

School Development Plan



The Axis Academy

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.

WCE - Maximising Potential 1

RAG:	● Not set	Status:	In Progress
Priority:	Key	Responsible:	PE
Team:	SLT	Monitor:	PE
		Dates:	01/09/23 - 31/08/24

Intent: To create transparent whole school expectations to embed processes, structures, strategies and culture, which will underpin an ethos of continuous improvement across the school and the wider Trust and will maximise potential at all levels

Impact: The Headteacher will have rigorous and robust evidence of the school improvement journey and the steps undertaken to maximise the potential of all stakeholders. All pupils and staff will have a clear understanding of their own next steps, have the skills and time to be effectively reflective and all stakeholders will maximise their potential, whatever that potential may be.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Induction <i>New staff inductions to be completed by PE/LL/LLee</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
Core Values <i>Revisit of Trust Core Values for all staff through CPD</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
PDMs / PDPs <i>Research-led PDM targets to be set leading to triad work based on coaching and feedback</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
Triads and Theories of Action <i>Fortnightly all staff review meetings (triads) scheduled to monitor progress/impact and facilitate coaching opportunities. Feedback to inform interim PDMs</i>	● Not Completed	17/10/23 to 01/03/24	PE	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Theories of Action <i>Headteachers to meet with Director of Education to create protocols for the next Theory of Action (higher-level questioning). Protocols to be disseminated via CPD and built into triad coaching groups</i>	● Not Completed	17/10/23 to 01/12/23	PE	Medium
Leading Learning and Professional Opportunity <i>Opportunities for secondment/leadership experience to be identified by Trust/SLT at Academy level in Autumn term</i>	✔ Completed	17/10/23 to 31/12/23	PE	Medium
CPD Programme <i>Training linked to PDMs identified by line managers to be reviewed by SLT in Autumn 2 and factored into weekly CPD programme</i>	✔ Completed	17/10/23 to 06/11/23	PE	Medium
Maximising Potential <i>5 colours and Trust-wide associated benchmarks linked to all areas of school, life and accountability measures to be introduced and utilised for monitoring KPIs</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
Maximising Potential <i>Maximising Potential CPD rotations organised half termly to share best practice</i>	✔ Completed	17/10/23 to 31/07/24	SJ	High
Sharing Best Practice <i>WAGOLL work/activities/outcomes shared at each CPD meeting</i>	✔ Completed	17/10/23 to 31/07/24	CG	High
CPD Programme <i>TA specific CPD needs to be identified and delivered</i>	✔ Completed	17/10/23 to 31/07/24	SH	Medium
Leading Learning and Professional Opportunity <i>Guest SLT opportunities to be identified for aspiring leaders with opportunities and experience made available</i>	✔ Completed	17/10/23 to 31/07/24	PE	Medium
Leading Learning and Professional Opportunity <i>NASENCO Award to be completed by Strategic SENCO</i>	● Not Completed	17/10/23 to 31/07/24	SH	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Local Support Board <i>LSB hold leaders to account - evidenced in LSB meeting minutes as "challenge"</i>	● Not Completed	17/10/23 to 31/07/24	PE	Medium
Core Values <i>To be displayed in some form around school and on website, visible to all stake holders</i>	● Not Completed	17/10/23 to 31/12/23	PE	High
Staff Surveys <i>Staff Voice to be collated routinely regarding impact of triad work</i>	✔ Completed	17/10/23 to 31/07/24	SH	Medium
Triads and Theories of Action <i>Protocols to be displayed centrally for all staff as a constant, visible reminder of expectations of best practice in line with Axis Theories of Action</i>	● Not Completed	17/10/23 to 01/12/23	PE	High
NPQs <i>SLT to complete/embark upon NPQs - NPQH / NPQLBC / NPQLL</i>	✔ Completed	17/10/23 to 31/07/24	PE	High
Maximising Potential <i>Extended SLT to contribute towards the delivery of the Maximising Potential agenda via weekly CPD sessions for all staff</i>	✔ Completed	17/10/23 to 31/07/24	PE	Medium
Collaboration - Academy & Trust Level <i>All staff at all levels to maximise their potential through full participation and contribution in Trust-wide collaboration meetings</i>	✔ Completed	17/10/23 to 31/07/24	PE	Medium

Success Criteria

DESCRIPTION	COMPLETED
All new staff are inducted into the Trust core values, aspirations and minimum expectations	✔ YES
The core values, aspirations and expectations are fully embedded across the school, with all stakeholders having a full understanding of their practical application	✔ YES
Appreciative enquiry is embedded across the school, with all staff being part of a triad, quad or pair for coaching sessions	✔ YES
The impact analysis of the coaching approach shows positive trends and provides an evidence base for future practice	● NO
A new set of protocols is co-produced and rolled out each (half)term	● NO
Future leaders are routinely identified and provided with experiential opportunities to develop their their skills and practice	✔ YES
Middle and Senior Leadership potential is identified, with staff allocated to bespoke professional learning programmes of development.	✔ YES
The Maximising Potential Gauge is embedded into thinking and practice for all stakeholders, with a focus on small steps to improvement and success.	✔ YES
Exemplary practice workshops (Master Classes) are built into whole school and Trust wide professional learning sharing and embedding best and next practice across all practitioners and stakeholders	✔ YES
Curiosity, creativity and enquiry led learning is fully embedded into the curriculum, with all pupils encouraged to take agency for their learning and all planning and delivery of lessons within and outside of the classroom is based around the instructional core.	✔ YES

WCE - Maximising Potential 2

RAG:	● Not set	Status:	In Progress
Priority:	Key	Responsible:	PE
Team:	SLT	Monitor:	PE
		Dates:	01/10/23 - 31/08/24

Intent: To embed quality assurance practices, which are routinely recorded in Perspective, fully understood and employed by all stakeholders, creating a narrative of continuous school improvement and providing an evidence base for the SEF and SDP


Impact: Perspective is full embedded into routines, with all stakeholders aware of its purpose and confident to use it, resulting in robust quality assurance at all levels, a higher level of self reflection and challenging, aspirational (although achievable) goals being set at every level.

Monitoring \ Evaluation: -











Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Quality Assurance <i>QA schedule to be adhered to, recorded on Perspective, findings reviewed and presented to SLT and associated support work carried out by the Curriculum team</i>	✔ Completed	17/10/23 to 31/07/24	CG	Medium
Quality Assurance <i>QA schedule to be defined and shared by Curriculum Leads, including targeted and specific learning walks, book reviews and lesson observations</i>	✔ Completed	17/10/23 to 31/07/24	CG	Medium
Quality Assurance <i>A system of planning scrutiny to be in place to support all staff at all levels, to differing degree according to career stage, by Curriculum team</i>	✔ Completed	17/10/23 to 31/07/24	CG	Medium
ECTs <i>Line managers (SLT) to provide weekly/fortnightly support for ECTs/Learning Mentors from Autumn 2</i>	● Not Completed	17/10/23 to 31/07/24	PE	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
PDMs / PDPs <i>Self-evaluations to be completed by all staff at all levels in preparation for PDMs in order to close the previous cycle and identify targets for the next academic year</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
PDMs / PDPs <i>All staff at all levels to have had a PDM and agreed a PDP for next year</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
PDMs / PDPs <i>Interim PDMs to be completed by 1st March by SLT</i>	● Not Completed	17/10/23 to 01/03/24	PE	Medium
KPIs <i>All KPI information to be transferred into Perspective Observatory ahead of Spring and Summer LSB meetings</i>	● Not Completed	17/10/23 to 31/05/24	PE	Medium
Progress <i>Termly progress meetings to take place to review progress of all students in all subject areas in all key stages. Template to be uploaded into Perspective</i>	● Not Completed	17/10/23 to 31/07/24	CG	High
Sharing Best Practice <i>Examples of best practice or exemplary work are shared at the start of each weekly CPD session</i>	✔ Completed	17/10/23 to 31/07/24	CG	High
PDMs / PDPs <i>Target 3 (self-led research leading to coaching) - SLT to collate research foci and create teams of similar focus for coaching and sharing opportunities</i>	✔ Completed	17/10/23 to 06/11/23	PE	High
Sharing Best Practice <i>Quality work shown in assemblies (Work of the Week) as well as displayed around school and shared on ClassDojo</i>	✔ Completed	17/10/23 to 31/07/24	SJ	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
ECTs	 Not Completed	17/10/23 to 31/07/24	PE	Medium
<i>Support to be provided at Academy and Trust level for aspiring teachers (Learning Mentors) in attaining QTS via the assessment only route through opportunity, training and targeted CPD</i>				

Success Criteria

DESCRIPTION	COMPLETED
A half-termly workbook scrutiny , uploaded onto Perspective, demonstrates a common pedagogy and methodology across the school, with the implementation of a sequenced curriculum evident in the workbooks.	 YES
Termly lesson observations conclude that teaching across the school is at least Good (Strength). Feedback is recorded on Perspective, with next steps identified	 YES
Half-termly planning scrutiny, findings recorded on Perspective, demonstrates a consistent approach to sequencing of learning in line with school policy	 YES
Weekly planning scrutiny for ECTs and LMs , recorded on Perspective, scaffolds development, identifies areas for improvement with next steps and celebrates good practice	 NO
Fortnightly mentor meetings for ECTs and LMs provide opportunities for professional learning, with progress and areas for development recorded on Perspective	 YES
All staff complete a self-evaluation on Perspective prior to their PDM meeting, identifying areas of strength and areas which may require further support/professional learning	 YES
All staff are actively involved in their PDM and have a clear understanding of the expectations of their role	 YES
The first round of PDMs is completed by 31st October 2023, with all staff aware of the school journey and their own priorities for development	 YES
PDM Interim Reviews are completed for all staff by the 1st March 2024, with self-evaluation and evidence gathered showing that staff are on course to meet their objectives and robust plans/startegies are put in place where this is not the case	 NO
KPI tabs on Perspective are completed termly to be presented to the LSB, clearly highlighting areas of strength and areas in need of further development/urgent attention	 NO

LWP- Safeguarding, MHTIS

RAG:	● Not set	Status:	In Progress
Priority:	Key	Responsible:	LL
Team:	SLT	Monitor:	PE
		Dates:	01/10/23 - 31/08/24

Intent: To ensure that safeguarding, mental health and trauma informed practice is fully embedded into the school's culture, underpinning the holistic curriculum, evident in every day practice and routinely monitored , with audits, evidence and actions reported to the LSB on a termly basis.

Impact: All stakeholders are regularly updated with and fully aware of the safeguarding, mental health and trauma informed practices in the school, are confident that systems , processes and practice are compliant with statutory requirements .

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Section 175 <i>Section 175 to be completed by the Pastoral & Safeguarding Lead, uploaded as evidence in Perspective, emailed to the Local Authority and included as an appendix the Autumn LSB</i>	✔ Completed	17/10/23 to 14/11/23	LL	High
Local Support Board <i>Safeguarding/Mental Health/Trauma Informed Leads meet Governor links in Autumn 2 to discuss action plans</i>	● Not Completed	17/10/23 to 31/12/23	LL	High
Trauma Informed UK Training <i>TISUK whole school webinar training to be completed by all staff in all roles</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
Trauma Informed UK Training <i>TISUK Level 2 course to be completed by Headteacher</i>	✔ Completed	17/10/23 to 31/10/23	PE	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Trauma Informed UK Training <i>TISUK Diploma leads (Pastoral Lead and Mental Health Counsellor) to share action plan with staff and update in Autumn 2</i>	● Not Completed	17/10/23 to 31/12/23	PE	High
Team Teach Training <i>Team Teach records to be reviewed and cohorts identified in Autumn 1</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
Team Teach Training <i>Level 2 training (12 hour) course to be planned and delivered by two staff in Autumn 2 for those identified</i>	● Not Completed	17/10/23 to 31/12/23	PE	High
Team Teach Training <i>"Train the Trainer" course to be completed by Culture and Ethos Lead</i>	● Not Completed	17/10/23 to 31/12/23	PE	High
Mental Health <i>Audits to be completed, with findings and actions shared with LSB</i>	● Not Completed	17/10/23 to 31/03/24	SH	Medium
PSHCE <i>PSHCE and RSE audits completed, demonstrating successful compliance, with strengths and actions identified and shared!</i>	● Not Completed	17/10/23 to 31/12/23	SH	Medium
PSHCE <i>PSHE Association membership obtained to support planning of content, resourcing and compliant delivery</i>	✔ Completed	17/10/23 to 31/10/23	SH	High
PSHCE <i>Specific PSHCE observations to be carried out as part of quality assurance, with support deployed as necessary</i>	● Not Completed	17/10/23 to 31/07/24	SH	High
PSHCE <i>All staff to contribute towards the population of Gridmaker in order to map provision across subjects, classes and age groups</i>	✔ Completed	17/10/23 to 31/07/24	SH	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
CPD Programme <i>Additional training identified and completed such as YGAM (Gambling & Gaming) and Safer Streets</i>	✔ Completed	17/10/23 to 31/07/24	LL	Medium
CPD Programme <i>SLA purchased annually via the LA SCiES Team which includes training packages, resources and staff meetings</i>	✔ Completed	17/10/23 to 31/10/23	LL	High
Safeguarding Audit <i>SCiES Team audit action plan revisited and updated regularly</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
Safeguarding <i>Vulnerable Student tracker update half termly and shared with key staff to preserve confidentiality</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
Trauma Informed UK Training <i>TISUK Practitioners to receive regular supervision</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
Single Central Record <i>Training matrix updated by Office Manager regularly, with qualifications kept up to date</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
BOXALL Training <i>New BOXALL training to be completed by Pastoral Lead to improve PSD data collation</i>	✔ Completed	17/10/23 to 20/11/23	LL	High
Policies <i>All policies to be updated and approved by LSB in line with statutory regulations</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
Collaboration <i>Collaboration across the Trust and other LA schools in order to support the embedding of positive safeguarding practices</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
CPD <i>PSO training and collaboration with Early Help</i>	✔ Completed	17/10/23 to 31/10/23	LL	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Collaboration <i>Effective and regular multi-agency collaboration, particularly with CAMHS evident in order to support all students and their families</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
CPOMS <i>Change to use of the recording of all communications and incidents via CPOMS to ensure a clear chronology of events over time, alerting ALL SLT to all incidents, ensuring increased awareness</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
Trauma Informed UK Training <i>Encouraged trauma informed language around school, supported by the sharing of resources e.g Our Ways of Working website</i>	● Not Completed	17/10/23 to 31/07/24	LL	High
Assemblies <i>Opportunities for staff to share how they manage their own emotions in their lives through assembly slots</i>	● Not Completed	17/10/23 to 31/07/24	SJ	Medium

Success Criteria

DESCRIPTION	COMPLETED
The Section 175 summary and evaluation is shared with the LSB in the Autumn Term , with evidence showing statutory compliance and areas of strength and those needing further development	✔ YES
The link governor/Trustee regularly reviews documentation and practice with the Safeguarding/MH/Trauma Informed leads	● NO
All staff have had trauma informed practice training and implement the necessary/appropriate strategies in their own daily practice	✔ YES
All staff are up to date with their Team Teach training. In-house sessions are completed timeously for new staff and use of strategies and approaches are evident in practice	● NO
The Mental Health and Trauma Informed Practice Audit is completed and shared with the LSB in the Spring Term, demonstrating the whole school approach which has been embedded into practice. Areas of strength and those in need of further development are clearly identified with clear action plans shared.	● NO
PHSE and RSE audits completed in the Autumn Term and shared with the LSB in the Spring Term. Data highlights full compliance with statutory requirements, areas for strength and excellence and actions to be taken for those in need of further development	● NO

WCE/ LWP - Key Performance Indicators (Outcomes)

RAG:	● Not set	Status:	In Progress
Priority:	Key	Responsible:	PE
Team:	SLT	Monitor:	PE
		Dates:	01/10/23 - 31/08/24

Intent: To ensure that all pupils maximise their potential, have the best possible outcomes and are fully equipped to take the next steps in their journey within school and beyond into further education, training or employment.

Impact: All pupils maximise their potential and are ready to take the next steps in their own journey through school and towards adulthood

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Policies <i>Attendance policy and strategy updates all in place with additional CPOMS monitoring</i>	✔ Completed	17/10/23 to 31/10/23	LL	High
Attendance <i>Pastoral Administrator appointed to oversee all attendance at Stage 1</i>	✔ Completed	17/10/23 to 31/10/23	LL	High
Attendance <i>Attendance monitored and updated multiple times on a daily basis, with contact made and follow ups taking place, including in-house communication and strategies to support a return to school</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
Attendance Strategy <i>Attendance meetings and plans in place, agreed with parents/carers and updated regularly</i>	✔ Completed	17/10/23 to 31/07/24	LL	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Curriculum <i>KS4 Options process and timetabling supports the attainment of 5+ GCSEs or equivalent from the outset</i>	● Not Completed	17/10/23 to 31/03/24	PE	High
Exams <i>GCSE/KS4 exam entries support aspirations</i>	✔ Completed	17/10/23 to 31/10/23	CG	High
Progress <i>Progress monitored regularly and robustly to ensure students on target in all key stages in all subjects, including reading. "At risk" students are identified for the correct and appropriate intervention and support</i>	● Not Completed	17/10/23 to 31/07/24	CG	High
Reading <i>Reading strategy in place, whole school, as a targeted intervention each day</i>	✔ Completed	17/10/23 to 31/07/24	LH	High
Data <i>Baseline testing taking place in spelling, reading, CAT4s and at subject level by October half term</i>	✔ Completed	17/10/23 to 31/10/23	CG	High
Targets <i>Aspirational progress target setting of 100% of a grade or level per year, per subject, per student, from given starting point</i>	✔ Completed	17/10/23 to 31/10/23	PE	High
Attendance <i>Half termly attendance letters sent to all parents of students below 96%</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
External Agencies <i>External agency work taking place regularly to support attendance/engagement - CAMHS, Medical Needs, Social Care, Early Help</i>	✔ Completed	17/10/23 to 31/07/24	LL	High
Placements <i>Support for transition to educational providers that best meet the needs of all students</i>	● Not Completed	17/10/23 to 31/07/24	PE	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Provision Map <i>Consolidation of needs to ensure needs are being met, removing barriers to attendance and encouraging a trauma-informed approach - updated regularly</i>	✔ Completed	17/10/23 to 31/07/24	SH	High
Parental Feedback/Engagement <i>Parent Consultation evenings scheduled and shared with all stakeholders to discuss and promote progress and celebrate success and achievement</i>	✔ Completed	17/10/23 to 31/07/24	CG	High
Exams <i>GCSE Pod subscription in place to support an effective, accessible revision method that meets the needs of Axis students</i>	✔ Completed	17/10/23 to 31/10/23	SJ	Medium
Learning Support <i>Specially trained Maths and English Learning Support Assistant deployed, receiving additional training and support</i>	✔ Completed	17/10/23 to 31/07/24	SH	High
Parental Feedback/Engagement <i>Additional parent meetings with Year 11 families to support the maximisation of potential and encourage support at home for revision and help to complete independent study</i>	✔ Completed	17/10/23 to 31/12/23	CG	High
Reading <i>Britannica subscriptions in place across the Trust in order for reading age specific and challenging reading materials to be accessed to support research and learning, promoting a love of reading</i>	● Not Completed	17/10/23 to 31/12/23	HP	High
Support Plans <i>Support Plans in place, where necessary, for relevant teachers</i>	✔ Completed	17/10/23 to 31/07/24	PE	High
Exams <i>Access arrangements are in place as normal ways of working and are implemented for all mock exam series as well as all external examinations</i>	✔ Completed	17/10/23 to 31/07/24	SH	High

Success Criteria

DESCRIPTION	COMPLETED
Attendance at school is 90%	<input type="radio"/> NO
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	<input type="radio"/> NO
All pupils gain an average of 5 GCSEs or equivalent	<input type="radio"/> NO
KS2 SATs results show expected progress or above from entry	<input type="radio"/> NO
The average progress made in reading is one year or above	<input type="radio"/> NO
The average progress in English and Maths is a minimum of 70% of a level	<input type="radio"/> NO