

Newmarket Academy Self-Evaluation Form 2017-18

School Context	Revision date: February 2018
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Students	The school has 623 students on role. Cohorts are approximately 120 apart from year 11 (84). Generally cohorts are rising with the current year at 131. 25% of students are entitled to PP funding. 15% of students are designated EAL learners, with a higher percentage in years 9, 10 and 11. 0.5% of students have EHC plans and 8% have SEN support.
Staffing	There are 36.7 full time equivalent teaching staff. Turnover is now relatively low and the school is now able to attract high quality applicants. The recruitment policy during the School Organisation Review has resulted in a very high percentage of UPS 2+3 FTE. Absence is close to national averages resulting from some planned absence for medical operations. We are now fully staffed. We have one vacancy in Maths with a one year contract in place.
Curriculum and Timetable	All lessons are 60 minutes. Students in years 7+8 are currently organised into aspirational and support groups based on prior attainment data supplied by the feeder primary schools (this is being reviewed for September 2018). Catch up funding is deployed to support this curriculum model. All students in years 7+8 learn at least one language and computer science. We introduced a three year key stage IV in March 2015. Students were again banded based on KSII prior attainment data and the curriculum offer adapted to reflect both historic outcomes data and Progress 8 and EBacc recommendations. Approximately 80%+ of students now follow an Ebacc curriculum. Students are set in English and Maths in all years and in Science in KSIV able students based on prior attainment are offered the opportunity to take triple science options. The other students take Double Science. All students in years 7+8 are required to choose an “Enrichment” activity which is a Period 6 offer. Students in years 10 and 11 are required to attend intervention lessons.
Other features	The school has a Montessori Nursery within site which has a “Vatican City” status. We also provide facilities for the West Suffolk College Animal Care course. There are 60+ students currently on this course – all of whom are on WSC role (all wear red lanyards to denote that they are WSC students). These students are bound by our rules with regard to appearance and regulations but are not taught by NA. The school was visited by Ofsted in May 2017 and was rated good overall. The school has established very strong relations with the community (NAGBP, Ambassadors, Newmarket Festival etc)

1 Overall Effectiveness	D. Overall 2 :	F. Last revision date: February 2018	G. Author: NFY
Summary	The School was visited by Ofsted in May 2017. The school was graded good overall and good in all four key areas. The sixth form which now has no students was graded Requiring improvement – see section on post 16 learning. The community is now positive about the Academy and support from the local community and stakeholders is substantial.		
Sub-criterion		B. Brief summary of main strengths and areas for development²	
Leadership and management	2	Leadership is a growing in capacity and capability. Key middle leadership role in Mathematics has been filled. Our main focus is on developing middle and senior leadership to ensure sustainable improvement over the next two years. We have with the support of the Trust a programme of training sessions for all MLs to develop skills in leadership styles, accountability, pedagogy, data-tracking, monitoring and lesson observation etc. Three senior MLs are on developmental courses delivered by the Trust (Ambition Leaders), and this year we will focus on the transition to leadership for all MLs. (see Ofsted May 2017)	
Quality of teaching, learning and assessment	2	Over 90% of lessons observed last year were good or better. Target setting is based on P8 = +1.0 for all students except those in support curriculum. A successful recruitment strategy and development of existing staff through our Senior Lead Practitioner role has eliminated any inadequate teachers and raised the overall quality of learning to good. We have adopted a clear and effective learning and teaching policy and identified three key areas of focus this year (see T+L record). Marking and feedback is now a strength which underpins more accurate assessment. The whole school Trust review and a recent school to school maths and science reviews judged learning and teaching to be good. Departmental, Aspect reviews and Learning Walks by Headteacher ensure that close monitoring and development is in place. All MLs have cross department QA processes in place. (see Ofsted May 2017)	
Personal development, behaviour and welfare	2	Students feel safe at the Academy. (see Ofsted May 2017). Relationships between students and between students and staff are strong. Careers guidance, mental well-being and engagement are strong. Attendance is above national average ending the year in July at 96.3%. (PA = 5.41%, unauthorised absence 0.8% and the PP-non PP gap is better than national average – the PP –non PP attendance gap is currently -1.16 percentage points. Overall attendance at 29 January 2018 was 96.11%). The improvements are the product of the new house system, which supports and challenges each student and ensures their progress through the academy is tracked and prepared for the challenges and opportunities ahead. Our priority is ensure early intervention based on transition data even greater levels of consistency and higher levels of active engagement in lessons. (see Attendance pack). We have introduced ‘attendance blitzes’ to promote improved attendance of identified students. Early feedback is very positive. (see tracking data). Eliminating remaining low level disruption is a key priority, as well as establishing routines for home learning.	
Outcomes for pupils	2+	Outcomes rose to 59% 9-4 in English and Maths Threshold in 2017 and a national average P8 (-0.03) was achieved according to the benchmark checking data. LPA students seem likely to have achieved a sig + P8 (0.25), and HPA sig – P8 (-0.30). Work on raising aspiration and self-esteem amongst boys had some impact last year, as the boy- girl gap for P8 has narrowed significantly to –0.07. The PP gap at 9-5 narrowed significantly but not sufficiently at 9-4. These results should be considered against the starting point of the cohort (-1.3 APS below National Average). Our headline figures for 2018 will show further improvement – threshold scores are expected to be close to 70% 9-4 and 45%+ 9-5. Significant improvements are expected in target departments.	

16-19	2	Results for post 16 learners (A Level and Academic) were a VA of -0.34 (A level), -0.29 (Academic) and +0.77 (Applied General). Results were significantly affected by the very small cohorts in the sixth form (17 students in all). There are currently no post 16 learners.
SMSC and Physical Wellbeing	2+	A new SMSC strategy has been introduced in which SMSC strands are promoted both in the curriculum and in Meeting time. This is supported by the content of assemblies. Students are aware of the Academy values and recognise the importance of upholding these values. All students are provided with a varied sporting curriculum. Our SMSC provision was reviewed in December 2015 and is feature of Trust Internal reviews September 2015, October 2016, April 2017 and Ofsted May 2017 all confirmed that provision is good and clear targets for development have been agreed and implemented.
Safeguarding	2+	All staff have had safe-guarding training and our PREVENT training and monitoring shows good levels of awareness and confidence in the policy and the required actions. All sage-guarding issues are dealt with quickly and effectively by the DSL and liaison with outside agencies is effective. All AHoS have had appropriate training to deal with all safeguarding issues. All students are aware of safeguarding procedures.

2 Leadership & Management		D Overall 2 + :	F. Last revision date: February 2018	G. Author: Nick Froy
Summary	Leadership and management is developing quickly. We now have MLs in post who have a clear understanding of their role and accountability. We have a clear monitoring process through which we can QA all aspects of leadership. Support from the Trust has clarified the role of middle and senior leadership and given staff greater awareness of the role.			
Even Betters....	<ol style="list-style-type: none"> 1. Further embedding of MLs role -more regular and rigorous QA 2. More ownership of Academy key values and development of leadership behaviours 3. Accuracy of predictions in identified subject areas 			
Sub-criterion	2	B. Main strengths and areas for development		
Impact on outcomes; students' progress	2	Improvements in outcomes are evident in many subjects where there is comparable data. Outcomes in English were above FFT 5 target data. Impact was not achieved in a number of Ebacc subjects. Positive outcomes were achieved in the Open element of the P8 score. LPA students made significant progress P8 = (+0.25). HPA progress was disappointing. Action plans exist in target Ebacc subjects. Shift in emphasis for HPA students to in class challenge. PP progress was good at 9-5 level but not strong enough at 9-4 level.		
Impact on teaching and learning PA and PD	2	<p>The Academy has overhauled the PA process. 53% of staff were not offered or entitled to increments and no member of staff was offered a double increment. All staff are now on the same annual cycle. All appraisers have been trained by an outside provider on the elements of successful PA. We use the departmental QA and aspect reviews to inform holistic judgements. PP, Literacy and Challenge for HPA students are key Academy foci and this is reflected in the PA objectives.</p> <p>Our PD process has been refined and focuses on fewer key elements and builds in time for embedding new ideas and researching new approaches to pedagogy. The school is actively promoting the How2 resource for planning challenging learning. . The SLPs have been critical in providing teachers with bespoke support – for our recently qualified members of staff and those still completing the S2T programme.</p>		
Curriculum	2+	MLs have adapted well to the decision to introduce a three year KSIV PoS. All departments are prepared for the demands of the new courses at both KSIV. We are adopting a Trust wide Assessment model and have committed to half termly meetings with counterparts from other schools in the Trust to standardise. We also adopted the same KSIV specifications from September 2016. All departments have revised their SoL for the current term and these are stored centrally. SoL were reviewed in the summer 2017. MTPs are published on the website. Explicit reference is now being introduced for SMSC agenda. A curriculum review is planned to inform timetabling for September 2018.		
Self-evaluation	2	We have revised the format of the DIPs to allow focus on key issues. All depts. are working in collaboration to complete effective QA. All MLs have updated their DIPs and completed rigorous analysis of outcomes. Work on DIPs is monitored by the Principal. All HoDs have had to meet the HoS to review results and agree foci for the year ahead. This process is repeated after each data drop throughout the year when MLs are asked to revise DIPs after each data drop and after departmental reviews. Members of the SLT have prepared termly plans to reflect on progress and actions towards agreed priorities. All departments now using the quick check dashboard for self-evaluation.		

Expectations, culture and behaviour	2	The Academy has embedded a clear set of values and uses these to promote good behaviour around the school and in class. In March the principle of “meeting time” was relaunched to promote the ideas of talking about learning, discussing issues with each other in a respectful and productive way and being aware of issues beyond the immediate world of the Academy. A SMSC calendar has been produced to underpin our values driven approach to the school. The number of exits, IEs and FTEs have declined significantly year on year (see data set). There were 3 PEXs in 2016-17 and 1 in January 2018. The main focus is supporting all teachers in eliminating remaining low level disruption through challenging and supportive approaches to learning.
Governance	1-	Governance is strong at the Academy. The Governors are very active in the school and provide constant challenge. Governors carry out monitoring visits and meet staff and students to gauge the progress the school is making. Governors recognise the contribution of staff with termly awards. See governor visit record. NA governors made a significant contribution to the SWAT 2 nd Governor conference – October 2017.
Promotion of equality of opportunity	2	The Academy has a clear policy of promoting equality of opportunity and equality objectives are clear. The school is rigorous in its efforts to eliminate any prejudice, stereotyping or discrimination. All appointments are made by staff and governors who have successfully completed the safer-recruiting course. See relevant policies
Protection from radicalisation and extremist views	2+	Our senior safe-guarding member of staff has trained all staff on the PREVENT agenda and has audited the school’s provision. The use of “meeting time” is specifically designed to ensure that the key Academy values of respect and integrity are held at the core of the Academy. There have been Challenge Days which raise awareness of the risks associated with radicalisation. All classrooms have the “Britishness” poster prominently displayed and opportunities to protect students from extremist views are integrated into SoL
Safeguarding and care	1-	Safe-guarding is strong in the Academy. Staff have been trained and are aware of the requirements to reports concerns. Our Heads of School have all been trained on safe-guarding and on “Signs of Safety. Our record-keeping of all safe-guarding issues is excellent. Students are reminded of on line safety advice and guidance to back up work in Meeting time, assemblies and challenge days. The DSL keeps accurate records and liaises actively with other agencies.

3 Quality of Teaching, learning and assessment	D. Overall : 2	F. Last revision date: February 2018	G. Author: NFY
Summary	Teaching, Learning and assessment has improved significantly in the last year despite significant staffing issues. Publication of the T+L policy and use of the “grid” to assess T+L have made substantial impact on the day to day learning experiences of the students. 90% of lessons observed last year (see spreadsheet) were judged good or better. 85% of learning is good or better (impact of 1 non-permanent teacher). We have established key foci for the entire year; Knowledge based curriculum, HPA, Collaboration and Risk-taking. We embed the Academy approach to learning with new staff.		
Even Better....	<ul style="list-style-type: none"> • Risk-taking is a key element of learning. • Regular coaching for all staff • Paired observation • Promotion of student voice in assessing learning 		
Sub-criterion	2	B. Main strengths and areas for development	
Learning	2	Teachers are clearly planning learning to meet the needs of all learners in the classroom. WALTs and WILFs are embedded. Students are making progress as evidenced by the improving results and from the transition matrices. Further improvement is required in the challenge for challenge the HPA (and especially PP) students. Students are reporting that they are both enjoying their learning more and have confidence in the teachers. We have recruited additional MFL capacity and receive support from A trust HoD to address concerns about MfL provision (see SEV report)	
Teachers’ expectations	2	Teachers’ expectations are rising. The improvements in outcomes and the feedback from Ofsted has given teachers confidence which is being transmitted to students. The expectation that each member of staff contacts 3 parents/carers per fortnight is also driving up expectations. Lack of focus is still an issue where teaching was not consistently good. Risk-taking an personal development through SBP are our key foci.	
Teachers’ expertise, planning and strategies	2	Teachers now work in teams to reflect on their teaching. At the Sharing Best Practice sessions each week staff and now students explain to colleagues ideas, approached and strategies that have been successful in their classrooms. SLPs work with individuals to improve their practice and colleagues from the Trust have been significant in supporting improving practice across the Academy. Our focus for the coming year is to distribute leadership of TLA to MLs, monitor closely the QA process and encourage teachers to take risks.	
Equality and diversity	2	Learning promotes opportunity, respect and tolerance. Key issues are also developed in meeting time and supported by our SMSC calendar. Students perceptions of our support for equality and diversity were assessed February/March 2017 – see Aspect review and governor report	

<p>Teaching of RWCM³</p>	<p>2</p>	<p>The Academy has a clear Literacy policy and tracks literacy in years 7-9. We have made use of the Accelerated Reader programme to promote reading and all students are required to have a reading book at all times. Reading is a requirement in Meeting Time at least once a week and often as a starter activity at the beginning of lessons. All SoL are being updated to ensure that Literacy and Numeracy is embedded. Our marking policy is explicit about the importance of marking for literacy. We need to provide bespoke support to colleagues who are still not meeting our expectations regarding literacy marking, and also to promote Numeracy across the curriculum. We believe the focus on effective communication in meeting time will promote higher level reflection of progress and the strategies to accelerate progress. In March we held the first Newmarket Literacy Festival with representation from all Newmarket schools. We will use a significant financial contribution to acquire more book for the library. Developing literacy and in particular reading is a key focus (see Ofsted 2017)</p>
<p>Assessment</p>	<p>2+</p>	<p>Assessment is both summative and formative. We record progress at DPs throughout the year which is then analysed by HoDs, ALs and Heads of School. We standardise all our assessments particularly in KSIV with colleagues from within the Trust. The key area of focus is embedding high quality AfL in lessons and using skills gap analysis to ensure that there is evidence of progress in lessons and over time.</p>
<p>Marking, homework, reports to parents</p>	<p>2+</p>	<p>A new homework policy has relaunched homework in response to students and parent expression of concern. We now have a homework calendar which proscribes the amount, duration and expectations surrounding homework. A major focus on setting, collecting and marking homework has already been reported by students to have had a positive effect. Summative outcomes are recorded in Data Points and these are discussed with students and sent home to parents as well as the annual written report. Feedback from the Parents Forum conform a positive impact. Further improvements will come with the monitoring of the new homework policy and embedding the Academy values in written reports. Attendance at parents evening has risen sharply and now consistently exceeds 80%.</p>

4 Personal development, behaviour and welfare	D Overall 2+:	F. Last revision date: September 2017	G. Author: Nick Froy
Summary	This is an area of rapid improvement. The introduction of the House system and a new Behaviour for Learning policy has improved students' attitudes to learning. We actively promote our core values and challenge and support students throughout their time at the Academy. The House system is built around supporting the whole child and works with students, parents, teaching staff and outside agencies to ensure that all students can achieve our three aims: Successful learners, responsible citizens and confident individuals. A comprehensive and cohesive CEIAG plan supports progression		
C. Even Better....	<ul style="list-style-type: none"> • Consistent delivery of the BfL policy – engagement of all learners in lessons • Increased support and engagement with vulnerable groups • Further development of CEIAG 		
Sub-criterion	2	B. Main strengths and areas for development	
Engagement in Learning	2-	Students are engaged in their learning. Punctuality to lessons is good and students are generally very positive about their learning. They are aware of the changes in ethos and purpose of the school and the number of high profile disruptions to learning have disappeared. The number of exits from learning has also decreased significantly (evidence BfL log and student voice lunches). We have introduced and now need to continue to embed “meeting time” to support the development of deeper reflection on learning and to embed our core values. We will use the new student council project and on-going student voice lunches to measure engagement. We ask students to complete Tutor Mentoring logs each half term to reflect on their SMSC development and engagement in their own learning.	
Citizenship and SMSC	2+	One of the key aims of the school is the development of “responsible citizens”. Students are actively raising money for a wide range of charities. We promote SMSC and Britishness through the curriculum and in our Meeting Time activities (SoL and SMSC calendar). The school actively promotes its values in all aspects of the school and these we believe prepare students to be good citizens. See Aspect review February/March 2017 and Governor report	
Behaviour	2	Behaviour is good. A very clear and effective BfL policy is more consistently implemented. The development of the “House system” has promoted calm and positive attitudes. High profile students have modified their behaviours and are engaging with our support and the number of exits is down sharply on this time last year.(BfL log and Franklin case study + student case studies). Students treat each other and adults with respect and consideration. Parents have commented on improvements in focus and the level of support. We remain committed to engaging all learners and focus on current year 11 who have had least time exposed to the Academy’s values. Our main area for development is to develop student self-regulation. A significant percentage of our FTE is linked to a very small number of students. We are focusing on the link high proportion of FTEs linked to PP and SEND students which remains above national averages	
Pupils’ attitudes	2	Students are increasingly resilient (one of the Academy values) and able to discuss challenging issues in a constructive and respectful way (meeting time observations). Student voice lunches show a positive attitude to the development and values of the school (student voice summaries) – see also SEV and Internal review reports.	

Safety and mutual support	2	The House system has promoted a supportive and caring approach to all students. Students feel safe (see Ofsted 2017 and parent/students survey feedback). All students are clear where to go to secure support and are confident that they will be supported (student voice lunches). On line safety is regularly revisited through assemblies, meeting time and challenge days.
Bullying	2+	All incidents of aggression and derogatory behaviours are carefully recorded and dealt with robustly. The students are aware that the school takes behaviours of this nature extremely seriously and will support the victim and challenge and support the aggressor. Incidents of this nature are rare and quickly dealt with.
Attendance	2	Attendance is improving rapidly. At 95.4% at the end of 2014-15, and 96.3% at the end of 2016-17, and currently at 96.11% we have seen significant improvements in attendance. PA and the PP-non PP gap is also below National Average and narrowing (-1.16 <i>percentage points against -2.2 last year</i>). Persistent Absence has fallen to 10% down from 8.7%. This is the product of robust and rigorous monitoring of attendance and the work of the houses to support students and challenge poor attendance. We recently introduced “Attendance Blitz” which has had a positive impact. Our next step is to focus on vulnerable groups, early intervention for students coming to the Academy with poor attendance records and introduction of “attendance days” each term. Focus is support for students at risk of becoming PA-
Health and well-being	2	We actively promote both Health and well-being. We provide individual plans for students and recently upgraded our care facilities. The PE department is active in promoting health beyond the PE classroom. We are an Active Movement school and our cyclists have led out the Tour of Britain watched by the whole school. We have bid for funding to build new cycle shelters to promote cycling to school. We teach parenting in Year 8 and our challenge days promote well-being and e-safety. We have two mental health mentors on the staff, a trained counsellor and access to the School nursing provision.
Guidance	2+	We have recently appointed KSIII and KSIV CEIAG co-ordinators and we are working with WSC and the LA to improve our CEIAG. Impact is good – (see NEET data and Governor visit March 2017) We have audited our provision and the appointments above are indication of our commitment to provide excellent guidance to all our students (see CEIAG audit and action plans). We have been selected to be the second ‘Beacon’ school in the country and with substantial sponsorship from a local employer will be able to provide and coherent and comprehensive careers information advice and guidance programme to all students from years 7 – 13. The focus of the programme will be to raise aspiration and awareness. We will host a Careers fair in March 2018.

5 Outcomes for pupils		D. Overall 2	F. Last revision date: September 2017	G. Author: Nick Froy
E. Summary	Key measures in 2017 rose sharply – 59% of all students achieved threshold in English and Maths. This was the product of improved teaching and learning, leadership and behaviour and attendance. P8 scores were -0.03, which is national average. Outcomes in some Ebacc subjects were disappointing. Our tracking was not accurate enough in Science, Geography, Business Studies. We have put in place action plans in targeted subjects and new leadership in Maths underpins our confidence that we can achieve our targets in threshold measures for all students and PP students. LPA students achieved very well (+0.27) and HPA students disappointingly (-0.28)			
C. Even Better....	<ul style="list-style-type: none"> • Our main focus must be on improving specific Ebacc subjects and in particular raising Science outcomes to national averages or above • Raising the attainment and challenging HPA students and in particular PP students • Earlier intervention to ensure all students are making the expected levels of progress in years 7-8. 			
Sub-criterion	2	B. Main strengths and areas for development		
Pupils' progress	2	Pupils are making good progress and achieve national averages in terms of progress and attainment measures with a cohort that is sig - on entry to the Academy,. (See exams analysis summary for governors and data analysis by department). EAL students are making good progress and students are making more than national average levels of progress in many subjects. LPA students made significantly positive progress, but this was not the case with HPA students. Our identified priority is challenging the HPA students.		
Disadvantaged pupils' achievement	3	The improvement in outcomes of the whole cohort did result in the gap in achievement narrowing for disadvantaged students but by significantly less than we had hoped. We narrowed the gap significantly at 9 -5 but not at 9-4. We have significantly altered our strategy to support disadvantaged students with an AP taking the lead and developing a “disadvantaged” student group including the Heads of House and a lead on data analysis. Our main focus is to intervene with PP students in Key Stage III and have appointed an AL to focus on KSIII PP students. The gap between boys and girls has continued to narrow. LPA, MPA and HPA PP are all expected to meet or exceed national figures for PP. Year 10 data is extremely strong. See Aspect review May 2017. We organised our first PP self confidence building expedition to Snowdonia and are supporting a number of PP students to take part in the Lexington Exchange using Social Mobility Fund monies.		
Subject progress	2	<i>Progress was above national averages (2015) in many subjects. New MLs have been appointed to address poor progress in maths, Business studies and Science (see Exams Results analysis). We have introduced Data drop analysis meetings to review progress in each subject (see summary notes). Our main area for development is to support the development of new HoDs in departments where progress was not yet good enough. See MLs training programme and QA process. Strong progress has been seen in Maths and Geography and detailed plans are in place to support Science and MfL</i>		

Skills – RWCM¹ across the curriculum	2	Regular reading opportunities are created across the Academy, in Meeting Time and as a starter in lessons. A literacy policy is focusing on developing literacy and oracy across the school. The Accelerated Reader Programme is in place in Years 7+8. Data shows that students are making progress in their reading <i>and 84% of identified Year 7 catch up funding students are making expected or better LoP</i> . All departments have made a literacy pledge which is monitored and quality assured. Reading for pleasure is promoted around the school.
Attainment	2	Attainment has been low – see Checking exercise. It is improving in many areas but not all. We are narrowing the gap for PP students (9-4 = 27% in 2016 equivalent and was 44% in 2017. The 9-5 gap narrowed significantly to 7%. Our conversion rates for students in the SEND dept were 44% 9-4 and 22% 9-5.
National benchmarks: Expected progress Floor standards	2-	The school has exceeded most floor levels. Progress in Maths improved with 57.5% making 3LoP equivalent and English remained very strong with 70.83 % making the equivalent of 3+ LoP.
Progression	2+	Our support and guidance in all years is developing well. We are now able to be confident that students will be well-informed about the progression pathways and can now make the right choices We now have a coherent and comprehensive CEIAG plan for all year groups and are working with WSC to support and enhance our provision (see CEIAG plan). Supporting students in transitioning to new sixth form in BSE is a key focus as is training for staff to be able to deliver IAG and early intervention to support potential NEETs. 2016 -17 data suggest 0% of year 11 leavers are NEET.

6 16-19 Provision		D. Overall :	F. Last revision date: February 2018	G. Author: Nick Froy
Summary	We have no current post 16 students.			
Even Betters....				
Sub-criterion				
Leadership				
Student outcomes				
Retention and Progression				
Teaching, learning and assessment				
Guidance				
Students' attitudes				
Safeguarding				
8 SMSC¹	D. Overall	2	F. Last revision date: September 2017	G. Author: Nick Froy

Summary	The Academy has a coherent and comprehensive SMSC policy which ensure that key issues are delivered through SoL and meeting time. Assemblies actively promote SMSC issues. Our SMSC provision was reviewed by the Trust in December 2015. Our latest governor visit/aspect review took place in May 2017	
Areas for Development	<ul style="list-style-type: none"> • Embedding and monitoring delivery of SMSC calendar • Raising the profile of SMSC in the school 	
Sub-criterion		A/B. Brief summary of main strengths and areas for development²
<i>Personal insight and spiritual development</i>	2	Where pupils already have religious beliefs, the staff respects, supports and develops these beliefs in ways which are personal and relevant to them. Teachers use teaching styles which: value pupils' questions and give them space for their own thoughts, ideas and concerns enable pupils to make connections between aspects of their learning encourage pupils to relate their learning to a wider frame of reference - e.g. asking 'why', 'how' and 'where' as well as 'what' .
<i>Moral understanding and relationships</i>	2	Moral understanding and relationships We provide the opportunity for pupils to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful. In meeting time and assemblies students explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives. Students consider their feelings and emotions and are encouraged to consider the likely impact on others of the expression of these.
<i>Social development and skills; values; tolerance and respect</i>	2	Social development and skills; values; tolerance and respect Through our SMSC provision the Academy encourages students to develop a set of values, principles and beliefs, which March or March not be religious, which inform their perspective on life and their patterns of behaviour. In meeting time students are encouraged to express their values and beliefs openly and honestly, and are encouraged to demonstrate respect for the values and beliefs of others. Students are encouraged to show courage and resilience in defence of their aims, values, principles and beliefs.
<i>The school's promotion of SMSC tolerance and community cohesion</i>	2	The school's promotion of SMSC tolerance and community cohesion The Academy accommodates difference and respect the integrity of individuals. The school has a climate and ethos within which all students can grow and flourish, respect others and be respected. Students are encouraged to respect themselves and others. Through meeting time and assemblies students are helped to develop an ability to think in terms of the 'whole'- for example, concepts such as harmony, interdependence, scale, perspective.