SELF EVALUATION

September 2016

SCHOOL CONTEXT

- Melior Community Academy opened in January 2013 for students aged 11-16. It is an Academy that is sponsored by the Schools Partnership Trust Academies.

- It is smaller than most secondary schools with currently 640 students on roll. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender. 27 students in total have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 23.9% of students are on the SEN register which is above average. 12 students have a statement of Special Educational Needs or an Educational Health Care Plan and 141 students are identified as K. 331 students in Years 7 to 11 qualify for Pupil Premium with 4 students Looked After. 10 students qualify for Forces pupil premium and 1 for Pupil Premium Plus. This represents 51.7% of the school population.

- There are high levels of child protection issues and currently there are 135 students who are known to Children and Young Peoples' Services (past and present).

- The prior attainment of learners is significantly below national averages in terms of APS. The APS on entry for each year group is Y11 26.31, Y10 25.34, Y9 25.5, Y8 27.44, Y7 - Not Achieved standard - 57.53% Achieved standard - 42.47%, where we have data from Raiseonline these figures are significantly below national averages, in particular year 10 is --3.06 and Y9 -3.1. In terms of the context of the year groups with the greatest proportion of Pupil Premium students are centred within the Y7 and Y11 cohort and in particular girls in Y9 are 52% of the PP cohort. The ability range is skewed towards middle and low attainers on prior entry, for example in Y9 48.7% of the PP cohort are low attainers on entry with 91.2% being mid/low.

- There academy has recently undergone a thorough restructure at all levels. The current leadership team excluding the Principal consists of five individuals. A new vice principal joined the academy in January 2016, and a deputy special educational needs coordinator in February 2016. The learning leaders of English and humanities left the academy at the end of the autumn term 2015. They have been replaced by internal appointments. The Education Advisory Board (EAB) has been restructured, with a new chair and several new members.

- Staff turnover was high at the end of 2015/2016, partly due to the academy restructure, and staff successfully securing promotion. Three staff whose teaching had been identified as being inadequate left the Academy in 2015/16 due to the additional challenge exerted on staff to raise standards.

- The middle leadership team consists of a group of 7 key individuals effectively supported by seconds in department/faculty. The experience of the team is varied but there is a strong team ethic and culture of mutual support across the MLT. New learning leaders for English and EBACC were appointed in July 2016.

- There are two Teach First colleagues in their second year, 3 NQTs and 1 RQT. The staffing split between long serving and newly qualified staff is no longer significant, the staff experience range is now broader and more normally distributed than before. We continue to face recruitment challenges, particularly with teachers of mathematics, English and science but we are fully staffed for this academic year due to successful recruitment last year.

- The curriculum and timetable has been reviewed and restructured for 2016/17 so that there continue to be five sessions a day with lessons of 60 minutes to allow for the effective

delivery of learning phases and a rotating lunch period. Within the curriculum at both KS3 and KS4 time is given for the development of students' English and Literacy. This is seen in the extended time given to English so that literacy programmes such as the Hackney Literacy Project and Accelerated Reader are delivered to specific students. Following the success of a Sound Training for Reading pilot we have increased our reading intervention to encompass KS3 and KS4 as gaps between chronological reading age and actual age remain. Sound Training have recently recognised the Academy as a beacon school for this programme. Leaders carefully monitor the progress of disadvantaged pupils in the academy. Consequently, gaps between the progress of the disadvantaged and their peers are closing in most year groups

- The Bridge operates for some vulnerable students in KS3. At KS4 learners follow a core curriculum of English Language and Literature, maths and a minimum of Double Science, students study a suite of between 8 and 10 subjects. With our MABLE picking up additional qualifications in languages, astronomy or further maths as appropriate.

- SMSC is a particular strength of the school provided through extracurricular provision, themed assemblies and structured tutor time. The Academy places particular emphasis on developing student leadership through prefects, house captains, sport and the performing arts. This provides an ideal arena to develop the skills that are needed for young people to succeed in life, education or the world of work. The core values of Melior are embedded throughout the academy through the house system and the opportunities for wider participation in academy life. Each form is named with one of our core values Excellence, Resilience, Aspire, Community, Challenge and Endeavour. Pupils who demonstrate these core values are rewarded with tokens that contribute towards a half termly house prize or reward trip.

To reach the next grade we need to:

- **Eradicate level 3 judgements**

Outcomes for Pupils – Suggested Grade 3

- Outcomes for students are not yet good and require improvement

- Achievement in 2016 the results have showed continued improvement from those in 2015 however they still require improvement are not yet good. 5A*CEM+1 was 40% (2015 comparative measures and 44% on 2016 logic) compared to 36% with an average total capped 8 of 287.28 from 264.80 an increase of 22.48 and a total capped 8+EM from 336.53 to 360.09, an increase of 23.56.

- A total of 48% of students gained an A* to C in English and maths compared to 44.3% in 2015 (National 58.7%). And 59% achieved similar in maths (National 61.5%), a 4% improvement and 54% in English (National 59.5%). The proportion of A*/A grades has improved from 7.1% to 13.7% across all academy qualifications. This data shows an improving trend for our students.

- Progress across the academy has improved but the academy still remains below average

Progress 8	2013/14	2014/15	2015/16 (unvalidated)
All students	-0.64	-0.44	-0.19
Pupil Premium	-0.8	-0.85	-0.6
Non – Pupil Premium	-0.54	-0.14	0.12
Boys	-0.9	-0.59	-0.4
Girls	-0.31	-0.27	0.00
SEND Statemented	0.14	-0.88	-0.31

The chart below shows how the school compares on Progress 8 against the England and local authority averages:
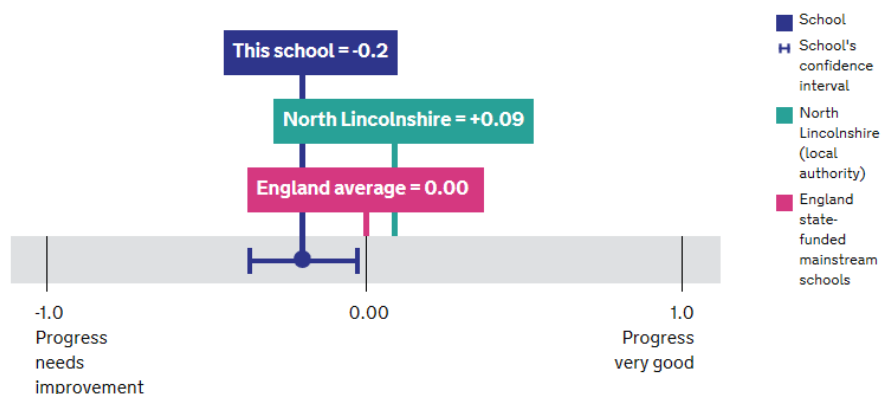
- In particular Maths have increased their A*- C count at 58%, 3LOP 56% and most significantly 4LOP 23% with 100% achieving A*- C in further maths. If we compare to the validated data of 2015 they have come close to, or beaten national results for pupils at a similar starting point in the areas indicated in the data as green and this is repeated in English (see table). There is a strong focus on the most able pupils in the academy with a dedicated SLT lead for MABLE. In Year 11, students have been part of an 'Aspire' project in partnership with local Further Education provision. Students are encouraged to visit Russell Group universities including Oxbridge, this supports our academy wide strategy to encourage all students to aspire to succeed. The most able scientists are studying separate sciences at GCSE and are on track to make good progress. Disadvantaged MABLE* is an area of focus for the academy development plan 16_17.

- Student progress is improving across the majority of subject areas (see data). History, Geography and Technology remain areas of concern with sporadic performance at KS4 over the last 2 years. The learning leader and deputy learning leader for Humanities are no longer in post due to the increased expectations and rigour placed on these areas. Technology has been moved into a faculty with ICT and Media under the direction of a strong and tenacious middle leader to drive improvements. Results in science also improved with Triple science results showing performance above national from their respective starting points for the majority of the cohort.

- 10% of students were entered for the English Baccalaureate (15) and 7% achieved (10) the English Baccalaureate. In the majority the areas that failed to support these students were humanities and science where students had achieved a grade D instead of predicted C grades. These subjects are being tracked, challenged and intervened with through regular RAG meetings.

- Outcomes for P8 SEND Support -0.18, Concern 0.09, NO SEND -0.19 have improved, however, those who are statemented -0.31 have not. LAC +1.85 P8 and 100% 3LoP Eng, 4LoP Maths. Statemented SEND is a clear focus for the academy this year.

- The quality of assessment in the academy has improved, because more stringent checks are now in place to ensure the accuracy of the data on students' performance. Senior leaders have a much clearer picture about students' progress and their attainment because examinations are in place for all year groups and staff have been effectively trained to use the new tracking system. The tracking system allows both staff and students to monitor progress. A new marking, feedback and assessment policy has been written and is in place across the academy which is underpinned by appropriate tracking. SLT and MLT are quality assuring provision to ensure that the judgements around the new 1-9 are underpinned by effective assessment in order to sustain the rigour and robustness of the data.

- The 'war room' allows both the students and the staff to see clearly how they are progressing. The students are now able to talk about what level they are working at. However, they cannot yet consistently talk about what they need to do to move to the next level but this is improving and this has been addressed through classroom practice and effective CPD with staff. Evidence is seen for this in improved marking and feedback.

- The effectiveness of data tracking and assessment has been maintained over the academic year 2015-16, with accurate predictions of +/- 2%.There is clarity with regard to the grading used and what is expected from the professional prediction. Subjects do vary in how accurately they predict results, English, Maths and Science are consistently accurate but humanities and technology less so. The restructure of the MLT, and increased expectations in the use of assessment will enable stronger experienced colleagues to challenge underperformance within departments and faculties more effectively.

- The data shows that the attainment and progress for different student groups stubbornly remains below national levels of expectation. English and mathematics progress was significantly below average for disadvantaged and disadvantaged middle ability. Disadvantaged high ability less of a concern - Girls achieved better than boys (High ability). Middle ability boys and girls do not do well (attainment 8) Boys less well than girls (bottom 10% Att8, sig – P8). Mathematics is performing better than English, girls are performing better than boys; with the exception of dance, chemistry, physics, combined science, psychology, media and maths (Y11 2016) and the disadvantaged have performed significantly better than the previous year in MFL, Health and social care, product design, Food and i-English. These areas of improvement are clearly identified on the POAP/ADP in order to impact on this concern.

- Students are making better progress in English. The academy has invested heavily in a number of reading and literacy schemes and these have been accurately targeted at the students' needs. Reading ages have increased from between a matter of months to three and even four years. Students, who have been on the programmes are more confident and willing to read out loud. All staff follow the academy's literacy strategy and are helping students by the use of, for example, writing frames so that they can improve their written skills. Writing, however, remains an area requiring improvement. This is being addressed through identifying opportunities for extended writing in all curriculum areas as evident in the schemes of learning.

- The introduction of the library, and the reading mentor programme through reading stars is shown to be having an impact in improving student confidence in reading.

To reach the next grade we need to:

- *Pupils need to read widely and often with fluency and comprehension appropriate for their age (ADP 2c)*
- *Attainment and progress need to show further consistent improvement (ADP 1b, 1c, 2a, 2b)*
- *In a wide range of subjects, the progress of students with SEND, PP or disadvantaged and those who need to catch up needs to improve that of students nationally (ADP 1b, 1c, 2a,2b,2c)*
- *In almost all year groups and in a wide range of subjects, including English and Mathematics students must make consistently stronger progress considering their different starting points (ADP 1a, 1b, 1c, 2d, 4a)*
- *The progress of disadvantaged students needs to continue to improve in relation to other students nationally (ADP 1b, 1c, 2a,2b,2c)*
- *Further develop and embed CEIAG to achieve careers mark in relation to our existing provision in order to ensure that student destinations continue to be appropriate and allow them to meet their career plans (ADP 3a, 3c, 4b)*
- *To ensure that students' progress data for outcomes is in line with the National Average of zero (ADP 1b, 1c, 2a, 2b, 2c, 4a)*

ADP Actions:

1a) To ensure robust and informed tracking systems are in all faculty areas that allow students' progress to be tracked, quality assured and bespoke interventions to be put in place

1b) To ensure all faculties have identified and tracked the progress of all MABLE students including those who are disadvantaged in ensuring underachievement is challenged and intervened with.

1c) To continue to diminish differences in progress for PP, SEND students, boys and those that need to catch up at a rate faster than overall national outcomes.

1d) To ensure all faculties are consistently assessing students in accordance with academy policy, by moderating grades/work at all levels and stages.

Quality of teaching, learning and assessment – Suggested Grade 3

- Teaching and learning is not yet good and requires improvement.

- The quality of teaching, learning and assessment continues to improve as a result of well-judged professional development opportunities and bespoke packages of support for those teachers whose practice is not good. Improving the quality of teaching has been given the highest priority; teaching is now better than it was last year. Senior leaders have shared high expectations of what must be included in lessons to secure good progress; the non-negotiables. Consequently, the expectations of teachers of what pupils can achieve have been raised and the rate of progress is accelerating. This is supported by a half-termly updated Teaching and Learning Overview document that identifies specific areas of development and improvement within the academy.

- Despite the improvements in the quality of teaching, student attainment and progress is not yet at national averages and consequently teaching and learning are not yet good. Focussed training means teachers understand the need to plan and set work that matches the needs and abilities of their pupils. In some lessons this planning is sophisticated and pupils are stretched or receive additional support if it is needed but this is not yet consistent.

- Leaders across the school are focussed on improving the quality of teaching across the Academy with a particular focus on the use of data to inform planning/teaching, developing student response to written teacher feedback and developing activities to promote differentiation. Staff have higher expectations of students and understand the importance of teaching consistently good lessons every day. Teachers expect and encourage all students to work with positive attitudes so that they can apply themselves and make strong progress. Teachers insist that the students perform at a high level. Internal QA procedures and the Teaching and Learning team have identified strengths and weaknesses, targeted specific improvements and shared best practice.

- Marking and feedback have improved. There has been greater emphasis placed on marking for progress and the use of student response to close gaps. The students are used to responding to teachers' comments in their books and they say that this is helping them to improve their work. As a result, the pupils are making better progress. Teachers' questioning in lessons is developing. Students are more frequently required to give full answers to demonstrate their understanding and deepen their thinking. Questioning has less impact on progress when teachers accept one word answers or provide too many prompts to students. The majority of students commit to improving their work

- Staff have clear non-negotiables that are used in every lesson; success criteria and levelled outcomes to help them to set work that matches students' capabilities. The impact of this has been demonstrated by academy staff developing class profiles which are used to inform and plan for effective differentiation, and in turn demonstrate progress through meeting the needs of learners within the classroom. In the best learning seen, teachers are using the data to help them to differentiate the work they are giving to the students.

- CPD is bespoke and responsive to staff need made up of a combination of appropriate external CPD and internally led CPD by staff at all levels. All staff are encouraged to identify their own CPD needs alongside the more formal academy procedures, all staff have had input into the format and content of the CPD sessions. Learning Leaders (MLT) are expected to put in place interventions to support at a department level, and these are outlined in the Department development plans and CPD plans.

- The leadership team facilitate developmental CPD opportunities within the areas they line manage and have a good grasp of the strengths and areas for development in their teams. The extended leadership, of which there are 2, have individual areas of expertise. Numeracy and MABLE. Each half term they will work alongside a department identified from data tracks and departmental development plans, with close line management from the Assistant Principal for Deep learning.

- Any SEND students or identified students who enter the Academy with levels significantly below expected progress receive timely intervention programmes that include Catch Up Literacy which is a one to one programme, Accelerated Reading, Attack, the Hackney Literacy Programme, Sound Training for reading Programme and Beat Dyslexia. The SENCO has data which shows the positive impact of these programmes on literacy, many of the students are in receipt of the pupil premium. In 2016 with new staffing in place there has been an increase in the amount of maths and English intervention for students across the academy, in order to accelerate progress.

- Many opportunities are provided to help students, including disadvantaged students, make better progress. These interventions are carefully monitored and evaluated and adjusted to better meet the needs of students where necessary. As a result, pupil premium funding is spent appropriately to improve the outcomes of disadvantaged pupils. The outcomes of disadvantaged pupils in their GCSE examinations improved in 2015 and are on track to improve further in 2016. Leaders carefully monitor the progress of disadvantaged pupils in the academy. Consequently, differences between the progress of the disadvantaged and their peers are diminishing in most year groups.

- The impact of improved teaching has had a positive impact on the attainment/progress of students currently in the Academy as evidenced by an analysis of the recent data capture which is based on an increasingly robust use of assessment, delivered through improved schemes of learning.

- The academy is promoting a love of reading in pupils through the newly created library, the library holds events and competitions throughout the year, such as World Book day. There has been an explicit strategy across the academy to improve the literacy skills of weaker learners through the introduction of cross curricular literacy targets. These are reviewed half termly by the English department and shared with all staff. Regular Teacher Toolkit sessions also include whole school literacy foci on how to support students with extended writing, and this remains an area of development within the POAP/ADP.

- Recruitment, particularly in the core areas of English, Maths and science has not been without its problems in recent years. However, this situation has eased through the use of the Teach First Programme and additional strategic recruitment. The situation in maths is now stable with 2 filled vacancies but staffing fluctuations continue to be an area of vulnerability for the academy.

- Areas of strength within the academy include the Performing Arts and English. Philosophy and Ethics and Psychology have also added strength to successful student outcomes. Areas of concern are Technology and Humanities. There has been bespoke and intensive work done in the areas of Science, with both the science MLT and individual teachers to improve and develop practice.

To reach the next grade we need to:

- *Improve lessons which are identified as development required to challenge and aspire through accurate and robust analysis of lessons, personalised mentor coaching, effective performance management, continued use of bespoke CPD and sharing of best practice (ADP 2a,2b,2c, 2d, 3c, 4a, 4d)*
- *Increase students ownership of learning and continue to develop their independent learning skills (ADP 3a, 3b,4a, 4c)*
- *Quality of teaching in humanities and technology needs to improve in order that students make better progress (ADP 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4c, 4d)*
- *Teachers need to be more consistent and creative in their use of differentiation (ADP 1b, 1c, 2a,2b,2c, 3a, 4a, 4c)*
- *That RWCM opportunities are exploited in all lessons (ADP 2c)*
- *Develop mastery driven teaching in mathematics to ensure progress is supported and accelerated (ADP 4b)*

ADP Actions:

2a) To continue to develop quality delivery in all subjects (including the specific targeting of Humanities and Technology) to secure expected levels of progress for all groups

2b) To secure consistently good or better teaching across the academy

2c) To further develop the cross curricular delivery of Literacy and Numeracy in order to accelerate improvements across the academy

2d) To work with staff to ensure that the marking of student work is timely and effective, and is resulting in obvious improvements in diminishing differences and developing students understanding and progress.

Personal development, behaviour and welfare – Suggested Grade 2

- Behaviour in the Academy is good but attendance remains fractionally below national average and therefore requires improvement

- Average attendance in the Academy 2015/2016 was 93.3% and persistent absence was 12.3% at less than 90, which is below the national average of 13.8% (2014/15)

- Attendance for FSM is 90.48% and SEND students at 92.07% and for students for whom the school receives pupil premium payments are marginally lower at 91.62 % than the rest of the school. Although those students with FSM has improved since the previous year.

- The overall attendance at the Academy on 29th September 2016 was 94.53%. The increased expectation on attendance has significantly reduced lateness across the academy. Attendance does have a high profile amongst students. Punctuality of students has improved and lateness is rigorously addressed by all staff.

- There has been an increased emphasis on the importance of good attendance with reward systems in place for high levels of attendance by House (form group). The appointment of a new house leader will add strength to this team. The academy has recently appointed its own EWO in order to tackle those students whose attendance remains stubbornly below expectation. The use of the new achievement points for academic and personal excellence through the school IMS is embryonic and not fully embedded.

- The behaviour of the students around the Academy and in lessons is generally good for the overwhelming majority of students. Students conduct themselves well throughout the day, including at lunchtimes. Staff have high expectations and generally relationships between students and all staff are positive. When moving about the academy students are generally well mannered and move safely. In the main they are polite and pleasant. They are positive about the behaviour in the academy and in lessons. Students are punctual in arriving at the academy in the morning and in moving between lessons.

- The Consequences Policy was launched by the Principal in the summer term with assemblies for all year groups during which expectations were made clear and a consequence ladder outlined for non-compliance with staff requests. The impact of this has been that disruption is dealt with effectively, increased pace in lessons, and improve attitudes to learning which in turn is diminishing differences.

- Exclusions have increased because of a zero tolerance approach. The Progress Leaders with their Phase Leaders are using data broken down by groups to plan behaviour interventions.

- An on-call team has been established and this has led to a reduced number of call outs over the last academic year. The three inclusion units have now been reduced to one due to reducing demand and improved behaviours across the academy. This is to deal with a small number of students who consistently fail to meet expectations in line with the consequences ladder.

- A small number of students continue to be educated off site and these include the Darley Centre, 7KS, Coritani and Fluent. Alternative wrap around provision is in place for those students who need further support in mainstream through 'the bridge' and 'APU', although this is embryonic, as a result of the internal QA of this facility, outcomes and post 16

progression for these students is improved. This has allowed the academy to have stricter control on academic outcomes for these students and continues to allow these students to access mainstream education.

- The academy has an Anti-bullying Co-ordinator, Buddy System and a Peer Mentoring Programme which has strengthened the Academy's commitment to an inclusive and supported community. The bullying log shows minimal incidents. Further testament to this is that the academy has secured the Diana Award for anti-bullying for another consecutive year and further to this we have been added to the Diana Award roll of honour for our exemplary work in this area. We are currently in preliminary stages of working towards our Inclusion mark.

- The academy has also been heavily involved through student voice in the setting up of the social media charter across the North Lincolnshire schools.

- Surveys completed last academic year by students and parents indicated that students feel safe and supported. Staff presence during unstructured times is high and prefects having key positions in school contribute to maintaining a sense of good order.

- As a result of higher expectations and improvements in the quality of teaching, pupils' attitudes to learning have improved, particularly at Key Stage 4. Older pupils understand well the importance of working hard to achieve success

- PASS surveys and parental surveys have been issued to all students. Any concerns raised in these surveys are being addressed through appropriate and timely actions.

- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being, this is robustly supported with the academy EP and Life POS. The academy has a coherent strategy to develop SMSC, demonstrated through a wide range of opportunities inc. assemblies. Impact is evident in teaching and in most students' attitudes.

- A broad and extensive programme of enrichment activities is offered to students across the academy (see website)

- Student attitudes to learning are positive in the vast majority of cases. Students commit to improving their work, and resilience to challenge amongst the student body is improved. The use of Kagan seating plans is actively encouraging positive student peer to peer relationships and is supportive of improving progress made by students. As a result of higher expectations and improvements in the quality of teaching, students' attitudes to learning have improved, particularly at Key Stage 4. Older pupils understand well the importance of working hard to achieve success. There is strong engagement in KS4 English, mathematics and science lessons. However, where a minority of lessons are still interrupted by low level disruption, this disruption is dealt with effectively through the consequences system.

- Safeguarding procedures in the academy are a strength. The EAB makes regular safeguarding checks and receives an annual safeguarding audit from the local authority, and regular health and safety reports from the Principal. The academy works well with other agencies to keep students safe. Students say they feel safe in the academy and that any bullying is swiftly dealt with. Leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students.

To reach the next grade we need to:

- *Maintain high Standards of behaviour (ADP 3a, 3b)*
- *Further develop Student confidence and resilience in their learning in order to have a positive impact on their progress (ADP 3a, 3b)*
- *Continue to improve attendance of PA and those with previously high levels of absence (ADP 3b, 4a, 4c)*
- *Further develop and embed CEIAG and achieve careers mark in relation to our existing provision in order to ensure that student destinations continue to be appropriate and allow them to meet their career plans (ADP 3a, 3c, 4b)*
- *Ensure that NEET is above national average of 94% (ADP 3a, 3c, 4b)*

ADP Actions:

3a) To develop student capacity to be independent; self-determining learners ready for success in terminal examinations (attitude to learning)

3b) To embed the 'consequences system' in order that all students can access high quality educational provision by removing the barriers to learning.

3c) To maintain a research dialogue with all stakeholders (particularly students) to reach excellence in provision.

3d) To embed an effective house system across the academy that leads to effective rewards for all students

LEADERSHIP AND MANAGEMENT– Suggested Grade 3

- Leadership and management at all levels has improved. The Principal continues to drive school improvement relentlessly and with tenacity. Senior leaders know well where the strengths and weaknesses are in the academy. Senior leaders' line manage middle leaders with greater consistency and rigour. The impact of the improvements in leadership can be seen in the better quality of teaching and improved pupils' outcomes.

- A new Vice Principal was appointed in January, who has been swift to support and sustain the improvements in leadership capacity, improved teaching and learning and the culture across the academy. The leadership team roles and responsibilities were restructured in order to reflect the leadership team's continued drive for improvement through strategic working.

- As a result of effective support and training, middle leaders are increasingly independent in their leadership roles. They speak confidently about the monitoring and evaluation they undertake to make sure the quality of teaching, learning and assessment are more consistent and improving in their subject areas. As a result, the quality of teaching and marking and feedback are improving. Middle leaders hold their teachers to account more effectively for the progress of students, especially those who are underachieving. Consequently, timely support for students is planned, resulting in better progress. Leaders have put in clear lines of accountability through QA procedures and all the staff are aware of the need to continue to raise standards.

- As a result of the restructure of the EAB, members of the EAB hold senior and middle leaders to account more effectively. The members of the EAB demonstrate a good understanding of the standards and progress across the academy and the quality of teaching. Members of the EAB are regular visitors to the school. They meet with learning leaders, look at pupils' work and make visits to lessons with senior leaders. As a consequence, they are able to check the accuracy and validity of information they receive. They are ambitious for all students including those who are disadvantaged and promote improvement effectively through a broad and accurate understanding of the quality of education at the school.

- The Academy has had to deal with a legacy of underachievement and some poor teaching and there has been a lag between effective implementation and its impact on outcomes. As these concerns have been reduced. Improved teaching and learning in combination with improvements in curriculum is continuing to impact on outcomes as evidenced through internal data. A new curriculum is in place for September 2016. The new curriculum provides more time for English and mathematics for all students and further opportunities for those who need to catch up to develop their reading, writing and mathematical skills. Specialist reading schemes continue to impact positively on the reading ages of pupils.

- Staff value the continuing professional development provided by the school. It is having a positive impact on their teaching and students' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly.

- Headline outcomes in 2016 met with predicted targets and were above the government floor standard with a progress 8 score of -0.19. The academy's actions have secured an improvement in disadvantaged students' progress as shown in KS3, Y9 and Y10 towards attainment 8 (see PP report 15_16). Whilst there were some improvements in 15/16, 3LoP

maths has dipped against a rise for 4LoP, 3 and 4 LoP increased in English. Current internal data indicates that the academy will continue to improve this summer.

		Prediction	Result	Difference
P8		-0.21	-0.19	0.02
A8		4.35	4.37	0.02
5A*C		50.7	52	1.3
5A*CEM		41.2	43.9	2.7
Basics		43.2	48	4.8
ENG	3LP	66.7	74.8	8.1
	4LP	34	36.1	2.1
MATHS	3LP	51.7	52.4	0.7
	4LP	21.1	21.1	0
SCI	3LP	37.6	43.1	5.5
	4LP	4.6	12.8	8.2

- The significant changes in leadership at middle leader level are having a positive outcome on teaching and learning and this is reflected in the predictions for students who currently are within the Academy. The work of middle leaders is monitored and developed by members of the SLT. An external consultant is working with the MLT and SLT to QA their judgements and coach the MLT where appropriate

- There has been a relentless drive on embedding robust data tracking systems and an emphasis placed on ensuring that the levels and grades awarded to students are based on a piece of sound assessment. There are still pockets of inaccurate predictions and these are being forensically tackled by the SLT with MLT.

- The leadership team have been restructured so that their responsibilities reflect the key issues in the school and that all of them have a significant involvement in improving the quality of teaching and learning. The Principal continues to work with the leadership team so that they work strategically and are interdependent on each other to drive academy improvement through a robust ADP.

- The development and leadership of teaching and learning has continued to improve so that there is now a clear audit of the quality of the teaching and learning coupled with developmental CPD. The performance management of colleagues is clear and comprehensive with an increased expectation on targets linked to improving teaching and learning rapidly.

- The Educational Advisory Board which has replaced the previous Governing Body is a thoroughly professional and committed group of individuals. They have a wide range of experiences and an examination of the minutes reveal a significant level of challenging questions to the school leadership team.

- Leaders and governors are using performance management effectively to improve teaching. Refinements to the procedures allow accurate monitoring to identify and spread good practice across the school with robust data driven performance targets in place

- The EAB is made up a multifaceted group of individuals including both a current head teacher and a principal, 2 parents, 1 member of staff and individuals with both a business and education background.

- An EAB action plan and planner is in place that outlines key expectations of the EAB and scaffolds their work within the academy. This allows members of the EAB to work with the academy to forensically tackle and identify areas for improvement.

- The progress and Standards board of the EAB holds senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers improving outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for student groups, especially between disadvantaged and other pupils

- The curriculum for all KS4 students is broad and balanced and suitable to meet the new national measures of performance. This has been quality assured through regular visits from SPTA and checked continuously through the academy section 8 inspections. The NEET rate for the 2015 Year 11 is 97% with all students on a pathway for further education and training. No figures are yet available for the 2016 cohort and this will be updated when available. The academy has a comprehensive programme of CEIAG led by a member of the leadership team. Student aspiration for Post 16 and beyond is much improved.

- The 2014 results were reflective of historic underperformance from the previous school with an inadequate curriculum, some weaker teaching and weaker leadership in some key positions within the school. These key issues have been addressed by the academy and data held by the academy on current learners indicate that progress is much faster for these students. The departments are using the transition matrices and class profiles to track pupil progress from fine level KS2 scores. This enables us to identify gaps early and put in appropriate intervention to close them.

- Good systems are in place for safeguarding and continuity of care is provided throughout the year to ensure the safety and support for vulnerable students.

- The introduction of the new consequences system allows leaders to set high expectations of students and staff. They lead by example to create a culture of respect and community. The positive relationships between leaders, staff and students drives the progress of all students at the school in a core aim of improving outcomes for all students.

- The Academy has a detailed development plan linked to the Post Ofsted Action Plan. Each departmental area in turn has a development plan that is linked to both the POAP and ADP, this is renewed termly thorough SLT Line management. Departmental KIT meetings have been introduced to QA internal judgements (SSE) made by the MLT that involve SLT, EAB Progress and Standards and SPTA Regional Director. Departments failing to improve are subject to departmental review. The Academy POAP is rigorously monitored through EAB and SPTA

- Termly Principal meetings with the Trust Chief Executive and the Trust ELT hold the Principal to account and QA their judgements through robust and accurate monitoring by the subject directors. The academy makes effective use of a range of sources of support. Trust advisors have contributed successfully to improvements in middle leadership and the quality of teaching, for example in English and mathematics. Outcomes for students are improving as a result. The Regional Director/Executive Principal of the Trust meets the Principal weekly to set and monitor key performance indicators. The sponsor takes its responsibilities to monitor progress and improving outcomes very seriously and as such attends both EAB meetings and Progress and Standards meetings with the Principal.

- The Principal has engaged the local authority to undertake a number of reviews including of attendance, pupil premium, and support for disabled pupils and those who have special

educational needs. As a result, the academy is swift to act on the areas for improvement identified in each review. These actions are impacting positively on policies for attendance and students' outcomes. An academy improvement partner from a local authority continues to provide effective support and challenge for middle and senior leaders. The impact can be seen in improved leadership.

To reach the next grade we need to:

- *Teaching must be consistently strong and highly effective across the academy* (ADP 2a, 2b, 2c, 2d, 3b, 4a, 4c)
- *Disadvantaged students need to make better progress in relation to national expectations* (ADP 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4c)
- *In school variance must be reduced through consistently better teaching* *(ADP 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4c, 4d)*
- *High quality CPD for all staff continues to be used to support academy development and improvement at all levels* *(ADP 4d)*
- *Staff need to develop reflective practice in order to become deeply involved in their own CPD* *(ADP 4d)*
- *Governors/EAB need to embed systematic and operational challenge in relation to the outcomes for all students including those who are disadvantaged.* *(ADP 4a, 4d)*
- *Performance management must be embedded to support highly effective teaching across the academy.* *(ADP 1c, 2b, 3c, 4a, 4c, 4d)*

ADP Actions:

4a) To drive leaders at all levels including those responsible for governance, to be highly ambitious for the pupils and lead by example. To base their actions on a deep and accurate understanding of the academy's performance, and of staff and students' skills and attributes

4b) To secure a curriculum offer that equips students for success in educational outcomes, life and work skills and a continued engagement in learning in balance with the DFE and current and future performance table requirements

4c) To ensure that academy policies are implemented consistently across the academy and that communication is embedded effectively at all levels

4d) To provide opportunities for all staff to develop their own personal and professional effectiveness through effective and explicit CPD and opportunities for leadership at all levels