

# **SKINNERS' ACADEMY SELF EVALUATION FORM**

## **2016-2017**

### **CONTEXT**

The Academy is a co-educational 11-18 comprehensive school situated in one of the largest council estates in Europe, in one of the most deprived boroughs in London. Over 40% of pupils qualify for FSM and over 60% speak a language other than English at home; 20+% of pupils are deemed “vulnerable”. (The number of FSM pupils is more than double the national average; EAL pupils is four times the national average; statemented/EHC pupils twice the national average; School Based Support pupils twice the national average. All these indicators place the Academy in the 80<sup>th</sup> percentile, as does the school deprivation indicator.) There is also a majority of boys – roughly 55/45 (placing the Academy in the 20<sup>th</sup> percentile for the percentage of girls). The Academy opened in 2010 (following closure of the all-girls’ predecessor school) and in the early years was troubled by poor pupil behaviour, low staff morale and high staff turnover (40% during the first three years). In Sept 2013 the Academy underwent a “regime change” which saw a largely new SLT, a zero tolerance behaviour policy, improvements to standards and to teaching and learning, improved staff morale and a complete change in the Academy’s ethos. As a result, despite some early opposition from individual pupils, parents and the press, the changes have been extremely well received by both the Academy and the wider community (in which the Academy had earned quite a poor reputation). A SIP report in March 2014 reported that the Academy had been “transformed” for the better and that it is now a much safer and happier place (for both staff and pupils) where pupils can learn and teachers can teach.

Staffing is now much more stable – over the past three years, with few exceptions, teaching staff have left for promotion (in Sept 2016 a Vice Principal left to take up a headship and an AVP left for a deputy headship) and TA’s have left to undertake teacher training.

One key priority this year is to embed the new 6<sup>th</sup> form which opened in Sept 2015; appointments have been made, policies established, advertising/marketing undertaken and requisite building works planned, financed and put into effect. In Sept 2016 the Academy was “complete” with the start of Year 13 and our first round of university applications will be a major priority in the first term.

## 1. Effectiveness of leadership and management

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

### **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

#### **Strengths:**

- The vision – “Be the best you can”; “strategy on a page”
- High expectations of all, “regardless of ability and background”
- Experienced SLT
- Reduced SLT but new Head of School roles – more devolved leadership with a greater focus on data
- Quality and experience of many middle leaders
- Open door policy of leadership
- Support by SLT for classroom staff; high visibility of SLT
- Safeguarding and CP at the heart of all we do; a weekly update for all staff; weekly multi-disciplinary meetings focusing on the most vulnerable
- Emphasis on T and L; appointment of an i/c teaching and learning development
- Staff unity: anonymous staff questionnaire 2016 – 100% of respondents were “proud to be a member of staff”; 97% felt the Academy is well led and managed and 98% support the Principal's style of leadership and vision for the Academy

- Very positive parental questionnaires – the % saying they would recommend the Academy ranged from 91.43% (Year 7) to 96% (Year 9) across all year groups 7 -12
- The breadth of curriculum pathways, especially at KS4
- Lesson observations and performance management are streamlined and focussed on support and development
- PLD, both in-house and externally, is taken very seriously. A large number of staff pursue higher level courses (MA, PhD etc)
- CPD tailored to teacher development needs
- In-house bespoke twilight training led by Lead Practitioners and middle/senior leaders
- “Empowerment of middle leaders”, both pastoral and academic
- A House system has been introduced to improve competition, engagement and the ethos.
- School councils meet regularly under the direction of the relevant Head of School.
- Line management of departments by SLT – half termly meetings with a common, pre-agreed agenda
- Financial planning and management
- Health and Safety – inspection reports all graded “outstanding”
- Effective collaboration between pastoral and subject leaders as evidenced by the success of the GCSE intervention programme
- Support of and involvement by the governing body
- Governors - meetings well attended by governors and relevant staff
- Anonymous staff questionnaire at the end of autumn term 2013 – 45/80 responses to question 3, about the strengths of the Academy, mentioned the Principal/SLT/leadership directly and many others did so indirectly.
- “The focus has been to develop a culture based on support, development, transparency, trust and professionalism”. “Staff at all levels now have a common and agreed sense of direction”. “There is a buzz about the Academy and it has become more focused on teaching and learning”. “The result of the culture change is that staff report that staff morale has been transformed for the better”. “Governors are now more informed and better placed to challenge the school.”(SIP report 2014)
- Completion of areas for development from Ofsted report, June 2013:-
  - ✓ More challenging work and pupils thinking more for themselves – “enterprise” in all lessons; improved academy ethos, “Be the best you can”
  - ✓ Pupil behaviour – new “Behaviour for Life” policy and zero tolerance approach to poor behaviour; no pupil has the right to disrupt the learning of others; “one warning” rule
  - ✓ Marking more purposeful – marking policy and regular work scrutiny
  - ✓ Using data to improve pupil outcomes – new, user friendly data sheets; less but more reliable data provided to staff; new behaviour policy
  - ✓ Pupil progress needs to be faster – new homework policy; new Academy ethos; improved pupil behaviour
  - ✓ Inconsistency of middle leadership – regular SLT line management with a common pre-arranged agenda

**Areas for development:**

- Further training and experience for a number of middle leaders who, whilst being very good, lack experience
- From “good” to “outstanding”
- Training of staff in the use of data to plan effective intervention
- Consistency across middle leadership and the need for greater cross-curricular collaboration in order to embed the new NC

## 2. The quality of teaching, learning and assessment

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

### **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

#### **Strengths:**

- 2016 GCSE results – a significant improvement on 2015 with a much weaker cohort in terms of attainment on entry
- Formal lesson observations and learning walks graded very few lessons below 2 (3%). The “developmental” approach to observation has been very positively received by staff whilst the dramatic improvement in pupil behaviour has led, according to pupils, to improvements in teaching and learning in all lessons.
- Homework – more homework being completed and to a higher standard; use of the VLE
- Intervention – a range of intervention strategies after school and on Saturdays to improve performance and engagement. Attendance is largely good.
- Staff commitment
- Outstanding staff attendance – average number of days lost through sickness = 1.4 [National average = 4.2; Borough average = 3.9] (2015 workforce census)

- Behaviour in lessons is good or often better
  - PLD is dominated by T&L.
  - Very successful *Lead Practitioner* programme
  - Evidence of “significant improvements overall (since Jan 2013).....A wider range of teaching strategies was observed than previously.....there were fewer examples of didactic teaching.....there were more examples of differentiation.....the pace of lessons was generally much quicker....In the majority of lessons students’ engagement with their learning was good” (SIP March 2014)
  - Overall, the following strengths were observed in most or all lessons:
    - Very good student/teacher and student/student relationships
    - Very good ‘climate for learning’
    - Student engagement/attitudes to learning
- (SIP February 2015)

**Teaching Profile:**

%	July 2013 (Ofsted)	Dec 2013 (Internal Observation)	July 2014 Target	February 2015 (Internal Observation)	July 2015 Target	Autumn 2015	July 2016 Target
Outstanding	7%	35%	50%	57%	75%		75%
Good	64%	56%	50%	40%	25%		25%
Requires Improvement	29%	7%	0%	3%	0%		0%
Inadequate	0%	1.4%	0%	0%	0%		0%

**Enterprise Profile**

Embedded	78%
Present	22%
Absent	0%

**Areas for development:**

- Improved target setting, both for individual pupil targets and whole school targets; as a result, improved/simplified/fit for purpose tracking and reporting
- Reduced variability between departments and between identifiable groups
- Whole school drive on “enterprise”, “flip learning” and “split screen teaching” as a vehicle for driving T and L forward in all lessons
- Development of peer observation and departmental learning walks – HoD’s taking greater responsibility for the development of T and L within their departments
- The introduction of coaching
- Further development of effective/fit for purpose assessment without levels
- Feedback to enhance progress and promote a growth mindset

### 3. Personal development, behaviour and welfare

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

#### **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

##### **Strengths:**

- The Behaviour for Life Policy
- The weekly PSHCE lesson (Wednesday mornings)
- Support by SLT for teaching staff
- The support for the new behaviour policy by staff
- Safeguarding Policy and procedures
- Online safety taught through ICT, PSHCE and assemblies
- Pastoral and student support staff – including a fully qualified nurse, counsellor and family support worker/officer
- Absence is below national average (Raiseonline), especially for FSM and SEN support pupils
- "Behaviour in all lessons visited was good or better and relationships between students and staff were very good". Pupils cited that, "Every class now had better behaviour than hitherto". (SIP report March 2014)
- Overall attendance has improved over the year and persistence absence has dropped dramatically.
- "The students felt that the new rewards system was an improvement on the previous one which they said gave rewards too easily and that the rewards were not valued by students." (SIP Jan 2014)
- CEIAG
- Assemblies taken seriously and are effective celebrating the diversity of the Academy, British society and beyond

- The understanding of and representation of a range of different cultures within the Academy is celebrated at every opportunity
- Pupils' SMSC skills developing well - all departments mapped fundamental British values into their schemes of work; introduction of One World Day and Carol Service. Introduction of Safe Space discussions to allow pupils the opportunity to discuss controversial issues.
- Regular safeguarding updates a range of local and national concerns including FGM, youth violence
- Strong partnerships with external agencies including Young Hackney, Hackney Learning Trust Well-being Consultant and Safer Schools Officer
- The Academy plays an active part in the wider safeguarding network. External agencies invited to support the delivery of key topics such as healthy relationships and substance misuse.
- Introduction of peer mentors, prefects and pupil led support.

**Areas for development:**

- The continued move from compliant behaviour to behaviour for learning
- FTE currently significantly above national average, although PEX are below.
- Even greater consistency amongst staff in terms of enforcing the B for L policy to reduce interruptions to learning
- Staff consistently picking up on low level behavioural matters
- Achievement of Investor in Careers Award

#### 4. Outcomes for pupils

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

#### OUTCOMES FOR PUPILS

##### Strengths:

##### 2016 GCSE results

- **The cohort was “significantly below national average” in terms of attainment on entry (Raiseonline) with a 5 x A\*-C including English and maths target of only 48% - the actual result was 64%**
- **The 2016 Year 11 cohort was the second weakest in the LA in terms of attainment on entry**
- **Despite the numerous and significant “barriers to learning” (SEN, EAL, FSM, PP) the cohort significantly outstripped national averages**
- **The “Basics” measure (English and maths) was 70%. In terms of progress this is in the top 3% nationally (FFT)**
- **Progress 8 – on average, the Academy added half of one grade to each GCSE result (+0.4); this is in the top 14% nationally (FFT)**
- **Attainment 8 = 50.32 (national = 49.34)**
- **Ebacc element of P8 = 0.6 (in the top 10% nationally)**
- **Ebacc element of A8 = 14.38 (national = 13.61)**
- **Boys’ performance was significantly improved – 5 x A\*-C incl English and maths rose from 42% last year to 60% this year. (Girls also improved from 65% to 67%)**
- **Identifiable groups were all positive in terms of progress – PP = +0.34; EAL = +0.80**
- **14 subjects achieved Alps grades 2 or 3 (ie in the top quartile)**
- **Barriers to learning (EAL, SEN, FSM, PP etc) - when taken together these are more prevalent than in any other school/academy in the Borough**
- **English Language and English Literature both improved by 10% [improving from Alps 7 to 3 and 6 to 3 respectively] whilst maths maintained its strong performance. Although the “core” science results dropped in terms of raw scores, their value added remained constant (Alps 3 both years). Additional science VA improved from Alps 6 to Alps 3.**
- **8 subjects attained over 80% A\*-C, with four (further maths, biology, physics and RS) attaining 100%**

- Both PE and resistant materials saw significant improvements – PE from 52% to 78% [Alps 7 to 2] and RM from 25% to 77% [Alps 6 to 2]
- 30% attained the Ebacc
- D of E – once again, more pupils in the cohort attained the Bronze D of E Award than at any other school in London, and more than at all the other schools in Hackney added together

#### 2015 results

- Attainment on entry for 2015 cohort was exactly the national average (4.59) although there were fewer “high” pupils and more “middle” pupils; actual results and value added for average points score (best 8) and for % 5 x A\*-C were both “in line with national average” (FFT Aspire). Value added per pupil was 1.01 (Ebacc 1.5) and Progress 8 was 0.1 (Ebacc 0.5)
- Pupil Premium pupils were significantly positive in all three indicators - average points score for best 8, % 5 x A\*-C incl English and maths, and Ebacc (FFT Aspire)
- Average points scores for FSM (84 pupils), disadvantaged pupils (85 pupils) and SEN support (35 pupils) were all significantly positive, as were Ebacc results for both FSM and disadvantaged pupils. (Raiseonline)
- Individual subject performances at GCSE – 9 subjects = 80%+ A\* to C; another three subjects = 70%+ A\* to C (three subjects, art, physics and further maths = 100% A\*-C)
- 5 subjects had significantly positive residuals (FFT)
- G&T pupils had a positive residual of 0.51
- Attainment 8 was a grade C (from 4Matrix) and Progress 8 was +0.11 (significantly above the new floor target of -0.5/-0.25); Progress 8 score per disadvantaged pupil was +0.01 (from DfE checking site)– considering the cohort and its history, these are quite pleasing progress indicators
- 2014 A Level and L3 BTEC Results – a very small sample (5 x A Level students and 14 x BTEC students) left over from the predecessor school. These results were the best for several years with 50% of grades A or B (A Level underachievement had been a major issue for the predecessor school) and has resulted in 18/19 students gaining university places. BTEC results were very strong (as last year, where achievement placed the Academy in the top 10% nationally - 2013 – L3 BTEC value added score was 0.6)
- 2015 GCSE 5A\*- C incl English and maths = 52.3% (predecessor school averaged 35-40%, dropping as low as 27%; 2011, the first year of the Academy, was 49%). NB the predecessor school was an all girls’ school; the 2015 % 5 x A\*-C was 68%; the last year of the girls’ school the figure was 38%; the first year of the Academy (with Yr 11 girls transferred from predecessor school) the result was 48%.
- Additional/enrichment courses – D of E Bronze Award (91 last year, 120 this year, more than any other school in the UK and more than every other school/academy in Hackney added together); EPQ, work skills, Sports Leaders Award, Teens and Toddlers (L1), Opening Doors (L1), B6 transition etc

#### Areas for development:

- **The Attainment 8 score in 2016 was 5 (a grade C) compared to last year (5.02) – but was a significantly weaker cohort in terms of attainment on entry.**
- **The results in two subjects, art and textiles, are being challenged as they are completely anomalous. The results in health and social care also dipped significantly.**
- **Although the size has narrowed, there is still a gap between the Academy’s average results and those of individual identifiable groups**
- **2016 most AS results were disappointing, confirming our decision to go linear in most subjects. Most AS results showed negative Alps residuals.**

- Last year's Year 11 cohort (2015 examinations) 5 A\* - C including Eng and maths statistic was below FFT target (57%); 17 pupils achieved maths and at least 3 other subjects but failed to get a C in English language
- In 2015, white British (13 pupils), African (36 pupils) and CLA (3 pupils) received significantly negative value added scores.
- 2013 A Level value added score was -0.24

## 5. Effectiveness of 16 to 19 study programmes

- Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.
- Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.
- Learners without GCSE grades A\* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.
- High-quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.
- Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.
- Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.
- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.
- Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.
- Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.

### EFFECTIVENESS OF 16-19 STUDY PROGRAMME

#### Strengths:

- Breadth of curriculum options (A Level and BTec)
- Quality of pupil attracted/retained from Yr 11
- Facilities
- Extra-curriculum/enrichment programme
- Retake classes for GCSE English
- Effective admissions policy and entry requirements
- Pastoral support and advice
- Enrichment programme

#### Areas for development:

- **Consolidating and developing teaching and learning in the 6<sup>th</sup> form in readiness for our first a Level results (summer 2017)**
- Need to increase student numbers in 6th form
- Staff training and development at teaching KS5
- "Closing the Gap" FSM bursary students