: -0.46
Overall Attendance ⁴ – KS3 & KS4	2018-19: 94.9% 2019-20: 95.7% (Oct 2019)	Persistent Absence – KS3 & 4	2018-19: 12.3% 2019-20: 12.4% (Oct 2019)		

5. GCSE & BTEC LEVEL 1 / 2 RESULTS 2019

Time Series – Key Stage 4

Whole Cohort	2016	2017	2018	2019	2020
	<i>Results – under CfBT</i>	<i>Results</i>	<i>Results</i>	<i>Results</i>	<i>Y11 AOL 1 Forecast</i>
Progress 8 Score	-0.42	-0.05	+0.16	+0.21	+0.27
Attainment 8 Score	39.5*	39	39.1	39.1	41.2
% Achieving 9-4 English/Maths	36	51	50	42	50
% Achieving 9-5 English/Maths	n/a	25	25	18	25
% Achieving Ebacc	n/a	5	5	2.4	1.2
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	167 students 55% boys, 45% girls <u>Prior Attainment</u> 21% High, 53% Mid, 25% Low

Disadvantaged	2016	2017	2018	2019	2020
	<i>Results – under CfBT</i>	<i>Results</i>	<i>Results</i>	<i>Results</i>	<i>Y11 AOL 1 Forecast</i>
Progress 8 Score	-0.78	-0.36 (-0.73 to 0.00)	-0.54 (-0.94 to -0.14)	+0.04	+0.02
Attainment 8 Score	35.9	35.7	32.7	38.7	40.0
% Achieving 9-4 English/Maths	32.7	41	42	38	40
% Achieving 9-5 English/Maths	n/a	20	16	18	25
% Achieving Ebacc	n/a	4	0	0	3.3
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	57 students 47% boys, 53% girls <u>Prior Attainment</u> 25% High, 51% Mid, 21% Low

6. 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 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 Schools 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 through our Year 8 'Choices' programme.
- 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 Average Points Score was 3.61 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.

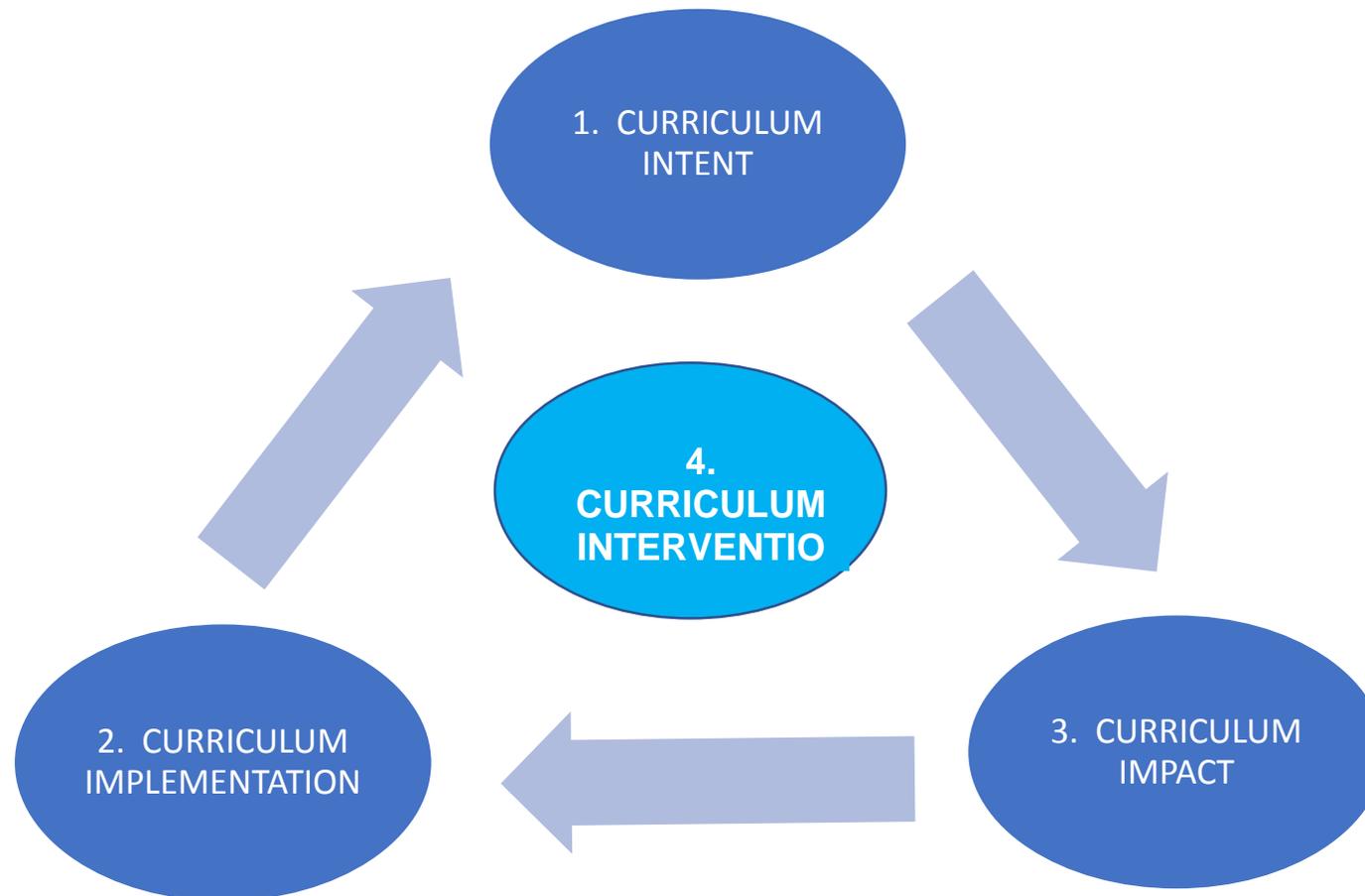
For any more information about our Curriculum, please contact Mr Tom Martin, Executive Deputy Headteacher: MartinT@bourneacademy.org

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:

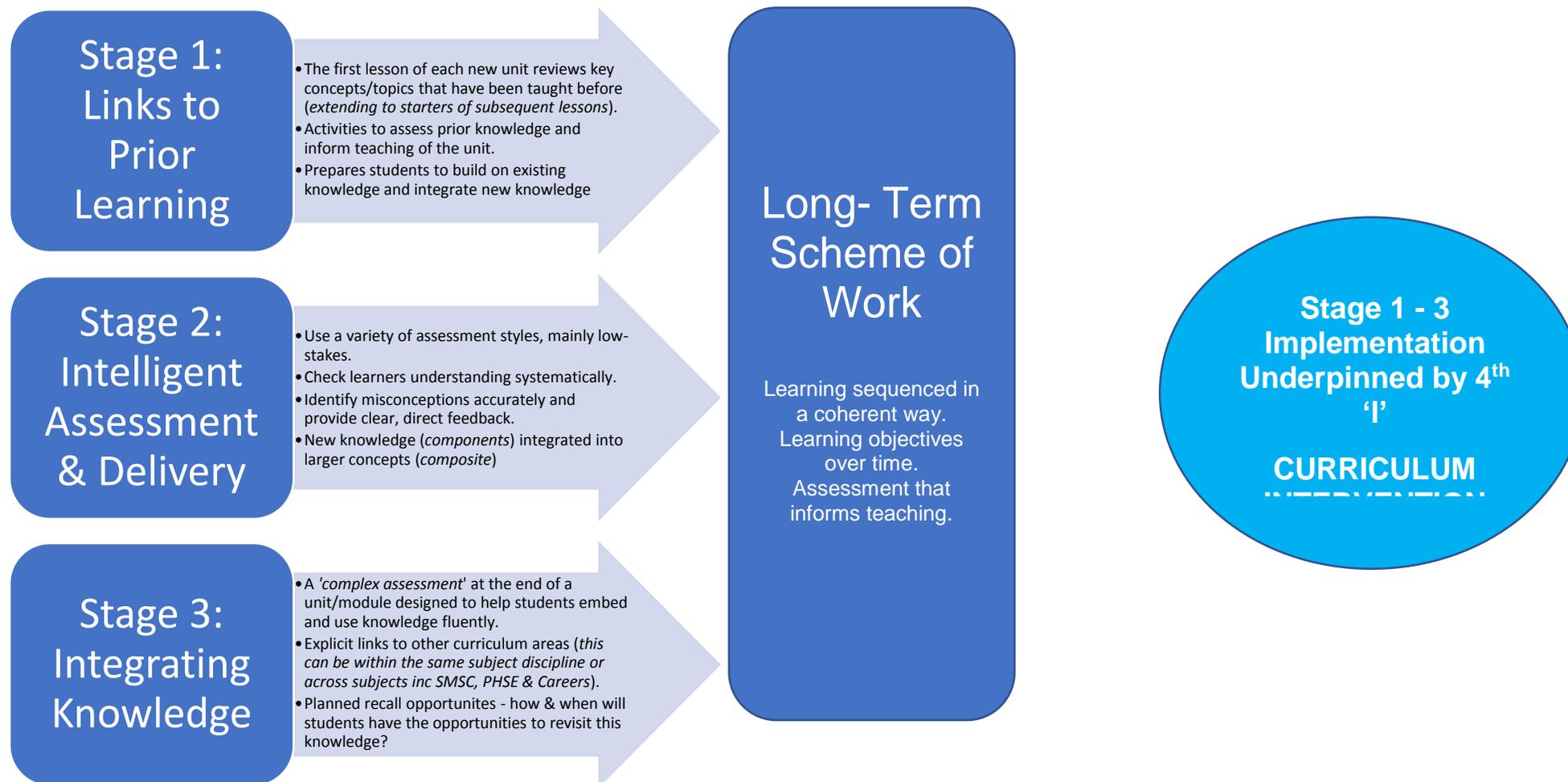
- **[Academic](#)**: A curriculum that has a broad range of subjects, is challenging, accessible and inclusive for all, balanced with a range of enrichment and extracurricular opportunities. A key aspect is the systematic approach to the teaching and promotion of literacy and numeracy across the curriculum 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 Saplding 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, such as seen in the Most Able programme. 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.



Years 7 and 8

The Year 7 and 8 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.

Years 7 and 8 give all students a well-rounded, broad curriculum with a balance between the academic subjects, arts and sport. Alongside Maths, English, Sciences, Religious Studies and Physical Education, all Year 7 students study a broad range of non-core subjects from day one. Art, Design & Technology, Music, Drama and Computing expose students to creative, technical and vocational aspects of learning. We give balanced curriculum time to subjects in order to give students a strong foundation to pursue the English Baccalaureate as a choice at KS4. A small number of students who are “not secondary ready” with English or Maths follow an enhanced programme in place of Modern Languages. This small-group teaching aims to fill the gaps in student understanding, identified in their Maths & English lessons, in order that their literacy or numeracy are not a barrier to them accessing the rest of the curriculum.

Class groups are organised into three ‘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.

Encouraging students to lead active and healthy lifestyles is very important to us. To this end as students rotate through the DT disciplines they cover Food both as a practical unit and a theoretical unit. The third DT discipline is a Graphic Design unit.

Towards the end of Year 8 students can make a selection of ‘choices’, which starts to enable them to start to make decisions about specialising in subject areas and it is at this point that students can start to begin to take responsibility for their own learning, promoting further the schools’ vision for increased focus on independent learning and raising aspiration.

Please see the curriculum plan below for Year 7 & 8:

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

Year 9

Year 9 is an exciting year for students as it gives them a chance to broaden their horizons and experience new subjects.

The purpose of the Year 9 curriculum is to widen student experience and ensure that students minimise what could be considered 'dead time' – e.g. continuing to be forced to learn a subject that they know for certain they will not continue with as it is an area of weakness.

This 'Choices' programme is extremely popular with students keen to try new things without the pressure of making final qualification choices.

These 'Choices' are built on a suite of subjects, covering the National Curriculum and allow students to experience each area of study in greater breadth, to help inform their Options choices which take place in Spring of Year 9.

PSHE is now delivered through our very successful programme every afternoon with tutors, in which Year 9 and 10 are grouped together. In order to continue to promote active and healthy lifestyles we have maintained delivering 2 periods of core PE.

Please see the curriculum plan below:

Curriculum Plan – Years 9				
A Band	Science - 4 Maths - 4	English - 4	Geog, Hist or MFL - 2	Option 1 - 2
		PE - 2		Option 2 - 2
		RE 1	Geog, Hist or MFL - 2	Option 3 - 2
B Band	Science - 4 Maths - 4	English - 4	Geog, Hist or MFL - 2	Option 1 - 2
		PE - 2		Option 2 - 2
		RE 1	Geog, Hist or MFL - 2	Option 3 - 2
C Band	Science - 4 Maths - 4	English - 4	Geog - 2 Hist - 2	Option 1 - 2
		PE - 2		Option 2 - 2
		RE 1		Option 3 - 2

Options: Geography, History, Art, Drama, Music, Food, French, IT, Sport, H&SC,

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.

Students are allocated an Options 'route' according to their ability and aspirations, and are asked to choose up to four Options subjects, in addition to English Language and Literature, Maths, Science (Combined or Triple) 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.

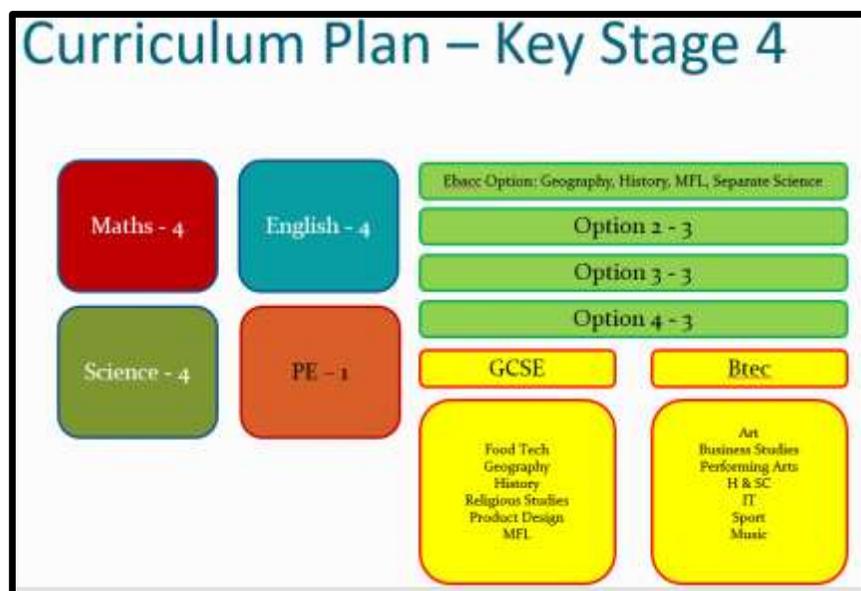
Our values in designing our Key Stage 4 curriculum are:

- 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. 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.

Please see the curriculum plan below:



7. SCHOOL TRANSFORMATION PRIORITIES (STP) 2019

OUR VISION - ASPIRE / CHALLENGE / ACHIEVE

Spalding Academy aims to provide an exceptional 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 & Post-18 pathways, meet the responsibilities and experiences of later life and to Aspire / Challenge / Achieve.



8. STP OPERATIONAL PLANS

NB: The detailed STP Operational Plans are available in the full STP for Leadership; Trustees; LAB Members.

9. CONTEXTS OF COHORTS 2019-2023

Our cohorts have been very varied from one year to the next. This is affected by the 11+ system and recently the expansion of the local grammar schools. The 2019 cohort were academically by far the weakest cohort that we have had in recent years. The 2020 cohort is one of the best academically that we have had. 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. In lower years the size of the cohorts has increased as we have been asked to change our PAN to 270. The ability profile of the lower year groups is increasing as fewer local children choose to go to the grammar schools.

As yet there is no national definition of 'high/middle/low' prior attainment for students who have sat standardised KS2 scores so in order to compare year groups I shall use forecasts from FFT – all estimates are taken at FFT20.

	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	2023 Cohort
Key Stage 2 Average Point Score	27.0	27.9	100.2	102.6	103.1
Attainment 8 estimate	4.6	5.0	4.7	4.9	4.8
% of students achieving 5+ GCSEs at grade 7-9	9	16	12	14	14
% of students achieving 4+ in English & Maths	63	70	66	71	70
% of students achieving 4+ in English & Maths	36	46	41	46	45
Context of the Year Group	214 students 49% boys, 51% girls 18% PPI	222 students 41% boys, 59% girls 22% PPI	221 students 49% boys, 51% girls 29% PPI	225 students 53% boys, 47% girls 24% PPI	251 students 50% boys, 50% girls 24% PPI