

WMG Academy Coventry Development Plan 2021-2022

Last updated April 2022

Priority 1: [Quality of Education](#)

Priority 2: [Behaviour and Attitudes](#)

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Priority 1: Quality of Education

Rationale:

- The curriculum is at the core of our work. The aim is for the curriculum to effectively meet the needs of students and equip them with the knowledge, skills and business behaviours to prepare them for the employment and future training and education pathways. The curriculum needs to be better sequenced within subjects and whole-school, to ensure knowledge is secured, built upon, revisited and opportunities to consolidate key themes across different subjects is not missed.
- The opportunity to consolidate and develop key themes explored within the specialism of Engineering are not fully embedded in the other subject areas.
- The employer partner base is not sufficiently large enough to cover the full range of engineering disciplines nor are students exposed enough to employer based learning opportunities in subjects other than engineering
- Opportunities to share good teaching pedagogy, practice and resources across the Trust is inconsistent.

Intent				Implementation		Impact			
Priorities/Actions	Start date	Lead person	Success criteria	Resources	Evidenced by	Milestone 1 (Autumn term)	Milestone 2 (Spring term)	Milestone 3 (Summer term)	Monitored by
Key data metrics achieved across KS4 achieved	Sept 2021	RGr/FMa	GCSE English 5+ 46%; GCSE Maths 5+ 55%; GCSE E&M 5+ 38% GL P8=0 based on starting point	SLT/ESLT planning time	DCs show incremental movement towards target key metrics Learning walks, lesson observation, work trawls	As of DC5: GL P8 is at 0.15, predicted 9-5 English and Maths is 35% GL P8 figures to stay positive	Improved student outcomes between Dec mocks and March mocks; DC6 GL P8 moved to 0.28, 9-5 E+M maintained Interventions reviewed, those which are effective are continued.	Improved student outcomes between March mocks and exit ticket, GL P8 at 0.40	FMa

					and deep dives		those which are not are altered.		
Key data metrics achieved across KS5 achieved	Sept 2021	RGr/FMa	A level A-C rate at least 75% 100% pass rate in BTEC subjects and targets achieved for 30% distinction +	SLT/ESLT planning time	DCs show incremental movement towards target key metrics Learning walks, lesson observation, work trawls and deep dives	As of DC5, A level A*-C rate is 65%+ As of DC5, BTEC predicted a pass rate of 85%+.	As of DC7, A level A*-C rate is 70%+ As of DC7, BTEC predicted a pass rate of 90%+.	Improved student outcomes between March mocks and exit ticket for A-level at A*- C 75%	FMa
Develop a more integrated and well sequenced curriculum where subjects clearly define intent, implementation and synergy with other subjects	Sept 2021	DTh	Completed sequencing documents which are mapped out and relevant with opportunities for cross curricular collaboration	SLT/ESLT planning time	Sequence of learning documents Curriculum planning documents Intent statements	Sequence of learning document template created and shared with ESLT and leads. ESLT have populated sequence of learning documents for all subjects across both Key Stages	Detailed sequence of learning documents completed and embedded into classroom teaching evidenced through learning walks.	Visual road maps of the curriculum journey in all subjects areas created and on school website with the subject intent statements At least one planned opportunity for cross curricular collaboration identified.	FMa

					2 year planning document				
Establish a well sequenced recovery curriculum	Sept 2021	DTh	<p>Year 11 and 13 curriculum planning modified to reflect the exam adaptations</p> <p>Year 10 and 12 curriculum/ teaching adapted dependent on the learners need</p>	<p>CPL to support teachers in their delivery of curriculum and exam practice techniques</p> <p>SLT/ESLT planning time</p> <p>Subject specific digital resources</p>	<p>CPL to address specific areas: Exam technique, marking and feedback, differentiation for Year 10 students to bridge the lost learning gap.</p> <p>Use of baseline assessments to establish base learning level that will inform planning</p>	<p>Changes shared by the exam board and adaptations made to lesson delivery.</p> <p>Backfilled practical activities to build student knowledge and skills in Science and Engineering.</p>	<p>Lost curriculum for Year 11 and 13 has been covered or removed due to exam changes.</p> <p>March mock exam data analysis informs subject specific intervention and 'countdown revision plan'</p> <p>Parental revision sessions to promote successful exam and assessment preparation and well as updating with exam changes.</p>	<p>Year 11 and 13 final assessment points analysed to measure effectiveness of recovery curriculum</p> <p>Year 10 and 12 data inputs for this year fully analysed and intervention set up to support student specific needs/ lost learning gaps in preparation for moving up to year 11 and 13.</p>	FMa

<p>Improve literacy standards across KS4 with specific focus on reading and vocabulary</p> <p>Improve numeracy standards across the curriculum with a specific focus on the commonality of key skills/techniques as well as sequenced teaching of topics across subjects by year group</p>	<p>Oct 2021</p>	<p>GDy</p> <p>RGr</p>	<p>A fully realised WMG Literacy Policy is launched to staff.</p> <p>Reduction of numbers of students with reading age below 13</p>	<p>SLT/ESLT meetings to discuss</p> <p>Time to visit other schools to research reading strategies.</p> <p>Whole staff CPL to launch/embed</p> <p>A tailored reading package for Year 10 students to progress reading ages.</p> <p>Bespoke literacy intervention for 1:1 and small groups</p>	<p>Current reading age data</p> <p>Current English GL data.</p> <p>Use of GL Reading Age text B at the end of Year 10 to measure improvement</p>	<p>1:1 Literacy Intervention to enable Year 11 to feel more confident in mock exams.</p> <p>1:1 Reading Intervention for Year 10 students</p> <p>Maths intervention with students not predicted a grade 4 in maths = 21 students at DCS</p> <p>Further maths GCSE taught to students who are stretch and challenge in Enrichment time</p>	<p>WMG Trust (Solihull/Coventry) to have a common Literacy Policy written - to include all stakeholders and their role in the promotion of Reading, Writing and Speaking.</p> <p>Continued maths intervention to reduce the number of students predicted less than a grade 4 from 21 to 16 at DC7</p> <p>Assemblies to raise awareness and importance of literacy and vocabulary/ command words</p> <p>Development of 'How Parents Can Support Literacy' strategy through revision evenings and newsletters.</p>	<p>Literacy Awards</p> <p>Promotion of summer reading scheme</p> <p>Spelling Bee</p> <p>Literacy Policy launched to staff via CPL with a view to immediate effect in Sept 2022</p>	<p>FMa</p>
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				Literacy and Numeracy TLRs Off timetable drop down days					
Improve the quality of teaching and learning across the academy trust through a consistent approach to pedagogy and practice that allows collaborative QA and moderation across both academies.	Sept 2021	DTh/C Mo/ Subject Leads	A cognitive science based curriculum model in place to support teaching and learning. Joint Q.A document in place and utilised fully for ESLT and SLT across both academies (To support, teaching as well as PM and exam/assessment process)	Planning time in department s/CPL/Inset days CPL and QA plan Close work between STa, FMa, CMo and DTh	Curriculum documents to include (Intent statements, 2 year planning document, SoFL and all Q.A docs) Staff participation in CPL sessions and feedback from these sessions	Cognitive science concepts introduced. First and second Rosenshine principle practised in the classroom Curriculum planning documents jointly developed and populated. Q.A documents re-worked to align with curriculum planning docs Teaching and learning working team plan and lead	Cognitive science third and fourth Rosenshine principle introduced and practised in the classroom. SofL documents populated for all year groups. Q.A documents being consistently utilised by SLT and ESLT. A cycle of Q.A is well embedded.	Cognitive science fifth and sixth principle introduced and practised in the classroom. All planning documents in place and being utilised as 'active' documents. Deep dive, of at least one subject area has taken place to inform impact of curriculum and Q.A documentation.	FMa

						sharing of best practice			
To increase the use of employer partners to enhance curriculum delivery across the curriculum as opposed to just within the Engineering specialism	Oct 2021	Kyp/PCa	Employer activities embedded into the curriculum through employer projects, presentations. Increased destinations to employer partners	New TLR for Post 16 Engineering	Employer Partner Activity tracking sheet. LGB minutes.	Alumni contacted and support with the Open Day Delivery of at least one new employer based project.	All subjects have at least one employer activity identified in each Key Stage with Science and Engineering having a new employer commissions each. Initial meetings with employers through Trust Employer Partners launch meeting.	Employer based commissions feature presentations by students back to employer partners. All subjects have at least one employer based activity per year group confirmed for 2022.	FMa
To ensure that the achievement and progress of vulnerable students groups (SEN/PP/LAC/Mental health needs) is in line with their peer group	Sept 2021	CHi	SISRA Analytics data/Data capture points shows progression or clear evidence of effective interventions	Planning time across SEN/Pastoral department /curriculum departments PP action plan and budget Mental health awareness	SISRA analytics data/data captures/APDR cycle/parent/carer meetings	Identification of students by DOI/Pastoral leads APDR Cycle CPD on teaching and learning strategies for vulnerable students and effective	APDR Cycle 2 (ongoing) CPD on teaching and learning strategies for emerging vulnerable students and effective reasonable adjustments made.	APDR Cycle 3 CPD on teaching and learning strategies for newly identified vulnerable students and effective reasonable adjustments made.	FMa

				training (DFE) Counselling provision (2 days per week)		reasonable adjustments.			
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Priority 2: Behaviour and Attitudes

Rationale:

- The proportion of PA students is slightly above national average and the proportion of SEND and disadvantaged students who are PA are higher than those students not in those categories
- The rewards system for recognising student achievement, endeavours and business behaviours is not yet consistent across the Key Stages
- Gap analysis of student progress is swift and accurate but not matched by a fast paced effective intervention strategy
- Monitoring and intervention of attendance is robust in KS4 but inconsistent at KS5

Intent				Implementation		Impact			
Priorities/Actions	Start date	Lead person	Success criteria	Resources	Evidenced by	Milestone 1 (Autumn term)	Milestone 2 (Spring term)	Milestone 3 (Summer term)	Monitored by
Embed effective systems to increase attendance to 95% and reduce the rate of PA (non-COVID related) particularly amongst SEND and disadvantaged students.	Sept 2021	DTh/DBr /CBa	Attendance at both Key Stages tracked and groups/trends monitored and followed by timely intervention	CSaWs Tracking data sheet Fortnightly attendance meeting	CSAWS notes of visit Associate Principal's report to Governors	Embedded and implemented system which includes fortnightly meetings with CSAWs. Inbound PAs in Y10 tracked from September with objective to improve on all students' attendance (groups and trends included)	PA% reduced from Sep to Dec. Lesson by lesson attendance tracked at VI form to inform new intervention strategies	Pastoral 'deep dive' indicates a further reduction in PA percentage.	DTh

						- with reviewed intervention process Strategy created to reduce number of PA			
Establish a highly valued rewards system that impacts positively on student engagement	Sept 2021	DBr	Rewards system embedded within Progresso that is consistently followed and informs half termly rewards	Separate rewards budget	Student voice bespoke 'Rewards surveys' Increased positive points and reduced negative entries	Updated positive descriptors that are in line with employability qualities A series of rewards devised for students who are consistently well behaved and who have consistently high attendance. Approach employer partners for named awards.	A robust rewards system in place based on analysis of positive behaviours of students Launching new style half termly and termly awards assemblies. Weekly reward "tenners" launched in January for attendance, punctuality and positive behaviour logs. Working party of staff and students created to identify new rewards protocol.	New style internal annual awards ceremony for all year groups. Employer Awards a key feature of the event attended by representatives of employer partners	Chi

<p>To oversee progress and intervention programmes with a sharp focus on SEND/Vulnerable/PP students with specific focus on gaps that emerged during the lockdowns during COVID-19 pandemic</p>	<p>Sept 2021</p>	<p>SIG/Pastoral and Progress Leads</p>	<p>Data led SIG meetings are held after each DC, students identified, impact measured and reviewed - more students on track to achieve targets overall and within specific vulnerable groups</p>	<p>DC data All members of ESLT team to support mentoring</p>	<p>DC data at each interval ESLT Data outcomes</p>	<p>Disadvantaged Students who require English and Maths intervention are identified after the December mock exams Core subject interventions by departments. Y11 is set up for specific intervention across core subjects.</p>	<p>NTP intervention E + M with Action tutoring for a period of 20 weeks for disadvantaged students (16 students) Updated DC7 data identify changes to be made to students needing mentoring by ESLT. All students identified who require intervention in the other subject areas. Mentoring by the ESLT in place for those who are identified as failing across several subjects by the data.</p>	<p>Intervention and exam support for all examination classes</p>	<p>FMa</p>
<p>To develop the roles within the pastoral team to ensure consistency in approaches to behaviour management across the academy post pandemic</p>	<p>Sept 2021</p>	<p>Chi</p>	<p>Lesson observations reflect a positive climate for learning, very low (if any) incidence of students' behaviours disrupting learning</p>	<p>Pastoral meeting time CPL/INSET day/ Behaviour (Pastoral) deep dives Funding for alternative provision if required</p>	<p>Student expectations are clearly communicated to all stakeholders through CPL and staff briefings to reinforce</p>	<p>Identification of students by DOI/Pastoral team Analysis of daily/weekly behaviour reports to identify patterns and trends Lesson observations/walk</p>	<p>Analysis of daily/weekly behaviour reports to identify patterns and trends Lesson observations/walk analysis reveals resetting of expectations and sharing of outcomes as</p>	<p>Analysis of daily/weekly behaviour reports reveal a reduced number of behaviour incidents which disrupt learning Lesson observations/walk analysis will reveal</p>	<p>FMa</p>

			Consistent use of behaviour policy across all departments and year groups, identification of those students who would benefit from external referrals		clear messages and support positive classroom environments, behaviours and routines	analysis revealing inconsistency in marking and feedback have been addressed. CPL/INSET day sessions for staff on Sequencing of learning, retention, Rosenshine principles.	areas for improvement have been addressed CPL/INSET day sessions for staff on behaviour for learning, de-escalation and changes made to the behaviour system.	greater consistency of routines and habits of learning within lessons Student voice reveals a greater level of student engagement and less disruption to learning	
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Priority 3: Personal Development

Rationale:

- The RSHE curriculum is new and delivered through a discrete lesson this year. Resources need to be further developed by expanding the links with external agencies and exposing students to the work and experiences of relevant local groups and organisations.
- The Academy does not currently meet all of the Gatsby benchmark measures for CIAG.
- Enrichment opportunities were brought within the school day last year but were curtailed due to the pandemic restrictions. The range of enrichment activities needs to be expanded to provide a greater breadth of student experience and choice.

Intent				Implementation		Impact			
Priorities/Actions	Start date	Lead person	Success criteria	Resources	Evidenced by	Milestone 1 (Autumn term)	Milestone 2 (Spring term)	Milestone 3 (Summer term)	Monitored by
Deliver new RSHE Curriculum from September 2021 via a newly created timetabled discrete lesson	Sept 2021	DBr/JGr	A 'Good' RSHE curriculum embedded The RSHE curriculum is embedded and addresses the contextual needs of students, both locally and nationally.	RSHE plan Unifrog Meeting time - JGr and DBr	Annual RSHE program New timetabled class in KS4 to support full delivery of RHSE. Develop sequence of content to ensure ease of introduction to the curriculum. Structured RHSE for KS5 within the limited time of the tutor session.	Deep dive show that the RSHE program and delivery is 'Good' Link meeting with Safeguarding term 2	Increased resource bank following a review of the RSHE program ready for the following academic year Student focus group on RHSE to get feedback on content delivered and strengths/weaknesses of delivery.	FMA/ Chi	

						<p>RSHE program embedded with resources shared with tutors/teachers</p> <p>Link meeting with Safeguarding term 1</p>		<p>Look to identify external providers who can support delivery of RHSE with specialists delivering content</p> <p>Link meeting with Safeguarding term 3</p>	
Further develop and enhance careers programme and achievement levels against the Gatsby Standards, resulting in outstanding destinations.	Sept 2021	PCa	< 5% NEETS Effective career programme in place to support all learners (KS4 and KS5)	Level 6 Careers training course subsidised via Apprenticeship levy	Compass report Career events and information available at opening evening and information evenings	<p>Career discussion in assemblies</p> <p>Stands at open eve and 6th form information eve.</p> <p>Support for the application process at KS4 and 5. Tutor sessions to facilitate UCAS and college applications.</p> <p>Apprenticeship and job opportunities routinely shared in Pastoral time.</p>	<p>Drop in career sessions for applications, CV writing and interview practice</p> <p>Apprenticeship and job opportunities shared on Google Classroom</p>	<p>< 5% NEETS</p> <p>Increased internal post 16 applications for WMG Academy Coventry</p>	DTh

<p>Increase provision and profile of Mental Health and Wellbeing within the academy</p>	<p>Sept 2021</p>	<p>DBr</p>	<p>The academy follows the whole School or college approach to promoting children and young people's mental health and wellbeing</p>	<p>Mental Health Lead in place. Mental health lead to undertake the DFE funded training</p>	<p>DFE funded grant for mental health lead. Appropriate time (to be decided once appropriate course chosen) given to attend training both in a virtual & Face to face.</p>	<p>Grant has applied for and the appropriate level of training selected. Initial audit of the current provision using the Anna Freud Centre 5 steps to wellbeing process.</p>	<p>Mental health lead monitoring progress against the 5 point plan. Provide peer to peer training opportunities to staff with regards to Mental Health and wellbeing.</p>	<p>Mental health lead has successfully completed training. Audit of the 5 point plan with aim to have achieved or working towards in all 5 sections.</p>	<p>Chi</p>
<p>Redesign student onsite induction activities and experiences to compliment remote activities undertaken in Summer Term 2021</p>	<p>July 2021</p>	<p>DBr</p>	<p>Appropriate induction activities are carried out for all students ensuring they are fully prepared for life at WMG Academy.</p>	<p>Clear timeline of future dates & timescales to aid planning. Meeting time for DBr and DTh to plan future events.</p>	<p>Meeting minutes planning documentation in place.</p>	<p>Student voice carried out (Yr 10 & Yr 12) to inform future planning of induction programme.</p>	<p>Outline plan created to show intended activities for both Yr 12 and 10 students for both Summer and Autumn terms 2022.</p>	<p>Final plan for summer term and Autumn term induction in place and fully resources prior to end of term July 2022</p>	<p>FMa</p>

<p>Re-establish a wide balance of enrichment activities for all year groups through timetabled sessions in the academy day</p>	<p>July 2021</p>	<p>NBa</p>	<p>Successful enrichment activities and routines established for KS5, with opportunities for KS5 across the spring and summer terms.</p>	<p>New TLR for Enrichment</p>	<p>Meeting time 1 a fortnight. Long term & medium terms in place.</p>	<p>KS4 enrichment successfully running- students engaged in purposeful activities. Student voice carried out for Yr 10 and 11.</p>	<p>AKy/PCa have identified opportunities for employer projects for Post 16 enrichment</p>	<p>Program in place for KS5 and 4 enrichment Plan for timetabled enrichment for KS5 in place for the following academic year.</p>	<p>DTh</p>
<p>Create Student Passport/Portfolios to capture personal and employability skills</p>	<p>Oct 2021</p>	<p>T&L Group/ DTh</p>	<p>Electronic passport set up for all students which is linked to Unifrog competencies</p>	<p>The set up of a T&L working party Time to meet and roll out the passport (staff training) IT support Supported by a business partner</p>	<p>Student passport/port folio of skills</p>	<p>T&L group established Skills/competencies decided upon</p>	<p>IT support established to facilitate logging of skills Assembly for all year groups to 'launch' the passport/portfolio with support of a business partner to give it 'kudos'</p>	<p>Rolled out to year 10 and 12 during summer term ready for a whole school roll out in September</p>	<p>FMa</p>

Priority 4: Leadership and management

Rationale:

- Sharp analysis of data using the Academy MIS has not been wholly consistent and there are opportunities to develop subject leaders further through sharing and coaching, both within the academy and across the Trust.
- A significant talent of aspiring middle and senior leaders has been identified that need to be developed through well sequenced CPL across the Trust
- The Academy has considerable resources and expertise that would be suitable to delivering the practical skills and training required by employers at Apprenticeship level; establishing links with organisations to provide this would significantly enhance the opportunities for students in the academy, to provide 'in house' future pathways for students in engineering related fields and significantly enhance the offer and appeal of the academy for new students.

Intent				Implementation		Impact			
Priorities/Actions	Start date	Lead person	Success criteria	Resources	Evidenced by	Milestone 1 (Autumn term)	Milestone 2 (Spring term)	Milestone 3 (Summer term)	Monitored by
Increase the use and accountability of data across subject leads through 'live data' documents and enhanced CPL for middle leaders around SISRA systems.	Sept 2021	RGr	Data is effectively used by middle leaders to implement and track intervention with key students.	SIG Meetings Half Termly ESLT time to review progress Support from SRh	Creation and maintenance of live data documents	Live data documents are up and running for all year groups. These contain interventions, both "tier 1" interventions, that are happening at ESLT level, and subject specific intervention.	Subject interventions are tracked via the SIG group, and their impact is evaluated A standard operating procedure for SIG meetings and the intervention process is embedded	Key students for intervention moving into year 11 & 13 are identified. Data monitoring and intervention is embedded	FMa

Development of a supervision model for Designated Safeguarding Leads to respond to the increase in numbers and level of safeguarding cases	Sept 2021	Chi	The work of the safeguarding team is effective, safe and follows procedures and protocols and maintains a focus on the young person	3 hrs meeting time per fortnight	Supervision templates for individual members of staff Effective and safe practice maintained and thresholds correctly applied Outcomes for students Joint working with external agencies	Termly review 1 of outcomes for students CPOMS Audit 1	Termly review 2 of outcomes for students (ongoing) CPOMS Audit 2	Termly review 3 of outcomes for students. CPOMS Audit 3 Completion of safeguarding audit for Coventry MBC to be graded outstanding	FMa
Develop opportunities for middle leadership experience by introducing TLR positions in Literacy, Enrichment and RSHE	July 2021	FMa/DTh	Wider Enrichment Activity offer at KS4; RSHE curriculum re-sequenced to respond to emerging issues from lockdown/remote learning; increased tracking of Post	TLR x 3	Student Enrichment offer 2021/22; subject deep dives; student voice.	Post 16 student tracking identifies up to 8 Year 12 and 13 students for assertive mentoring in Engineering . Additional Enrichment activities has depth of choice to allow	Post 16 students are identified and given SMART targets with follow up meetings to discuss attainment and progress. One additional external enrichment activities added to KS4 offer e.g. RIBA and BOSCH	End of year Post 16 tracking identifies Year 12 students for additional summer tasks and Autumn Term assertive mentoring. Post 16 students contribute to enrichment activities offered in	FMa

			16 Engineering data allows more timely intervention strategies.			half termly rotation e.g. Car Design		at least one Primary School.	
Increase the sharing of skills/experiences/resources across both academies through CPL/INSET/Calendar alignment	July 2021	FMa/STa	Integrated CPL programme across both academies enables sharing of good practice. Subject Leads train and coach staff across the Trust as opposed to solely at Departmental level.	Planning time and joint staff training day time set aside - 2 joint training days per year.	CPL programme for both Academies. LGB minutes for both Academies.	Joint working of SLTs creates a Trust T&L strategy and Policy. CPL annual plan for each Academy has joint activities and each CPL has clearly sequenced common themes.	SLT work collaboratively to plan and conduct at least 2 deep dives at SLT level for each Academy	Each SLT conducts deep dives in remaining subjects and joint deep dives at SLT level in Pastoral, RSHE and Enrichment.	FMa/KTa