



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 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)

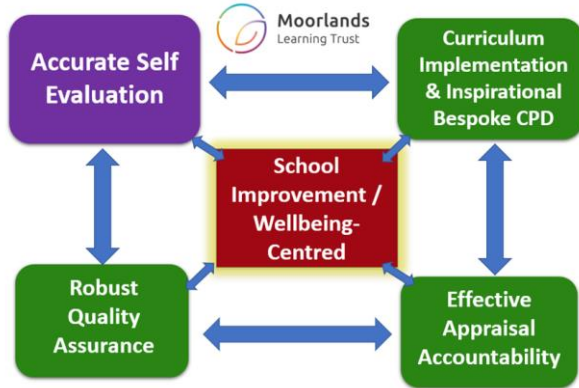


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Moving forward from RI

Moorlands Learning Trust School Improvement Strategy



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.

1.

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



Ofsted Section 5-
March 2019




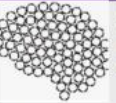
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Curriculum Design-Moorlands Learning Trust

Curriculum: Exceptional Curriculum Design - Principles and Properties



Principle 1: Powerful Knowledge <i>Knowledge matters: the concept of a knowledge-rich curriculum.</i>	Principle 2: Curriculum Coherence <i>How learning is structured/sequenced to fit together in a logical way, allowing connections to unify components into a body of knowledge</i>	Principle 3: The Progress Model <i>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).</i>	Principle 4: How students learn <i>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.</i>
 <p>Powerful knowledge is the knowledge that takes students beyond their everyday experiences- knowledge that students wouldn't ordinarily have access to outside of school.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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 lasting (it lasts).</p>
<p>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.</p> <p>Breadth and depth- Content should be suitably broad, <i>at least</i> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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 unnecessary information so that the essential information is retained.</p> <p>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. retrieval practice strategies, knowledge quizzing, spaced practice/repetition, 'overlearning' and interleaving.) The curriculum should be designed with space in mind to provide opportunities for students to regularly practise a particular skill and apply knowledge. Content and concepts can be interleaved to enable students to forge deliberate connections.</p> <p>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.</p> <p>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).</p> <p>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 curriculum means that students' books and 'voice' evidence that what was intended has been covered and that students have learned and remembered it.</p>

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CPD

Robust QA

Curriculum
Intent

Curriculum
Implementation

Disciplinary
Literacy

Reading


Ofsted
Good
Provider

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



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: Symbols: 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: Rosenthal's Principles In Action
Element 1: Excellent teachers have a deep and fluent subject knowledge In the classroom: -teachers model excellence -teachers provide analogies, explanations and demonstrations -teachers provoke higher order thinking Element 2: Excellent teachers have knowledge of curriculum and sequencing In the classroom: -teachers explain the links and connections between concepts to support students to build key knowledge (complex mental models) - teachers connect learning to prior learning and plan activation of prior knowledge to support the long-term memory Element 3: Excellent teachers can effectively present explanations and analogies In the classroom: - teachers provide appropriately challenging learning activities - teachers provide explanations that students understand - teachers use analogies, models and representations - teachers select good examples and vary their use of these - teachers have knowledge of relevant and appropriate assessment Element 4: Excellent teachers have knowledge of common misconceptions In the classroom: - teachers anticipate, challenge and address these misconceptions directly and explicitly -teachers use assessment strategies to identify misconceptions - teachers present the correct conception clearly and directly	Element 1: Excellent teachers engage in positive interactions and relationships with all students In the classroom: -teachers actively develop relationships based on mutual respect, care, empathy and warmth -teachers avoid negative emotions in interactions with students -teachers know their students well as individuals with specific needs -teachers are responsive to the cultural identities of their students Element 2: Excellent teachers promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care In the classroom: -teachers promote an environment where students respect and pay attention to each other's thoughts -teachers promote an environment where students cooperate with each other and learn effectively together Element 3: Excellent teachers promote learner motivation In the classroom: -teachers actively motivate students to study, learn and engage through feelings of competence, autonomy and relatedness -teachers develop students' intrinsic motivation Element 4: Excellent teachers create a climate of high expectations In the classroom: -teachers teach with high challenge and high trust -learners feel it is okay to have a go -teachers demand high standards of work, engagement and behaviour from all students -teachers do not convey lower expectations for any subgroup, especially one where a common stereotype may be negative	Element 1: Excellent teachers manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time In the classroom: -teachers give clear instructions so students understand what they should be doing -teachers use and explicitly teach routines to make transitions smooth Element 2: Excellent teachers ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied In the classroom: -teachers ensure that rules and expectations are clearly understood and accepted by all students -Teachers treat rare violations fairly and appropriately Element 3: Excellent teachers prevent, anticipate & respond to potentially disruptive incidents thus reinforcing positive student behaviours In the classroom: -teachers have an acute awareness of what is happening in the classroom, even when their attention appears to be elsewhere -teachers also use precise praise, acknowledgement and positive reinforcement to support desired behaviour - teachers respond firmly and appropriately when disruption or disorder (persistent challenging behaviour) does occur, to minimise the effect on learning -Great teachers tailor their approaches to the individual needs of students with a history of challenging behaviour	Element 1: Excellent teachers structure learning appropriately In the classroom: -teachers give students an appropriate sequence of learning tasks including learning objectives and rationale -teachers match tasks to learners' needs and readiness -teachers promote and actively teach literacy, numeracy and oracy including Tier 3 (specialist) vocabulary -teachers scaffold and support to make tasks accessible to all, but gradually remove support so that all students succeed at the required level Element 2: Excellent teachers explain new ideas clearly In the classroom: -teachers present and communicate new ideas clearly, with engaging explanations -teachers connect new ideas to what has previously been learnt supporting the working and long-term memory (mental models) -teachers re-activate/check that prior knowledge is secure using examples and help build connections and understanding -teachers model and demonstrate new skills with appropriate scaffolding and challenge using worked/part-worked examples Element 3: Excellent teachers use questioning as part of their responsive teaching strategies to elicit evidence of understanding and progress In the classroom: -teachers use questions and dialogue to promote thinking among learners -teachers use questions to elicit student thinking, getting responses from all students -teachers use high-quality, regular and diagnostic assessment to evidence learning and respond appropriately Element 4: Excellent teachers use responsive and adaptive teaching strategies to guide students to improve their learning In the classroom: -teachers respond appropriately to feedback from students about their thinking/ knowledge/understanding -teachers give students actionable feedback (verbal and written) to guide their learning Element 5: Excellent teachers support students to embed learning In the classroom: -teachers give students tasks that embed and reinforce learning -teachers allow students to practise until learning is fluent and secure -teachers ensure that once-learned material is reviewed/visited to prevent forgetting Element 6: Excellent teachers promote independence and metacognition In the classroom: -teachers help students to plan, regulate and monitor their own learning (metacognition) -teachers help students to progress appropriately from structured to more independent learning as they develop knowledge and expertise

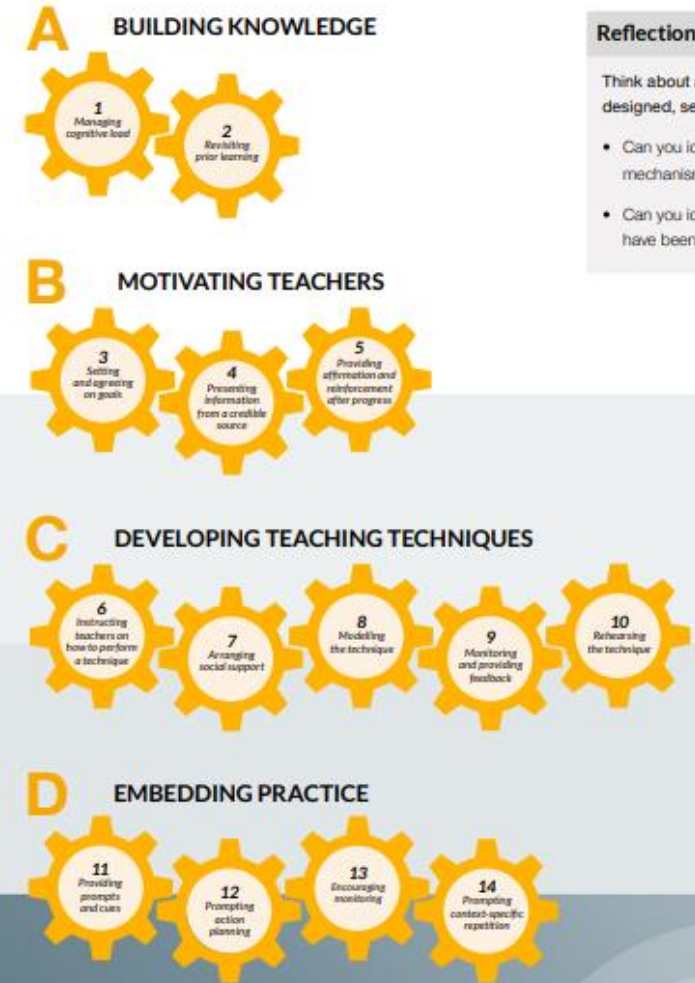
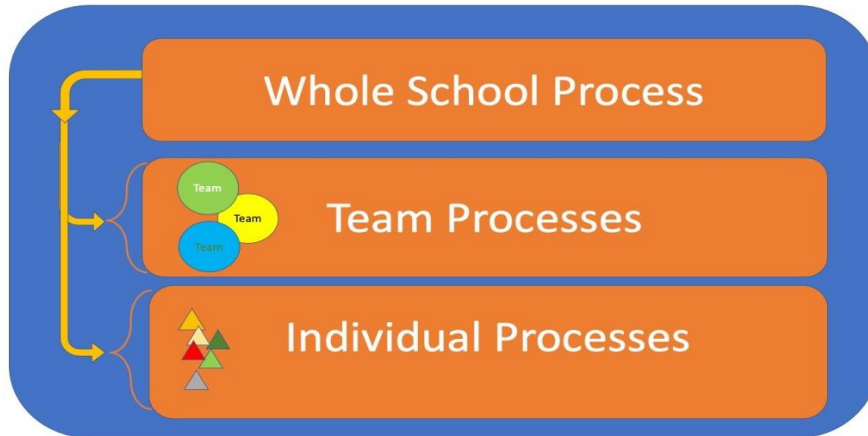
Underpinned by the 4 Curriculum Design Principles: Powerful Knowledge, Curriculum Coherence, The Progress Model and How Students Learn

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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



Reflection

Think about a PD programme that you have designed, selected, or participated in.

- Can you identify whether any of the 14 mechanisms were present?
- Can you identify where a mechanism could have been used to improve the PD?



BELONG

INTERVENTION MODEL

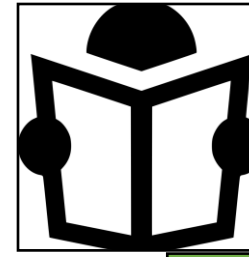
- Early identification of students
- Targeted programme of intervention
- Trained staff
- Monitoring of impact
- The English curriculum



CHALLENGE

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



INSPIRE

READING CULTURE

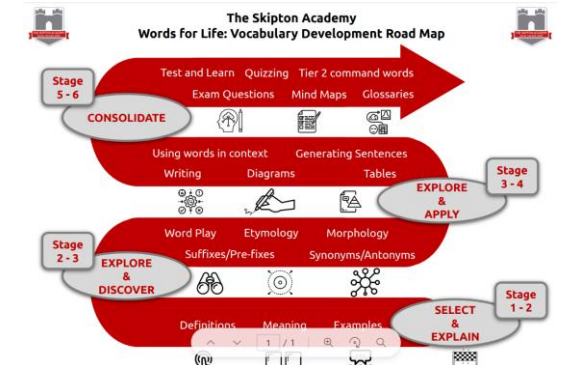
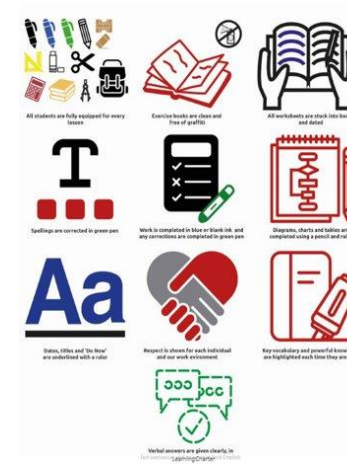
- Dedicated Reading Time
- Library and access to high quality reading material
- Celebrating reading through competitions etc
- Reading incentives
- Teachers as reading models
- Displays
- High quality academic reading texts as part of the curriculum
- Extra and super curricular: debating, book groups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



The Skipton Academy 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.

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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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