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***Northampton Academy***

***CHARACTER ACTION PLAN***

***June 2021 review***

**0. Executive Summary**

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| **Strand** | **Score /4** |
| 1. School Ethos, Culture and Vision | **3.5** |
| 2. Curriculum | **3.5** |
| 3. Learning outside the classroom | **2.8** |
| 4. Whole School Community | **2.7** |
| A – Governors | **3.0** |
| B – Staff | **2.8** |
| C – Students | **2.7** |
| D – Parents | **2.5** |
| 5. Community Links | **2.9** |
|  |
| Overall Effectiveness | **2.9** |

**1. School Ethos, Culture and Vision - PSW**

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|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Ethos** | The school has chosen an initial set of values and has begun to consider how to embrace them by linking them to the school ethos/ mission statement | The set of values have become “everyday language” within the school being used by staff and students and is seen in assemblies/ speeches/ displays | The ethos created by the chosen values is woven into policies and other paperwork such as the school prospectus; website; schemes of work | **The whole school community is seen to actively embrace and action the school ethos and its core values.** |
| **School improvement** | The school makes a mention of character work in their School Improvement Plan and it is led by an individual (either Headteacher or supported by the Headteacher) | The school has a key focus of character in their School Improvement Plan and it is led by a small team of people, including the Headteacher | Character is a focus in all departmental or pastoral improvement plans encouraging all staff to be involved in character development | **Lessons have reference to opportunities which link to character and in some cases, support the explicit teaching of some character values ensuring all staff and students are involved** |
| **Environment** | The school’s values are displayed in one central place e.g. in reception | The schools’ values are seen around the whole school and are starting to be included in classroom displays | **The schools’ values are integrated into many areas of the school. Observation of the physical environment shows that the school is putting into practise its values e.g. Respect, so there is little graffiti/ litter, environment looks cared for** | The schools’ values are integrated into all relevant areas of the school. Students and staff are seen actively caring for their environment (linking to schools’ values) |
| **Expectations** | Expectations of behaviours and attitudes are defined linking to the values and are explained to students. | Staff use the language of the different values with students to support the development of the best possible behaviours and attitudes which encourage a more positive atmosphere and a raised expectation | Staff and students create a positive atmosphere by demonstrating good behaviours and attitudes linked to the increasing expectations across the school due to links to the different values | **The atmosphere of the school is one of happiness and fulfilment with all stakeholders thriving on high expectations linking to the values in all areas across the school** |
| **Leadership** | Headteacher uses character and the values to support development within the school e.g. as part of the recruitment process, within presentations | Senior leadership use character and the values to support the development of other staff such as staff induction programmes | **By middle leaders engaging with continuous professional development based around their own character and values as well as others, they become more reflective and this in turn builds capacity amongst the team.** | By all school leaders engaging with continuous professional development based around their own character and values as well as others, they become more reflective and this in turn builds capacity amongst the team. |

**EVIDENCE**

* Core values chosen and are displayed around school
* On all paperwork that is distributed from school (letterheaded paper), on displays around school/classrooms, on Powerpoints shared with staff
* Assemblies in KS3 & KS4 & KS5 all link to Character and values of school
* Lessons being delivered in KS3 across all subject areas – KS3 SOW in place
* Part of SIP and also in all DIP – forms part of line management meetings
* Displays around the school show that Character is a focus
* Environment is much cleaner than previously – noted by the site team
* Character a focus for all departments meaning middle leaders starting to think how they develop this in their areas
* Character questions form part of every interview process
* Character is part of staff inductions process and yearly refreshers/reminder in INSET sessions
* Character is available for all staff in CPD and every member of staff has a compulsory Character session
* Character CPD is available to all staff through the Jubilee Centre Character CPD
* PE display being developed
* Front reception re-vamped
* 5 virtue strands on every classroom door
* CLT – sessions and Hubs
* ‘Assessors were able to observe this excellent behaviour built on mutual respect’ – Kitemark Award – November 2018
* ‘Very good behaviour seen at break, students were polite and chatty, gaining in confidence as a result of character programme’ – R&S – November 2018
* Significant reduction in FTE
* Increase in attendance – now 95%
* Character Working party in place
* Consistent visitor comments on how calm and focused the school is on visits
* Caught on Character board
* Character development programme (PSHE) being delivered in 1 hour sessions
* One KS4 lesson being delivered in Year 10
* Out and about showing explicit references being made across school e.g. History, Geography, Science, English, RE etc…
* EXPLICIT CHARACTER FEEDBACK FROM OFSTED NOV 2019
* OFSTED saying that students feel happy
* Coaching programme in place for staff
* CPD audit of departments
* Parent view saying that their child is happy at school – 95% say they agree or strongly agree

**ACTION PLAN to move area forward:**

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| --- | --- | --- | --- |
| **AREA** | **TASK** | **LEADING** | **DEADLINE** |
| **Leadership** | All middle and senior leaders to take part formal Coaching training programme - started June 2021 | **JK/DMN** | **October 2021** |
| **Ethos** | Continue to develop the website & prospectus to ensure that Character is evident | **LSA/CAN** | **Ongoing** |
| **Ethos** | Character CPD to feature at every single INSET | **JuS/CCL** | **Sept 2021** |
| **Ethos** | Review character lessons delivered in all subject areas in KS3 (at least 3 lessons per subject over the year) and KS4 (Year 10) | **CAN** | **July 2021** |
| **Ethos/Environment** | Continue to develop the displays/artefacts around school to showcase Values around school* Reception area and back wall upgraded – Sept 2021
 | **LS/CCL** | **Sept 2021** |
| **Ethos** | Ensure that BiE award process is a focal point for all departments | **PSW** | **Ongoing** |
| **Environment** | Develop the role of ‘environment leaders’ to monitor the school environment | **WLE/KF** | **Sept 2021** |
| **Environment** | Increase prevalence and importance of recycling bins at the academy & juice bars to reduce recycling and plastic useage | **Site** | **Sept 2021** |
| **Ethos** | Character Values celebrated in achievement assembly with Director and Learning Manager awards for ‘Students with Character’ | **JAT/RWI** | **Ongoing** |
| **Environment** | Statue/Mural to be completed – competition  | **Art Dept/CAN** | **Sept 2021** |

**2. Curriculum – PSW/CAN/NHA/DMN**

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|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Character programme** | The teaching/ development of character may start as a single programme e.g. PSHE, Penn resilience; ASPIRE, PATHS, SEAL, mental health, mindfulness | Development of character is visible beyond the character programme and links can be seen in one or two other areas of the curriculum or in more than one year group | **There is a planned and co-ordinated approach to the explicit teaching of the values for most year groups, which is linked to many areas of the curriculum where the values can be discussed and reflected on in context** | The whole school has a co-ordinated programme for the teaching of explicit character traits and values which is progressive①, but opportunities are taken wherever available to further debate and discuss the values in context and demonstrate good sense② |
| **Assemblies, registrations and themed days** | Assembly topics reflect the school’s character values or a themed day is built around the character values. | Assembly topics are linked to the character programme in other areas. During registrations, tutors support the work on character with a registration programme. Themed days link to other character work in other areas. | Both assemblies and registration programmes link to the co-ordinated approach to character, ensuring that students are beginning to get an all-round experience of the focussed value.Themed days bring a sense of cohesion around the work involving character as they link to other co-ordinated approaches. | **Students are totally immersed within the co-ordinated character programme with leaders and tutors supporting development of the values through differentiated and progressive assemblies, registration programmes and themed days.** |
| **Behaviour for learning** | The giving of rewards and sanctions are based on the expected levels of behaviours e.g. effort, attainment, behaviour etc. | Staff use the language of values as part of their conversations when giving praise or reprimands in lessons and around school. | **By embracing the school ethos and values, students, in the majority, are able to demonstrate the expected behaviours and outcomes, which has the outcome of increasing the number of rewards and a decline in sanctions** | Successes are celebrated, though students appreciate the concept of long term gratification, meaning that actions are not just for rewards. Due to students’ improved good sense, sanctions around school are minimal. |

① progressive – concepts that develop in difficulty dependent on age and/or number of times value has been visited

② Good sense (Phronesis) – the ability to make right choices and decisions in different situations

**EVIDENCE**

* Character being delivered through Character Development Programme and discrete lessons across the KS3 curriculum & now Year 10 KS4
* Overview of Character lessons across the school in KS3
* All assemblies are linked to the school values
* Drop down Careers day linked to Ambition Value
* Reading programme – books explore the themes of Character throughout
* Reduction by 25% in FTE last year and reduction again this year
* Reduction by 54% in removals from lessons last year although increased this year
* Tracking of praise (linked to vales) is carried out throughout the year
* Achievement assemblies are linked to Character values
* Reduction in bullying incidents
* Increase in Anti-bullying leaders
* Positive staff survey on student behaviour
* Positive parental survey on student behaviour
* Increase number of successful BiE nominations for National awards (3 this year)
* Respect Challenge
* Pillars of Character evident across school
* Community cohesion – Summer Fair and Winter Fair
* ‘My Culture’ day highlighting respect, integrity and Tolerance
* Launch of community cohesion reward system
* Character booklet (Wellbeing) PE
* Community Matters – June 2021

**ACTION PLAN TO MOVE FORWARD:**

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| **AREA** | **TASK** | **LEADING** | **DEADLINE** |
| **Themed days** | Yearly ‘My Culture’ day to happen to celebrate our valuesMost recent December 2020 and next in July 2021 | **CAN** | **Ongoing** |
| **Assemblies, registrations and themed days** | Winter Fair/Summer Fair – yearly events * Summer Fair – July 2021
 | **CAN** | **Ongoing**  |
| **Character programme** | 2 primary schools to trial the ‘KS2 SOW’ and feedback | **CAN/CCL** | **June 2021** |
| **Character programme** | Year 6 into 7 group will have full suite of Character lessons over transition into Year 7  | **RW/CAN** | **Sept 2021** |
| **Character Programme** | Students to self-reflect on Character through the Student Character Passport – trial happening just now with launch for Year 7 in September  | **WLE/LBE** | **Ongoing** |
| **Character Programme** | Entire character program mapped, resourced and scheduled | **CAN** | **September 2021** |
| **Behaviour for Learning** | Development of BiE awards programme* End of year awards event planned for September 2021
 | **JRi** | **September 2021** |
| **Behaviour for Learning** | Appoint Praise and Rewards to co-ordinator to oversee BiE awards, praise systems and awards evening. | **CCL** | **June 2021** |
| **Behaviour for Learning** | Students praise system to be revamped to ensure greater consistency and value * Community Matters praise system for end of year
 | **CS****CA/NH** | **September 2021****June 2021** |
| **Character Programme** | Line management proforma to ensure meetings contain focus on Character in dept areasDepartments to decide on 1 character target per half term to focus on through LM | **PSW** | **April 2021** |
| **Assemblies, Registrations and themed days** | First week back in September in tutor time will be Character sessions | **CA/JuS** | **September 2021** |

**3. Learning Outside the Classroom (LOtC) – WLE/LBE**

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|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Extra-curricular** | The school offers a variety of after school clubs/ activities, and runs several day visits, holidays or residentials | The school actively encourages students to engage with its extra-curricular programme encouraging regular attendance and commitment as well as looking to regularly increase opportunities for students to support the development of the school’s values | **The school actively tries to recruit students which haven’t engaged with the extra-curricular programme by either offering bespoke activities or supporting the students to overcome any possible difficulties which stop them from attending, ensuring most students are engaged at some level and have the opportunity to develop their values in practice** | The school tracks students’ engagement and monitors development of students’ values and good sense in practice. All students engage with some element of extra-curricular activity, whether this is through school or outside of school. |
| **Service and Volunteering** | Some students are involved with volunteering and service (ad hoc) | **The school has a programme for at least 1 or 2 year groups that encourages volunteering and service. The students are encouraged to engage, discuss and reflect on the civic and moral values linked to these situations** | The school actively promotes and supports students with engaging with volunteering and service across most year groups, engaging a majority of students. The development of civic and moral values is demonstrated within students through action, engagement and reflection. | The school engages all students with volunteering and service as well as tracking and monitoring the impact and outcomes of the civic and moral values demonstrated. Students understand the importance and connections of service and volunteering to the civic and moral values. |
| **Student leadership** | There are some opportunities for students to take up positions of leadership e.g. student council which is organised and led by staff | The school develops opportunities beyond the school council for students to take up positions of leadership, linking to other aspects of the school and are starting to be led by the older year groups. | Student leadership programmes link to most aspects of the school, including curriculum, involving a large proportion of the students. Improved leadership is seen in all year groups and most projects are student led demonstrating intellectual and performance values. | **All students have the opportunity to be involved in some element of student leadership. There are a wide and varied set of student leadership programmes, which allow and develop student autonomy, demonstrating good intellectual and performance values.** |

③LoTC – use of educational opportunities outside the classroom such as working outside,

going to the library, days trips, activity weeks – anything that is not based in a classroom.

**EVIDENCE**

* Actively promote that students sign up to at least 2 enrichment clubs
* Good co-curricular programme on offer
* Tracking of uptake of enrichment clubs – 61% of students completed at least 1 club last year in KS3-KS4
* Bespoke Character programme for students with low engagement in Year 9
* Character Social Action Glub – looking at Charity work
* 100% of students offered leadership opportunity last year and 81% took this up
* Lots of leadership opportunities introduced such as Language leaders, Anti-bullying leaders, subject leaders etc...
* ‘Fit to learn’ - KS3 sports leadership programme
* Hope centre – Charity – Social action – December 2019
* NCS Challenge – Gold Award
* Increase in number (and profile) of Anti-bullying leaders
* Enrichment activities with specific Character focus form part of the reflective process from September
* Skillsforce group (Year 9) doing charity work for local hospital
* Summer Fair – to support Build Africa charity
* Winter Fair to support Hope Centre
* International School Award for work towards international charity
* Summer Fair- Plan and Delivered by students-
* Partnership with Street Child- Covid 19 Relief
* Nucleus VI students in care homes

**ACTION PLAN to move area forward:**

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| **AREA** | **TASK** | **LEADING** | **DEADLINE** |
| **Service and Volunteering** | Yearly Food bank project – Hope centre Delivered December 2020 | **PSW/CAN** | **Ongoing** |
| **Service and Volunteering** | Grow for hope project to increase student participation | **LBE/SOS/GCA** | **June 2021** |
| **Service and Volunteering** | Volunteering project with Emmanuel Church Cafe | **CA** | **Sept 2021** |
| **Enrichment** | Systematic tracking of enrichment opportunities and analysis of students taking up opportunities through use of Evolve | **LBE** | **Ongoing** |
| **Enrichment** | Ensure that school trips have a focus on Character (RDA) | **LBE** | **Ongoing** |
| **Student Leadership** | Increase presence of Anti-bullying ambassadors to promote Respect value – Lunchtime drop ins to be scheduledJunior anti-bullying leaders appointed – December 2020 | **WLE** | **April 2021** |
| **Service and Volunteering** | STLT to get into the community | **WLE/KF** | **September 2021** |
| **Service and Volunteering** | Increase numbers of students taking part in and completing DoE | **SW** | **September 2021** |
| **Student Leadership** | Tracking to ensure that every student gets one leadership opportunity each year | **WLE** | **Ongoing** |
| **Student Leadership** | Launch of Digital Leaders  | **HDA** | **September 2021** |
| **Student Leadership/Enrichment** | Systematic monitoring and review of Student Leadership opportunities and Enrichment opportunities through the Character Passport for all* Pilot from 13/04 – 30/04
* Year Group Pilot from 04/05 – 28/05
* Whole school launch – June 2021
 | **WLE/LBE** | **September 2021** |

**4. Whole School Community – PSW/CAN**

**A – Governors - PSW**

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|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Governors** | The Governors support the introduction of a character programme and are aware of the school’s values and links to the school ethos | Governors take an interest in how character is being developed and are familiar with the language linked to the values | **Governors understand what the expected behaviours and ethos are for both students and staff, and are able to use the language and “challenge” where required** | Governors are able to model the language and behaviours linked to the school ethos, and are able to “support and challenge” the character work and ethos of the school |

**B – Staff - PSW**

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|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Behaviours** | Expectations of students behaviours are clear to staff and are based on the school ethos and values | Staff comply to the expected behaviours and use the language of character development to encourage these behaviours in students | **The staff purposefully model the behaviours expected by the school ethos and actively act as role models to the students.** | The staff are accepted role models to students and other stakeholders. |
| **Teaching values** | Staff are aware of the values that the school has chosen to focus on and can give broad definitions of them | Staff use the school values as part of their everyday language. Staff can teach and follow the character programmes, as given to them | **Staff can integrate values (particularly moral and civic) into the context of a lesson, as well as discuss the value explicitly.** | Staff actively look for opportunities to integrate values (particularly moral and civic) in lessons and demonstrate good sense in discussions and actions around the school e.g. through behaviour management, the environment. |
| **Using values to develop independence** | Staff are aware of the intellectual and performance values, and how they can support independent learning | **Staff acknowledge and encourage the use of the intellectual and performance values in lessons** | Staff actively develop the use and reflection of intellectual and performance values with individuals in lessons. | Staff plan lessons and encourage students to show a good level of autonomy and independence in their learning, having a great understanding of the intellectual and performance values and demonstrate good sense in lessons. |
| **Continuous Professional Development** | Staff engage with the Continuous Professional Development provided on character development | Many of the staff take a further interest in development of character and research/ read more about the subject, whilst reflecting on the teaching of the values to the students | **Most staff reflect on their teaching skills and consider what actions linked to values could be improved to have a greater impact on their students through their teaching e.g. resilience, kindness** | Staff are self-reflective and consider areas in which they could develop their own behaviours linked to the values, demonstrating good sense. They support the rest of the school community with development of their values. |

**EVIDENCE**

* Presentation to LGB
* Link Governor for Character meeting with CCL regularly
* Termly meeting with link Governor – first in Jan 2019
* Staff are seen to role model on a consistent basis across the school, in lessons obs and DDIs
* Learning walks have shown that Character has been delivered via Character Development Programme and KS3 lessons planned across all subject areas
* Compulsory Hub this year on Character and multiple optional
* Character CPD- Jubilee Centre-2020
* Character session part of every INSET
* Feedback given to LGB regarding Kitemark
* R&S visit – ‘excellent role-modelling by staff’ – Nov 2018
* Largest uptake in learning hubs – most popular – Character – role-modelling/ Independence (Character Sought)
* Character Working Party – growing and meeting regularly
* Learning Hub – Independent learning – largest hub this year
* Staff given opportunity to reflect and decide what they would like to see as CPD next year
* being part of Jubilee Centre for CPD across the country
* Regular CLT sessions allowing middle leaders to focus on Character in their areas
* Language of the classroom – to help staff with role modelling good practice in terms of Character
* OFSTED reference to lessons – November 2019

**ACTION PLAN to move area forward:**

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| **AREA** | **TASK** | **LEADING** | **DEADLINE** |
| **Governors** | Regular updates to LGB regarding development in Character programme at school | **CA/CCL** | **Ongoing** |
| **CPD** | Coaching programme starting to develop staff as effective practitioners | **JK/DMN** | **Ongoing** |
| **CPD** | Coaches to support teaching staff to develop best practice | **DMN/LPs** | **Ongoing** |
| **Virtues to develop Independence** | Staff trained to ensure that students are able to develop an independent approach to learning | **DM** | **Dec 2019** |
| **Governors** | Link Governor to come int to school to discuss/Challenge programme – every term  | **PSW** | **Ongoing** |
| **Teaching virtues** | Consistent Behaviour management where students respect staff due to this | **NHA** | **Ongoing** |
| **CPD** | Character Working Party to meet regularly and lead in whole school projects* Next meeting Sept 2021
 | **CAN** | **Sept 2021** |
| **Teaching virtues** | Launch Language of the classroom – POST Covid Delay | **CAN** | **September 2021** |
| **Teaching virtues** | Cyber Wisdom Project – Year 9/10 – Jubilee Centre – launch next academic year – trial this half term | **HD** | **Easter 2022** |
| **CPD** | All ITT get Character session | **CAN** | **Ongoing**  |

**4. Whole School Community continued**

**C – Students - CAN**

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|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Behaviour and attitudes** | Students understand the behaviours and attitudes that are expected by the school values/ ethos | Students are aware of their own behaviours and attitudes, and whether these fulfil the expectations. Where required they adapt the easier behaviours to accommodate these e.g. respect – please/ thank you, holding doors open | **Students’ behaviour demonstrates the school ethos and values, in many cases. The students, in general, are seen to be happy and beginning to flourish.** | Student behaviour around the school at all times demonstrates the school ethos and values. Students are happy and flourishing. |
| **Understanding and application of values** | Students know the chosen school values and have a definition for them | Students are able to identify the different values (particularly the moral and civic) within a context in lessons | **Students should be able to understand, discuss and reflect on the moral and civic values in context, considering the different outcomes of their/peoples’ actions whilst developing their good sense.** | Students should be able to understand and discuss the moral and civic values in context, considering the different outcomes of their actions and understand which is the best course of action i.e. good sense |
| **Developing independence** | Students are aware of the performance and intellectual values, what they are and what they entail. | Students are beginning to reflect on how the performance and intellectual values can be developed within learning and are attempting to make some changes e.g. resilience, team work, perseverance | **Students are seen to be actively developing their performance and intellectual values, which enable them to be more independent learners.** | Students demonstrate autonomy and independence which support good learning, and are not afraid to take risks or challenge themselves, which enables them to fulfil their potential within learning. |

**EVIDENCE**

* Code of conduct revolves around values and is shared every half term with students
* Significant decrease in FTE and removals show that students are showing our core values
* Consistent feedback from visitors about the calm atmosphere
* High level of Reward points (Based around values) are given out each week – this is tracked
* All students are aware of the school core values
* Student panel – Kitemark demonstrated how to apply values into lessons and different contexts
* Caught on Character board demonstrates values around school
* OFSTED feedback – November 2019 - exemplary behaviour

**ACTION PLAN to move area forward:**

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| **AREA** | **TASK** | **LEADING** | **DEADLINE** |
| **Understanding and application of virtues** | Ensure that the Character programme/lessons and assemblies all align to ensure that students are able to vocalise and discuss character values | **CCL/CA** | **Ongoing** |
| **Developing Independence** | Students starting to select enrichment clubs to develop specific areas of their Character | **LBE** | **September 2020** |
| **Behaviour and attitudes** | Provide half termly behaviour clinics for staff to discuss strategies to use with specific students | **NHA/JAT/RWI** | **Ongoing** |
| **Developing Independence** | Student wellbeing programs* START – Year 7 (highlighted through attitudinal survey) – Re-engage with teaching and learning
* Thrive – Self-esteem program – Years 7-9
* Strive – Program focussing on exam stress – Year 10-11
 | **JS** | **Review July 2021** |
| **Developing Independence** | Prepare for launch of peer mentoring program – Resilience programme  | **CAN/JSM** | **June 2021** |
| **Developing independence** | Launch of NA Character Passport with Year 7 | **CAN** | **Sept 2021** |
| **Understanding and application of virtues** | Development of D&I Student focus group | **CAN** | **July 2021** |

**4. Whole School Community continued**

**D – Parents - CAN**

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|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Parents** | Parents are informed and aware of the school’s ethos and key character values | Parents encourage their children to embrace the key values and support the school when these are challenged by their children | **Parents support the school by modelling and positively reinforcing the school’s values to their children by discussing different outcomes to possible actions** | Parents take opportunities to discuss and model the values in context, understanding the concept of good sense, even if this is not always the easiest option |

**EVIDENCE**

* Written to parents regarding Education with Character programme
* Parent presentation in June 2018
* Website evident
* Parent info evenings for new Year 7 include values and ethos
* Letterhead paper has vales on it
* Termly newsletter – ‘Character building’
* Year 7 parents evening – Character session – v positive feedback
* Reduction in parental complaints this year
* Parental view VERY positive – 90% in all measures
* Parental engagement with ROA very high
* Parental ambassadors/Character ambassadors
* SRE consultation – Oct 2019

**ACTION PLAN to move area forward:**

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| --- | --- | --- | --- |
| **AREA** | **TASK** | **LEADING** | **DEADLINE** |
| **Parents** | Termly newsletter to highlight what is happening in school regarding Character | **CAN** | **Ongoing** |
| **Parents** | Info on Character development is shared through website, Twitter, Facebook etc… | **CAN** | **July 2021** |
| **Parents** | Parent workshops on Character every term – SRE/Anti-bullying/Summer Fair * June 2021 – Summer fair and volunteering in the community
 | **CAN** | **July 2021** |
| **Parents** | Parental survey regarding D&I – linked to Respect and Tolerance virtues – analysis of data and next steps  | **CAN** | **July 2021** |

**5. Community Links – CAN/CCO**

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| --- | --- | --- | --- | --- |
|  | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
| **Community links** | The school has limited/ ad hoc links to some community establishments e.g. police/ religious figure/Members of Parliament/ local charities/ homes for fund raising etc. for school talks | There are regular events e.g. yearly fundraising, visitor talks etc. integrated into the curriculum either by or for local community people. They tend to be focused around a particular year group or event and highlight the civic and moral values to students. | **There is a co-ordinated programme, which involves a large proportion of the school linking to the community. The events that take place are often two way processes e.g. school sets up fundraising event for local charity, and charity worker gives a talk to students, Students are encouraged to discuss and reflect on the civic and moral values linked to these actions.** | There are joint planned projects and long term planning (true partners) which both link to the curriculum, but support the local community. All students have access to such programmes and understand the benefits to both themselves and their community, therefore demonstrating greater moral and civic values. |
| **Business links** | The school makes limited/ ad hoc links to businesses either for students to visit or business people to come and give talks | There are regular yearly events and commitments by both the school and the business. They are planned and blend with the curriculum, but may only be focused around one or two year groups. Opportunities are taken to link the events to the values. | **The links to particular businesses are regular and planned, becoming a two way model e.g. the school being able to supply work force/ work experience students and the business supporting the curriculum by talks/ assemblies or giving finance/ equipment. Students are asked to demonstrate and reflect the values throughout these events.** | There are joint planned projects and long term planning (true partners) which both link to the curriculum, but support the local business as well as developing the students’ understanding of the commerce world. All students have access to such programmes and actively demonstrate good values within these projects. |
| **Educational links** | The school has limited links to other schools, or other educational institutions. The school uses these links to find programmes for small groups of students or for Continuous Professional Development/ sharing of ideas for staff, linking to character development | The school are involved in developing regular yearly programmes such as primary/secondary liaison events which support at least one year group or allow more staff to gain Continuous Professional Development to encourage further development of staff and student character. | **The school is involved with other educational facilities which are part of a co-ordinated programme giving greater number of students or staff access to events or training within the teaching of the values, personal development of values or development of values within students.** | The school has a jointly planned programme with other educational institutions which support students within the curriculum and/or staff with professional development within all aspects of character development: the discussions, debates and reflection of the values - good sense |
| **University/ Apprenticeships links** | The school has limited links to universities and apprenticeships. The school uses these links to find small programmes for small groups of students or staff | The school are involved with university and/or apprenticeship events on a yearly basis. This involves at least one year group, and regular groups of students such as pupil premium. The students are given opportunities to develop their values in a different context. | **There is a co-ordinated programme which involves most students and staff. The events are two way processes e.g. students attend a university summer school, the university runs a star gazing evening at the school. The staff and students are actively encouraged to reflect and improve their values in alternative situations linked with further education and other opportunities.** | Work with the university is part of a jointly planned programme involving all students, and some staff and parents to support further studies, research, learning beyond the curriculum etc. The students and staff demonstrate developed values by taking all available opportunities in these new situations. |

**EVIDENCE**

* NCS Challenge for all Year 11 students on offer – Gold award
* Primary Partnerships
* Sports leaders into Primary schools
* Extensive careers programme – Gatsby benchmarks
* University visits regularly happen
* Hope centre – Christmas
* International school Award given
* Build Africa project
* Street Child
* Skillsforce group (Year 9) doing charity work for local hospital
* Year 7 University talk
* Students are part of Local Youth Forum – Lizzie Starting-Ashley
* Oundle visit – Gifted KS3 students
* University club? – Year 9 students
* 6th form into care homes
* Links to Emmanuel Centre and Food bank
* Termly Parental guide- Character Strength Training at home

**ACTION PLAN to move area forward:**



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| --- | --- | --- | --- |
| **AREA** | **TASK** | **LEADING** | **DEADLINE** |
| **Educational Links** | Work with any Universities carrying out Character studies | CAN | **Ongoing** |
| **Community Links** | School Summer Fair – organised by students/run by students | CAN | **July 2021** |
| **Community Links** | Develop stronger links with care homes locally – see if it is possible to get back into Care homes at any stage | CAN/EDU | **July 2021** |
| **Community Links** | Increase uptake for NCS Challenge – please note we already are a Gold winner for sending most students in county to scheme | CCO | **July 2021** |
| **Education Links** | Continue to foster international links on Character* China, South Africa, Malaysia
 | SAS | **July 2021** |
| **Educational Links** | Develop a KS2 Programme of study for main feeder schools to prepare them for coming to Northampton Academy* Being trialled by 2 secondary schools
 | CAN | **June 2021** |
| **Community Links** | Launch of Interact club | CAN | **September 2021** |