



Ark Helenswood Academy

Inspire – Achieve - Excel

ACADEMY IMPROVEMENT PLAN

2016/2017

Ark
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Social / environment context:

Hastings is the most deprived district/borough in East Sussex with an (Index of Multiple Deprivation) IMD score of 34.49. Central St Leonards (58.14) is the most deprived ward in East Sussex and about half of the wards in Hastings are amongst the 10% most deprived in East Sussex.

Hastings is the most deprived district/borough in East Sussex for all domains of the IMD except for the barriers to housing and services domain, where it is the least deprived.

30% of children and 23% of older people are affected by income deprivation. In Central St Leonards 46% of children and 36% of older people are income deprived.

1 in 5 (20%) working age people are claiming out-of-work benefits. In Central St Leonards (34%), Gensing (29%) and Castle (30%) the proportion of working age people claiming out-of-work benefits is closer to 1 in 3.

About 1 in 3 households (32%) are on low income (less than 60% of national median income).

Most of the East Sussex wards with the highest percentages of working age people claiming income support, incapacity benefit or severe disablement allowance and working age lone parents claiming income support are in Hastings.

There are 220 referrals to children's social care per 1,000 population aged under 20 years. Central St Leonards has the highest rate of all East Sussex wards with 468 referrals per 1,000. This is significantly (99.8% CI) higher than the East Sussex rate (126 per 1,000).

Hastings has a higher rate of children on a child protection plan and looked after children than the other districts/boroughs in East Sussex.

The Child and Adolescent Mental Health Services (CAMHS) caseload rate is 20 per 1,000 population aged 0-18 years. This is significantly (95% CI) higher than the rate for East Sussex (16 per 1,000)

Hastings averages in the third decile for multiple deprivation (rankings for all areas of Hastings averaged) putting it on par with a number of London boroughs

Ark Helenswood Academy is impacted by the issues raised in 'Coastal Academies: Changing school cultures in disadvantaged coastal regions in England (Ovenden-Hope and Passy 2015)'

Vision

Every Ark Helenswood student has the potential to succeed. Our high expectations and broad and relevant curriculum combined with inspirational teaching mean students leave well educated, confident and ambitious, with an excellent understanding of the world they live in. Excellent academic standards allow students to flourish onwards to University or the career of their choice. As a really great school we will do much more than reflect the local community; we will influence it.



Aims

Outstanding teaching and learning:

Teachers have high expectations and aspirations for every student, demonstrated through excellent teaching. Teachers inspire students to be inquisitive, to have a thirst for knowledge and a love of learning.

Outstanding outcomes:

Staff know students and support them to make excellent progress. Students are set challenging targets, know how to progress and want to achieve.

Outstanding behaviour for learning:

Attendance is high. Students are ready for learning, take pride in their work and are resilient. Students are committed to supporting each other and value the curriculum as providing aspirational choices for their future.

ACADEMY STRATEGIC PRIORITIES: SUMMARY

LEADERSHIP & MANAGEMENT Tracy Dohel	TEACHING, LEARNING AND ASSESSMENT Suzanne Harrison	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE VP PDBW	STUDENT OUTCOMES Chris Connor
1.1 Ensure that lines of accountability are transparent and adhered to. All staff are aware of their responsibility in working towards the school priorities.	2.1 Use the co-planning and self evaluation processes to develop teaching and learning to raise the proportion of good and outstanding teaching observed.	3.1 Embed effective systems to increase attendance (target of 96%) and reduce the rate of persistent absence.	4.1 Raise standards by improving the quality and accuracy of information for timely interventions to take place.
1.2 Develop a culture of the highest expectations across the Academy community so that there is a belief that students can perform at this standard and a provision which consistently matches this belief.	2.2 Embed key teaching and learning principles to ensure a high quality and inspirational provision that has impact on the progress that students make.	3.2 Establish routines to promote excellent attitudes toward learning in class and positive behaviours around school.	4.2 Ensure preparation in place for curriculum changes and this includes an acute focus on literacy and numeracy.
1.3 Embed a curriculum offer that is broad and relevant and impacts on student outcomes and their personal, development, behaviour and welfare.	2.3 Ensure formative and summative assessment is used to inform planning.	3.3 Establish a highly valued rewards system that impacts on behaviour for learning.	4.3 Make rapid improvements in reducing gaps within groups.
1.4 Staff development to provide increased knowledge about how students best learn, provides support and recognition to individual colleagues and challenges staff to perform to their best.	2.4 Ensure that homework supports student learning and is set to a clear and consistent rationale and valued through appropriate feedback.	3.4 Maintain a high focus on student safety.	4.4 Build an academy-wide focus on literacy and SPAG which develops core student skills required for further education and employment.
1.5 Ensure financial probity by working towards a balanced in-year budget which does not hinder the Academy from making the gains and improvements needed.		3.5 Provide impartial and high quality and regular careers guidance.	
1.6 Ensure the full involvement of governors in the life of the Academy including link to key areas/subjects, regular visits and reports, attendance at key events – in order to fulfil their statutory functions.			

