

Montgomery Academy Improvement Plan (MIP) 2023/25

Montgomery Academy is a **GOOD** school. Behaviour & attitudes, personal development and leadership were rated GOOD in our most recent OFSTED inspection in February 2022 and continue to improve. Quality of Education is now securely GOOD following our extensive work to address the three areas for improvement; identification of essential knowledge and skills in KS3, the effective use of assessment and reading.

In this plan, we will look to further...

- embed the excellent work of last academic year in addressing the three AFIs
- enhance the positive culture of the academy. As **STUDENT CULTURE** is a theme throughout the plan, related actions are shown in **BLUE text**.

The culture at Montgomery is already securely positive amongst both staff and students. This is evident in the most recent OFSTED report and from other external evaluations. However, we recognise further improvement can be achieved as we look to achieve excellence in all areas of our work.

In this revised plan, we look to **FURTHER** improve secure elements in our culture, whilst focussing on a sense of belonging to the Montgomery Community through improving;

- Independent learning skills
- Behaviour and attitudes to learning by expanding the use of our **SMART** model
- Attendance
- Awareness of global citizenship and understanding of related personal responsibilities

This will all be achieved and refined through active engagement with stakeholders. We believe that a culture consists of people working together towards a shared goal and that is:

“Inspiring Excellence Together”

1. Standards

To ensure that students have the key knowledge, skills and personal qualities required to succeed in further education, employment or training. All our students should develop strong independent study skills and be ambitious in their dreams and aspirations for the future.

Why this is a priority?	What we are trying to achieve?
<ul style="list-style-type: none">• Outcomes in the last cohort unaffected by Covid were not good enough (2019 P8 -0.62; 2022 P8 -0.7)• Our most recent results, though affected by Covid absence, show some gains on 2019 outcomes, yet disadvantaged and SEND students gaps need to be further reduced• Our priority is to ensure all of our students reach their potential and progress to their chosen next stage of education or training. This approach will concentrate our efforts on individual students' performance and success which might not always satisfy school accountability measures but believe it is the right thing to do.• Develop student ambition in taking more responsibility for their own learning• Evidence shows that students who attend more regularly achieve higher outcomes	<ul style="list-style-type: none">• Improve progress and attainment levels throughout both key stages through further development of the quality of education in all subjects focused on our areas for improvement from OFSTED Feb 2022• Subject leaders clear in their understanding of any issues identified in the results of 2022-23 and improvement plans in place to address them, with particular focus on the performance of disadvantaged and SEND students• Montgomery will be an integral part of the Trust's new 'Beyond Progress 8' initiative that looks to offer a range of courses and provision that enables our pupils to see a wider range of opportunities and careers, particularly at KS4. Montgomery has an opportunity to lead in an area of vocational provision such as computational thinking• Increase expectations and expertise around the culture of independent learning• Re-establish attendance and punctuality levels seen pre-COVID

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(1.1) Implement Y10 and Y11 Action Plans following review of outcomes Summer 2023 and Year 10 Exams data for the new Year 11. Action plans will include: <ul style="list-style-type: none"> Increasing parental engagement with Y10 Introduction Evening Gathering impact data on student confidence in preparations towards final examinations Reviewing DC2 Y10 and GCSE outcomes to target specific subject areas or selected group intervention (e.g. more able) Analyse student outcomes and assess ways to improve knowledge and skills 	CMO	Y10 Introduction evening - reprographics, time, refreshments Assembly time, tutors Human Utopia £4000, time from external providers, PPA time, rewards	Sept 2023	July 2024
(1.2) Analyse current curriculum to ensure appropriate challenge. Derive an intervention plan to be delivered for identified cohorts of disadvantaged students, focusing on: <ul style="list-style-type: none"> Higher prior attainment Progress of students in Maths and English 	MTA	Curriculum (registration) time, staff time to identify cohorts, staff time to deliver intervention plan, resource provision, costs of staff time for non-term time interventions,	Sept 2023	July 2024
(1.3) Implement an intervention plan to be delivered for identified cohorts of SEND students, focusing on: <ul style="list-style-type: none"> Cognition and Learning Social, Emotional and Mental Health Speech, language and communication/oracy skills to support greater levels of self regulation and identification of support 	RWH/NMU	Staff time to identify cohorts, resource and deliver intervention plan Staff CPD time Costs of resourcing interventions, printing and outside agencies	July 2023	July 2024

(1.4) Increase student engagement in their learning through promoting an ambitious culture. Identified by data; focus on new year 9 and 10 improving homework and independent study completion rates. <ul style="list-style-type: none"> • Study skills focus in assemblies • PASS/effort grade data identifies cohort • Progress/Pastoral team to identify small group support programme (half termly) 	CMO	Potential mentor finding (e.g. Elevate, Life coaches), reward funding	Sept 2023	July 2024
(1.5) Building on the positive work done so far, further improve overall attendance and punctuality rates in the school, while reducing Persistent Absence (PA), by engaging families, fostering a positive student culture, implementing targeted initiatives, active collaboration with the DFE attendance hub, and developing a comprehensive plan for parental engagement. Further close attendance gaps for both disadvantaged and SEND students.	JCO	Newly appointed Trust Improvement Director, deployed at Montgomery, will lead a strategic group on attendance across several schools, Time for engagement with DFE attendance hubs, PWO's, Pastoral staff, tutor time	Sept 2023	July 2025
(1.6) Plan jointly with Trust Leaders on implementing the 'Beyond Progress 8' initiative and consider which vocational area Montgomery could specialise in. Areas such as computational thinking or linking to the local industry related to the Green Economy	CMO	Trust Director responsible for 'Beyond Progress 8', Staff CPD, Academy delegated staff, timetabling implications	Sept 2023	Sept 2024

2. Organisational Development

To ensure that the academy continues to develop as a well-respected member of the Fylde Coast Academy Trust with a positive reputation in the community. We are outward facing, self-reflective, collaborative and a trust leader in curriculum development.

Why this is a priority?	What we are trying to achieve?
<ul style="list-style-type: none">• Positive liaison with primaries was impacted markedly by Covid. These links are starting to recover and bring new opportunities.• We want our students to understand and fulfil their responsibilities as both local and global citizens including those related to our community and the wider environment• We can learn much from collaboration with other academies in the Trust and further afield, as they can from us• The plethora of learning opportunities offered to our students deserve greater recognition• We need to be aware of and empathetic to the cost of living pressures on our families and staff and support them as best we can• We do not have a formalised structure of engaging stakeholder views when making both operational and strategic decisions	<ul style="list-style-type: none">• Strong links with our main feeder primaries are re-established, supporting each other in cross-phase understanding of curriculum.• More opportunities for the academy to engage with the local community. The academy should reduce its carbon footprint and reliance on fossil fuels whilst increasing levels of recycling• Identify good practice elsewhere that can be implemented as is or adapted for Montgomery. Sharing our strong practice with others is a positive way to develop leadership.• We currently use Twitter for sharing positive news stories. We need to maximise its audience and consider communication strategies to promote the great work of the academy.• The Montgomery Community feel supported through the challenging economic times that the country faces in the short to medium term• An annual programme of stakeholder surveys, backed up by our Quality Assurance procedures that engage views on curriculum, behaviour & attitudes, personal development and staff well-being

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(2.1) To deepen collaborative links with our main feeder primaries, fostering a culture of shared learning and best practices between schools, with a particular focus on pastoral transition and curriculum alignment. Through effective communication, professional development, and resource sharing, ensure a seamless educational experience for students as they transition from primary to secondary school.	New lead for Transition	Transition coordinator, CPD opportunities, Online platforms for sharing resources, budget allocation for hospitality and resources, SLT support.	Sept 2023	July 2025
(2.2) Continue to embed students' awareness of local and global issues and encourage them to consider their views and responsibilities in helping address them. Audit each Curriculum Area in KS3 to raise awareness and relevance of local/global issues and possible career paths.	RHE	-Share local data with each CA to support our responsibilities as global citizens. -MP time to discuss local issues in Assemblies/PSHE lessons	Sept 2024	July 2025
(2.3) Identify areas of academy improvement work where we can learn from visits to other academies. We should look to share our areas of strength more widely, including our much-developed Areas for Improvement.	BGO	Cover for staff going on visits SL and ML meeting time to feedback on lessons learnt and what could be introduced at Montgomery	Sept 2023	July 2025
(2.4) To develop a new communication plan that ensures the positive work of the academy reaches as many stakeholders as possible. This will aim to further embed our use of Twitter, but will also consider the implementation of new communication strategies such as video messages, termly newsletters, and the use of our local newspaper.	JHU	Costs of printing and delivering our termly newsletter so they are widely available to our local feeder primaries and other areas of the community (local library, community centres and churches). SLT and staff time to develop and implement a new communication plan.	Sept 2023	July 2025

(2.5) Strengthen community support and resource accessibility by implementing targeted promotional campaigns for the second-hand uniform shop to increase parent awareness and encourage higher rates of uniform donations, while simultaneously establishing partnerships with local businesses and community organisations to secure regular donations of essential food items for the food bank initiative.	JCO	Staff time, printing costs (posters, flyers, newsletters), Partnerships and Collaborations (local businesses, community organisations, food suppliers), Storage of food and uniform, A tracking system.	Sept 2023	July 2023
(2.6) Implement an annual programme of stakeholder views on areas of academy work such as feedback on behaviour and attitudes, personal development and well-being	CMO RHE	-Staff time to create a timely plan as to when stakeholder views are sought and the mechanisms used to ask them.	Sept 2023	July 2024

3. Student Culture

Higher levels of engagement will have a positive impact on; learning, extra-curricular opportunities, rewards and further improve outcomes. This will also benefit the academy through generating a sense of belonging to an environment where students feel safe, happy and supported in embracing our high expectations.

Why this is a priority?	What we are trying to achieve?
<ul style="list-style-type: none">• Good behaviour in class is important for students to achieve well. Graded good by OFSTED, we can still improve some students' behaviour further.• Some students will need to be taught what good behaviour looks like• The number of days lost to suspensions is too high• Students will engage more productively in all the opportunities the academy has to offer if they feel they belong and are cared for as individuals• The number of concerns about students' mental health has doubled over the last academic year.• Further embedding and increasing the number of cultural experiences that students have access to will broaden their horizons• If students can see their progression routes they are more likely to be ambitious and engage	<ul style="list-style-type: none">• Further Increase the expectations of behaviour in the classroom by making small changes to the well-established consequence system• Clear understanding amongst all students in how they should behave supports a calm and orderly environment• To identify a cohort of repeat offenders regarding suspension, meet with parents and identify behaviour plans to reduce• Embedding more effectively the House system in curriculum areas will help students identify more closely with their peers in other year groups and tutor groups• Increasing mental health support for our students and improving student resilience with bespoke intervention to ensure they make progress in the curriculum.• Further develop the entitlement menu to link more closely to the curriculum and include more off-site learning opportunities.• To utilise data from COMPASS+ to provide further personalised careers information and support

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(3.1) Refine the consequence system in conjunction with student and staff development programmes, such as Trauma informed practice and specific behaviour support, to put more emphasis on students avoiding the lower-levels and hence further reduce the number of lessons disrupted (See 4.3)	GSH	Deliver sessions on the new consequence system to staff and students. Update behaviour policy with the new system and share with all stakeholders.	Sept 2023	July 2024
(3.2) Reduce further the length of suspensions to predominantly a max of 1-day with more serious incidents being followed by time at other academies/ internal isolation	GSH	2 staff have completed the Restorative Justice training. Time required for them to work with individual students.	Sept 2023	July 2024
(3.3) The House system will be integral to our drive on student culture. Each subject offers a half-term challenge that forms part of a House programme incorporating attendance, ambition points, quizzes, physical challenges and charity/community events.	RHE	Departmental time to plan an event that links to the House system.	Sept 2023	July 2025
(3.4) Introduce STEER to provide whole academy, cohort and individual metrics that measure the mental health and well being of students throughout this year. STEER then produces tailored plans/strategies for each child	GSH	STEER training Identify baseline in the Autumn Interpretation of results Implementation of strategies	Jan 2023	July 2025
(3.5) Student “Ambition Passport” programme to be delivered initially focusing on Year 7 students to help develop academy culture and aid student transition from KS2.	MTA	Assembly time, staff time to deliver extra-curricular sessions, financial cost to reward students achieving each milestone, time for rewards sessions	Sept 2023	July 2025

(3.6) To increase Virtual Experience of Work opportunities to ensure all students have a range of experiences	MTA	Curriculum time, staff time to source and deliver the experiences	Sept 2023	July 2024
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4. Leading Culture

We will only achieve further improvements in student culture if we, as the adults, understand the physical, mental and environmental factors involved in the attitudes and behaviours presented by our students. This does not lower our expectations of them, but means that we must model the positive behaviours we would hope to see in all of our students.

Why this is a priority?	What we are trying to achieve?
<ul style="list-style-type: none">• A positive culture is built upon mutual respect and staff can set the tone in their use of positive language• Our academy ethos regarding attitudes and behaviours (SMART) is well-established though we could make more of it in promoting positive culture and relationships• A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.• A large number of our students live in challenging circumstances and live in neighbourhoods of high deprivation.• A small proportion of our students have displayed more challenging and sometimes aggressive behaviours since the pandemic	<ul style="list-style-type: none">• Conversations between all stakeholders should be as respectful and positive as possible, even when there are differences of opinion• SMART to be the framework for all discussions promoting/celebrating good behaviours and attitudes as well as addressing and reflecting on negative ones.• Staff are fully aware of the potential impact on students' well-being or behaviours due to trauma, complex SEND needs or mental health issues and consider this when interacting with them• Staff are aware of the localised environmental factors that our students face in Blackpool and utilise their understanding when upholding their safeguarding responsibilities. Students are confident in how to access Mental Health services when needed• We require staff to become even more skilled at de-escalation techniques. More CPD time needs to be devoted to positive classroom management.

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(4.1) Deliver CPD to all staff on how positive language, including SMART, can be the first tool in developing productive relationships with students. This will be supported by a new FCAT home school agreement.	JHU GSH	CPD time for staff leading CPD CPD time for all staff inc briefing Costs re FCAT home school agreement	Sept 2023	July 2024
(4.2) Use CPD time and regular briefing time to discuss de-escalation techniques/behaviour scenarios and how best to handle them in line with trauma informed practice and sustaining staffs' use of SMART. This will draw upon the good practice we already have within the academy.	BGO GSH	CPD time for staff leading CPD CPD time for all staff inc briefing	Sept 2023	July 2025
(4.3) Montgomery to become a trauma-informed school. Trustwide CPD is to be delivered on September INSET day. A cohort of staff complete the "Trauma and mental health informed schools and communities Diploma"	GSH	Staff to complete training on September INSET days	Sept 2023	July 2024
(4.4) Students Leaders for Mental health and Counselling Website Kooth are also to be trained to support students access the Kooth Website and their qualified counsellors	RHE	-CPD with student leaders -Student leaders identify awareness activities through the calendar	Sept 2024	July 2025
(4.5) Enrol with the DfE Behaviour Hub programme. The Trust will look to work with The Great Schools Trust Behaviour Hub. This will be enhanced at academy level by collaborative work with King's Leadership Academy Hawthornes, who have a similar intake to Montgomery.	GSH	Time to visit King's Leadership Academy Meetings with key staff from the Behaviour Hub	Sept 2023	July 2024

5. Curriculum

Continue to provide an ambitious, reading-rich curriculum for all years, especially KS3, ensuring assessment focuses on identified key knowledge and skills, preparing students for KS4 and opportunities and experiences in later life.

Why this is a priority?	What we are trying to achieve?
<ul style="list-style-type: none"> Curriculum is always evolving: Leaders to evaluate progress on the Ofsted AFIs around KS3 mapping of knowledge, skills, assessment and reading (priorities given below). So that students are equipped earlier with the skills to learn more effectively and independently To continue reviewing KS4 curriculum mapping 2023/24 to ensure knowledge and skills are secure in good time to support students ahead of terminal exams. To build on and embed identified effective pedagogical assessment practice in the classroom to support learners' progress Some students arrive at the academy with gaps in their reading The further development of disciplinary literacy in curriculum areas will enhance even more students' reading skills 	<ul style="list-style-type: none"> Leaders using stakeholder's views to support the evaluation of their curriculum, judiciously selecting the most effective approaches to support learners' progress A fully triangulated model of mapped (KS3) curriculum knowledge and skills with scheduled effective assessment (formative / cumulative summative) A curriculum map/schedule which provides 'buffer time' so as to mitigate against learning gaps Introduction of a Knowledge Organiser folder at year 7 supporting students with K&S acquisition/retention/retrieval Improved outcomes at KS4 which support students progressing onto further education/accessing preferred/first choice courses Teachers' pedagogy becomes rooted in the most effective practice ensuring all students are challenged/supported so as to achieve the learning aims of our curriculum Ensure all pupils are supported to become confident and fluent readers and are able to access the curriculum by embedding systems to improve reading knowledge Each curriculum area is utilising common frameworks across the academy are seeing the impact of improved disciplinary literacy

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(5.1) Leaders provided with a curriculum evaluation 'checklist' (based on research) to include stakeholders' views ahead of curriculum refinement for next academic year	AMO	Time to evaluate/seek stakeholders' views/implement changes (use gained time)	June 2023	Sept 2023
(5.2) QA schedule ensures priority given to the continued monitoring of effective pedagogical assessment practice in the classroom /provide CPD to support	AMO	Leaders'/FCAT time to QA progress Time to plan CPD provision/delivery/resources	Sept 2023	July 2024
(5.3) Plan in 'buffer time' to mitigate against learning gaps. In KS4 subject delivery needs to follow curriculum mapping and content delivery needs to finish on time. Quality assurance will ensure this happens in all subjects.	AMO	Departmental planning time QA time	June 2023	Ongoing (Review in HT3)
(5.4) Introduce a Y7 Knowledge Organiser folder to support the building of independent learning skills that can be further developed as they progress through KS3.	AMO	£1,200 for personalised folders CPD time on effective KOs T&L/Dept budgets used for Y7 - 9 KOs	Sept 2023	Ongoing
(5.5) Continue to embed and closely monitor reading interventions and assessments to close gaps in reading knowledge and fluency. Quality-assure the Literary Canon. Further embed WIKI strategies for reading/vocabulary into the curriculum. Quality-assure the 3 step reading and vocabulary strategies are in place in all curriculum areas via walk-bys and evidence in work scrutiny.	RWH/EBE	SLT English Link to liaise with FCAT English Lead to conduct handover for 23/24 due to maternity leave. Staff CPD time on INSET day/CACPD Staff time to identify cohorts and deliver intervention plan. Staff CPD time. Costs of resourcing interventions (GL assessments, Accelerated Reading, WIKI, digital library)	June 2023	July 2024

(5.6) Deliver CPD on Disciplinary Literacy, focusing on writing, oracy and reading fluency.	RWH/EBE	SLT English Link to liaise with FCAT English Lead to conduct handover for 23/24 due to maternity leave. Staff CPD time SL link meeting time to implement into the curriculum	June 2023	July 2025

6. Leadership

To further improve the impact of leadership across the academy.

Why this is a priority?	What we are trying to achieve?
<ul style="list-style-type: none">• An increasingly positive academy culture can help address improvement areas such as increasing attendance, lowering suspensions and raising attainment• Middle and senior leaders can make the biggest impact on the (QoE) in setting high expectations across the academy and therefore their development is key• The strategic work of the leadership of the academy has become more pressured by day-to-day operational matters and this needs to be tackled• Staff recruitment and retention in education are set to become even more of a challenge over the coming years• The new scheme of delegation introduced from Sept 2022 has already had a positive impact. Further can now be added to the established structure.	<ul style="list-style-type: none">• Increased student engagement in their learning, personal development and ambitions for their futures will be the result of making the daily student experience as positive as we can. This will be led by the senior and middle leadership of the academy.• Subject leaders have the support, training and skills to be the main drivers of the developments related to our three Areas for Improvement.• Senior leaders have the strategic time they need to make the biggest impact on improving all areas of the academy• A happy staff who feel valued are more likely to stay at Montgomery and in the profession. Our academy culture is already an attractive proposition when recruiting new staff.• Governors/trustees ensure that the academy has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. Link governors added overseeing behaviour and disadvantaged provision.

Key actions	Persons responsible	Resource implications including exec leadership time	Start date	End date
(6.1) Following Year 11 examination outcomes and from Curriculum QA evaluations identify specific subjects/cohorts requiring improvement (links to 1.1)	CMO	Examination outcomes meeting time, FCAT QIG (Quality Improvement Group) input, FCAT subject director specialist support, staff CPD	Aug 2023	July 2024
(6.2) Following stakeholder feedback re-write the academy's mission statement, code of conduct to reflect the focus upon developing the positive culture of the academy	SCA	Time for stakeholders to complete surveys. Parental and staff forums to discuss and finalise mission statement	Jan 2024	July 2024
(6.3) Further empower middle and senior leaders in driving improvements in curriculum & culture through coaching, the use of the 3A+ model and leadership CPD, such as NPQs	AMO SCA	SLT and MLG (Middle Leaders Group) time for introducing 3A+ model aimed at curriculum and culture Cover NPQ CPD	Oct 2023	July 2025
(6.4) Implement a plan that reduces the overall operational workload of senior leaders by increasing the distribution of day to day leadership, enabling more strategic capacity to rapidly improve key areas of academy improvement.	SCA	Extra pastoral staffing already appointed and overstaffing of curriculum	July 2023	Oct 2023
(6.5) Following feedback from staff, devise a staff well-being plan for the year incorporating staff well-being events, social gatherings and inter-house or departmental competitions.	JHU	SLT and staff working party time to set and evaluate staff views. Time to implement a staff well-being plan.	Sept 2023	July 2024
(6.6) Identify link governors for behaviour and disadvantaged provision. Organise link visits with staff leaders in those areas.	SCA	FCAT Governor training time for new roles. Lead staff time for visit meetings	Jan 2024	July 2024

7. Finance and Resources

To maintain the stable financial position of the academy under continuing inflationary pressures such as energy costs, external staff pay decisions and the cost of resources

Why this is a priority?	What we are trying to achieve?
<ul style="list-style-type: none">• The dispute between the teaching unions and the secretary state continues and we do not currently know what the pay decisions will be for next year and how much they will be funded through academy budgets• The academy is oversubscribed for the new Year 7 in Sept 2023. This needs to become the norm for the academy's financial security• We want our children to understand their role as a global citizen in helping reduce carbon emission. We must continue to look at ways that we can reduce energy consumption and protect our environment• The number of budget holders that overspent reduced last year, yet more can be done to reduce the use of contingency	<ul style="list-style-type: none">• To maintain the positive trajectory of academy improvement ,whilst committing to the redevelopment/capital investment programme of the academy site through financially challenging times. We must identify savings where we can and review budgets going forward as and when we get new information• A year on year intake of 250, ensures that we can maintain current staffing levels and is a positive reflection on the reputation of the academy's work• A further reduction in the consumption of energy by taking opportunities to use less lighting & heating plus reducing the power use of electronic devices when not being used. This will partly be achieved through the education of all stakeholders• All budget holders need to carefully plan for the whole year based evaluating their spending from the previous year allowing for changes in pricing and student numbers

Key action	Persons responsible	Resource implications including exec leadership time	Start date	End date
(7.1) To review agreed budgets as new information becomes available regarding staff pay decisions and the amount to be funded by academy budgets. Identify where savings can be made on the current budget if needed, whilst maintaining planned upgrades of the site/equipment	SCA/KHE ADO	Meeting time with Finance Lead and Senior Site supervisor to revise spending plans as new funding information becomes available	Sep 2023	July 2025
(7.2) Ensure that we get value for money from all our staff. This includes the extra capacity generated by the use of reserves, together with our current staff, such as UPS staff (Cross reference in Section 5)	SCA/SLT/ SCX SMO (Chair of LGB)	Planning time for effective and efficient use of staffing. Meetings with UPS Staff and if needed Union reps	Jan 2024	July 2024
(7.3) To further embed education on environmental issues, involve the student leadership team as eco leaders in the development and implementation of a comprehensive sustainability plan, and educate all stakeholders on making greener decisions for a more sustainable future.	JCO RHE JHU	PSHE and SLT leads, Educational materials and resources on environmental topics. Training programs or workshops for eco leaders and teachers, guest speakers or experts, newsletters Potential partnerships with external organisations or community groups. Eco-friendly materials and supplies for promoting sustainable practices	Sept 2023	July 2024
(7.4) Formalise and develop the marketing strategy of the academy including advertising, Open Evenings, primary liaison, media coverage and social media. This will help ensure that we are oversubscribed each year.	SCA/FBU	SLT Planning time Open Evening budget for departments Admin time for advertising (This also links with 2.1)	Sept 2023	July 2025

(7.5) CPD for budget holders in how to plan out their annual spending based on evaluations of the previous year and any changes in prices or student-hours	KHE/SCA	Meeting time for budget holders to meet with KHE and review their spending over the last 12 months and plan for 2023-24 (This also links with 2.2)	Sept 2023	July 2024