

Newmarket Academy
Self-Evaluation Form
2016-17

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| School Context | Revision date: May 2017 |
| Students | The school has 606 students on role. Cohorts are approximately 120 apart from year 9 (88) and sixth form (24). 29.8% of students are entitled to PP funding. 11% of students are designated EAL learners, with a higher percentage in year 7 and 8. 0.5% of students have EHC plans and 8% have SEN support. |
| Staffing | There are 38.9 full time equivalent teaching staff. Turnover was relatively high as a result of the new direction in which the school has travelled. From Easter 2015 turnover has been 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. We experienced very high levels of cover in the academic year 2014-15, but are now fully staffed for September, We have four agency staff providing long term cover in ICT, MfL, English and PE. We have a maternity cover in Science until 21/07/17 and our new MFL and English NQTs start also on 1/07/17. |
| Curriculum and Timetable | All lessons are 60 minutes. Students in years 7+8 are organised into aspirational and support groups based on prior attainment data supplied by the feeder primary schools. 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. 90% 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 majority of all other students take Double Science and a small support group take a Btec L2 course. All students are required to choose an “Enrichment” activity which is a Period 6 offer. |
| 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. |

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| 1 Overall Effectiveness | D. Overall 2 : | F. Last revision date: May 2017 | G. Author: NFY |
| Summary | Outcomes for all students have declined (GCSE - 7percentage points (47% A*-CEM) but VA has risen to 1018, and P8 also risen to 0.07, as well improvements in outcomes for post 16 learners) These are the product of improved teaching and learning, leadership and behaviour and attendance. Our overall tracking was accurate but not good enough in Maths and Science. We have put in place action plans in both subjects and new leadership in Maths underpins our confidence that we can achieve our targets in threshold measures for all students and PP students. | | |
| Sub-criterion | A. Judgement from other sections | 2 | B. Brief summary of main strengths and areas for development² |
| Leadership and management | | 2 | Leadership is a growing in capacity and capability. Significant gaps in key middle leadership roles have now been filled (Maths, Science, Music and PE and English now all in post). 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. |
| Quality of teaching, learning and assessment | | 2 | Over 90% of lessons observed last year were good or better, but our analysis suggests that a lower percentage of learning is good due to agency staff (all of which are on support programmes) adapting to the UK education system new staff establishing themselves. Target setting is based on 4 LoP 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. We are confident that as students who have been exclusively educated at the Academy and exposed to its clearer vision, strong values and improved teaching the outcomes will show significant further improvements. |
| Personal development, behaviour and welfare | | 2 | Students feel safe at the Academy. Attendance has risen sharply from 92% in October 2013 to finishing the 2015-6 year at 96.2% and is currently at 96.2%. PA, unauthorised absence and the PP-non PP gap is better than national average – the PP –non PP attendance gap is currently 1.69 percentage points. The improvements are the product of the new house system introduced in March 2014, 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 even greater levels of consistency and higher levels of active engagement in lessons. (see Attendance pack) |

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| Outcomes for pupils | | 2+ | <p>Outcomes have fell in 2015 as expected although a positive P8 was achieved. This was achieved with a higher percentage of LPA PP students than in previous years, and little or no pathways guidance under previous leadership and three students who have very exceptional circumstances – please see case studies), Our headline figures for 2017 will show significant improvement – threshold scores are expected to be 65%+ 9-4 and 35%+ 9-5. Significant improvements are expected in target departments (Maths and Geography). These results should be considered against the starting point of the cohort (-1.7-APS below National Average). Work on raising aspiration and self-esteem amongst boys had some impact last year. Results for post 16 learners have improved in all measures and will show a positive VA overall, especially in the vocational subjects but remains slightly below target (NB cohort size = 17). Our main focus lies in three areas; narrowing the gap between PP and non PP students (-0.58 = 2016) – the current gap for 2017 is predicted to be -.28, boys vs girls (-0.18 = 2016 and is predicted to be -0.08 in 2017 and achieving a positive VA for post 16 learners (see results analysis). Current estimates suggest a Progress 8 score of 0.19 is likely. The current PP gap to national has fallen to 0.</p> |
| 16-19 | | 2 | <p>PPS and PPE rose in A Level, Academic and Vocational courses and VA narrowed in A Level and Academic subjects. New leadership in the Sixth form has ensured that IAG supports students to sign up for appropriate courses. Tracking is now more accurate and robust. Our priorities are to further improve outcomes and increase recruitment to post 16 learning at the Academy. All “red” students have Achievement Plans. Expected APSE and APSS for A Level and Academic show further improvements</p> |
| SMSC and Physical Wellbeing | | 2+ | <p>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. Provision is good and clear targets for development have been agreed and implemented. A further review was completed in April 2017.</p> |
| Safeguarding | | 2+ | <p>All staff have had safe-guarding training and our PREVENT training shows good levels of awareness and confidence in the policy and the required actions. All AHoS have had appropriate training to deal with all safeguarding issues. All students are aware of safeguarding procedures.</p> |

| 2 Leadership & Management | | D Overall 2 - : | F. Last revision date: May 2017 | G. Author: Nick Froy |
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| 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 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. Current data shows further improvements are likely in all subjects. EFG vs actual data has improved in most subjects which shows that our tracking is improving. Conversion rates for higher, middle and lower ability students has improved in most subjects. The main areas for development are to narrow the gap for PP and Non PP students, boys and girls and improve sixth form outcomes. English are focused on improving outcomes and LoP to exceed levels achieved in 2016. New HoD started in April 2016 following extended absence of 2 nd in English and Head of English. Significant progress has been achieved in Maths this year – see progress from mock 1 to mock 2 – av raw score increase = 36 marks. We are expecting 66%+9-4 Threshold and 38%+ 9-5 Threshold | | |
| Impact on teaching and learning PA and PD | 2 | The Academy has overhauled the PA process. 53% of staff were not offered or entitled to increments and 1 member of staff 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. PP is an Academy focus and this is reflected in the PA objectives. Our PD process has been refined and focuses on fewer key elements and builds in time for embedding new ideas. The SLPs have been critical in providing teachers with bespoke support – especially for those previously graded as “RI”(see case study). | | |
| 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 and V. 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. All departments have revised their SoL for the current term and these are stored centrally. SoL were reviewed in the summer 2016. Explicit reference is now being introduced for SMSC agenda. | | |
| Self-evaluation | 2 | All MLs have updated their DIPs and completed rigorous analysis of outcomes. 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 | | |

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| | | 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 |
| 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. See governor visit record. |
| 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. |

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| 3 Quality of Teaching, learning and assessment | D. Overall : 2 | F. Last revision date: May 2017 | 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 3 long term supply teachers). We have established key foci for the entire year; AfL, progress over time and tailoring. We embed the Academy approach to learning with new staff. | | |
| Even Betters.... | <ul style="list-style-type: none"> • 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 boys, and implementation of strategies to narrow the gap between PP and non 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 intensive support from the Trust MfL consultant to address concerns about MfL provision (see SEV report) | |
| Teachers’ expectations | 2 | Teachers’ expectations are rising. The entrenched ideology has disappeared and this resulted in the improved results in 2015 and improvements in many subject areas in 2016 and 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. | |
| 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, approaches 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. | |
| 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 | |
| Teaching of RWCM³ | 2 | 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 | |

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| | | Newmarket schools |
| Assessment | 2+ | <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.</p> <p>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> |
| Marking, homework, reports to parents | 2+ | <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 exceeds 80% on average.</p> |

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| 4 Personal development, behaviour and welfare | D Overall 2+: | F. Last revision date: May 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 Betters.... | <ul style="list-style-type: none"> • Consistent delivery of the BfL policy • 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 positive about their learning. They are aware of the changes in ethos and purpose of the school and the number of high profile students who regularly disrupt learning has diminished sharply. 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 ownership of behaviour. | |
| 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 parent 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 | |

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| | | 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 96.2% (24/03/17), we have seen significant improvements in attendance. PA and the PP-non PP gap is also below National Average and narrowing (1.48 percentage points against 2.2 last year). 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 on Year 8 HPA PP, and year 11MPA and HPA PP students |
| 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, most recently organising a KSIII 5 mile walk along the Devil's Dyke to raise money for Great Ormond Street Hospital, and cycling with over 100 students to Cambridge to watch the Tour de France. We have recently become an 'Active Movement' school as a pilot in Suffolk. |
| 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. |

| 5 Outcomes for pupils | | D. Overall 2 | F. Last revision date: May 2017 | G. Author: Nick Froy |
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| E. Summary | Outcomes are improving using progress and VA measures. The headline figure of 47%A*-CEM represents a fall from last year in large part due to poor results in one subject area. Our P8 equalled 0.06. These results should be seen against the backdrop of very challenging staffing issues in 2014-5. We expect above national outcomes in Threshold measures for all students and at national average for disadvantaged students. We predict P8 scores for all students to be 0.19, for non PP to be 0.29, and PP to be 0.0 | | | |
| C. Even Betters.... | <ul style="list-style-type: none"> • Our main focus must be on improving maths and science results to exceed levels in 2016 • Narrowing the gap between boys and girls and the gap between PP and non 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 more progress than in previous years in most subjects. Our cohorts are sig- on entry to the Academy, and achieved a VA figure of 1022 in 2016. (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. Our identified priorities are narrowing the achievement gap for PP and non PP and boys and girls. Progress in all years is now above national (2016 measures) | | |
| 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. MPA PP performed particularly poorly as expected – see case studies. 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 School 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. | | |
| Subject progress | 2 | Progress was above national averages (2015) in many subjects. New MLs have been appointed to address poor progress in maths, Business studies and Science. New Heads of department in English and PE have already had a significant impact on achievement and our tracking systems (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 | | |
| 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 and 84% of Year 7 catch up funding students are making expected or better LoP. 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 Dashboard 2012+13. It is improving in all areas and VA is now positive. We are narrowing the gap for PP students (2016 results show a gap of 27 percentage points against 2015 which was 36) Key measures are close to or above national averages. Our conversion rates for low achievers needs to improve and the new SEND strategy embedded. | | |

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| <p>National benchmarks: Expected progress Floor standards</p> | <p>2-</p> | <p>The school has exceeded most floor levels. Progress in Maths was disappointing (57%) but English remained strong (70%) despite staffing issues and poor leadership in the early part of the academic year. Our Threshold target will be met at 9-4, and close to meeting the 9-5 Threshold. We expect to significantly narrow the gap between disadvantaged and all other students (see PP plan)</p> |
| <p>Progression</p> | <p>2+</p> | <p>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 data suggest 0.8% of year 11 leavers are NEET.</p> |

| 6 16-19 Provision | | D. Overall 3 : | F. Last revision date: May 2017 | G. Author: Nick Froy |
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| Summary | Achievement has improved in all key measure (see PPE and PPS data and VA figures). The very small cohort (17) sizes makes achievement very vulnerable to individual performances. Vocational measures are above national averages and Academic subjects are -0.05. | | | |
| Even Betters.... | <ul style="list-style-type: none"> • Active intervention to support students – Achievement Plans • Careful attention to progression pathways • Resilience | | | |
| Sub-criterion | 3 | B. Main strengths and areas for development | | |
| Leadership | 2 | We have integrated the year 13 students into the house system who now are accountable for outcomes of Year 13. We have appointed an AL to focus on supporting VA in year 13 and APs are being used to provide additional support and focus on improving outcomes for the current students. Difficult decisions have been made to effectively end post 16 offers and there are no year 12 students in the Academy and have not recruited for September 2017. The culture of the sixth form is changing and students are showing higher levels of resilience. All underperforming students in year 13 have Achievement Plans. A detailed self-reflection programme delivered through Meeting Time is delivering greater progress. We are optimistic that the current year 13 students are responding well to the new ethos (student voice lunches). We have ensured that most students have completed EPQs. | | |
| Student outcomes | 3 | Outcomes are have improved and all students who applied to higher levels were successful in securing place to study at their institution of choice. Students achieved a positive VA in vocational subjects (+ 0.29) and close to zero in academic subjects -0.03. This represents a significant improvement from 2015. We predict a positive overall VA in 2017. This will be achieved through already good teaching and rigorous and robust monitoring of students' progress. | | |
| Retention and Progression | 3 | All students have gone onto further study, employment or training. We are a significant part of a post 16 provision bid to be based in BSE and would support our students making this their preferred pathway and will provide transport. The process of promoting the new sixth form are already underway for an opening in September 2018 | | |
| Teaching, learning and assessment | 2 | Learning and teaching is generally strong. The QA process is clear and regular (see Head of Sixth Form monitoring file.) All teachers have standardised monitoring folders which are QA'ed regularly. See drop in synthesis January 2017. . | | |
| Guidance | 2- | Guidance is improving rapidly (see CEIAG plan and Beacon school status). The support of WSC ensures that all students have access to Level 6 one2one CEIAG and support with UCAS applications. | | |

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| Students' attitudes | 2+ | A significant change of ethos is already evident in the sixth form with students taking an active role in student leadership. Students have higher expectations and greater sense of responsibility. Students are accepting greater leadership roles and understand their position as leaders in the school. |
| Safeguarding | 1 | Students feel very safe and well supported by the sixth form team. They understand the importance of a healthy life and support the development of this in others. The meeting time for post 16 learners promote active discussion of topical issues as well as the SMSC agenda and a deeper understanding of the world around them. |

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| 8 SMSC¹ | D. Overall | 2 | F. Last revision date: May 2017 | G. Author: Nick Froy |
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| 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 |
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| Areas for Development | <ul style="list-style-type: none"> • Embedding and monitoring delivery of SMSC calendar • Raising the profile of SMSC in the school |
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| Sub-criterion | | A/B. Brief summary of main strengths and areas for development² |
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| <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. |

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| <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. |
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