



2032 Vision

Strategic Plan 2025-2032

Contents

Executive Summary.....	3
Our Values	5
Daily Mission	7
Our Enablers	8
Curriculum for Excellence	9
Behaviour for Excellence	10
Care for Excellence	11
Our Place	12
Our People	13
Our Partners	14
SWOT Analysis.....	15
Journey to Exceptional	19

Welcome to our 2032 vision – a journey to becoming an exceptional school

This is a seven-year vision, reflecting both the seven-year journey most students will undertake from the time they start with us at GWA, and the 7th anniversary of our opening in 2018. It outlines our context and includes the challenges we anticipate facing – challenges we intend to turn into opportunities. In it, you will find reference to the key strategic areas we believe will enable us to deliver our mission: to achieve more than we first thought possible and to create exceptional opportunities which enable successful lives.

Great Western Academy is already a very, very good school. Since opening in 2018, we have created a broad, balanced, aspirational curriculum, appointed and developed strong leaders at all levels, established a high achieving sixth form, introduced and maintained a flourishing extra-curricular offer which is the envy of many other schools, continued to be oversubscribed and to have the best attendance of any secondary school in Swindon. By aiming high throughout and cementing high ambitions for every learner, we have already seen students going on to incredible destinations and achieve their dreams. We set out to be a school that Tadpole Garden Village could be proud of, and we have achieved that.

This is a foundation for the next chapter of our journey – to become a truly exceptional school. But we need to re-group and re-imagine the next stages; the time is right to step into an even brighter future and to imagine, collectively, what an exceptional would look like.

Our aim is to light up the future and provide all learners, regardless of their background, with the opportunity to achieve more than they first thought possible. We want to be a beacon for social mobility, to disrupt any sense of acceptance that selective education or economic wealth is the only enabler of excellent educational outcomes and to become world class in our provision. We will prove that with the right curriculum, excellent behaviours, a strong culture for learning, high ambitions for every child and the backing of a staff deeply invested in care for the young people they work with, that our students can go on to do remarkable things and lead successful lives.

Executive Summary

How will we do this?

By providing an ambitious, broad, rich curriculum designed around the 'know/apply/extend' cycle which leads to excellence across all subject areas and is a sequential seven-year journey between Year 7 and Year 13.

- ◆ By developing a training hub which fully establishes GWA as a centre of excellence for teaching and learning – the 'go-to' school for trainees, practitioners and aspiring school leaders
- ◆ By re-focusing on the enrichment, growth and well-being of our students and staff, with a renewed focus on opportunities to learn outside the classroom
- ◆ By explicitly teaching good behaviours for learning via systems designed jointly by staff and students and by sticking to our promise to 'coach before we correct'
- ◆ By celebrating and championing the importance of literacy through a 'GWA canon' and transformative literacy programme which boosts confidence and offers tailored challenge and support
- ◆ By further developing collaborative, sustainable partnerships with schools, universities, community organisations, employers, businesses, alumni and inspirational achievers
- ◆ **By achieving our mission: to achieve more than we first thought possible by creating exceptional opportunities which enable successful lives.**

Make no mistake, this strategy is ambitious, revitalising and captivating. It has been developed through an internal and external consultation spanning 4 months, during which key stakeholders were asked to explore with us how our school was performing and what 'exceptional' meant to them. The result is a vision and overarching strategy that will be used by our trustees, governors, senior leaders, curriculum leaders and the wider staff to inform and prioritise decision making, both operational and strategic.

We are excited about it and determined to use it to transform the lives of young people. It will act as a roadmap, visiting many points of interest along the way (and potentially hitting a few bumps in the road!), but ultimately guiding us safely to our destination; being a *truly exceptional* school.

David Clarke - Principal, 2025

Executive Summary

Our Values

Our values: Achievement, Care and Excellence

Achievement:

- ◆ We provide students and staff with a **calm, purposeful, engaging, professional environment** where they can achieve more than they first thought possible.
- ◆ We believe **change and innovation lead to growth and opportunity** and have the highest expectations for ourselves and others.
- ◆ We believe in **considered challenge which ensures all learners thrive and achieve**, so that no child is left behind.
- ◆ We believe **student care, safety and well-being** are at the core of their achievement.
- ◆ We believe **it is better to aim high and miss than to aim low and hit**; we have high expectations of all and high ambitions for all.

Care:

- ◆ **We are strong because we care.** We understand that we can only achieve excellence when we care for others, receive care from others and care for ourselves.
- ◆ We believe **students should benefit from the care of professionals to ensure they can lead successful lives.** We strive to support the needs of all learners through our work with key stakeholders and support services.
- ◆ We **believe in the power of belonging.** All students will belong to a tutor group and a house system where the importance of collaboration, tolerance, respect, care are modelled and shaped.
- ◆ We believe in **the importance of the student/staff/parent triangle** and will always look to include and inform parents in supporting and challenging our students to aim high.
- ◆ **We believe in kindness and dedication.** Our simple mantra – ‘work hard, be kind’ – underpins our ethos of care.

Our Values

Excellence:

- ◆ **We believe in championing growth and 'the power of yet'** and in being a dynamic organisation that learns, develops and pursues knowledge and excellence.
- ◆ **We transform lives** by providing an enriching; inspirational and aspirational opportunities for all of our students.
- ◆ **We believe in investing in our workforce** to enable the highest standards and to develop an engaging environment for the creation, implementation and sharing of best practice.
- ◆ **We believe the challenge is always to improve** and in quality assurance, self-reflection and improvement supported by research.
- ◆ **We are on a journey to exceptional staff development** which enables us to recruit and retain the best because they value our investment and are proud to be a member of the GWA team.

What is our Daily Mission?

- ◆ **OUR MISSION:** To achieve more than we first thought possible by creating exceptional opportunities which enable successful lives.
- ◆ **OUR VALUES:** Achievement. Care. Excellence.
- ◆ **OUR VISION:** At Great Western Academy, we strive to inspire our students to enjoy their learning, spark their curiosity, and help them to grow into the best version of themselves so they leave ready and equipped for an exciting future.

Daily Mission

GWA is a place to flourish, to be challenged and to achieve extraordinary things alongside friends, teachers, and the wider school community.

At the heart of our vision is the belief that **we achieve more together**. Great Western Academy is rooted in the community, where student, staff and parent voice matters, dreams are supported. Our curriculum is designed around the '**know, apply, extend**' approach designed to challenge and inspire students, helping them to build the skills and confidence needed to thrive in a world that is always changing.

We are committed to preparing GWA students for life in the 21st century, equipping them with the knowledge, skills, and resilience to succeed in both local and global contexts. In Swindon's dynamic employment and education market of 2025, opportunities in technology, engineering, green

industries, and digital innovation are rapidly expanding. Our curriculum is tailored to help students navigate these pathways, whether they are aiming for further education, apprenticeships, or exciting careers right here in Swindon or beyond.

We want every door to be open for our learners. Whether discovering new talents, exploring future careers, or dreaming big, we are here to support everybody in our community every step of the way. Great teaching and learning are at the core of what we do, and we're proud to have passionate, highly skilled teachers who are dedicated to helping students to succeed.

When families choose Great Western Academy, they do so because of what we stand for: our strong values of **achievement, care and excellence**, our high expectations, and our commitment to every student. Our school is a welcoming, diverse community where all can feel safe, respected, and proud to be themselves.

Our modern facilities reflect our ambitions, providing the best possible environment to learn and grow. We celebrate kindness, hard work and respect, creating a culture where everyone feels they belong.

Great Western Academy is more than just a school, it's a place where aspirations are nurtured, potential is unlocked, and successful lives are shaped. The future is a land without maps. Here at Great Western Academy, our students are the explorers, and we're excited to be part of their journey.

Our Enablers

BEHAVIOUR FOR EXCELLENCE

- ◆ Our work to ensure an inclusive, welcoming, safe environment for learners to achieve will be recognised through successful completion of the 'Beyond Bullying' Award.
- ◆ Our GWA FOCUS model, combined with a lesson structure built around the 'know, apply, extend' cycle and a promise to 'coach before we correct', will lead to improved satisfaction with students' behaviour for learning and truly disruption free learning.

OUR PLACE

- ◆ GWA will continue to be the local school of choice, with more families choosing GWA over selective and independent schools, and more students choosing GWA Sixth Form over other providers as a result of the broad curriculum offer, excellent teaching and strong pastoral care.
- ◆ We will be leaders in sustainability, harnessing the green credentials of our C21st building and working in collaboration with our community to reduce our carbon footprint.

CURRICULUM FOR EXCELLENCE

- ◆ We will be in the top 10% of schools nationally for value added, with all departments contributing to that success.
- ◆ Literacy and numeracy – we will rapidly improve reading ages and at least 80% of our learners will leave with Maths and English at grade 4 or above through dedicated literacy and numeracy strategies.

Great Western Academy

CARE FOR EXCELLENCE

- ◆ Our learners are cared for. This is why our disadvantaged learners will achieve in line with their non-disadvantaged peers. SEND provision will be celebrated, having achieved the nationally acclaimed SENDIA award.
- ◆ We will demonstrate our commitment to caring for our staff through development of flexible working arrangements, effective wellbeing support and the creation of a first-rate training hub which makes us the first choice for ITTs, ECTs, emerging leaders and future headteachers.

OUR PARTNERS

- ◆ Our partnerships with other providers, whether through membership of local and national bodies, work with Universities and ECF providers, will retain our prominent role in education networks.
- ◆ We will demonstrate our commitment to our community by developing work with parents/carers, extending our links with local primary and secondary schools and enhancing partnerships with local and national employers to enhance our careers provision.



OUR PEOPLE

- ◆ GWA will develop talent so that the best teachers, leaders and emerging leaders are recruited, developed and fully recognised as a core strength of the school.
- ◆ Staff will continue to report high rates of satisfaction because of our listening, caring approach and a wellbeing programme which places our colleagues at the heart of our employment strategy, providing the resources and support to enable them to deliver to the very best of their ability every day.

A curriculum which provides achievement, care and excellence for all

Our rigorous subject curriculums are research informed and provide considered challenge designed to sequence learning so that our students know more, can remember more and can do more, **inspiring them and preparing them for future opportunities and successful lives.**

Subjects plan backwards, imagining a successful sixth form student about to embark on further study or employment and planning a sequential route to this point from year 7.

Together, subjects combine to form the GWA Curriculum, reflective of our core values of achieving more than we first thought possible, and, through a **focus on transformative literacy, cultural capital, equality and diversity and leading successful lives.**

The GWA Curriculum is built to achieve the highest ambitions for every student. We expect students to demonstrate a thirst for knowledge in their behaviours for learning and demand 100%, no 'opt out' engagement from all learners.

Underpinning our curriculum is a transformative literacy plan supporting students to read, write and converse using topic specific vocabulary. Learners are challenged with the question 'how would a historian, mathematician, geographer, dancer, musician, linguist... say it'.

Together with Heads of Year and Subject Leads, our Progress and achievement tracking ensures any gaps in knowledge acquisition are rapidly close ahead of Key Stage 4, including any identified during primary transition. **Disadvantaged or SEND (Special Educational Needs and Disabilities) students are no exception – in fact, they are prioritised at transition.**

An ambitious curriculum for all learners

Our 2032 vision focuses on increasing numbers of students achieving Grade 7 and higher at Key stage 4. We believe by **scaffolding up not differentiating down** and not accept that some students deserve 'lesser knowledge'. SEND student receive a full curriculum, adapted to help them to succeed.

Every student will continue to be issued with their own laptop device placing technology front and centre of our daily learning at GWA. As a result, students will be proficient in use of multiple software packages and able to navigate the internet and make use of AI in a positive, affirming manner equipping them for life in the 21st century.

GWA students will receive a programme of study that empowers and enables them to have ownership and increasing autonomy of their own learning and approaches to learning. This includes home learning, revision and increasing meta cognitive approaches designed to support lifelong learning.

Our disadvantaged students will achieve in line with their non-disadvantaged peers and our SEND students will continue to out-perform peers in other schools.

Exceptional sixth form provision

The rich, diverse curriculum offer at Key Stage 5, combined with the quality of our sixth form teaching, will lead to us becoming **a beacon of excellence in the local area** and the 'go to' choice for post-16 provision in North Swindon.

Increasing numbers of sixth form students will apply for positions within leading Universities and Apprenticeships and our careers provision will be second to none.

A culture of exceptional behaviour, belonging and pride

At GWA excellent behaviour is more than a standard – it is a shared commitment that underpins our thriving community. From day one, students are explicitly taught the expectations that shape a respectful, engaging, and disruption-free environment known as ‘the GWA Way’.

Every classroom is a space where curiosity and commitment flourish. High standards are upheld and re-taught, reinforced and modelled daily, through our **FOCUS model - creating consistency and clarity across the school.**

Families choose GWA because of our firm and fair approach. Students are expected to represent the school with pride both inside and beyond the gates, and this visible integrity contributes to our strong community identity. Staff and student voices consistently affirm that behaviour across the school is excellent, not by chance, but by design.

Our approach to discipline is uncompromising in expectation, yet deeply inclusive in practice: we go the extra mile to support all students, especially those from challenging circumstances, and we ‘coach before we correct’.

Our students are proud to belong to GWA. Leadership opportunities and student voice initiatives ensure they feel heard and empowered. **Character education underpins this ethos, nurturing role models who take responsibility for themselves and contribute positively to others.** Our ambition to achieve the Anti-Bullying Gold Award is just one example of how we promote safety, kindness and confidence.

Leading inclusion through innovation and care

Our SEND strategy positions GWA as an exceptional model for inclusive education. We believe inclusion is not an intervention – it is a whole-school responsibility, embedded across our six enablers.

We are a trauma-informed school; our staff understand the impact of adverse experiences and how to support learners with care and insight. This expertise is embedded in our daily practice from day one, creating a joined-up approach to inclusion from Year 7 to Sixth Form. We actively remove barriers to learning so that every student can succeed, thrive and belong.

Diversity at our heart

Equality, diversity and inclusion are more than policies, they are part of who we are. We celebrate the differences that make our community vibrant, creative and just and actively seek student and staff voice to explore how well we are doing as a place where everyone belongs, regardless of background, identity or neurodiversity, making improvements where we find an opportunity to do so.

Inclusion, safety and tolerance are not aspirations at GWA, they are daily realities. **Belonging is not conditional. It is the foundation on which exceptional is built.**



Care for Excellence

Care at the centre of our ACE values

At GWA, we understand that students can only achieve excellence if they feel cared for. Our highly skilled pastoral staff, combined with dedicated heads of year and Key Stage, ensure that students are nurtured and have the strong sense of 'belonging' which we know is so crucial to their success.

At GWA, **exceptional pastoral care is more than a provision - it is a defining feature of our culture and a cornerstone of student success.** From day one, we prioritise relationships, trust and emotional safety to ensure that every learner feels known, valued and supported.

Every interaction is an opportunity to connect. **Our pastoral approach is rooted in presence, consistency and compassion.** Tutors, heads of year and support staff work in unison to create a calm, nurturing environment where students can grow in confidence, overcome challenges and develop resilience. In addition, our House system adds to this sense of belonging, as well as fostering competitive spirit and the thrill of taking part.

Families choose GWA because of the strength of our care. Our systems are proactive, not reactive. Our early identification, timely intervention and tailored support addresses the whole child, not just their academic progress. Staff are trained to notice what others might miss, and we work tirelessly to ensure that no student ever slips through the net.

Fostering a crucial sense of 'belonging'

Our students are proud to belong. They know that this is a community that looks out for one another; where kindness is expected, and wellbeing is championed. From mentoring programmes to mental health ambassadors, our students are empowered to care for themselves and others. Our pursuit of the Wellbeing Award for Schools is just one example of how seriously we take our commitment to pastoral excellence.

Our three annual 'Successful Lives Days' focus on blending essential personal, social and health education centred around self-care and care for one another with skills-based learning designed to test this new understanding in new, different scenarios. This helps to ensure our learners are ready and prepared not only to get to the door of the next stage, be that at an employer, apprenticeship provider or university, but that they have what it takes to get through that door.

Care for our staff

We know that the wellbeing of our students is inseparable from the wellbeing of our staff. At GWA, we are committed to creating a working environment where every colleague feels trusted, supported and empowered to thrive. We actively listen to our staff and respond with policies and practices that promote balance, fairness and professional fulfilment.

Our culture values openness, mutual respect and teamwork. Whether through mentoring, workload management, or access to professional wellbeing resources, we invest in the people who make our vision possible. **Staff at GWA know they are part of a caring community where they are encouraged to grow,** supported through challenges, and recognised for their dedication every step of the way.



Our Place

Our environment shapes a learning mindset

At Great Western Academy, our environment is an extension of our commitment to excellence. We understand that our state-of-the-art building, constructed in 2018 is designed to be a space that inspires learning, fosters creativity, and supports the holistic development of every student. Our facilities are designed to provide the perfect setting for academic, social, and emotional growth, leading to successful lives.

We invest continually in our facilities to ensure they meet the evolving needs of our students and staff. From cutting-edge classrooms and fully equipped science labs to our modern sports hall, all weather pitches, and creative arts studios, every corner of our school is designed with purpose. Our open-plan library space encourages collaboration, while dedicated quiet areas, particularly in our SEND department, support reflection and focus. **Each space reflects our belief that environment helps to shape mindset,** and our goal is to ensure students walk into school every day ready to thrive.

GWA sixth form – a ‘school within a school’

Our Sixth Form Centre provides students the independence, responsibility and respect they need as they prepare for life beyond school. Specialist spaces for performing arts, science, art and design technology and computing provide the tools and environment to deliver a broad, ambitious curriculum. Supporting this are our sixth form only common rooms and study spaces which provide ample room for study and social interaction.

Maintaining our environment is just as important as designing it. We take great pride in ensuring our spaces are safe, clean, and welcoming for everyone who uses them. **Regular upkeep and thoughtful improvements mean that our building evolves with us** and is always ready to meet the challenges of a changing world.

A sustainable future

Our commitment to excellence includes a responsibility to our students, our community and our planet. At GWA, we believe that **a modern school must also be a sustainable one.** We are proud of the environmentally conscious design of our building and are committed to running it in a way that minimises our impact on the environment.

From energy-efficient lighting and heating systems to waste reduction strategies, sustainable transport initiatives and solar panels on the roof, we actively look for ways to reduce our carbon footprint.

Students are regularly involved in eco-projects that raise awareness and encourage action on climate-related issues.

We are proud to be part of the Eco-Schools programme and are working towards re-accreditation as a Green Flag School – an internationally recognised symbol of excellence in environmental education and sustainable practices reflecting our belief that students should be active stewards of their environment.



Our People

Developing transformational leaders for today - and tomorrow

At GWA, we grow leaders who inspire excellence in others.

Leadership development is intentional, sustained, and ambitious. Through a dedicated talent pipeline, Leadership Matters programme and succession planning strategy, we ensure that exceptional leadership thrives at every level, from emerging talent to experienced senior leaders. National qualifications, coaching, and cross-school collaboration enrich this journey, fostering a culture where leadership is shared, celebrated, and constantly evolving.

Middle leadership is the heartbeat of our school and has been routinely identified in external reviews as a core strength, driving forward the culture, standards, and progress at GWA. **Leadership isn't confined to titles; it's a way of thinking, acting and influencing.** It's how we bring our 2032 Vision to life.

Exceptional teaching, outstanding outcomes

Great teaching is the cornerstone of student success. Our classrooms are characterised by consistently high-quality instruction, underpinned by evidence-informed training and coaching. Every student benefits from expert teaching, every day - a relentless focus which will place our outcomes in the top 10% nationally for value-added.

Our self-developed training hub will help to attract the very best candidates because professionals want to grow here. Early Career Teachers actively choose GWA as their launchpad into the profession, knowing they will receive outstanding support, mentorship and development. We retain our talent because our teachers feel valued, supported and challenged to be their best.

Professional services that empower teaching

Behind every great lesson is a team that makes it possible. At GWA, our support staff teams do more than support - they lead. These roles are redefined to reflect their central contribution to school success, with collaborative models developed across our wider school partnerships.

Efficiency, innovation and strategic thinking shape our operational model, ensuring that teaching staff are freed to focus on what matters most: educating and inspiring. Our business-minded approach to systems and structures ensures that every team member, whether teaching or support staff, is positioned for impact.

A culture of belonging and pride

Our staff, like our students, feel that they truly belong. GWA is a place where diversity is valued, neurodiversity is understood, and everyone is empowered to grow. Inclusion is not a side initiative, it is central to who we are. Staff surveys and retention rates reflect a culture where high expectations are matched with high levels of professional care.

We are proud of the richness of our team and the strength of our shared identity. Whether leading a classroom, managing a service team, or beginning their teaching journey, colleagues at GWA work with purpose, optimism and ambition. **This is a place for people who want to make a difference and who are ready to thrive.**



Our Partners

It takes a community to raise a child

At GWA, we understand that the best outcomes come from working together. Education is not something we do to young people – it's something we do with them, and with the community around them. That's why we place such high value on the wide range of partners who help us shape lives and create opportunity every day.

Our students will continue to be at the heart of everything we do, and we treat them as active partners in their own learning journey. We listen carefully to their voices, actively engage with the student council, student voice surveys and focus groups, acting on their feedback and involving them in shaping the culture and direction of our school.

We place great importance on the relationships we build with parents and carers. **Strong, open and respectful partnerships with families are central to student success.** Whether it's through regular communication, shared support strategies, our support for families programme or simply taking time to listen, we work hand in hand with parents to ensure every child feels supported, understood and challenged to achieve their best.

Quality assurance through robust school governance

Our governors and trustees will continue to bring strategic oversight, challenge and deep commitment to our vision and values. Their guidance ensures we remain focused, ethical and ambitious in everything we do. We will ensure our governing body includes a wide range of skills and backgrounds and that we plan for succession.

Successful transition through partnership

Our relationship with local primary schools is especially important. Transition to secondary school is a pivotal moment in a young person's life and we go above and beyond to make that experience smooth, reassuring and exciting. Our transition will continue to evolve to tackle the Education Endowment Fund's 'trio of challenges' at Key stage 2 to 3 transition; **curriculum continuity, school routines and expectations and healthy peer networks.** By developing our transition plan to enhance early contact, school visits, a defined outreach programme and strong pastoral handovers, we are confident that students joining GWA will feel confident, connected and ready to thrive from day one.

Connecting students with real-world opportunities

Beyond the school gates, our partnerships extend across Swindon and beyond. We collaborate with local businesses to bring learning to life and connect students with real-world opportunities through our Careers programme.

Our links with secondary schools, colleges and universities strengthen our curriculum, inspire aspiration and open pathways into further study and employment. We're also proud to work closely with community groups and organisations, sharing our resources and expertise to support local priorities.

Together, these partnerships make us stronger. They help us stay grounded, outward-looking and constantly evolving so that every student at GWA benefits from a truly connected, community-driven education.

SWOT Analysis

In 2025, a period of staff, student and parent consultation assisted in the creation of a SWOT analysis to help inform our 2032 vision

<p>Strengths:</p> <ul style="list-style-type: none"> - Leadership that listens - Staff who truly care - Student recruitment to KS3 - Curriculum breadth and balance - Extracurricular provision through our 'Enrichment' curriculum and more - Individual department outcomes - Student destinations - Staff/student relationships - Financial acumen - Developing opportunities for learning outside the classroom - Genuinely outward facing and partnership focused - Growth of self-generated income 	<p>Opportunities:</p> <ul style="list-style-type: none"> - To be a beacon of excellence within the Tadpole Garden Village and Swindon community - Sixth Form growth - To become the +0.5 VA school we set out to be through development of curriculum and 'quality first' education - To scan for best practice and adapt/adopt to work in our context in the areas where improvement is most required - Establishment of a Training Hub to train and retain our own - To develop our PAN to reach 1400 (including a full sixth form) - To better develop relationship with our Parent body - Solid foundations means it is now time to be bold and brave!
<p>Weaknesses:</p> <ul style="list-style-type: none"> - Political instability and lack of political educational leadership - Inconsistencies in T+L and some in-school variance - Time to invest in sustainable, productive partnerships - Bureaucratic processes linked to central and local government - Availability of funding from non- government sources - Potential to become 'inward looking' as a result of remaining a SAT - Staff absence remains higher than desired 	<p>Threats:</p> <ul style="list-style-type: none"> - School funding leading to deficit budgets - Increased need for specialist 'pastoral' roles to deal with evolving student behaviours and lack of funding to meet this demand - Underfunded/poor performing children's services, including specialist provision - Global challenges will bring a greater span and range of challenges - Staff burnout - National shortage of staff / Lack of quality of applications for some roles - Size and design of school building capping further growth - Poor behaviours demonstrated by a small minority of students/parents begins to dominate

2025 Consultation

We consulted staff, students and parents in the spring of 2025 to find out how they thought we were doing and what they wanted us to do even better. The results have informed our 2032 vision and our 'journey to exceptional'.

STUDENTS

You Said:

- You enjoy learning at GWA (76%), but some lessons could be more purposeful, fun, or engaging.
- You believe the curriculum is broad and balanced (88%) and that your key skills are improving (76%).
- You'd like more practical, exciting lessons and more varied school trips.

Feedback and classroom routines (like teachers greeting students and using Do Now tasks) have improved since 2023.

- Homework is less enjoyable, and the amount could be overwhelming.
- Some students raised concerns about classroom behaviour and inconsistent rewards.
- "Kindness" was the top quality you value in a great teacher.

We Did:

- We added "returning to learning outcomes," "purposeful and engaging lessons," and homework quality to the 2025-32 Teaching & Learning Action Plan.
- We're setting up student and staff focus groups to define what "calm and purposeful" and "fun and engaging" lessons *really* mean to students.
- We're collaborating with the behaviour team to improve classroom climate and consistency, introducing the GWA FOCUS steps.
- We're reviewing the volume and type of homework in 2026 set to ensure it is meaningful and manageable.
- We're exploring ways to increase opportunities for practical learning and planning more diverse school trips, publishing our trips and visits offer and challenging subjects to run at least one trip per subject per key stage per year.

PARENTS

You Said:

Stronger feedback on:

91% of parents would recommend GWA to another parent. 86% of responses were "Agree" or "Strongly Agree" across all questions.

My child feels safe at school / My child is making good progress / My child is taught well / The school is well led and managed

Weaker feedback on:

The school deals effectively with bullying / The school responds well to concerns raised by parents / some of our communication

We Did:

- Student Behaviour:

We are working on strategies to ensure lessons and social times are productive and focused for all students, including the GWA FOCUS steps

- Student Interactions: We are reorganising our pastoral support systems and relaunching initiatives like the School Parliament and Anti-Bullying Ambassadors to enhance student relationships.

- Communication: We plan to clarify expectations for response times and will communicate more effectively regarding escalation procedures if parents feel their concerns have not been addressed adequately.

- Trips and Extra-Curricular: A 'Learning Outside the Classroom' brochure will be available on the school website this summer, highlighting our ongoing efforts to expand and enhance our trips and extracurricular offerings, including our commitment to offering at least one visit per subject per key stage per year

STAFF

You said:

Compared to the same questions asked in 2023, there was almost universal improvement.

Stronger feedback:

- You are confident in recognising and reporting safeguarding concerns

- You are proud to work at GWA, treated fairly and with respect and that you enjoy your work

- Our pupils feel safe and know who to speak to if they feel unhappy

- That school leaders are mindful of staff wellbeing and have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils

Weaker feedback:

- Pupil's behaviour is not always good and there are inconsistencies in the way behaviour is managed/supported

- The role of the tutor is not always well supported

- Leaders do not always take workload into account when developing and implementing new policies

We did:

- GWA will implement our FOCUS steps programme and 'taught character curriculum' from September 2025 to tackle the poor behaviours of a minority

- The revised pastoral model and change from heads of house to heads of year will be accompanied by a revised tutor programme

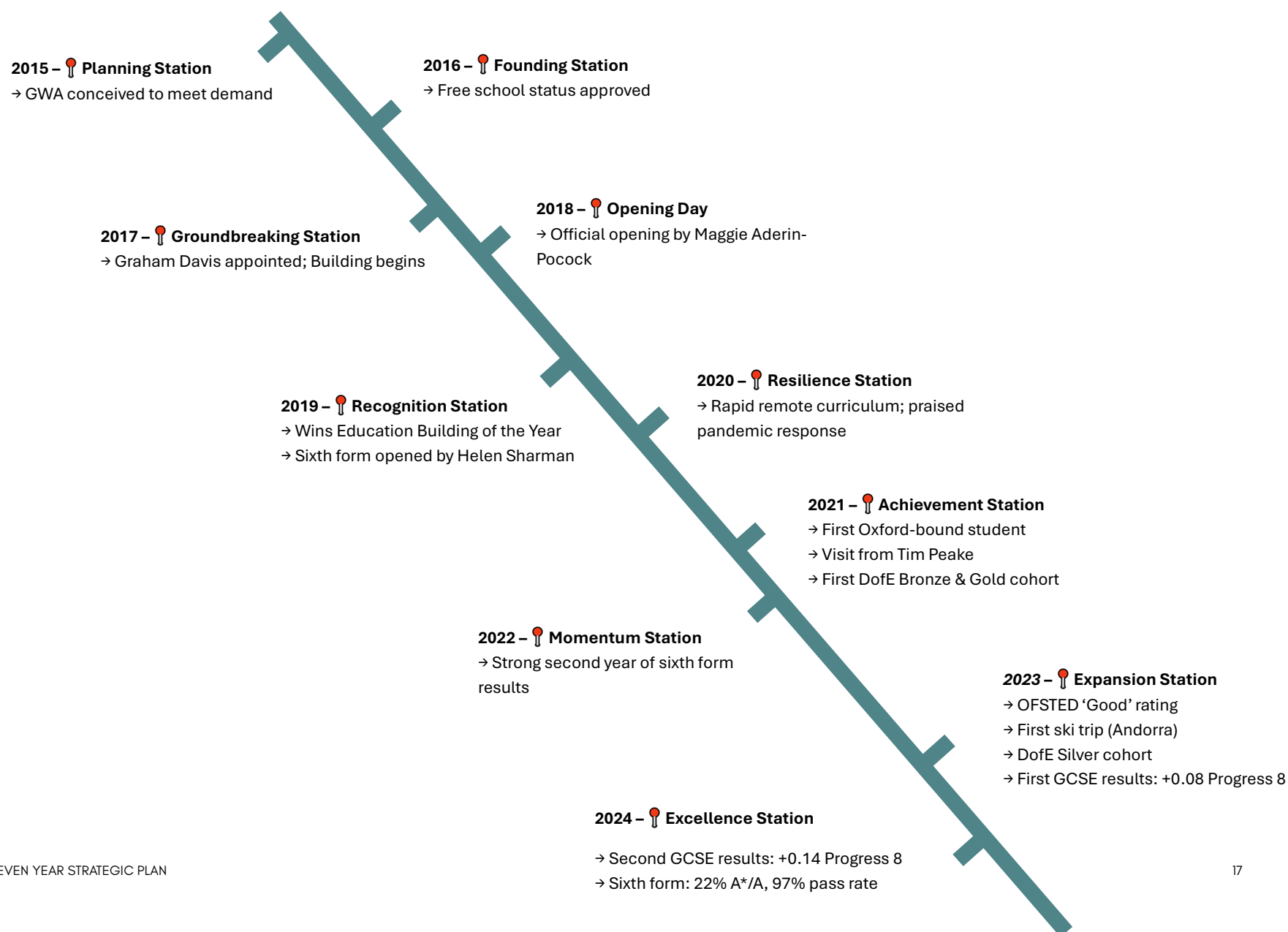
- Further consultation of staff focus groups on policy implementation will be included in the strategic planning of our 2032 vision to better account for workload impact

- Planned to apply for Investors in People Award (or similar) to provide a framework for improvement around staff wellbeing

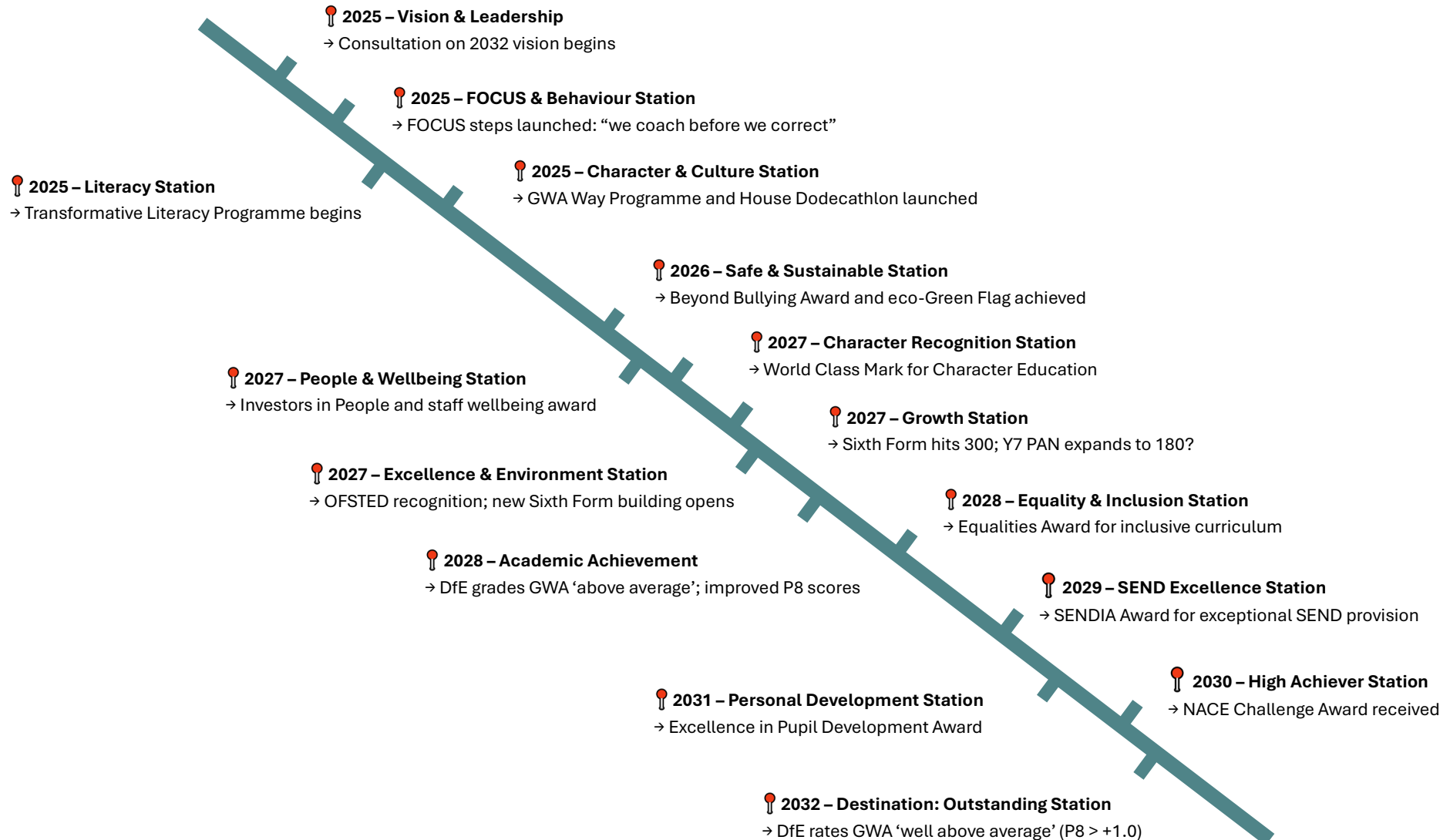
- Set ambitious targets around receiving award recognition for our character education

- Revised School Council model to better incorporate student-centred views on how to improve

GWA Main Line – 2018–2025: Where have we come from?



GWA Main Line – 2025–2032: Destination Exceptional



How will we implement the '2032 Vision – Journey to exceptional'?

The vision has been developed over a period of six months from February 2025. Working closely with our key stakeholders we will consult to ensure our plan is fit for purpose, that we have the capacity to deliver on it and that it meets the needs of our school.

The final version was presented to the governing body in July 2025. Following approval of the plan we led a programme of engagement with key stakeholders, inviting our staff colleagues to join us in preparing for launch and sharing the key aspects of the vision with them. Key aspects of the vision were written into the school Improvement and Implementation plan in July 2025 and will feed into our annual cycle of Department and Year Group Improvement Plans written in September 2025 following publication of summer exam results.

The senior leadership team will designate regular review points across the year designed specifically to plan for, track and evaluate progress against the vision document, updating the Improvement and Implementation Plan termly and reporting back to the governing body.

What measures will be taken to keep the vision 'on track'?

Senior and Middle Leaders have been tasked with specific responsibilities to enable us to 'hit the ground running' in September 2025. Keeping the plan 'alive' from day one is essential if we are to achieve our goals. Our July 2025 INSET day marked the official launch and a suite of 'sub plans' in the form of Department and Year Group Improvement plans (already embedded in the school's planning and review cycle) will include detail on the delivery phases of the plan, encompassing the 6 'enablers'.

Our annual exam reviews will include focus on use of the six enablers to improve achievement, care and excellence outcomes in line with the school's values. From September 2025, our renewed programme of staff appraisal will support delivery of this strategy via individual targets set to achieve individual aspects of the plan. Updates will be provided to the governors on a regular basis by the Principal.

Journey to Exceptional



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