

## **Rushey Mead Academy School Improvement Priorities 2023-24**

***Overarching aim: Every member of the Rushey family (staff and students) is noticed, appreciated, and supported to succeed and have a true sense of belonging***

### **Key threads**

- Behaviour, safeguarding, and attendance - **BA1 and BA2**
- Inclusion and equitable access to learning - **QE2 and QE5**
- Wellbeing and development of all - **PD1, and OC1**
- Efficient and effective systems and operations - **LM2 and LM3**
- Curriculum, teaching and assessment excellence for exceptional outcomes - **QE1, QE3, QE4 and QE6**

### **QE1 - Curriculum and assessment design**

All students make at least good progress as a result of each subject having a clear sense of purpose, progression and challenge built into their curriculum plans, supported by a clear curriculum intent statement, curriculum maps, schemes of work resources and assessments.

### **QE2 – Literacy**

All students can read, write and speak proficiently as a result of a multi-faceted reading and writing plan that incorporates a reading and writing culture across every subject, explicit vocabulary instruction, opportunities to speak, and literacy interventions for all who need them

### **QE3 - Teaching**

All students make at least good progress through quality first teaching based on Rushey Principles of Instruction, with a particular focus on high quality questioning and checking for understanding, with teachers adapting their lessons accordingly.

### **QE4 - Assessment and use of data**

All students make good or better progress as a result of effective assessment practices that precisely identify appropriate and meaningful actions at a student, group, cohort and faculty level – both for curriculum, teaching and learning purposes and for intervention purposes.

### **QE5 - Achievement and progress of groups**

All students achieve good or better progress as a result of a relentless focus on the Rushey values and meeting the needs of individuals, using available funding streams strategically to address barriers to learning effectively.

### **QE6 - Year 11 outcomes**

All students in 2023-24 cohort achieve well in examinations as a result of effective support, advice, guidance and interventions from all staff

### **BA1 - Behaviour and attendance**

Students' conduct, punctuality and attendance is exemplary and they treat one another with respect because high expectations are underpinned by strong pastoral systems and support

### **BA2 – Safeguarding**

All students are safe, know how to stay safe and are supported both in and out of school as a result of all adults being well trained and equipped to enable this, with decisions made jointly in the best interests of the child, particularly for SEND and vulnerable students.

### **PD1 - Personal Development**

All students can develop their whole self through a variety of opportunities and support, and so that all members of the school community feel a true sense of belonging as part of the Rushey Family

### **LM1 - Wellbeing and staff development**

All students make at least good progress as a result of the school culture being rooted in genuinely supporting and developing staff, coupled with effective and efficient systems, routines and processes.

### **LM2 - Leadership**

All students make at least good progress as a result of leaders at all levels effectively developing school improvement strategies and quality assurance processes further so that all stakeholders are involved and can contribute positively, resulting in meaningful actions towards a workload-smart, cost-effective improving school environment that can be sustained.

### **OC1 – Outreach and Collaboration**

Staff work with colleagues from other schools and the Mead Institute to continue to develop a culture of shared best practice.