



**Ark Helenswood Academy**

*Inspire – Achieve - Excel*

**ACADEMY IMPROVEMENT PLAN**  
**2017/2018**

**Ark**

## **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**

<p>EFFECTIVENESS OF LEADERSHIP &amp; MANAGEMENT</p> <p>Tracy Dohel</p>	<p>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</p> <p>Jo Gardiner</p>	<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p>Matt Keyes</p>	<p>STUDENT OUTCOMES</p> <p>Chris Connor</p>
<p><b>Ensure that the quality and impact of leadership at all levels supports rapid school improvement</b></p>	<p><b>Embed consistently strong teaching to support positive outcomes for all students at all key stages</b></p>	<p><b>All staff to demonstrate a strong belief that every child has the potential to succeed and students are provided every opportunity to flourish</b></p>	<p><b>Ensure challenging targets and specific interventions reduce the gap for disadvantaged students and improve the outcomes for mobile students</b></p>
<p>L1: All staff model high expectations for learning</p>	<p>T1: Continue the successful work in improving teaching, so that, in particular, opportunities to develop pupils' learning beyond the set objectives are not missed. [Ofsted, April 2016]</p>	<p>P1: Raise student attendance</p>	<p>O1: To improve further the progress, outcomes and attendance for disadvantaged pupils who are entitled to the support of pupil premium funding. [Ofsted, April 2016]</p>
<p>L2: Middle leaders have clear lines of accountability and responsibility</p>	<p>T2: Use data to inform lesson planning and delivery, enabling clear and accurate measures of progress</p>	<p>P2: Improve students' punctuality</p>	<p>O2: To improve further the progress, outcomes and attendance for high attainers.</p>
<p>L3: Intake increases through raising the profile of the school in the community</p>	<p>T3: Implement a rigorous and effective coaching and professional planning programme to support strong learning</p>	<p>P3: PSHCE/Tutor time embeds the vision and values and develops a sense of responsibility for themselves and their learning</p>	<p>O3: Improve the progress made by students with SEN across the academy to match other pupils with the same starting points.</p>
<p>L4: Continue compliance with recent statutory guidance on safeguarding, including prevent, FGM and CSE</p>	<p>T4: Ensure that feedback to teachers is regular, accurate and allows impact to be made</p>	<p>P4: Continue to provide outstanding support for the promotion of students' welfare and provide students a voice</p>	<p>O4: To improve further the attainment and progress made in English and Mathematics and to reduce in school variation between subject areas.</p>



L5: Re-organise SLT to establish a dedicated Teaching and Learning team (TLT) to rapidly improve the quality of teaching	<b>T5:</b> Ensure clear monitoring practices are adhered to and used to identify areas of strength and development	P5: All staff consistent in application of the high expectations policy	O5: Embed further the tracking and monitoring of student progress in all years to ensure that intervention and additional support is timely and effective to ensure that 'students who are underachieving are identified quickly'. [Ofsted ,2015]
L6: Re-organise internal structures within the Inclusion Team such that the most vulnerable are even better supported	<b>T6:</b> Raise standards of literacy and numeracy	P6: CEIAG encourages students to have high aspirations for their own futures and they demonstrate positive growth mind sets and engagement with their learning	
L7: Re-organise internal structures within the Sixth Form Team such that the most vulnerable are even better supported			
L8: Improve further the CEIAG provision to ensure all students are accessing appropriate further education/employment/training.			

