

Strategic Improvement Strategies 2021-22

Newmarket Academy strives to be an outstanding school in an outstanding Trust - a secondary school focused on preparing students to impact on a changing world. Our values promote a community that accepts everyone and leaves no one behind. In our drive to be an outstanding school, we prioritise innovation and challenge. Collaboration and risk taking by our teachers create an environment where outstanding lessons will be the norm and where learning is nurtured and celebrated. We pride ourselves on driving change through distributed leadership, where asking for help is seen as a strength and support is given freely. Our curriculum prepares students for the world of work; it encourages them to take responsibility for their own learning and to plan the next steps in achieving their goals. Our ambitions and aspirations are shared with, and celebrated in, the wider community. We are a school the community can be proud of.

VALUES

Compassion is about caring for others	Honesty is being truthful with decisions we make and actions we take every day	Respect honours the good things that we and others do	Wisdom is gained through learning and doing. It is about knowing right from wrong.	Courage is being brave when we are scared. It is being able to act when we fear we may fail.	Resilience is about being able to stay strong when things go wrong.	Integrity is being honest and trustworthy. It is being true to yourself and your beliefs.	Responsibility is about taking care of our people and things. It is about doing our duty to our family, friends, school, community and country.
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Academy Priorities

The Academy has identified four key priorities over the academic year 2021-2022

1. Relationships
2. Metacognition and self-regulated learning (Teaching and Learning)
3. Social, emotional and mental health (SEMH)
4. Language development and comprehension (reading)

Targets

English and Maths Crossover	Percentage of Students Achieving 2021	Target 2022
4+	65	70
5+	44	45
7=	7	15

Quality of Education

1. A knowledge based curriculum is embedded which drives progression
2. Learning is sequenced
3. Reading is actively promoted throughout the school
4. Transitions between key stages are planned and seamless
5. Students can articulate their own areas for development and have been taught how to accelerate their progress (Metacognition)
6. Progress of SEND and Disadvantaged students equals their peers
7. Assessment is used effectively to ensure progress
8. A transition to a mastery approach supports student progress in all years

Behaviour and Attitudes

1. All students feel safe at all times in school and all stakeholders are able to articulate the contextual safeguarding issues around the school
2. Sexual harassment responsibilities are fully understood by all stakeholders
3. A culture of learning is expected and promoted
4. High levels of attendance are re-established after the pandemic

Leadership

1. Extended leadership is embedded
2. Succession planning is in place
3. Covid 19 catch up is in place and monitored
4. The LGB under its new Chair of Governors provides high level of challenge and effective monitoring
5. Our Equality and Inclusion strategy raises the profile of all groups with protected characteristics

Personal Development

1. Opportunities for reflection on the Social, Moral, Spiritual and Cultural aspects of the curriculum are promoted
2. Opportunities to learn beyond the classroom are established