**NCEA Duke's School Statement of Action 2020-21**

| Area for Action | What specific actions are we taking to address this? | Target for completion | What is the evidence to show that this is having the required impact? |
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| **1.1** Ensure that planning and implementation of the curriculum leads to students making strong progress across the range of subjects. | ● Significant development work completed on curriculum planning with heads of faculty, including external scrutiny of plans to ensure the progress of all students is being effectively supported <br><br> ● All faculties undertake a biannual curriculum audit which provides recommendations for improvement, and ensures the curriculum intent is closely linked to how the curriculums are implemented <br><br> ● Greater coherence in curriculum plans between the teaching DNA strategy and the implementation of the curriculum | March 20 April 21 <br><br><br><br><br> Oct 20 June 21 <br><br><br><br><br> Jan-June 21 | ● External verification that the curriculum plans are effective from the School Improvement Partner and St Thomas More Catholic School (DfE One Vision support partner) <br> ● Second audit of the 2020-21 academic year will show targeted improvements in the curriculum plans in all faculties that ensure intent is securely linked to implementation <br> ● Monitoring of delivery of the curriculum using our new teaching app highlights that effective use of the DNA is present in more than 75% of lessons |
| **1.2** Ensure that the curriculum builds upon the knowledge, skills and concepts acquired in primary school. | ● KS2 & KS3 Curriculum leads in all subjects now meet to look at scheduling and sequencing of curriculums between the phases to ensure appropriate progression for all students <br><br> ● Trust wide coordination of curriculum plans to monitor subject specific development including development of vocabulary as part of the Trust Literacy Strategy <br><br> ● Transition lead appointed to oversee a more coherent transition programme and develop a curriculum roadmap from KS2 through KS3 <br><br> ● Trust curriculum planning overseen by Trust CEO, including the mapping of curricula from Reception to GCSE | March 20 <br><br><br><br><br> May 21 <br><br><br><br> March 21 <br><br><br><br><br> July 21 | ● Better sequenced curriculum plans are in place as the result of greater collaboration between primary and secondary staff across the phases to allow for a greater development of knowledge <br> ● More focused transition programme is in place allowing for a smoother transition into KS3 for primary students. This includes maintaining primary groups for the first phase of their time in secondary. <br> ● All through curriculum plan summaries are shared with parents to help them understand and support progress in their child's learning |
| **1.3** Strengthen curriculum planning so that students acquire secure knowledge and | ● DNA audit of year group curricula carried out to improve the implementation of the curriculums in each subject <br> ● Curriculum pathways between KS3 and KS5 analysed and adapted to ensure that students' curriculum journey | March 21 <br><br><br> June 20 | ● Greater cohesion between the intent and implementation of curriculum plans which are more closely aligned to the whole school T & L strategy |

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| skills as they progress through each year group. | throughout the school is coherent and allows for strong subject acquisition throughout their time in school<br>● Content maps for all KS3 subjects created and published on the school website to allow for greater clarity for students and parents of the content that they will be studying throughout their time in KS3 | June 20 | ● Students are better equipped for the stage of their academic progress throughout their time from KS3 to KS5<br>● Improved understanding from students and parents about the content and subjects that they will be studying to allow for greater independence from the students |
| **1.4** Intensify the implementation of new teaching approaches to improve students' achievement. | ● Introduction of Google Classroom across all year groups, together with appropriate CPD to ensure much improved delivery of a technology based curriculum<br>● Development of observation app and supporting website for CPD, linking to the development of Duke's DNA of teaching and learning<br>● Retrieval embedded in all lessons at all key stages<br>● 1:1 online learning for PP students through MyTutor | Sep 20<br><br>March 21<br><br><br>19/20/21<br>Jan 21<br>ongoing | ● Edtech KPIs produced with external consultation and support and reviewed internally as appropriate.<br>● Staff / student / parent reviews following lockdowns (remote learning) evidencing impact – possibly need to say what reviews evidenced impact on<br>● OFSTED monitoring visit judges that "Leaders and those responsible for governance are taking effective action to provide education in the current circumstances".<br>● Monitoring of delivery of the curriculum using our new teaching app highlights that effective use of the DNA is present in more than 75% of lessons, and retrieval is being effectively used in the majority of lessons to improve student achievement<br>● Internal data highlights the impact of the tutoring programme on student achievement |
| **2.1** Ensure that the curriculum in all subjects addresses the learning needs of disadvantaged students effectively and addresses knowledge gaps. | ● External Pupil Premium review highlighted good practice and provided recommendation for an improved student premium strategy, which has now been in place for academic year 2020/21<br>● Fundamental purpose of the Edtech strategy is to allow all students including those classed as disadvantaged the | March 20<br><br><br><br>Jan 21 | ● CAG's signpost improved outcomes for disadvantaged students which is expected to continue to improve once external examinations are in place again<br>● All disadvantaged pupils have access to appropriate devices so that they can access online learning at home. |

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| | opportunity to engage in online learning both in and out of school. | | |
| **2.2** Ensure consistent implementation of support for disadvantaged students so that achievement improves and gaps are closed. | ● 1:1 online learning for PP students through MyTutor<br>● School wide focus on reading, enabling students to access more sophisticated and challenging curriculum content and texts, ultimately ensuring they are better equipped to access exam scripts.<br>● Increase the proportion of students who have a reading age of 15 years and 6 months or above by the end of Year 11 | Jan 21<br>2020/21<br><br><br><br>Sep 20<br>Ongoing | ● CAG's signposted improved outcomes for disadvantaged students which is expected to continue to improve once external examinations are in place again<br>● NGRT tests indicate recovery in reading ages from Covid-19 dip |
| **3.1** Apply the behaviour for learning strategy to consistent effect so that students' behaviour improves further. | ● Disruption free learning (DFL) strategy implemented since October 2020, policy shared with students, parents, staff and trustees. Initial staff survey completed. Behaviour data is regularly analysed and informs SLT/ELT.<br>● Learning walks by HOF and SLT undertaken with behaviour for learning assessed with feedback to staff on improvements that can be made.<br>● SLT consulting with external agencies to further identify longer term improvements | Oct 20<br><br><br><br>Ongoing<br><br><br><br>Sep 20 - April 21 | ● Behaviour data reviewed for progress of disruption free learning on a weekly basis, to monitor the number of lessons which are disruption free. Target is that 80% of lessons will be completely disruption free by July 21<br>● Data shows that significant progress is being made against all behaviour KPIs, including 1st warnings, 2nd warnings & suspension's<br>● Data is presented to the AIB to allow for external scrutiny of improvements<br>● Students reported in Ofsted inspection that behaviour has improved |
| **3.2** Ensure that the anti-bullying strategy is understood by all, is fully embedded and significantly reduces the threat of bullying. | ● Programme developed to help students and parents better understand what is and what isn't bullying. Within the programme there are sessions to help students understand what to do if they witness bullying, if they feel they are being bullied or any concerns about bullying.<br>● Once the programme has run through all year groups a student survey about the policy will be undertaken, with frequent re-surveys to review the impact of the strategy.<br>● Bullying Log reviewed on a regular basis to monitor occurrences of bullying and allow appropriate response<br>● PHSCE lessons for all year groups based upon the anti-bullying policy. Behaviour policy and actions by | May 21<br><br><br><br><br>July 21<br><br><br><br>Ongoing<br><br>20/21 | ● Student surveys indicate that the threat of bullying is significantly reduced<br>Ofsted parent view results: only 9% of parents responded negatively to the bullying question in 20/21, compared to 29% in 19/20<br>● Bullying Log is reviewed regularly and indicates that all incidents are thoroughly investigated and appropriate action is taken to resolve,<br>● OFSTED Parent View responses in January 2021 highlighted an improvement in |

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| | pastoral staff ensure students are treated sensitively and supported in regards to any bullying issues. | | approval for the school's approach to combating bullying. |
| **4.1** Intensify support and challenge provided to students and families in order to improve attendance, especially for disadvantaged students and students with SEND. | ● Improved attendance strategy in place since September 2020 which involves a much higher and earlier threshold of intervention for poor attendance<br><br>● Attendance reward initiatives continue to be in place to ensure that the link between good attendance and good progress is understood by the students | 20/21<br><br><br><br>April 21 | ● Attendance to improve and significantly close gap with national averages (Attendance throughout the pandemic has been in line with national averages for secondary schools)<br>● Students starting to appreciate and understand the positive impact that strong attendance can have on their academic progress |
| **5.1** Review the sixth-form curriculum to ensure that students make better progress in programmes of study that meet their needs. | ● Re-evaluate the sixth form curriculum offer to create pathways for students which caters for the aspirations of our students. This involves a mix of vocational and academic pathways to try to maximise the efficiency of the match between the desires of the students and the staffing model in the school. | Dec 20 | ● Initial indications from students in year 11 is that there will be a higher uptake in 2021/22 for our sixth form offer than in the previous academic year:<br>Year 12 20/21= 35 students<br>Year 12 21/21 = 55 students (prediction) |
| **5.2** Raise achievement in Sixth Form relative to the 2019 results, especially for A level courses. | ● In September 2019 leadership was re-aligned within the Sixth Form to create an effective structure and strategy, with a greater emphasis on the progress of the students, and henceforth the outcomes of the students in the academic subjects. | Ongoing | ● The CAGs in 2020 were closely aligned to the expected outcomes the students would have achieved in their exams. These showed a significant improvement on outcomes in 2019, especially in the academic subjects |

**Glossary**

| CAGs | Centre Assessed Grades (used to replace exam grades in 2020 and 2021) |
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| CEO | Chief Executive Officer for Northumberland Church of England Academy Trust |
| CPD | Continuing Professional Development (training for staff to further improve the quality of teaching and learning) |
| DfE | Department for Education |
| DfL | Disruption Free Learning (a behaviour strategy to ensure that pupils are focused on learning and low level disruption to learning is not tolerated) |
| DNA | Teaching and Learning Strategy to promote engaged, thoughtful and independent learning which is Differentiated, New (& exciting) and Active. |
| EdTech | Educational Technology (computer hardware and software used to enhance teaching and learning) |
| MyTutor | Provides remote one to one tutoring |
| T & L | Teaching and Learning |