



WELLACRE

Wellacre Technology Academy Trust Strategy

2025-2029

Our Vision: 'Working together to instill a sense of belonging for all so that every student thrives.'

Our Ethos: Inspire, Achieve, Enjoy

Underpinning rationale, policy and practice throughout the Strategic Plan are our five **Wellacre Values**. Our values are the constant companion of our actions and strengthen the moral purpose of our work:

Honesty: Be **honest** with ourselves and each other.

Pride: Be **proud of** our school, our uniform and our attitude to learning.

Respect: Be **respectful** in what we do and say.

Resilience: Be **resilient** when faced with challenges.

Aspiration: **Aspire to excellence** in all that we do.

Our Mission:

The **achievement and learning of all students is at the centre of everything** that we do.

Our mission is defined by the unifying sense of contributing meaningfully to something bigger, supporting peers that are depending on us and providing a great service to our students and wider community, whilst making a significant contribution to the education sector as a whole.

We are committed to;

1. Maintaining a school environment which is safe, welcoming and inclusive.

‘A supportive, rigorous, optimistic learning environment is fundamental for high levels of student achievement.’

Despite the financial pressures on school budgets, we have continued to invest in the development of our site and facilities in order to maintain a safe environment which provides the very best opportunities for our students. This includes new Wifi and ICT infrastructure, CCTV system, Food classroom, Reflection Room, Inclusive Hub & Hive bases, refurbished Technology workshops and Astro pitches for school and community use.

We are committed to sustainability and provide excellent Outdoor Learning through the Ecology Centre. In addition, we have significantly reduced single use plastics and meat consumption. We also produce our own vegetables and fruit. Our work to boost biodiversity and encourage pollinators on school grounds features in a gallery in the National Education Nature Park. We are proud holders of the Eco Schools Award.

We ensure a strong culture of safeguarding with high quality training, advice and supervision, clear policies and an annual external review and audit. To this end we will prioritise;

Strategic objectives

- Securing the best value for money, and maintaining a cost effective staffing framework, whilst improving the environment for staff and students to work in.
- Appointing a Sustainability Lead in place by Autumn 2025 with an ambitious action plan.
- Exploring opportunities to repurpose part of our estate to provide alternative provision and tailored support for those students who need additional support within our mainstream setting. This may be to overcome barriers to attendance, support mental health and wellbeing or re-engage with education.

2. Providing excellence in education and creating the opportunities for every student to fulfil their potential, whatever their background or need.

“Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity” Coe et al, 2020

We are committed to providing our students with the **highest quality education** possible so that, over time, they know more, remember more and can do more. We know that we **improve outcomes and life chances for all** students, including the most vulnerable, by improving the quality of Teaching and Learning. To this end we will prioritise;

- Empowering all student facing staff with the relevant pedagogical tools.
- Clearly defining the underpinning principles of Teaching and Learning.
- Providing coaching and tailored support so that teachers continue to develop their practice.

‘ A school and classroom culture of high expectations where students realise their potential as a consequence of pedagogic and curriculum strategies.’

We have used the **Teach Plan Assess model** to carefully construct a coherent curriculum; the starting point is in understanding where our students are and where we are trying to get to. It respects the limitations of students’ working memories, accounts for forgetting and establishes high expectations of the students’ ability to acquire powerful knowledge through highly effective teaching.

We respect subject disciplinarity, with each subject curriculum identifying knowledge milestones along critical points in students' learning. Cognitive research has enabled us to have a better understanding of what we can do to help our students to know and understand more. Predictable routines support our students, so that all lessons are calm and purposeful.

"If a lesson plan is a sequence of activities...lesson preparation is a set of decisions about how you will teach them".
Lemov, TLAC 3.0

Our pedagogical approach adopts **Rosenshine’s Principles** of direct instruction as the vehicle to support student learning and our teaching. The *WALKTHRU*s by Tom Sherrington and Oliver Caviglioni, along with Rosenshine’s ‘Principles of Direct

Instruction', are the underpinning frameworks for informing Teaching and Learning at Wellacre.

They support teacher improvement drawing on a range of strategies for developing pedagogical practice in school. All of the strategies contained within *WALKTHRU*s are rooted in proven practice and research.

Curriculum Leaders determine the focus within an identified cluster to best meet the needs of their team. This means that improvements and support are targeted. We use evidenced based or informed research to support our commitment to fulfilling the potential in all our students. We know our strengths but we can always be better. To this end we will prioritise;

Strategic objectives

- Improving the overall attainment and achievement of students at Wellacre Academy.
- Continue to thrive and be the school of choice for boys in M41 and beyond.
- Seek to develop collaborations, procure continuing professional development and seek and sustain partnerships so that we learn with and from the best.
- Dedicating time and creating the right opportunities to develop expert Curriculum Leaders so that they can continue to connect with the right colleagues to refine their leadership of an 'expert curriculum' for each subject.

3. Ensuring strong inclusive practices are at the heart of everything we do, promoting wellbeing and equity for all.

‘To create an environment that is genuinely positive and supportive for all pupils, without exception, school leaders and teachers should seek to understand the activities and interactions driving pupil development in each ‘microsystem’ within the school.’ EEF, 2021

Successful inclusive schools intentionally create a **strong sense of belonging** which underpins the behaviour, learning, health and happiness of the school community. We have taken an intentional approach to building belonging in our school. **Teachers and support staff know they can make a difference through their agency.**

Our classrooms and corridors are calm and purposeful. Centralised systems and routines such as morning House Line ups, a taught behaviour policy, with clear rewards, recognition and consequences, has made our expectations clear to all. We have high standards with regards to uniform and we expect our students to attend school every day, on time; working with students and families’ who require support. Mobile devices should never be seen or heard on school grounds and our students are expected to complete their independent learning throughout their school life. We **visibly show that we care** and our students and parents/carers tell us in feedback that they feel the benefit of this which is reflected in our attendance. Our ‘Hub’ and ‘Hive’ provide the **supportive spaces** our students need and, along with our excellent pastoral care, are protective factors for many of our most vulnerable students.

At Wellacre, our young people feel visible, valued and equipped to sustain education, employment and/or training when they leave us. To this end we will prioritise;

Strategic objectives

- Further developing our tailored support and bespoke strategies and provisions for all students, including SEND and the most vulnerable.
- Continuing to focus on the development of inclusive practice and adaptive teaching so our school is one our students want to attend and we recruit and retain a highly skilled, committed and fulfilled workforce.
- Exercising flexibility in employment, enhancing opportunities and experiences for all staff.

4. Providing the right challenge and support at the right time so everyone can experience success.

‘Successful implementation of any school improvement approach is dependent on the consistency of individuals and across the school.’ P. Mccrea

We are focussed on **meaningful and sustainable change** that directly impacts the learning and experiences of students. This involves all teachers, at every career stage, adopting new or additional teaching materials, acquiring new knowledge, adopting new pedagogic behaviour and sustaining a culture which reflects alignment in their beliefs and values. It involves all support staff having the **entitlement to good quality professional development** so that they experience the same ‘sense of belonging’ and make a difference to the young people in the Wellacre community.

We are **outward facing** and seek to ensure and assure the calibre of school leadership, with the aim of reducing variation. Trustees ensure **sound strategic direction, vision and ethos**. They hold leaders to account, oversee financial performance and ensure money is well spent. To this end we will prioritise;

Strategic objectives

- Ensuring accountability which improves education standards, financial performance and the effective management of risks.
- Nurturing staff and inspiring future leaders through quality CPD and by creating opportunities for all.
- Ensuring that self evaluation is accurate and monitored regularly.
- Encouraging our parents, carers and the wider community to have high aspirations for our students and the school.

5. Creating confident and knowledgeable students and staff with a strong sense of identity and a common purpose.

Reading is a key strategic focus for all at Wellacre. We want all our students to read for pleasure within a community in which **reading is valued and celebrated**. There are a number of ways in which a reading culture has been established. We want our students to be **ambitious for their career aspirations**, placing value on both post-16 education, apprenticeships and training. Our students, staff and stakeholders are proud of their school, at the heart of its local community. We strive to instill a **powerful sense of optimism about the future** in everyone; this comes from experiencing higher levels of control about future education, training and job prospects. To this end we will prioritise;

Strategic objectives

- An effective, systematic and graduated approach to reading.
- Provisions for psychological well being, self esteem and emotion regulation.
- A Careers Entitlement Plan which is strongly aligned to Gatsby benchmarks and ensures all students develop
- Structured talk in emotionally safe classrooms.