

Quality of Education		
INTENT	IMPLEMENTATION	IMPACT
<ul style="list-style-type: none"> <li>Our leaders conduct a rigorous quality assurance revisit and review of the KS3 curriculums to ensure that it has depth, richness and challenge as well as preparing students for KS4 so that all students are building knowledge and skills securely and logically in each subject and building cultural capital.</li> <li>To develop and adapt the curriculum so it is coherently sequenced to all SEND students' needs, starting points and aspirations for the future.</li> <li>To use the Recovery Premium and tutoring programmes to support students and plug gaps in their learning due to school closures.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce the concept of Instructional Coaching as a means of embedding a culture of continuous improvement and to help us build every OMA teacher as an exceptional teacher.</li> <li>To embed the Orchard Mead Principles of Instruction so that there is a consistent approach in the implementation of the curriculum which is research proven to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment systems enable secure judgements about student progress in each subject and are workload smart; enable targeting of support to precisely identified groups.</li> <li>To evaluate, and then modify both the processes of formative assessment in the classroom and the quality of assessments to ensure that the intended curriculum has been learnt and understood and the information is used to determine next steps in teaching to ensure progress over time.</li> <li>Reading is prioritised throughout the school with each teacher able to employ methods to improve reading proficiency in their subject; there is a thriving culture of reading for pleasure and students are developing as readers from each starting point.</li> </ul>
Behaviour & Attitudes		
<ul style="list-style-type: none"> <li>The culture of the school ensures there is a safe, calm and orderly, underpinned by 'work hard, be kind, be responsible'. Learning is able to flourish; bullying is not tolerated. All staff are united and skilled in upholding clear routines and expectations for the behaviour of students across all aspects of school life.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is at or above national averages for all groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Students are punctual to school and to each lesson, so learning time is maximised</li> </ul>
Personal Development		
<ul style="list-style-type: none"> <li>Students benefit from a high quality and coherently planned PHSE programme, which prepares them to be responsible, respectful and active citizens who understand and evaluate off and online risks to their wellbeing and know where to seek support for physical and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders must create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>Students are prepared for future success in education, training or employment through wide ranging and coherently planned careers guidance which is informed by Gatsby Benchmarks</li> <li>To enhance the extra-curricular provision so that all students develop their whole self through a variety of opportunities. OMA provides rich experiences in a coherently planned way through extra-curricular activities, strengthening the schools offer both when students are in school and during school closure.</li> </ul>
Leadership & Management		
<ul style="list-style-type: none"> <li>There is a strong and vigilant culture of safeguarding with all staff aware of their responsibilities and acting in the best interests of students at all times.</li> </ul>	<ul style="list-style-type: none"> <li>There is high quality provision for <b>professional learning</b> for all staff, which enables them to fulfil their roles with growing expertise. For teachers, there are responsive and well-planned opportunities to enhance subject, pedagogical and pedagogical content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an induction programme which meets the criteria of the Early Career Framework (ECF).</li> </ul>