School Development Plan

The Axis Academy

Cheshire East

Introduction

The Axis Academy is a special school for children with EHCPs for Social Emotional and Mental Health. The school provides opportunities for those students out of education or those who are not coping within the mainstream setting. Our aim is to work consistently to provide excellence for every student. With a highly-trained, specialised team, we support each student's individual needs, particularly focusing on those students with mental-health issues, needing a safe, but aspirational, environment to recapture an often lost passion for learning and creativity.

The Axis Academy offers a life line to children with EHCPs who live with social emotional and mental health difficulties that prevent them from accessing both an education and social mobility. We do this through a true dedication to a whole school, holistic approach to emotional well-being and mental health.

The Axis Academy has been launched with the aim to re-connect students who have become detached from their education, and in some cases purpose in life. We continue to strive to re-engage students and to give them a vision of both their education and their place in the wider community.

We create a nurturing approach to education where children feel safe and supported and that their needs and obstacles in life are understood and addressed by empathetic, patient members of staff who show compassion and appreciate the needs and requirements of all students.

The Axis Academy provides a variety of surroundings to develop the whole child, such as sensory rooms, offices of trusted members of staff, outdoor spaces and breakout rooms. Our commitment is for children to feel safe and secure, with staff that motivate and drive them to go to school every day.

Not only do children have access to trained members of staff who know and understand their needs, The Axis Academy works collaboratively with a variety of multi agencies to ensure that childrens' needs are being met and anxieties are being reduced by providing onsite facilities, and a collaborative delivery model with visiting professionals.

The Axis Academy provides an education to children from KS2 - KS4 (expanding to KS5 in September 2023), and we offer an ambitious, varied and inspiring academic curriculum with vocational subjects in addition for character/personal development.

⊕ SLT: Leading with Passion

RAG:	● **Amber**	Status:	**In Progress**
Priority:	**Key**	**Responsible:**	PE
Team:	SLT	**Monitor:**	PE
		Dates:	01/09/22 - 31/08/23

Intent: All leaders have a clear focus on the instructional core, are strategic in their thinking and planning and can articulate and embody their vision and direction to make instructional quality a priority, increasing students' holistic achievements. Staff are given autonomy in their roles and recognised for the impact they have.

Impact: Staff will feel valued, empowered and motivated, will be clear on the theory and practice underpinning the pedagogy and direction of the school and understand their accountability for and impact on outcomes. The students' learning journeys will be at the very core of all that is co-created and collaborated upon, so that all students maximise their potential, whatever that potential may be, within a culture of growth that leads to quality outcomes.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Data *Embed new assessment model to facilitate data analysis process at half termly intervals and inform intervention strategies at whole school, subject and individual student levels*	✔ **Completed**	09/10/22 to 21/10/22	PE	**High**
PDM *Complete the initial PDM focal point setting process to open the cycle for this academic year, ensuring all staff have an agreed PDP*	✔ **Completed**	09/10/22 to 21/10/22	PE	**High**
Support Plans *Review support plan progress for any staff identified at regular intervals and adjust course of action accordingly*	● Not Completed	09/10/22 to 03/01/23	PE	**High**

Success Criteria

DESCRIPTION		COMPLETED
1. The quality of education is driven through instructional leadership, focusing on the instructional core of pedagogy (full understanding & Implementation is evident in planning and practice), curriculum structure, student learning skills and agency. Robust analysis and strategic evaluation of whole school data informs interventions and allows progress to be made	✓	**YES**
2. Cohesion is established through a culture where all stakeholders know and understand the strategic direction of the school, both short and long term (6 months to 3 years). Next steps in school improvement, in terms of strategic development and evaluation are co-created and shared widely	✓	**YES**
3. The expectation, theory and embodiment of high-quality teaching and learning is clearly articulated and modelled.	✓	**YES**
4. Data is used half-termly to inform strategic decisions that demonstrate additional impact on furthering progress towards students' individual goals	○	**NO**
5. All members of staff are evaluated and coached appropriately to further articulate and embed the vision and culture of the school and wider Trust	✓	**YES**
6. Staff are empowered through the development of wider roles, with robust KPI's which, in turn, strengthens the articulation of the vision and culture of the school and wider Trust	✓	**YES**
7. The SDP and SEF are co-created and clearly articulate the current position and direction of travel of the school and how this aligns with the Trust Strategic Plan. All stakeholders fully understand their role and accountability.	✓	**YES**
8. A culture of self-reflection is embedded, with all stakeholders attuned to the 'YES way'. This is clearly communicated in school practices and articulated by all staff	✓	**YES**
9. The Professional Development cycle is embedded and completed, with regularly appointed check-ins and reviews	○	**NO**
10. Whole school development demonstrates staff taking initiative; staff on support plans make expected progress	○	**NO**

⊕ SLT: World Changing Education 1

RAG:	● Amber	Status:	In Progress
Priority:	Key	Responsible:	PE
Team:	SLT	Monitor:	PE
		Dates:	01/09/22 - 31/08/23

Intent: To establish a culture of high-quality education, underpinned by high expectations and aspirations, maximising the potential of all students and staff. The curriculum inspires curiosity and creativity through enquiry and an ethos of appreciative enquiry is embedded into professional learning and practice.

Impact: High quality education underpinned by a culture of enquiry embedded into the curriculum and routines will result in students being creative and powerful learners who are equipped with the skills and knowledge to adapt and flourish in an ever-changing world landscape. Teaching and learning will further develop through collaboration, reflection and peer feedback, ensuring consistent excellent practice across the school.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Neurodivergence *Staff to receive some professional development training on neurodivergence to be embedded into planning and teaching practice*	● Not Completed	09/10/22 to 03/01/23	PE	**High**
Theories of Action *Develop and share protocols around the prioritised, Trust-wide Theories of Action following the Instructional Rounds in Summer Term 2022*	● Not Completed	09/10/22 to 03/01/23	PE	**Medium**
Collaboration - Academy level *Embed system of collaborative peer-peer support through triads*	● Not Completed	09/10/22 to 03/01/23	PE	**High**
Collaboration - Trust *Develop Trust-wide peer-peer support networks at subject level or associated to particular roles within individual Academies*	✓ Completed	09/10/22 to 03/01/23	PE	**High**

Success Criteria

DESCRIPTION		COMPLETED
1. A common pedagogy, language and approach is established across the school, which aligns with the Trust's methodology and terminology	✅	**YES**
2. The school has a detailed SEF and SDP which clearly highlight how enquiry, curiosity and creativity are embedded into the curriculum and beyond	✅	**YES**
3. The link between moral purpose and action is fully understood by all stakeholders	✅	**YES**
4. A full understanding of neuro-divergent learners and their learning styles and needs is embedded and incorporated into practice within and beyond the classroom	⬤	**NO**
5. The instructional core underpins all learning and teaching, with teachers having the necessary knowledge and skills, lesson content being relevant and sequential and learning broken down into manageable chunks so that progress can be made	✅	**YES**
6. Curiosity, creativity and enquiry pervade all aspects of teaching and learning within and outside of the classroom.	✅	**YES**
7. Students are developing enquiring minds, becoming more independent and powerful learners, confident to take risks without fear of failure and able to work collaboratively	✅	**YES**
8. A culture and narrative of peer coaching is embedded, with triads of individuals collaborating to celebrate, share and embed good practice	⬤	**NO**
9. Theories of Action are clearly articulated through protocols which are fully understood and deployed by all stakeholders, through a culture of reflection and feedback	⬤	**NO**
10. All staff formally liaise and collaborate with their counterparts across the Trust, embedding co-production of strategies, a shared vision and language and a common pedagogical approach to maximise outcomes for all students	⬤	**NO**

⊕ SLT: World Changing Education 2

RAG:	🟢 **Green**	**Status:**	**In Progress**
Priority:	**Key**	**Responsible:**	PE
Team:	SLT	**Monitor:**	PE
		Dates:	01/09/22 - 31/08/23

Intent:	Safeguarding is cultural throughout the school, with all training, protocols and processes fully up to date and in place. Regular communication is embedded into routines, systems and cases are regularly reviewed for maximum impact on students' safety and wellbeing
Impact:	A culture of safeguarding is evident in every aspect of school life, with all staff appropriately trained and confident with expectations, protocol and processes, ensuring all students are safe and can thrive.
Monitoring \ Evaluation:	-

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Safeguarding Governor *Appoint a safeguarding link Governor within the LSB*	✅ **Completed**	09/10/22 to 16/11/22	PE	**High**

Success Criteria

DESCRIPTION		COMPLETED
1. Safeguarding data shows a common approach, which is regularly monitored and reviewed accordingly	✅	**YES**
2. All staff are fully trained and able to articulate the school's approach to safeguarding, confident in their use of systems and fully aware of channels of communication	✅	**YES**
3. All students feel safe, have a 'safe' adult with whom to communicate in times of difficulty or crisis and are fully aware of safeguarding systems and processes within the school	✅	**YES**
4. Lines of communication with parents and students are open and clear	✅	**YES**
5. Safeguarding our students is a priority and the responsibility of all staff	✅	**YES**
6. Students feel safe and valued, empowering them to thrive in and out of the classroom	✅	**YES**
7. There is a safeguarding link governor in place who works closely with the school and reporting back to the LSB	✅	**YES**

⊕ SLT: World Changing Education 3

RAG:	● **Green**	Status:	**In Progress**
Priority:	**Key**	**Responsible:**	PE
Team:	SLT	**Monitor:**	PE
		Dates:	01/09/22 - 31/08/23

Intent:	To create and embed a culture of positive attitudes to learning amongst all students
Impact:	Students become powerful learners with enquiring minds, confident to take risks in their learning and equipped with the skills to explore, evaluate and apply new knowledge and understanding.
Monitoring \ Evaluation:	-

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Social Media *Commission some external Social Media intervention/workshops from the Police/other professional organisations in order to support our commitment to the issue in the community for our young people when out of school*	● **Not Completed**	09/10/22 to 03/01/23	PE	**High**

Success Criteria

DESCRIPTION		COMPLETED
1. A culture of positive attitudes to learning is embedded and can be seen in PSD data, behaviour data, in lessons and around the school and in student, staff and parental feedback	✓	**YES**
2. Behaviour strategies and approaches are co-developed and unified to achieve consistency of expectation across the school	✓	**YES**
3. Trends in behaviour are mapped, with interventions put in place where necessary	✓	**YES**
4. The instructional core underpins positive attitudes to learning, with lesson content relevant and appropriately pitched so that all students can access learning, fully engage and participate in learning activities	✓	**YES**
5. All staff feel empowered and have the autonomy to act upon behaviour, engagement and attitudes to learning	✓	**YES**

⊕ SLT: Timeliness and Information Sharing

RAG:	● **Amber**	Status:	In Progress
Priority:	**Key**	**Responsible:**	PE
Team:	SLT	**Monitor:**	PE
		Dates:	01/09/22 - 31/08/23

Intent:	To ensure there is timely reporting and information sharing to allow all stakeholders to be fully involved where needed and active in their roles to support learning and outcomes
Impact:	Information on school progress and development will be readily available to all relevant stakeholders as needed to support and scrutinise practice. Deadlines will be kept, with relevant information and reports sent as requested by Trustees, ELT and the LSB
Monitoring \ Evaluation:	-

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Headteacher Report and LSB Deadlines *SLT meet agreed deadlines to allow for timely reports to be produced, analysed and uploaded for sharing at the LSB in Term 1*	✅ **Completed**	09/10/22 to 07/11/22	PE	**High**
Parental Feedback/Engagement *Feedback to be collated and engagement to be analysed and reported - February & July*	⬤ **Not Completed**	09/10/22 to 10/02/23	PE	**Medium**

Success Criteria

DESCRIPTION	COMPLETED	
1. HT reports to the LSB are uploaded onto GVO a minimum of seven days prior to the meeting	✅	**YES**
2. Overall quality of teaching tracked; data shared with DoE	✅	**YES**
3. Analysis of engagement with parents and parental feedback is collated biannually	⬤	**NO**
4. Deadlines set by ELT are met by all SLT who held to account for meeting these	✅	**YES**

⊕ SLT: Expectations of Leadership

RAG:	● **Green**	Status:	**In Progress**
Priority:	**Key**	**Responsible:**	PE
Team:	SLT	**Monitor:**	PE
		Dates:	01/09/22 - 31/08/23

Intent:	All Senior Leaders fully understand and adhere to the Trust and wider expectations of Leadership
Impact:	Senior Leaders operate in line with and are held accountable to the Leadership Standards, Nolan Principles and YES Trust expectations to ensure that each school and all its stakeholders have a shared vision and moral purpose and maximise their potential.
Monitoring \ Evaluation:	-

Success Criteria

DESCRIPTION	COMPLETED	
1. Full understanding of adherence to the Leadership Standards is evident	✅	**YES**
2. Full understanding of and adherence to the Nolan Principles is evident	✅	**YES**
3. A full understanding and embodiment of the YES Trust Expectations of Leadership is apparent in daily routines, relationships and processes	✅	**YES**

⊕ SLT: Key Performance Indicators

RAG:	● **Amber**	**Status:**	**In Progress**
Priority:	**Key**	**Responsible:**	PE
Team:	SLT	**Monitor:**	PE
		Dates:	01/09/22 - 31/08/23

Intent: To meet and contribute towards the report on Key Performance Indicators on a termly basis in order to monitor and evaluate progress against targets, identify areas of focus moving forward and inform the SEF and SDP, within a robust system of quality assurance.

Impact: All Key Performance Indicators are regularly reviewed, updated and reported to ELT, the LSB and Trustees for scrutiny, feedback and validation to ensure all schools are quality assuring progress against targets, the quality of practice to deliver truly world changing education which prepares all students for their next steps in life.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Attendance *Increase whole school attendance to 90% through daily analysis and personalised plans in line with attendance policy flowchart*	● Not Completed	09/10/22 to 28/07/23	PE	**High**
Student Academic Progress *Analysis of student progress following HT1 data drop and intervention plans created at whole school, subject and individual levels*	● Not Completed	09/10/22 to 17/11/22	PE	**High**
PSDs *Termly completion of BOXALL profiles for individual students by end of each term, followed by strategic analysis of progress and intervention needs*	● Not Completed	09/10/22 to 28/07/23	PE	**High**

Success Criteria

DESCRIPTION		COMPLETED
1. Attendance at school is at least 90%	⚪	**NO**
2. Where students fall below 85% and this is not improved over a half term clear action plans are in place which can be demonstrated and articulated	✅	**YES**
3. Class Dojo demonstrates at least 94% positive behaviours	✅	**YES**
4. All students make 100% progress against their start point. Where students fall below 85% and this is not improved over a half term clear action plans are in place which can be demonstrated and articulated	⚪	**NO**
5. All teaching is at least Good and where not so support is in place and progress measured	✅	**YES**
6. PSED data to show all students achieving the base average	⚪	**NO**
7. Student numbers are in line with expectations and planning ns	✅	**YES**
8. The school runs a balanced budget	✅	**YES**
9. The school is fully compliant with all Health and Safety/Safeguarding regulations	✅	**YES**
10. All exclusions are discussed with the DoE and reported to LSB's	✅	**YES**

⊕ SLT: Growing Our People

RAG:	● **Amber**	Status:	**In Progress**
Priority:	Key	**Responsible:**	PE
Team:	SLT	**Monitor:**	PE
		Dates:	01/09/22 - 31/08/23

Intent: To create a culture of lifelong learning and development, recognising practitioners as experts in their field, ensuring that all staff maximise their potential, whatever that potential may be, resulting in high quality impact on students' outcomes.

Impact: Staff become lifelong learners with a desire to improve practice through personal development. Staff will have autonomy to lead areas and groups, sharing good practice, collaborating widely on all aspects of school life. This expansion of the repertoire of practitioners will create even more powerful learning opportunities.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Collaboration - Academy & Trust Level *Embed system of collaborative peer-peer support through triads*	○ Not Completed	09/10/22 to 03/01/23	PE	**High**
PDM *Complete the initial PDM focal point setting process to open the cycle for this academic year, ensuring all staff have an agreed PDP*	✓ Completed	09/10/22 to 21/10/22	PE	**High**
Staff Surveys *Complete bi-annual staff surveys in line with Trust deadlines*	○ Not Completed	09/10/22 to 28/07/23	PE	**Medium**
Staff Professional Development *Create a system of professional development based around emerging needs and aspirations of PDPs for Academy leaders, identified future leaders and classroom-based staff*	○ Not Completed	09/10/22 to 14/11/22	PE	**Medium**

Success Criteria

DESCRIPTION		COMPLETED
1. Staff feel confident to collaborate with peers in school and across the Trust	✅	**YES**
2. A significant number of staff feel confident to lead training and development	✅	**YES**
3. Peer coaching is embedded into practice	⚪	**NO**
4. Staff feel supported and valued for what they do as evidenced in staff surveys	⚪	**NO**
5. Personal Development Plans are created through dialogue, outlining training needs/requests and opportunities for further development	✅	**YES**
6. PDP's are regularly updated, within a culture of reflection	⚪	**NO**
7. Reflection and feedback is embedded as a vehicle for improvement across the school	✅	**YES**
8. Future Leaders are identified and developed through Professional Development Plans	✅	**YES**
9. Expansion of the range of skills of staff leads to the creation of powerful learning opportunities	⚪	**NO**