From RI to Good:
The Skipton Academy

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Introduction & Overview

- TSA historical context:
  - 54 students on roll in Y7 in Sep 2017 (2 EHCPs) dropping to 38 in Y7 in 2018; 290 total on roll
  - School had yo-yo'd in and out of Special Measures since 2002 (never Good); Special Measures – June 2017
    - An Ofsted 'stuck' school
  - Attainment and progress measures on 3-year downward trend
- New SLT inc. HT joined TSA in Sep / Jan 2017-18
- Wholesale school improvement programme began
  - Capacity and recruitment an issue
  - Support from Moorlands Learning Trust (Ilkley Grammar School) began in May 2018
- Quickly recognised mutual shared vision for high standards, expectations and inclusive education
  - TSA joined MLT in Dec 2019
- Numbers now on roll in Sep 2023: 167 in Year 7 (at PAN); 599 total roll inc.31 EHCPs; TMP opened Jan 2023
- Inclusion is now threaded through the school's culture and a key part of its success including its journey from RI to Good

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Our School Improvement Journey

Ofsted Section 5- January 2023

Ofsted Good Provider

Ofsted Section 8- Spring 2022

Ofsted Section 5- March 2019

March 2019 (Section 5)

Ofsted report highlighted the following as areas for improvement:

- variability in teacher planning and teacher expectations

- Patterns of poor attendance

- Behaviour inconsistent

- Progress in maths

- Progress for disadvantaged students

February 22 (Section 8)

Ofsted report:

- Accurate understanding of subject-specific vocabulary (disciplinary literacy)

Moving forward from RI

Moorlands Learning Trust School Improvement Strategy

- Accurate Self Evaluation
- Curriculum Implementation & Inspirational Bespoke CPD
- School Improvement / Wellbeing-Centred
- Robust Quality Assurance
- Effective Appraisal Accountability

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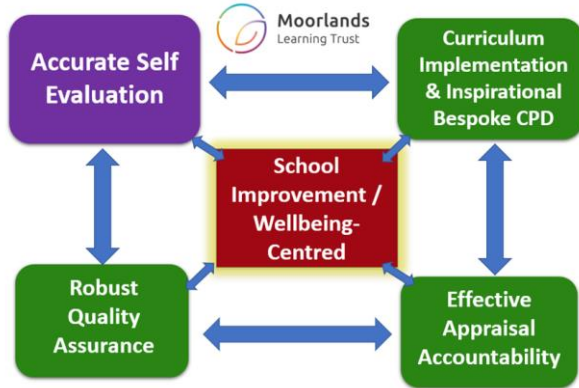
4. QA-internal and external deep dives, frequent student-voice gathering.

3. CPD design and mechanisms.

2.
- Building our curriculum offer with a consistent focus on ensuring that all areas of the curriculum are ambitious and 'unashamedly academic'
- Rewriting curriculum intent and LTP in all subjects.

Ofsted Section 5- March 2019

1.
- Ethos, SEN, behaviour and attendance
- SLT roles
- Middle leadership capacity
- Accurate SEF and subsequent ADP
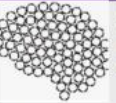- Analysis of new Ofsted framework

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Curriculum Design-Moorlands Learning Trust

Curriculum: Exceptional Curriculum Design - Principles and Properties

Moorlands Learning Trust

Principle 1: Powerful Knowledge	Principle 2: Curriculum Coherence	Principle 3: The Progress Model	Principle 4: How students learn
Knowledge matters: the concept of a knowledge-rich curriculum.	*How learning is structured/sequenced to fit together in a logical way, allowing connections to unify components into a body of knowledge*	*The curriculum is a progression model which is planned to meet learning needs for all students. A progress model measures progress in terms of knowledge gained (and retained).*	*The role of cognitive science in the curriculum is important to make learning 'stick'- the curriculum is successfully implemented so that students successfully learn the curriculum.*
Powerful knowledge is the knowledge that takes students beyond their everyday experiences- knowledge that students wouldn't ordinarily have access to outside of school.	**Coherence** is the idea that knowledge is logically sequenced, so that students can embed threshold concepts, regularly encounter these and make connections to prior learning.	**Progress model** is the idea that curriculum planning shows the precise knowledge and expertise that form the bedrock of what is to come. There should be clarity on what the curriculum is building towards.	**Learning** is an alteration in long term memory. If nothing has been altered in long term memory, nothing has been learned. Students should recall information and learning should be **durable** (it lasts).

Powerful knowledge makes us question 'what?' should be taught and 'why?' in our subjects- what is essential for students to know? Curriculum intents should identify the "best that has been thought and said" for designing the content so that students can become "knowledge rich" in our specialised subject knowledge, as can be seen in their vocabulary.

Breadth and depth- Content should be suitably broad, *at least* include the 'essential' knowledge of the National Curriculum; this should not limit the depth of learning. Depth is where students make connections to prior learning and build on these, developing from simple to complex understanding.

Threshold concepts are the ideas within a subject that students cannot progress without- the big ideas that unlock understanding, link to later learning and lead to understanding. Threshold concepts should form the basis of curriculum design so consideration has been made for the concepts that make the next stage of learning possible. Students who understand threshold concepts securely speak fluently using the academic language and vocabulary of the subject.

Schema is a link/connection in knowledge. Curriculum documentation should map out clear links to the big picture of the 'topic' or key concepts to help students see connections. Links should be made explicit to students by their teachers as it helps them understand new things, build on prior learning and promotes retrieval practice and memory retention.

Deep knowledge: Careful sequencing should build students to learn more deeply, applying learning to new contexts. Teaching also deepens understanding by activating hard thinking by questioning and asking students to elaborate and build on key ideas or concepts.

Specialist subject vocabulary should be identified at every stage and explicitly taught to deepen knowledge and understanding. Students' fluent use of academic, subject-specific vocabulary in speech or text is a sign that they have grasped the concepts and ideas, particularly if they can use these words independently and accurately when presented with a new context / when applying knowledge to new situations or problems.

Intent- This is everything up to the point of delivery. The subject intent forms the backdrop to a coherent curriculum which is logically sequenced. Leaders and teachers should be able to articulate the 'what?' (the knowledge that is expected at each stage of learning), the 'why this?' (why this is essential knowledge) and the 'why now?' (why the sequence and ordering supports subsequent learning). Curriculum conversations with leaders provide opportunities to articulate the powerful knowledge and threshold concepts, the 'what, why this, why now?' and to outline examples of how learning is sequenced to support deep knowledge and memory.

Structure- structured learning is not the structuring of activities, but the sequencing of knowledge. Schemes of learning should show consideration of the right components that enable subsequent performance. Students should encounter knowledge in the order outlined in the curriculum intent and schemes of learning.

Sequence- the sequencing of knowledge is the order and positioning of knowledge ('why now?'.) Sequencing should be logical and consider what students need to know now to better understand subsequent concepts and ideas so that learning develops incrementally over time. Thought should be given to the topics or components of knowledge that need to be taught first to unlock later parts of the curriculum. This is not about teaching the easiest parts first, but the intentional ordering that allows students to build their understanding gradually and make links to deepen their understanding.

Connections (Schema)- Students learn by linking the knowledge they acquire through ever growing webs (mental models)- so knowledge needs to be taught in an organised manner that regularly and intentionally makes explicit links to prior learning to build understanding and to aid memory retention and mastery.

Inclusive and ambitious- The curriculum intent should remain the same for all students, regardless of starting points, so that we expect ALL students to know more and remember more and move students towards ambitious end points. The ambition is the same, but adaptations may be necessary- e.g. planning is adjusted to compensate for gaps, misconceptions or poor retention. Some students may require re-teaching or responsive teaching to embed the necessary knowledge that leads to understanding.

Progress is students 'knowing more and remembering more' so they have the capacity to perform by drawing on what is known (applying their knowledge to new contexts).

Curriculum progression- there should be a clear progression of knowledge which is designed so that students can make connections to prior learning to deepen their understanding as they move from simpler/concrete to more complex/ abstract concepts.

Stages of learning- Curriculum planning should show clarity of intent, so that teachers can clearly articulate what they expect students to know for each term/year/key stage of the curriculum. Key points of transition and understanding of threshold concepts mark students' readiness for the next stage. Outlining the content and concepts that are to be covered with students and signalling the transitions between different parts of the curriculum helps students to picture the curriculum and see the relationship between the different parts. Foregrounding and summarising the curriculum helps students to understand, memorise and make links. This can be done through presenting 'learning journeys', concept maps or knowledge organisers that focus on the content and big ideas.

Mastery is when a student can use a concept or apply knowledge with complete independence, fluently and consistently over a period of time without pre-teaching. Mastery is the result of students acquiring knowledge, remembering it and becoming an expert learner.

Memory Strategies- Memory is the "residue of thought". It's important to make learning 'stick' for students, to become automatic, so that they can free up their working memory and learn more. By remembering, it enables students to make connections (schema) which helps them generate and multiply knowledge. Memory strategies should be explicitly taught to students and knowledge should be 'chunked' to help students remember it. Cognitive load theory should be considered in planning lessons and task design so that students can remember more- teachers should reduce all unecessary information so that the essential information is retained.

Revisiting and practising for memory- Teaching should activate prior learning so that students routinely draw on previously taught content to embed their learning. This can be achieved through recapping, reviewing main ideas, recall activities and regular opportunities for practice (e.g. retreival practice strategies, knowledge quizzing, spaced practice/repetition, 'overlearning' and interleaving.) The curriculum should be designed with space in mind to provide opportuntiies for students to regularly practise a particular skill and apply knowledge. Content and concepts can be interleaved to enable students to forge deliberate connections.

Explanation, modelling and scaffolding- Learning progresses through teacher instruction and explanation, especially at the 'novice' stage. Teachers need to regularly model their thought processes before students then practise themselves. A range of modelling techniques are effective, such as live modelling (giving a running commentary of your thought process to model thinking), modelling the struggle when going through a worked example, the 'I,We,You' model. Scaffolds make challenging material accessible- support should be gradually withdrawn over time to support mastery.

Self-regulation and metacognition- Expert learners are able to review their own learning, determine their own learning goals and gaps, then plan how to improve through self-study. It is not enough for teachers to own the knowledge checking process- e.g. always setting quiz questions. Students have to learn how to self-study and revise using strategies from cognitive science. This is most difficult for students who have gaps in understanding (i.e. knowing how ideas connect) or memory (failing to retain).

Enacted curriculum is the actual curricular content that students engage with in the classroom and as seen in books and student voice. A well designed curriulum means that students' books and 'voice' evidence that what was intended has been covered and that students have learned and remembered it.

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CPD

Robust QA

Curriculum Intent	Curriculum Implementation	Disciplinary Literacy	Reading

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Whole school curriculum vision, faculty visions, long term planning and road maps.

Teaching and learning, responsive teaching, scaffolding etc.

Reading vocabulary Oracy Writing.

Dedicated Reading Time (DRT) Library Reading for pleasure.

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QA

- Ofsted prep-deep dives etc
- QA is about the enactment of the curriculum intent.
- Significant focus on student voice and work scrutiny.
- Gathering evidence of students 'knowing more and remembering more'
- Identifying next steps for CPD- 'improving not proving'

Teaching and Learning: Exceptional Teaching Toolkit — Moorlands Learning Trust

| Dimension 1: Understanding the content	Dimension 2: Creating a supportive environment	Dimension 3: Maximising the opportunity to learn	Dimension 4: Activating hard thinking
Teaching Standard 2, 3, 4, 6 ECF Module 3: What makes classroom practice effective? ECF Module 4: How can you use assessment and feedback to greatest effect? ECF Module 6: How can you plan a coherent curriculum?	Teaching Standard 1, 5, 7 ECF Module 1: How can you create a powerful learning environment? ECF module 5: How can you support all pupils to succeed?	Teaching Standard 1, 7 ECF module 1: How can you create a powerful learning environment?	Teaching Standard 2, 6, 7 ECF module 2: How do pupils learn? ECF Module 3: What makes classroom practice effective? ECF Module 4: How can you use assessment and feedback to greatest effect? ECF Module 5: How can you support all pupils to succeed?
Seminal Texts: Why Knowledge Matters-E.B Hirsh Mary Myatt: The Curriculum Gallimaufry to coherence Kat Howard and Claire Hill: Symbiosis: Curriculum and the Classroom	Seminal Texts: Daisy Christodoulou: Seven Myths about Education Matt Pinkett and Mark Roberts: Boys Don't try	Seminal Texts: Tom Bennett: Running the Room: The Teacher's Guide to Behaviour	Seminal Texts: Harry Fletcher Wood: Responsive Teaching: Cognitive Science and Formative Assessment in Practice- Tom Sherrington: Rosenshine's Principles in Action

Underpinned by the 4 Curriculum Design Principles: Powerful Knowledge, Curriculum Coherence, The Progress Model and How Students Learn

Our CPD Structure

1. Whole School CPD on Q of Ed Priorities: what and how…

2. Subsequent departmental 'application' sessions
What deliberate change are we making?

3. Review and adapt the change (deliberate practice model)

4. Whole school CPD: review, reflect, refine, share best practice
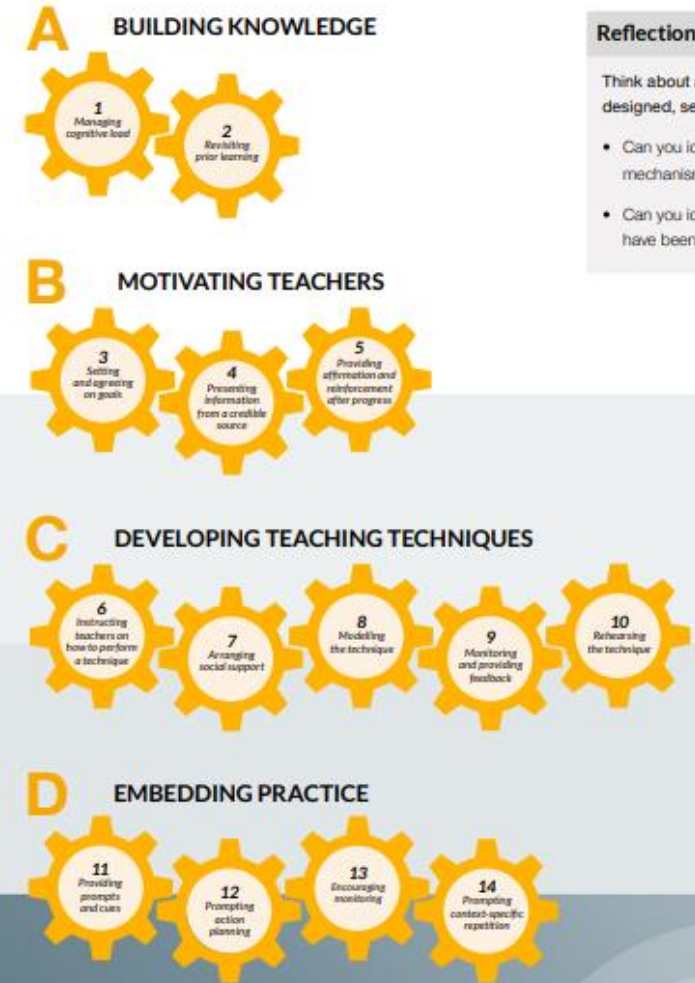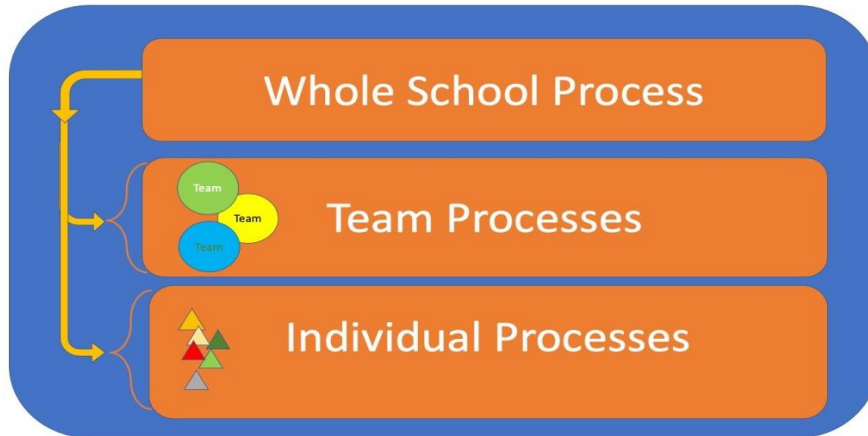
BELONG

CHALLENGE

INSPIRE

INTERVENTION MODEL

- Early identification of students
- Targeted programme of intervention
- Trained staff
- Monitoring of impact
- The English curriculum

DISCIPLINARY LITERACY

Focus 1: Teaching Reading at Secondary Level: developing students' ability to read complex academic texts

Focus 2: Targeted and explicit vocabulary instruction in every subject

Focus 3: Combining reading and writing Instruction in every subject

Focus 4: Structured and High Quality Talk in every subject
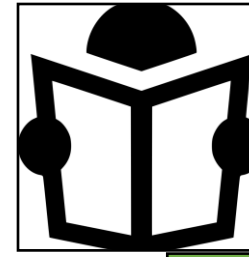
READING CULTURE

- Dedicated Reading Time
- Library and access to high quality reading material
- Celebrating reading through competitions etc
- Reading incentives
- Teachers as reading models
- Displays
- High quality academic reading texts as part of the curriculum
- Extra and super curricular: debating, book groups etc
- Community links: lectures and speakers
- Role of homework

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Our Must Haves

- Topic organisers
- Retrieval-based Do Nows in every lesson
- Behaviour for Learning Charter
- Rules for Talk
- Vocabulary Roadmap
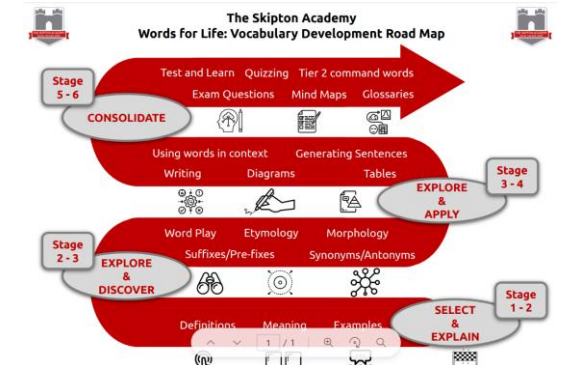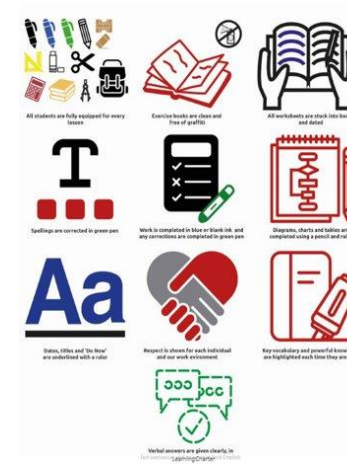
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Rules for Talk

We speak **loudly** and **clearly**: we address the whole room, not just the teacher;

We listen **actively** and **attentively**;

We answer in **full sentences, using standard English**;

We use **key vocabulary**;

We are prepared to **extend our answers**;

We show **respect** for each other: everyone is involved, everyone is valued.

SEN-specific Implementations/Outcomes

Inclusion is threaded through our entire school improvement process. These are just a snapshot of actions taken during this process:

- Passports-information sharing

- Reasonable adjustments are made consistently to help students to access the curriculum-but never as an excuse or a 'get out clause'

- Responsive Teaching and Scaffolding CPD

- Targeted CPD on specific SEN needs, e.g Autism, PDA etc.

- Significant focus on building relationships with parents/carers and the wider community

- 2 EHCPS in September 2017 to 31 in September 2023

- TMP https://tinyurl.com/TMP-Autism

Progress	2019	2023
All	-0.48	-0.11
Disadvantaged	-0.86	0.01
SEND	-91	0.14
Non-SEND	-43	-15

Any questions?

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