

Our mission is to create a culture of innovation and excellence that unlocks the potential of every learner

Key Priorities 2016/2017



Customer Perspective

Who are our key stakeholders?
What do we want them to think and feel about us?

Internal Processes Perspective

What are the operations and procedures we need to put in place to achieve the above?

Learning and Growth Perspective

What training do we need to provide and what resources do we need to deploy to support the above?

Financial Perspective

What is the cost of the identified training and resources?

Every Lesson Counts

Planningfor progress
Markingfor success
TeachingTEEP

- TSLA is nationally recognised as a centre of teaching and learning excellence and as having outstanding outcomes
- Students act upon effective feedback from staff, take pride in their work and are challenged and stretched in all of their lessons to achieve mastery level
- Staff use accessible and relevant data to plan for progress using the TEEP cycle
- Parents and the wider community share in the success of the Academy and feel a valued part of its journey

- TEEP is implemented and developed through curriculum team meetings and staff training and led by TEEP L2 and 3 practitioners
- Departmental self review and learning walks ensure robust and relevant evaluation of consistency of practice
- Non negotiables are agreed and applied by all staff
- Regular book scrutinies evidence that students' work is marked regularly with timely and formative feedback and that students take pride in their books
- Students with reading ages below their chronological age receive intervention to support rapid advancement

- Peer coaching and mentoring
- SSAT TEEP training
- IRIS video training for lesson study
- Development of Mastery curriculum for KS3
- TEEP learning communities
- TEEP briefings (morning)
- Sound training for key staff
- Reading recovery training with Primary partners
- Transition work in core subjects - moderation and shared practice

- SSAT external trainers for TEEP
- IRIS licence
- Staffing costs of working with primaries
- Level 2 and 3 TEEP training
- PRIDE stickers for books
- External verification of quality of Teaching and Learning by Trust and consultants
- GCSE POD to ensure work outside of lesson
- New laptops for staff
- Cost of Leadership Pathways CPD Programme

PRIDE

Expert Learners
Passport to Success
Attendance

- Staff and students feel empowered as leaders and take pride in the Academy environment
- Displays and artifacts celebrate the success of learners in the Academy and demonstrate our values the 'SLA way'
- Students value the Expert Learner Programme and strive to graduate annually; they feel that their voice is important in shaping the direction of the Academy
- Parents are contacted regularly and feel involved in the progress and achievement of their children

- The Expert Learner Programme is in place and all staff are trained in its delivery
- Passport to Success informs graduation in all year groups
- The PRIDE agenda is evident in all displays and signage
- Student Parliament and Learning Partners
- Students actively set their own challenge targets at ARD and review them regularly
- Behaviour modification programmes and systems are in place for the most challenging learners
- Re-launch of BTA to include zones of responsibility

- Training for new tutors to deliver ELP and support graduation success
- Development of data-dashboard and regular review by staff data group
- Learning partners to focus on the use of TEEP by students and staff
- PRIDE briefings for staff (weekly)
- Use of the MAC and support from external agencies
- Staff and student feedback surveys and student parliament working parties for key issues

- Design and cost of booklets
- Quality displays to support PRIDE ethos
- Termly reward for expert learners' Graduation ceremonies
- Partnership with the Dame Kelly Holmes Foundation and Olympic athletes
- Sky Sports Ambassadors
- Rights Respecting School Award/Model United Nations
- Appointment of Anti Bullying Champion
- My Future Starts Here career advice

Every Pupil Positive

PPI
Most Able
Boys
EAL
SEND

- Students feel that lessons are differentiated and support them in making outstanding progress regardless of start point or need
- Lessons evidence rigorous pace and challenge for the most able students fostering independence and enquiry
- All staff show a relentless commitment to ensuring that all vulnerable groups achieve exceptional outcomes; they are champions of the students
- Visual triggers and support strategies allow students with SEND to independently access all resources and learning

- Aspirational targets are set for all learners
- Seating and progress plans reflect the needs of PPI students
- All staff have an appraisal target linked to the progress of PPI students
- P6 supports those that fall behind in core subjects
- ECDL supports the achievement of all learners
- The most able students have bespoke learning questions
- Regular RS meetings review the progress of all groups
- McKellen School for the most vulnerable PPI students
- PPI funding 'bidable' for projects working with groups of students

- Staff training to focus on meeting the needs of vulnerable groups
- Teaching Assistants trained and supported in offering bespoke intervention and support for SEND students
- Line management to be data driven and focus on the progress of vulnerable groups - MLDG to hold each other to account
- PIXL meetings and resources
- Review of reporting to parents including staff and parent focus group
- Subject specific CPD focused on knowledge to teach A/A*

- Challenge the Gap project with Hayes School
- Partnership with the University of Brighton and Villiers Park
- Renewal of Investors in Careers Award
- Raising Standard Leaders for each year
- A/A* CPD
- KS3 Pupil Premium Champion
- Boys' League
- Paying ex-students to tutor
- External markers for mock exams
- Membership of PIXL