



[OAT]
Ormiston Academies Trust

ACHIEVING MORE TOGETHER

Ormiston Bushfield Academy

Strategy 2021–2025



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Contents

Introduction	3
What we are here to do	4
How we intend to do it	4
How we will do it	7
The pupils we serve	8
What we want to achieve	9
What we will do differently	10
Outstanding quality of education	11
Exceptional personal development	12
Guarantee effective support	13
Well organised and well run academy	14
How will we know we have succeeded?	15



Introduction

In September 2021 over 1,050 students will be starting the academic year at Ormiston Bushfield Academy. Some will be at the very start of their Secondary education journey with us, some will be starting KS4 with new courses and subjects as part of their GCSE study. Others will be beginning the final stage of their Secondary Education, either staying with us after successful GCSE outcomes, or joining us from another school. For one group of students, this academic year is the culmination of 13 years of hard work and commitment to their own education before moving onto university, employment or vocational training.

This strategy outlines the vision for our students. Our students and their individual successes sit at the heart of everything we do – with our mission statement - Opportunity, Belief, Aspiration - defined by the community and families that we serve. Our students' future success is the motivation for everyone who works at Ormiston Bushfield Academy and the Ormiston Academies Trust.

Following the unprecedented challenges faced during the COVID pandemic, we now, more than ever, recognise that nothing in the future is predictable. We are preparing our students for a world of uncertainty and an increasing need for resilience. Our aim is to further equip them with essential knowledge and skills that allow them to enjoy success in a variety of ways in their futures beyond Bushfield.

At the heart of everything we do are three strands: Opportunity, Belief and Aspiration. We are dedicated in ensuring that every student who enters our Academy, at whatever stage of their education, should have:

- The **opportunity** to experience a broad, balanced and relevant curriculum supported by a wide range of enrichment and extra-curricular experiences.
- The **belief** in themselves that they are capable of achieving at the highest levels and can positively contribute to our Academy and the wider community.
- The **aspiration** to push beyond perceived limitations and to challenge themselves to be the best possible version of themselves.

We are fortunate that these key commitments are built on the shoulders of our 120 staff and within the support of over 5,000 staff members of the Ormiston Academies' Trust. Each and every staff member has chosen to work in a profession that supports, guides and challenges the next generation. There is an unwavering belief that education makes anything possible and that every child is important. This strategy looks to harness and synchronise the commitment of our colleagues, implementing a co-ordinated approach that will successfully serve its purpose of meeting the needs of our students in an ever-changing world.

OBA shares the responsibility of its demographic with the community it serves and in doing so each student gains importance, expectation and worth.

Principal

Ormiston Bushfield Academy

What we are here to do

Our core purpose is to offer: OPPORTUNITY, BELIEF and ASPIRATION to all our students. Everything we do should be ultimately focused on doing these well.

How we intend to do it

- **Outstanding quality of education:** Students will have access to outstanding, specialised teaching by passionate professionals.
- **Deliver exceptional personal development:** Every child will be supported to reach their full emotional and social potential.
- **Guarantee effective support:** We understand that every child is an individual and will need different support to help them succeed. We will keep our students safe, included and challenged, so that no one is disadvantaged.
- **Lead a well organised and well-run academy:** We will support the achievement of our core purpose by being technologically efficient and by investing in committing to timely feedback and CPD.

In order to deliver fully on our core purpose there are success markers we intend to focus upon. Our priorities for improvement will become our focus and these will shape how we invest our resources. We will:

OPPORTUNITY :

- Strengthen the curriculum, extra-curricular and enrichment experience.
- Ensure teaching and learning adaptation differentiates for all needs including SEND, economic and social disadvantage.
- Maintain a broad and balanced curriculum that facilitates progression into relevant and rewarding careers in a changing world.

BELIEF:

- Support students to develop their self-belief.
- Challenge preconceptions about the role they have to offer to society.
- Develop students who are resilient to setbacks and take pride in their own achievements and those of others.
- Foster a positive and respectful attitude towards relationships, ensuring cultural and societal appreciation.
- Develop an understanding and tolerance to differences.

ASPIRATION:

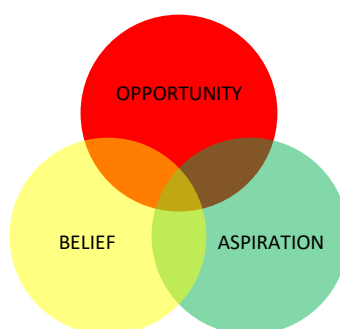
- Ensure the curriculum provides for broader development of study encouraging the discovery of their own interests and talents.
- Prepare students for future successes through the successful completion of programmes of study.
- Create an awareness and enthusiasm for a wide range of career possibilities, where potential is limitless and a diligent work ethos is paramount.

In order to achieve our purpose, we also need to:

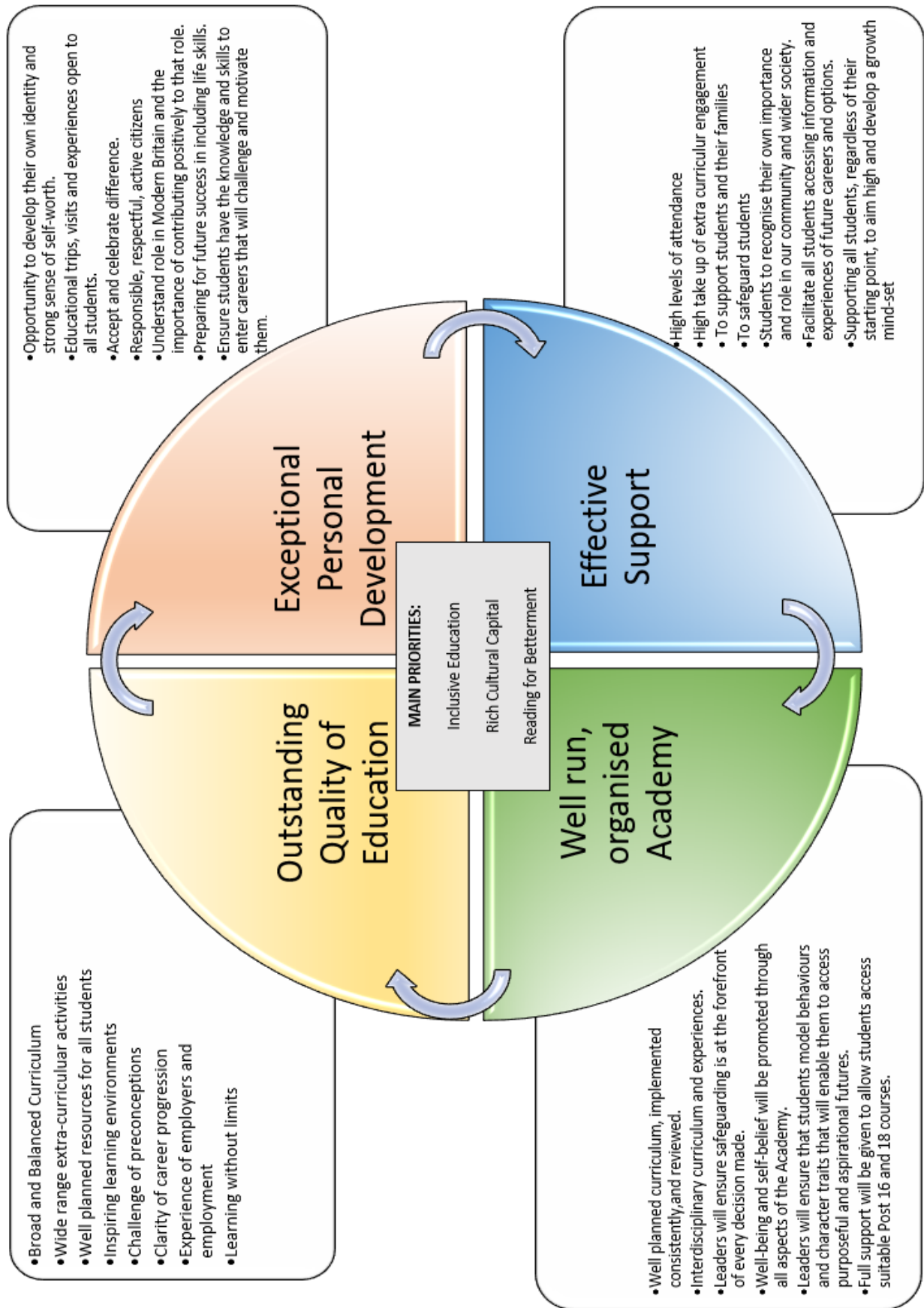
- Ensure financial sustainability: grow our capacity; ensure positive staff well-being and monitor and review workload.

The actions for this are developed later in this document.

Strategy 2021-2025



	OPPORTUNITY	BELIEF	ASPIRATION
Outstanding Quality of Education	<p>Deliver a broad and balanced curriculum, with clarity on intent and implementation, including a wide variety of extra-curricular and enrichment provision.</p> <p>Well planned and resources support for all students including SEND and Disadvantaged students.</p>	<p>Challenge preconceptions through curriculum mapping. Promoting excellence and self-reflection within teaching and learning.</p> <p>Develop purposeful learning environments and the cultural change of reading for betterment.</p>	<p>Clarity in curriculum and career progression reflective of student’s interests and talents, ensuring clear links to aspirational careers within all subjects.</p> <p>Fostering relationships with employers linked to curriculum areas.</p>
Exceptional Personal Development	<p>All students will have the opportunity to develop their own identity and strong sense of self-worth.</p> <p>Educational trips, visits and experiences open to all students.</p>	<p>Equipping students to accept and celebrate differences. Supporting students to be responsible, respectful, active citizens who contribute positively to society.</p> <p>Understand their role in Modern Britain and the importance of contributing positively to that role.</p>	<p>Ensure students are aware that their potential is not restricted. Prepares learners for future success in their next steps including life skills.</p> <p>Ensure students have the knowledge and skills to enter careers that will challenge and motivate them, attaining and building upon transferable skills.</p>
Guarantee Effective Support	<p>Support all students to attend the Academy and access the opportunities on offer.</p> <p>Support students and their families to take advantage of the high-level education and wide range of activities on offer.</p>	<p>Ensure students and their families are safe and fully supported.</p> <p>Help students to recognise their own importance and role in our community and wider society.</p>	<p>Facilitate all students accessing information and experiences of future careers and options.</p> <p>Supporting all students, regardless of their starting point, to aim high and develop a growth mind-set.</p>
Lead a well run and organised Academy.	<p>Leaders will ensure the curriculum is well planned, implemented and reviewed.</p> <p>Cultural Capital will be developed through interdisciplinary curriculum and experiences.</p>	<p>Leaders will ensure safeguarding is at the forefront of every decision made.</p> <p>Personal well-being and self-belief will be promoted through all aspects of the Academy.</p>	<p>Leaders will ensure that students model behaviours and character traits that will enable them to access purposeful and aspirational futures.</p> <p>Full support will be given to allow students access suitable Post 16 and 18 courses.</p>



This will be achieved by:

Ormiston Bushfield Academy is proud to adopt the values of the Ormiston Academies Trust. They reflect our aspirations for our culture:



Our values:

- Apply equally to our pupils, to our staff and to how we treat people both inside and outside of our organisation.
- Are reflected in how we recruit, reward and manage staff.
- Are part of how we are held to account by our trust and our local governing body.



The Pupils We Serve

Ormiston Bushfield Academy serves the communities of the Orton townships The four closest areas and the location of our main feeder schools being from: Orton Goldhay, Orton Brimbles, Orton Wistow and Orton Malborne. We do have families of students, however, who attend OBA from across the city.

The data characteristics of our cohorts are as follows:

	2018 - 19	2019-20	2020 -21
Number on roll Academy	906	940	1016
% girls	53.6	53	52.7
% boys	46.4	47	47.3
% eligible for FSM (ever6)			
Academy	40.9	40.1	38.9
National	28	27.7	
% of students first language not/believed to not be English			
Academy	18.8	21.1	25.3
National	16.2	16.9	
% of students SEND			
Academy	22.8	20.2	18.5
National	12.2	12.3	
% of students SEND support			
Academy	20.5	17.7	17.2
National	10.6	10.6	
% of students EHCP			
Academy	2.3	2.5	1.3
National	1.6	1.7	
Pupil base level of deprivation (quintile)			
Academy	5	5	

% number of yr11 continuing 'A' levels	53.8	53.5	58
% no. of yr 11 continuing educations at colleges	42.6	44	39
% no of yr13 continuing in University Education	92	76.6	76
% no of yr13 in training or employment	9	13	17.9

Our intake reflects the extremes of social economic backgrounds from affluent to areas which are recognised as being the most deprived, both within the city and nationally. Over the last few years we have had an increasing number of students with English as a second language.

A percentage of our students lack self-belief, resilience and have little knowledge or understanding of the wider world and its opportunities. In order for all the students within our community to achieve the best they can be, we have to nurture their confidence in order to raise their self-belief and build their resilience. We do this by continually reinforcing the importance of enrichment and extracurricular opportunities, offering as wide a range as possible, from academic support to personal development which enriches their school experience and broadens their horizons. The OBA community of students has a strong student leadership team who listen to their peers' views and opinions. This is paramount to our Academy's success as it has enabled students to make decisions about their unique experience at OBA. These actions continually show that students can make social change and make a difference to their life and that of others.

Staff model our values and high expectations to support our students. Our dedicated and determined professionals show belief in our student cohort and prove time after time that all of our students, regardless of their background, specific needs, starting points or individual personal challenges, can reach their academic and personal potential.



What we want to achieve

If we are to educate for life, inside and outside the classroom, our success will not only be measured by academic outcomes. We value the wider enrichment experience, which educates the whole child, providing our pupils improved life chances. However, academic outcomes inevitably need to be a part of how we evaluate what we have achieved. Overall, we want to see that the difference we make to children and young people in the round is exceptional.

On academic measures alone, we are committed to being amongst the top 20% of schools ranked within the lifetime of the strategy on the following measure:

Overall success measure	Baseline (2019)	2020	2021 (predicted)
KS4 Progress 8 score for all pupils	0.18	0.37	0.54

The difference we make outside the classroom is harder to measure.

The evaluation framework at the end of this document sets out how we will track our progress across a number of areas we consider to be our critical success factors. Part of the work of this strategy will be to expand our ability to acknowledge and value the difference we make to every student, which extends beyond the academic.

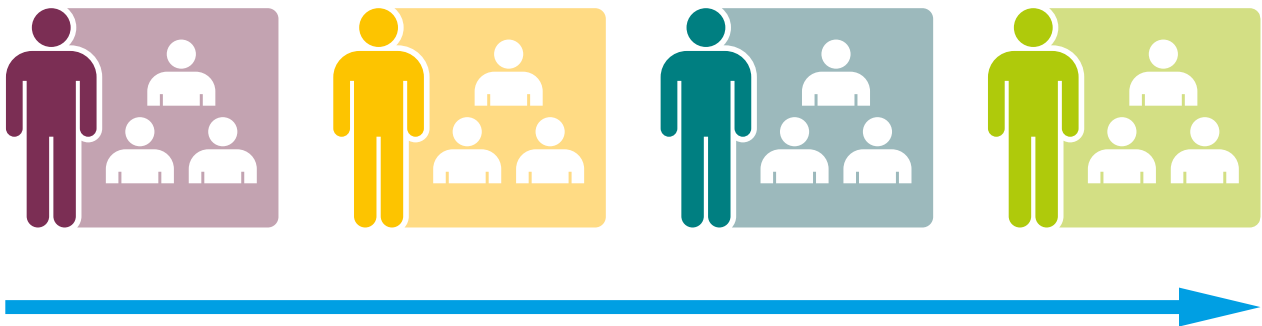


What are we going to do differently?

We are an Ofsted rated 'good' school and serve our pupils well. In order to reach our goal of being in the top 20% of schools, or to enable us to fully deliver on our purpose, we need to now deliver the strategy outlined in this document.

We recognise that there will always be variation in how teachers teach. Every classroom is unique, and we consider that to be a strength. But variation in approach should not mean variation in quality.

The action, outlined in this strategy, is about creating alignment, not uniformity. Leaders need to do more to celebrate the outstanding pedagogy seen in our classrooms and assimilate this in all departments across the Academy, by facilitating both deliberate and focused opportunities for sharing of successful teaching methods and explicit coaching .



Theory of Change

We are determined to achieve a level playing field for our pupils. We are committed to all of our pupils to achieve, but this won't happen unless we recognise that underachievement does not happen randomly. Our departments, that achieve best for all pupils regardless of background, do not achieve this by chance. They have developed both support and rigour in their expectations of success that reduces some of the barriers that keep pupils from meeting their potential.

To support this strategy, OAT is developing a Theory of Change. This brings together the lessons from trust schools with international evidence about what is proven to be successful. Our priority areas for action reflect what is in this causal analysis concerning how disadvantage in communities can result in lower achievement for its pupils. This does not mean focusing on some pupils at the expense of others. It does mean being deliberate about recognising and supporting the inherent, societal and behavioural negativity that can result in our demography having an impact on attainment.

Outstanding Quality of Education

Why is this a priority?

One of our core purposes is to provide an outstanding education. We know that the most important purpose of our academy is to educate our cohort.

Every child has the right to acquire knowledge and skill in every subject they study, before they leave education. The actions outlined in this priority area are about making sure all pupils receive their full entitlement. We want to create greater consistency and alignment across the academy so that every classroom can share in our collective knowledge of what makes for the best curriculum and teaching.

What will success look like?

- Our curriculum, teaching and assessment will reflect shared principles about quality.
- There will be active support, materials and collaborative planning structures available for our teachers.
- Our curriculum will be inclusive and will enhance literacy and oracy.

What are we going to do?

Intent:

- Identify what knowledge and skills pupils need for success in each subject.
- Review our curriculum offer so that every programme of study and enrichment activity has a strong rationale for inclusion.

Implementation:

- Review our teaching and curriculum so we know in detail where our strengths and weaknesses lie.
- Deliver high quality CPD to teachers and support them to ensure all teaching staff develop their practice.

Impact:

- Agree shared principles for quality for teaching, curriculum and assessment.
- Ensure the skills and knowledge developed are purposeful for future careers



Exceptional personal development

Why is this a priority?

One of the important factors in our theory of change is the positive difference that exceptional personal development makes. We aim to level the playing field by building cultural capital and character through high quality enrichment opportunities and the explicit teaching of personal development through the curriculum.

A child that learns beyond the curriculum can accumulate 40% more learning time in a single year than a peer whose only learning is through the timetable. Our aim is to make the extra curriculum commitment more sharply focused on the pupils who need it most, by tracking attendance at these extra curricular and enrichment opportunities and positively targeting students we believe will benefit most from the opportunities additional to the school day.

We will also deliver a curriculum of Personal Development for every student from Year 7-13. The Personal Development curriculum covers topics such as:

- Keeping safe
- Healthy relationships
- Accepting and managing change
- Respecting and celebrating diversity.
- Community, Diversity, British Values and Inclusivity
- Preparing for the future in the modern world.

What will success look like?

- The curriculum will deliver a universal offer for all pupils which encourages exceptional personal development and which includes high quality careers support for every year group.
- Enrichment will not be a 'bolt-on' but will be seen as the informal aspiration of our wider curriculum.
- The informal curriculum will strive to enrich a measurable asset to support personal growth, knowledge, skill, social and emotional development, life skills and experiences.

What are we going to do?

Short Term:

- Develop and deliver a high-quality curriculum which encourages exceptional personal development
- Agree clear priorities for enrichment and review our offer so that all enrichment activities are purposeful.
- Introduce the GL Assessment and PASS (Pupils Attitude to Self and School) to assess how pupils learn and how they are growing in all aspects of their life

Medium Term

- Seek external funding and internal investment to expand the enrichment offer, focusing on activities that will have measurable impact.
- Record and analyse participation in enrichment activities.
- Undertake research with parents and pupils to understand the barriers that prevent students attending post school activities and work alongside families to find solutions to these.

Guarantee Effective Support

Why is this a priority?

Ormiston Bushfield Academy staff have a strong sense of moral purpose and have chosen to work to make a difference to our community. We need to ensure that our pupils all receive the support they require to excel.

Nationally, access to external professionals that can provide support has been very challenging for a long time and will remain so for the foreseeable future. If we want our pupils to get the help they need, we will need to ensure that our pupils have access to the high-quality levels of support they need.

What will success look like?

- Consistently low levels of absence across the Academy.
- Pupils demonstrate positive behaviours and attitudes to learning as the norm.
- We deliver well-being and positive mental health support for students both through the universal curriculum and through bespoke packages.
- Pupils make excellent progress regardless of their background, specific needs or starting points.

What are we going to do?

Short Term

- Organise pastoral structure within Year teams to expand the expertise and increase the availability of support for pupils.
- Ensure pupils have access to professionals that can offer specialist help in a way that is timely, expert, and appropriate to their needs.

SEND

Short Term

- All students on the SEND register to have an allocated key worker assigned to them.
- Students will all have appropriate targets set for them and strategies implemented to support their SEN needs.
- The students' plan, passport and provision will be reviewed regularly with students and parents (three times per academic year).

Medium Term

- Edukey will be used to share all information with staff.
- Appropriate CPD will be given to all staff to facilitate teaching strategies for an inclusive classroom.

Well Organised and Well-run Academy

Why is this a priority?

Our core purpose depends on having a strong organisation to support how we deliver our educational aims and to achieve this we need the right people in the correct roles within our Academy. If we are to become a top-performing Academy we will need the people, technology, estate and information that are amongst the best in education.

There are some staff groups that face particular recruitment challenges. Nationally, fewer teachers are being recruited and there are increasing numbers leaving the profession. Research tells us that an important factor in excellent education is that educationalists can focus on the business of curriculum, assessment, teaching and pedagogy. In order for this to be consistently the case, we will need to invest in those people, systems and processes which support our educationalists and ensure that our staff leaders enable staff from across the academy to keep motivated and committed even when under pressure.

What will success look like?

- Teachers and classroom leaders concentrate on the management of teaching and school improvement supported by an effective pastoral and behaviour system.
- All staff and pupils benefit from high-quality learning environments and facilities.
- Our staff feel like they are part of an inclusive family where the culture of collaboration means all understand and are committed to what we want to achieve.
- Classes will be taught by qualified, subject specialist teachers, except where that is a deliberate choice.
- Our support staff are well trained and qualified to perform the roles that we need them to do.
- The level of staff turnover will be healthy and we will reliably attract high quality candidates.

What are we going to do?

Short Term

- Invest in support, training and development for all roles, including through educational research.
- Use the OAT Institute of Education that will facilitate privileged access to graduates and newly qualified teachers from the UK and worldwide.
- Continue to work in partnership to provide support for ECTs and continuous professional development.
- Support staff well-being and consider workload as a key aspect of academy decision making.

Medium Term

- Use the academy's finances efficiently, effectively and economically.
- Listen to all stakeholders to plan collaboratively and hear the voices of all.
- Take a long term view to ensure that we provide an excellent learning environment for all pupils.

How will we know we have succeeded?

Evaluation framework

Interim Review: 2023 review will be in October 2023, using validated data from the academic and financial year 2021-2022

Baseline for 2019			National (2019)	OBA Baseline 2019	2023 KPI
QUALITY OF EDUCATION	QE1	Progress 8 Score	-0.03	+0.18	+0.3
	QE2	% KS4 pupils graded 4+ for both English and maths	65	53	65
	QE3	% KS4 pupils graded 5+ for both English and maths	43	30	50
	QE4	Progress score for disadvantaged pupils	-0.45	-0.22	0
	QE5	% Entering Ebacc	40	15	32
	QE6	Progress score for pupils with low prior attainment	-0.22	0.16	0.35
	QE7	Progress score for SEN K pupils	n/a	0.13	0.35
	QE8	Progress score for EHCP pupils	n/a	-0.41	0
	QE9	Progress score for boys	-0.27	-0.12	0.2
	QE10	Average point score Academic Qualifications	34.33	31.52	40
	QE11	Average point score Applied General Qualifications	28.91	29.24	35
EXCEPTIONAL PERSONAL DEVELOPMENT	PD1	% pupils sustaining a place at university	50.2	92	82
	PD2	% pupils sustaining an apprenticeship after KS5		1.5	2
	PD3	% pupils gaining a place at a Russell Group university	12	18	19
	PD4	% of pupils not sustaining any education, employment or training after KS4 (NEET)	(2017) 19	(2017) 8	0
EFFECTIVE SUPPORT	S1	% overall absence	5.5	5.4	5
	S2	% pupils with persistent absence	13.7	14.9	13
	S3	% disadvantaged pupils entered for the EBacc	45	11	20
	S4	% pupils with high prior attainment entered for the EBacc	58	22.5	40
WELL LED AND RUN ACADEMY	LM1	Contact Ratio	n/a	0.73	0.77
	LM2	PTR	n/a	15.5	16.5

