

The Peak Academy: Balanced Score Card 2019- 20

| Our development plan is based upon a future vision of The Peak Academy as providing the following: Inclusive quality childcare, education and counselling services tailored to individual needs with clear measurable child- focussed outcome targets. Safe environments conducive to engagement, learning and development. An adaptive approach to accommodate a wider a more varied client group. Proactive pursuit of opportunities for community inclusion in educational settings, developing social awareness, responsibilities, and social competencies. Opportunities to promote independence- mirrored by increasing opportunities for staff development, enablement, empowerment, responsibility and accountability. Knowledgeable, competent and motivated practitioners. Values led approach- Excellence- Humility- Respect- Trust | | | | | |
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| | REPUTATION | INCLUSION | STANDARDS | EVERY CHILD PROGRESSING: | STRUCTURES |
| KI: Key Indicators 12 S: Supportive Indicators 45 | KI 1 The Peak regarded as a key leader in special education (SEMH) within the MAT and County wide. | KI 2 Attendance above 90.5%. Challenge target is 91%. KI 3 Maintain 0 exclusions | KI 4 There will be no gaps in progress across all vulnerable groups. KI 5 67% of Key stage 4 pupils cognitively able will leave with 5 (9-1 or equivalent) qualifications including English and maths. KI 6 100% of Key stage 4 pupils move onto purposeful post 16 destinations. | KI 7 All pupils where applicable and based on SEND needs, to improve their reading age by 1 chronological year for each year they are on roll. KI 8 All pupils will make progress against the schools Values KI 9 All pupils will make marginal gains in emotional development measured through the Muntham wheel KI 10 Pupils and staff develop strategies for resilience. | KI 11 Development of site and accommodation to provide a fit for purpose learning environment. KI 12 In year budget managed effectively. Cost centres managed. |
| CLIENT PERSPECTIVE: How do we want our key groups to think and feel about us? | S1 All teaching and learning will be Consistently 'Good' or 'Outstanding' S2 Personalised learning seen as a strength. S3 All stakeholders feel supported and safeguarding remains outstanding | S9 Parents and pupils understand the importance of excellent attendance. Target during Assembly, inductions and academic reviews. S10 Ethos, attendance and behaviour continues upward trend of marginal gains. Furthermore, all EHCP will reflect an attendance target. | S20 All staff and pupils committed to meeting individual and whole school targets S21 All staff understand their role as enablers supporting outcomes S22 Pupils and parents have access to quality post 16 advice and support linked through the EHCP. | S29 Staff and pupils clear about expectations in relation to progress in all areas, S30 Tracking data is monitored and shared with all stakeholders. S31 Reduction in staff absences through meetings, reviewing workload, access to mental health and work life balance. | S40 All stakeholders clear regarding any emerging changes to site. S41 Governors and Finance team confident that budget is well managed. |
| INTERNAL PROCESSES PERSPECTIVE: What do we need to do to think and feel this way? | S4 Representation at key groups and forums within the MAT and County S5 Embed the multidisciplinary team and cascade knowledge. Specifically, the mental health aspect our support to pupils and parents. | S 11 Review targeted pupils. PSHE targeted at healthy living through GHLL. Minimise infection. S12 Attendance standing item on SLT agenda S13 Data disseminated through operational meetings, tutor, reviews and communications with all stakeholders S14 Incentive programme clearly linked to improvements | S23 SLT monitor termly data drops and provide guidance and challenge to staff in terms of interventions required. All stakeholders made aware or progress. S24 Pupil premium (PP) and Non PP pupil progress to have no gaps. | S32 All tracking systems monitored and QA by HOD and SLT. This is challenged by Governors and SIT. S33 Reading ages reviewed Term 2, 4 and 6 S34 Values and emotional development reviewed Term 2, 4 and 6 | S42 Exploring opportunities to extend provision and support YP outcomes. S43 Weekly meetings with finance team |
| TRAINING & GROWTH PERSPECTIVE: What training/infrastructure would support the above? | S6 Ensure staff targets are reviewed regularly as part of the appraisal cycle and that CPD is driven by need. S7 Weekly training led by senior team securing outstanding understanding of pupils needs and provision | S15 Target poor attendance with support teams. Involve multi-disciplinary team early. S16 Identify pupils of concern and target support during holidays S17 Targeted PSHE around healthy lifestyles | S25 Half termly HOD review cycles with extended piece of writing monitored. S26 Department planning shared amongst all support staff S27 Review CPD needs and impact | S35 All new staff have a through induction and check in system to ensure data is accurate and relevant. S36 Regular parent mail celebrations, assemblies, incentives, newsletters and briefings. S37 All staff access opportunities to link with other schools, departments to learn from expertise. | S44 Ongoing review of current school buildings. Site provision. |
| FINANCIAL PERSPECTIVE: What would the above cost? | S8 Review and update cost centre for projects and CPD | S18 Alternative provision monitored and closely QA for value for money. S19 Top up funding to match provision | S28 Review cost/ impact of interventions and software in line with curriculum offer. | S38 Cost centres reviewed and maintained to support planned interventions. S39 Enrichment opportunities reviewed. | S45 Review and plan budget for 2020-21 |

