



TOM PROCTER -
LEGG

"To consolidate a strong leadership team that further effectively interacts with governance and ensures clear succession planning. a) skills and attributes of all leaders maximised linking to wider networks and partnerships e.g. Iffley Academy Teaching School; b) governance has a broad and diverse make-up and c) demonstrates the qualities required to support and challenge academy leadership."



RICK
WILLETT

"To ensure that students continue to have consistently-high positive attitudes, not only about their school and their peers but about themselves. Students understand the importance of self-esteem, self-control and identity. a) all staff have a greater understanding of student wellbeing and the factors which affect mental health; b) further strategies are explored to support self-harm e.g. links with external stakeholders, c) students actively promote their positive mental health; and d) leadership and vision for therapeutic support is clear and all stakeholders know their roles and responsibilities"



DEBBIE
NICHOLAS

"Students are able to demonstrate early identification of how to contribute to their chosen communities. They establish clear links with external stakeholders and understand what skills are required for successful employability. a) community engagement is a strong focus, students regularly engage with the community and contribute to social justice programmes in their locality; b) students understand modern British values and how they relate to systems and processes at Iffley Academy (EHCP etc.) and c) 100% of Guggenheim and MCA students will be able to engage in at least one kind of structured work experience suited to their needs."

RAISING ACHIEVEMENT PLAN 2019 - 2020



ELLIE DANBY



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"Restorative practice is culturally embedded in the Iffley Academy new buildings, and leaders continue to develop this unique feature. a) exclusions remain as a nil-return despite the growing complexity of our community; b) students know how to actively promote a positive culture through their new built environment; c) restorative strategies transcend cultural behaviour tools and are actively taught through the curriculum and d) racism, bullying and peer-on-peer abuse continue on average as <1% of monitored behaviours"



YVETTE
FAY

"Teachers will continue to further develop as reflective practitioners. Action research is evident in their classrooms and evidence-based practice is used daily. a) core pedagogical values prioritised e.g. sound reading, restorative practice; b) further opportunities provided to engage in coaching relationships with colleagues; c) quality evidence-based CPLD scheduled across the year, allowing choice, building on prior knowledge and linking specifically to the needs of our students; and d) support staff have access to new CPLD options providing a choice of foci relevant to their roles"

RAISING ACHIEVEMENT PLAN 2019 - 2020

"To further improve the quality of English education by ensuring it is specifically tailored to students' needs and demonstrates a planned and sequenced learning journey in preparation for the world of work a) impact in English is not only demonstrated through outstanding progression data, but through further measurable links to EHCPs; b) students make >60% progress in writing and SRS has an enhanced presence across all subjects; and c) students below Year 1 competencies have robust and aspirational targets which are measured clearly through their EHCPs"



TOM PROCTER -
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DEE
TAYLOR

"To ensure all students have equitable access to diverse cultural capital and a curriculum that meets the expanding complexity of their special educational needs and disabilities. a) all curriculum aspects prioritise skills for employability and examination success reflects broad development; and b) all curriculum areas demonstrate a clear flight path that is understood by all stakeholders"

"To further improve the quality of Maths education by ensuring it is specifically tailored to students' needs and demonstrates a planned and sequenced learning journey in preparation for the world of work. a) to target the provision in Year 9 and 10 to ensure students maintain momentum and continue to demonstrate outstanding progress (>60%); and b) to ensure Pupil premium students continue to make at least 60% progress in their aggregated Mathematics scores. Social disadvantage is powerfully addressed, ensuring that there are no significant outliers within the Pupil Premium cohort"



DEBBIE
NICHOLAS