



Long Term Strategic Plan

2025 - 2028

September 2025 

Statement of Intent

The leaders of OBA are pleased to present our long-term strategic plan. Our intention in developing this plan is to set out and communicate our ethos, values, aims and the long-term direction for the academy.

Our overarching priority is to ensure each and every pupil attending OBA receives a first-rate education, both academically and pastorally. OBA is a school built around an ambitious celebrated culture and exceptional staff and student relationships. It is an inspirational environment that allows memorable and high impact learning to take place.

This strategic plan 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 and Aspiration – defined by the community and families we serve. Our students' future success is the motivation for everyone who works at OBA and within the Ormiston Academies Trust and we are extremely proud of the academy's achievements and think these should be celebrated, however, our philosophy is that we are always learning and will never stop aiming to be even better.

This ambitious and inclusive plan will capture the actions that will help us realise our school vision, however it is our intention that it will guide our work but will not prevent us from taking advantage of any new opportunities should they arise. Fundamentally, the strategic plan will ensure we provide an excellent all-round education for students at OBA.

Dennis Kirwan
Principal

OFSTED May 2025

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Leaders are steadfast in their ambition for every pupil, cultivating a clear vision for the school and it's pupils

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Role of the Academy Development Plan



Strategy in Action

Our strategic plan is complemented by our comprehensive Academy Development Plan (ADP). This annual operational live document links into The Ormiston Academies Trust's 4 key priority areas and is reviewed regularly by Leaders and key staff members.

The Trust have a commitment to

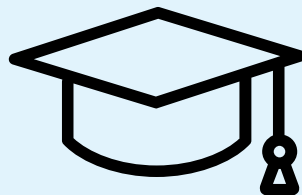
'achieving more together and have an unwavering belief that everyone can excel, can enjoy the challenge, can share what is best, can be inclusive and can celebrate diversity by practicing equality.'

Trust Wide Key Educational Priorities

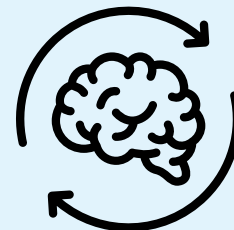
Our work is guided by the Trust's key educational priorities, which provide a clear focus for improvement across all areas of academy life. Together, they underpin our drive to ensure every young person has the best possible opportunity to thrive and succeed.



The Strengthening of Reading



The Development of Great Teaching



The Improvement of Behaviour and Culture



The Achievement of Excellent Outcomes



The People We Serve

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.

The school is oversubscribed and has become the school of choice within it's community.

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 become the best they can be, we must nurture their confidence, to raise their self-belief and build their resilience.

We do this by:

Enrichment Opportunities

We place strong emphasis on enrichment, providing a wide variety of activities that extend learning beyond the classroom.

Extracurricular Activities

Students can access a broad programme of clubs and experiences, ranging from academic support to creative and sporting opportunities.

Personal Development

Our offer supports students' growth in confidence, resilience, and character, enriching their school experience.

Broadening Horizons

Through diverse opportunities, we encourage students to discover new interests, develop talents, and expand their future aspirations.



Empowering students and Inspiring Staff



Student Leadership

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.



Belief in Every Student

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.



Cultural Capital Brochure [here](#)

Our Core Ethos

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



Opportunity

The **opportunity** to experience a broad, balanced and relevant curriculum supported by a wide range of enrichment and extra-curricular experiences



Belief

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



Aspiration

The **aspiration** to push beyond perceived limitations and to challenge themselves to be the best possible version of themselves

OBA's Vision and Values

Our vision and values are at the core of everything we do at OBA. They shape our culture, guide our decisions, and ensure that every member of our community feels supported, respected and inspired to succeed. We are committed to creating an environment where:



Individuals are valued whilst initiative, responsibility and leadership are encouraged.



We foster a sense of belonging and being part of a community.



We recognise and celebrate personal success.



High expectations of good behaviour supported by rewards



Strong pastoral support for students and staff is provided, including effective support for families and liaison with outside agencies.



Contribution, participation and involvement within the House system is supported by interhouse challenges and activities.



OFSTED May 2025

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**Leaders have designed a curriculum that challenges pupils,
while paying close attention to activities that will deepen
pupils' knowledge and skills**

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Diminishing the Difference

At OBA one of the very clear aims within our vision statement is that our Academy should help close the gap of social inequality and work with stakeholders to ensure that no student is disadvantaged by their social context. Nationally, the gap is widening; in order to close this gap at OBA we need to continue to raise the attainment of vulnerable groups and ensure they have the necessary lifelong learning skills to ensure future prosperity.



Raising Attainment through inclusion

To do this we are ensuring the capacity to deliver exceptional, inclusive teaching, high quality intervention and strategies backed by data and research. This does not mean focusing on some pupils at the expense of others. However, it does mean being deliberate about recognising and supporting in order to have an impact on attainment.



Enabling Success

In particular, supporting high prior attaining (HPA) disadvantaged students—those who are academically advanced but come from disadvantaged backgrounds— is a priority for OBA and requires a multifaceted approach. These students often face unique challenges that stem from both their academic potential and their social, economic, or emotional circumstances.



01. Personalised Academic Support



Inclusive Learning

Even though they are academically gifted, disadvantaged students might not have access to resources or teaching that challenge them appropriately. Tailoring lessons to their level—whether through more advanced materials, enrichment activities, or independent projects—can help them reach their full potential and ensures they're engaged and stimulated intellectually.



Mentorship Programmes

Having a mentor who understands their potential and their personal challenges can provide critical guidance, encouragement, and advocacy. Mentors can help these students navigate both academic and emotional difficulties, building resilience and a sense of belonging.



Counselling and Emotional Support

Disadvantaged students, particularly those with high academic potential, may experience a lot of internal pressure or feelings of isolation. Support can help students process their feelings, manage stress, and develop a healthy approach to academic success.



Peer Support

Encouraging peer-to-peer learning or establishing study groups where HPA students can interact with others facing similar challenges can foster a sense of community and reduce feelings of loneliness or exclusion.

02. Strengthening of Reading

To ensure all students:



Are confident in their literacy, able to comprehend complex academic texts and write maturely, cohesively and accurately.



Have access to rigorous intervention if they are identified as a struggling or reluctant reader.



Possess vocabulary, oracy, language comprehension and word reading skills of a standard that allows them to fully access the national curriculum.



Develop social and cultural capitals and are exposed to the best that has been thought, written and spoken.



03. Cradle to Career

Partnership Development

OBA and Ormiston Academies Trust:
Committed to *Learning in the Open* and
Driving Collective Progress Through the
Reach Foundation's Cradle to Career
Programme

OBA and Ormiston Academies Trust are committed to 'learning in the open'—sharing our insights openly and honestly, while actively inviting engagement and further exploration to drive collective progress towards a brighter future for all young people. The Academy is committed to The Reach Foundation's Cradle to Career Programme.

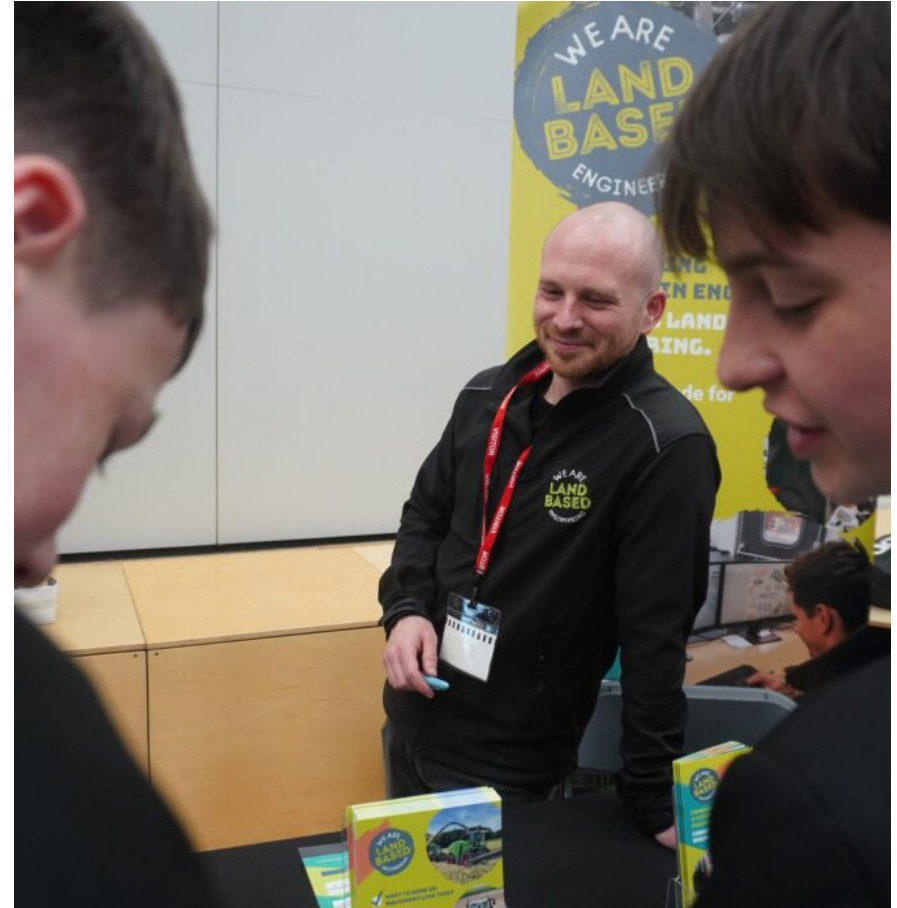
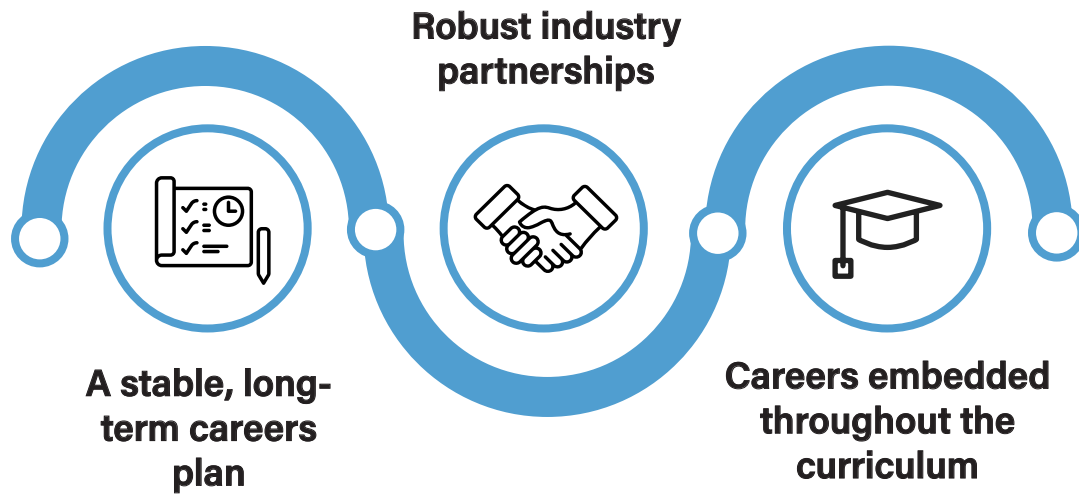
Locally Rooted and Nationally Connected':
OBA's Collaborative Approach to
Strengthening Local Systems, Building
Partnerships, and Creating Opportunities for
Children to Thrive

'Locally Rooted and Nationally Connected' - OBA has joined other schools and services in our community to work collaboratively to develop local system coherence. The Academy is energised and emboldened by the opportunity to come together to take action and further develop relationships across varying sectors. To work collectively to improve the local community enabling children to thrive by forging mutually beneficial links between business and education.

04. Careers Education

At OBA, our careers vision - "Empowering Your Future"- places careers education as a central part of Academy life. Our aim is to equip every student with the knowledge, confidence, and experiences they need to make informed decisions about their future.

The careers programme is built around three strategic objectives:



Preparing Students for their Future

These priorities are aligned with the updated 2025 Gatsby Benchmarks and reflect national expectations around inclusion, impact, and leadership. Our approach ensures that:

Students receive regular and meaningful careers interventions from Key Stage 3 to 5.



Destination data and Future Skills questionnaires are used to identify gaps and target support.



Employer engagement is strengthened through a business breakfast, a shared partnership database, and careers champions within key sectors.



Careers education is visible across the academy, from staff roles and signage to curriculum planning and PSHE integration.



This strategic approach places careers at the centre of our academy vision and ensures that all students—regardless of background—have the guidance, support, and opportunities needed to succeed in an evolving world of work.



05. Assessment at OBA



Assessment is an integral part of the teaching and learning process, informing planning to meet the needs of all learners and used to set aspirational targets.

Summative assessment informs all stakeholders of individual pupil progress and development needs. In everyday classroom use, both summative and formative assessment will inform planning and initiate a vital dialogue between learner and teacher (and learner and learner) so that students understand how to take the next steps to make progress.

By the delivery of staff training and the monitoring of classroom standards we will ensure students with secure knowledge are identified and given the next steps to enable them to progress through the curriculum.



Formative

- » Assessment **for** learning
- » During the learning
- » Low-stakes
- » Can adjust instruction










Summative

- » Assessment **of** learning
- » After the learning
- » High-stakes
- » Cannot adjust instruction

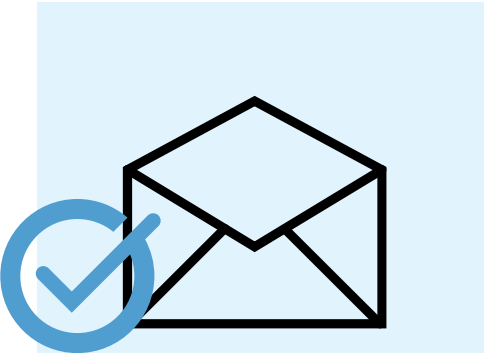
06. SEND

To further improve our extremely well-regarded SEND Provision

-  Further training for all teachers and Teaching Assistants on understanding children's barriers to learning and the impact this has on Teaching and Learning.
-  Completion and updating of SEND profiles for all students on the SEND register with pupil voice included.
-  Embedding 'Inclusive Quality-First Teaching' into all lessons via the inclusive classroom.
-  Establishment an in-house specialist SEND team (e.g. SLCN champion, ASD lead) to reduce reliance on external agencies and improve internal capacity.
-  A reduction of the attainment gap between SEND and non-SEND students in English and Maths by at least 10% at each key stage through HLTA interventions.
-  The launch of termly SEND parent forums to improve communication and the co-production of support strategies.
-  Implementation of a whole-school graduated response model with clear pathways for targeted interventions.

07. Sixth Form

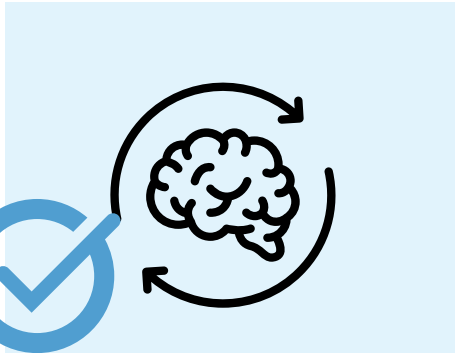
The Sixth Form is driven by uncompromising ambition; our aims over the next 3 years are:




To secure an APS of at least a B- at A Level, and a Dist- across vocational qualifications, with sustained positive value-added outcomes.



Performance to continue to be underpinned by rigorous monitoring and high expectations at every stage.



The curriculum is to be recalibrated to fit the ever-changing Post 16 landscape whilst ensuring that it remains (deliberately) broad, balanced, and ambitious.



The curricular and extra-curricular provision (including PSHE) should continue to equip students with the intellectual agility, professional confidence, and global perspective to thrive as formidable competitors in an interconnected world.



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