Thomas Telford Multi-Academy Trust

Development Plan

November 2017

Key Strategic Targets

Growth	Action	Timescale	Responsibility
To incorporate 2-4 Telford based primary schools into TTMAT by September 2018	Identify and meet with prospective Heads/GB's Carry out due diligence Liaise with Stone King and DfE to agree timescales and actions for transfer to TTMAT	Immediate – transfers to be complete by July 2018.	KJS/SST MMD
To fully explore the issues surrounding Thomas Telford School joining TTMAT by the end of the academic year 2017/18	Further clarification of issues with DfE. Visit Emmanual CTC Liaise with Stone King and DfE to agree timescales and actions for transfer to TTMAT	Immediate – transfer to be complete by July 2018.	KJS/SST/MMD
To open up dialogue with other educational establishments that might provide additional capacity or with strategic importance to TTMAT	Consider educational partners that might add value to TTMAT. Meet with prospective Heads/GB's	Summer 2018	KJS/SST
Standards			
To provide support, guidance and advice in helping the three academies achieve their strategic priorities, namely;			
(For specific details for each Academy please refer to Annex A)			
• Deployment of additional staff across schools to ensure specialist subject staff are always available and to support improvements in specific subjects	Identify areas of staffing that are vulnerable Ensure communication across the schools is effective Encourage additional recruitment strategies to enable effective staff sharing	Throughout the year	Heads/SST
• Provide opportunities for collaboration and facilitate cross moderation and external support for target subjects	Communication between schools where support is requested Organise external support when requested	Throughout the year	Heads/SST
• To facilitate departmental reviews where required	Support schools in organising reviews as needed	Throughout the year	Heads/SST
• Ensure that best practice with supporting disadvantaged students is	Disseminate best practice amongst key personnel	Collaborative session in Spring term	Heads/SST

shared and implemented across TTMAT			
• Develop collaborative strategies to tackle the gender divide	Disseminate best practice amongst key personnel	Collaborative session in Spring term	Heads/SST
• Further develop high ability mentoring programmes to identify and tackle barriers to achievement	Disseminate best practice amongst key personnel	Collaborative session in Spring term	Heads/SST
• Provide opportunities for collaboration on strategies for improving literacy levels	Disseminate best practice amongst key personnel	Collaborative session in Spring term	Heads/SST
• Predicted Outcomes	Monitor predicted outcomes and provide support to vulnerable subject areas	Continuous	Heads

Safeguarding

To produce a TTMAT Safeguarding Policy and Practice document to clearly outline the roles and responsibilities of the TTMAT board	Write policy, seek approval and publish on TTMAT website	November 2017	SST
To conduct regular safeguarding audits for each academy, providing support guidance and challenge as necessary	Draw up programme of visits, carry out the visits and prepare reports for LGB's and TTMAT Board	January 2018	CHJ/SST
To provide the TTMAT Board with regular reports in relation to safeguarding matters	To present reports at TTMAT Board meetings	February 2018/July 2018	SST/KJS

Finance

To establish robust financial reporting to include termly Management Account Reports and Balance Sheets for all academies in a consistent format	Routines and reporting arrangements established and in action	Ahead of February 2018 TTMAT board meeting	SCT/ABB
To explore economies of scale across the academies to ensure best value is achieved with the cost of services and products	Conduct an audit of significant services and products and draw up collective contracts where appropriate	Throughout the year	SCT/ABB
Access additional funding when threshold number of schools/students are included in TTMAT	Liaise with the ESFA to ensure funds are allocated where appropriate	Summer 2018	SCT/ABB

Funds for TTMAT board use	Explore funding opportunities available	Continuous	KJS/SCT

ICT

To establish a common management information system which can provide timely and consistent performance data for LGB's and the TTMAT board to assess performance	Schools to operate the Bromcom management information system as a tool for sharing and providing LGB's and the TTMAT board with performance data	Spring 2018	Heads/SST
To explore a common strategy for the deployment of ICT systems and equipment to keep TTMAT schools at the cutting edge of educational technology whilst ensuring best value for money	All schools meet to discuss opportunities and future strategy Report on future provision and strategy to be shared with the TTMAT board	Spring 2018	Heads/Directors of ICT/KJS/SST

Human Resources

To further develop a clear strategy for succession management at leadership level	Senior staff and developing middle leaders to be identified and suitable training and opportunities to be arranged as appropriate	Spring 2018	Heads/KJS/SST
To support LGB's with maintaining a balanced and well trained team with relevant Governor training opportunities provided where necessary	Annual GB skills audits to be organised Additional Governor expertise identified Appropriate training provided as needed	Throughout the year	MMD/KJS/LGB's
To explore recruitment strategies across the academies to support the training and recruitment of the best teaching staff possible, especially in core subjects	Identify subjects areas of greatest need Develop role of WMC Develop the use of collective recruitment strategies via the TTMAT website	Spring 2018	SST/Heads

Public Relations

To ensure TTMAT is familiar to key stakeholders across all academies via a dedicated website presence and effective communication	Ensure the TTMAT website is current and compliant Communicate benefit of TTMAT to relevant stakeholders via Heads Consider opportunities to engage with staff across all the schools	Throughout the year	SST/Heads

ANNEX A

Madeley Academy

Key successes 2016/17

1. High Added Value for Post 16 – Academic +0.54 (2016 Values) – Potentially Sig+ and Applied General +0.90 (2016 Values) – Potentially Sig+. Attainment for Level 3 Vocational courses increased from 45.97 to 46.93
2. Increased A8 at KS4 from 44.83 (Shadow Data 16) to 46.06
3. Closed attainment GAP between PP / NonPP and Male / Female for 2016-17 cohort and no difference between progress for PP and Non PP students.
4. Attendance whole school at 95.1% in line with NA
5. Target subjects from 2016/17 SEF all showing improvements (A*-C)
   a. History 33% to 63%
   b. Geography 29% to 46%
   c. French 64% to 79%
   d. Spanish 24% to 44%

Key priorities for Improvement 2017/18

1. Positive P8
2. Closing GAP Progress Male / Female
3. Progress in High Ability Banding
4. Individual subject improvements including English Lang and embed improvements in Hums and Languages
5. Maintain attainment and progress in Mathematics

Strategies/Resources/Actions needed

1. Links with TTS leaders for Humanities embedding improvements
2. New staffing monitoring for MFL and increase staffing. New line management.
3. Mathematics: mentoring TTS, Academic Coaches and new responsibilities within line management
4. Increased staffing and Academic Coaches for English
5. Miskin Phonics Training
6. Career "Most Able" programme.

Sandwell Academy

Key successes 2016/17

1. Key Stage 3 average progress above expected progress target in Mathematics, English and Science
2. Highest GCSE English (best) outcome (83%) in four years
3. Highest legacy GCSE percentage A*-A, A*-B, A*-C in four years (22%, 49%, 85%)
4. Improved P8 score (-0.29 to – 0.02) and closing gap for Pupil Premium students
5. Year 13: 100% Pass rate across 499 entries (146 Students)

Key priorities for Improvement 2017/18

1. GCSE Mathematics Outcomes to improve (>80% 4+, >50% 5+)
2. Outcomes / Progress for high-ability students. Increase GCSE / A-Level high level grades and Progress 8 value for high-ability students.
3. Improve performance in subject areas. Key Stage 4: Leisure and Tourism, Media Studies; Post 16: Geography, Psychology
4. Pupil Premium and male student progress gap reduction
5. Increase Average Points Score (APS) per entry for A-Level to above 36/38 UCAS/QCA points

Strategies/Resources/Actions needed

1. Mathematics Department review of exam preparation and curriculum practice leading to focused development planning. Review TTMAT outcomes and exploration of collaboration / moderation to increase bank of resources and expertise on new specification.
2. High-ability mentoring programme to identify and tackle barriers to achievement, G&T programme to be reviewed, modular high-ability student reviews and target setting, staff development on stretch and challenge.
3. Departmental reviews leading to focused development plans to include clear, measurable review points and performance indicators
4. Increased data tracking through use of new Bromcom Management Information System (MIS) to provide timely gap analysis and targeted intervention at each module. Review of Academy strategies to address gender divide and introduction of further provision.
5. Review early intervention strategies for under-achieving Post 16 students and assess impact through data tracking. Further develop enhanced support programmes to utilise study sessions. Review efficacy of independent study arrangements for under achieving students with a view to improving outcomes.

Walsall Academy

Key successes 2016/17

1   Improved GCSE attainment 8 grade from C+ to B- and a progress 8 score of 0.00 in line with national average

2   88% of the Year 11 students entered for the full Ebacc suite of English, maths, sciences, geography or history and MFL (including 75% of disadvantaged students)

3   Year 13 have a 100% pass rate with 43% A*/A/Dist*/Dist and improved positive value added at A level with no subjects sig-

4   Outstanding results from vocational subject areas in KS4 and KS5, significantly above national averages for attainment and progress

5   Attendance was 96.8% in 2016-17, in the top 10% of schools in England, compared to the national average of 95.0%. Persistent absence is 4.9%, compared to the national average of 12.4%.

Key priorities for Improvement 2017/18

1   Progress and attainment of disadvantaged students and boys in KS4

2   Outcomes for GCSE Ebacc subjects

3   Recruitment and retention in the Sixth Form generally and in specific courses

4   Positive progress 8 score

5   Higher number of grade 7, 8 & 9 in all GCSE subjects (equivalent to A*/A grades)

Strategies/Resources/Actions needed

1   Target underperforming disadvantaged students and boys for additional sessions in small groups or one to one. Current research project midway through and funding being sought for further work.

2   Improve general literacy of all students through targeted programmes such as DEAR (drop everything and read)

3   Review of GCSE preparation for students in all Ebacc subjects, especially MFL and English.

4   A costing review of Sixth Form courses is planned to assess the viability of all current courses, balanced against the need to attract students to the Sixth Form with courses such as AAT, which has now been launched to prepare students for apprenticeships.

5   Continue to train apprentices in support staff roles within the academy and continue to attract, train and retain teachers.

Thomas Telford School

Key successes 2016/17

1   80% of students achieving grade 5 and above in GCSE English and maths and 96% of students achieving grade 4 and above in GCSE English and maths

2   40% of students achieving a 7/8/9 or A*/A across all GCSE subjects and 89% of students achieving 5 or C and above across all GCSE subjects

3   Very strong performance in the vast majority of GCSE subjects

4   Maintained 40% of students achieving A*/A grades across all A level courses with introduction of linear assessment in many subjects

5   Outstanding destinations record from Sixth Form

Key priorities for Improvement 2017/18

1   Further work in exploring how to prepare students for linear examinations at KS4 and KS5

2   Securing greater % of higher grades in GCSE English Language, Music, Business, German and Dance in line with 3 year trend

3   Securing greater % of higher grades in A level Biology, English Literature and Applied Science in line with 3 year trend and to achieve a positive value added score

4   Reducing the number of E and U grades in A/S subjects particularly in Applied Science and Biology

5   Close the gap in the performance of Boys compared to Girls

Strategies/Resources/Actions needed

1   Programme of study to begin in Key Stage 3, Student survey, and regular testing of students to monitor performance and identify support needed

2   Departmental Action plans to be agreed, with intermittent external verification of standards

3   Specific and targeted use of session 3 to tackle aspects of the courses that students find most challenging and to further develop understanding and skills.

4   Increased tracking of A/S students with intervention and targeted support where appropriate including use of session 3

5   In particular target the improvement of boys performance in modern Foreign Languages