

OFSTED – POINTS FOR ACTION, 2013

Pupil Progress

- Progress needs to be consistently faster in all subjects
- Work needs to be more challenging
- Work needs to encourage pupils to think for themselves, especially the most able

A much greater emphasis is now placed on teaching and learning in terms of PLD and whole-Academy development. A member of the SLT has specific responsibility for T & L and is supported by an experienced member of staff with responsibility for Teaching and Learning Development. The Lead Practitioner programme has been successfully adopted and will be repeated again next academic year. The Lead Practitioners are having a wider impact on T&L. Enterprise is now our sole specialism and is the vehicle through which we encourage resilience, initiative, creativity etc in lessons. There is a fit for purpose T & L policy which also identifies what an outstanding lesson at the Academy looks like. Assessment is now more rigorous and the use of data much more effective and realistic. The new timetable enables clearly defined pathways at KS4. The whole ethos of the Academy has been radically improved and is underpinned by the motto, "Be the best you can".

Our first set of GCSE results (summer 2015) saw a significant improvement on the predecessor school (results for girls in 2015, for example, were 30% higher than those from the last year of the Skinners' Girls' School); our value added measure was 1000.3, our Attainment 8 score was 49.51 (national average 48.4) and our Progress 8 score was +0.1 (national average -0.03).

Marking

- Marking needs to show how pupils can improve their work
- Marking needs to be done regularly

A new marking and assessment policy has been adopted. Use of "purple pen" and AfL strategies have been implemented. Effective work scrutiny is carried out both by HoDs and by SLT.

Leadership and Management

- Inconsistency of leadership and management of middle leaders

All HoDs are assigned to member of the SLT for line management; in addition to more frequent informal meetings, termly meetings are held which follow a pre-arranged agenda (published at the start of the academic year); findings are discussed at SLT and feed into the next ADP.

Behaviour

- Behaviour measures need to be consistently applied at all times
- Residual low level disruption, especially by boys, needs to be managed effectively

The "Behaviour for Life" policy is consistently applied and has completely changed the previously poor and challenging behaviour of a number of pupils. Behaviour is now good and very often outstanding; a SIP report referred to the atmosphere being "transformed" for the better within 8 months. Staff morale has improved dramatically as a consequence. The Impact Zone (Saturday activities both educational and social) has had a very positive impact on the behaviour and attitude of some disaffected pupils. The outstanding pastoral support/care of pupils, plus the wide range of extra-curricular activities and the development of

the whole person philosophy (“Be the best you can”) have also contributed significantly to improved behaviour. Procedures for safeguarding and for the safety/welfare of all members of the Academy have also been significantly enhanced.

Data

- Information on pupil progress needs to be used more precisely
- Some data needs to be better refined by setting clear milestones to show achievement

4Matrix is now used as the main tool for data analysis. The reduction of assessment points from 6 to 3 has enabled more realistic and robust data. We now report home three times per year, plus the annual parents’ evenings. Reports comment on progress against target.

SEND

- Those requiring extensive support need strong individual action plans

The leadership of SEND has been strengthened with the appointment of a new SENCO, as well as with the creation of the new position of Deputy SENCO. Individualised pupil profiles of additional need have been put in place for pupils with the highest levels of need, giving information on needs and strategies for use by all staff. The process of changing statements to Education Health Care Plans has been started.

Sixth Form

- The sixth form was significantly underperforming

The sixth form from the predecessor school has now closed and the new sixth form opened (September 2015) with new courses, facilities and high aspirations. The last results from the predecessor 6th form (2014) however, saw the Btec results come in the top 10% nationally – a significant improvement on previous results.

Governance/Pupil Premium

- Governors have relied heavily on SLT reports on how effectively pupil premium funding has contributed to raising achievement

A very positive and healthy relationship has been developed with the governors; they are genuinely seen as “critical friends”. All data is shared with the Education Committee. The Principal attends all governors’ meetings and subcommittees, the VPs attend full meetings and relevant committees, and the AVP responsible for Pupil Premium also attends meetings when relevant. Governors visit the Academy quite frequently, including to attend parents’ evenings, and we run an annual governors’ training day. A new “Wellbeing Committee” has been established.