

**Self Evaluation Form**

**November 2017**

**Context:**

Ormiston Chadwick Academy (OCA) is now in its fourth year and serves the community of Widnes with a catchment in the lower 5% of the index of multiple deprivation. 51% of our students are disadvantaged. 20% of our students have Special Educational Needs.

Since its opening in September 2014, OCA has been on a journey of rapid improvement. It has been awarded Artsmark Gold, Cultural Diversity Gold Award, the Discovering Democracy Award, CPD Mark and IQM Mark including being designated a Centre of Excellence for Inclusion. The vast improvements to teaching and learning were reflected in the summer results of both 2016 and 2017. 69% of our Class of 2016 achieved 5ACEM, 88% achieved 5A-C, 25% achieved 5A\*/A. Our Attainment 8 was 56.6 and our Progress 8 0.61, taking us from a journey of being bottom in borough to not just the top in borough, but the **5th highest performing school in the North West and in the Top 100 Secondary Schools nationally.** In 2017 this trend has continued with a provisional Progress 8 score of 0.82 (provisional), set to rise to approximately 0.85 taking into account re-marks. Our attainment 8 is 50.8 and the basics measure is 62%. This achievement is impressive given that the cohort entered significantly below average (-1.7). **These results place us again in the top 100 schools in the country.**

**The predecessor school placed in Special Measures in October 2013. In December 2016 Ofsted graded OCA as Outstanding.**

There are 687 students on roll.

We judge our school to best fit the Ofsted criteria for outstanding.

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| Overall judgements | Grade awarded |
| Overall effectiveness of the school | 1 2 3 4 |
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| Effectiveness of Leadership and Management | 1 2 3 4 |
| Quality of Teaching, Learning and Assessment | 1- 2 3 4 |
| Personal Development, Behaviour and Welfare | 1- 2 3 4 |
| Outcomes for Pupils | 1 2 3 4 |

**1. The quality of leadership and management of the school**

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| **Overall Grade awarded** | 1 2 3 4 |
| **Context and Evaluation:**  **The school is very well placed to continue improving students' learning and overall achievement. The core senior leadership team is committed, and highly effective in driving forward continual improvement.**  **Leadership is strong and stable. Impact can be seen in the improvements to the quality of teaching, the increased rates of attendance, the reduced number of exclusions and in the faster rates of students’ progress and improved outcomes.**  **There are clear policies and procedures in place including robust safeguarding training and procedures. There is now a new Governing body which consists of a small but very experienced board.**  **Middle Leadership has been transformed. Weak leaders are no longer with us and new leaders have either been appointed or trained from within the academy. There is a culture of ambition and high expectations; leadership at all levels is committed to realising the academy’s vision of being an exceptional place of learning. Training programmes are in place to continually to develop the next generation of school leaders, at all levels.**  **The curriculum is highly personalised and is meeting the needs of all learners. This includes providing students with alternative curriculum provision where necessary, although this is a last resort.**  **Parental feedback indicates a strong confidence in the school, this is also demonstrated through the large increase to the student roll in the past three years. Despite the rapid changes there is a cohesive community ethos within the school and feedback from Ofsted, external consultants, and in-house surveys, report that staff morale is excellent. ‘Staff morale is very high and teachers feel well supported’ (Ofsted December 2016) Lesson observations as well as external reports indicate that a key characteristic of the school is the atmosphere of mutual respect between staff and students, engendering a positive learning ethos that leads to excellent behaviour and attitudes to learning.**  **The school never stops being self-reflective and quality assurance systems are firmly embedded. Whole school priorities across every strand are shared with Heads of Department to cascade down to their teams; departmental teams then develop their own action plans to achieve our common goals. Performance management objectives are set carefully in line with while school priorities.**  **Evidence to support judgements:**     * In its final year and as a result of the rapid effective action taken from January 2014 when the Principal and Executive Principal were drafted in, the downward trend in the predecessor school was reversed, making it the most improved school in the borough in 2014. Outcomes increased by 5% to **45%** 5ACEM. In 2015 in its first year, and with a weaker cohort, OCA added another 9% onto that figure achieving **54%** 5ACEM. 5A-C increased by 15%. Such outcomes had never been achieved in the predecessor school. * The cohort of 2016 has thrived under the new curriculum and better quality teaching. They achieved 69% 5ACEM, 69% Basics, 88% 5AC, 25% 5A\*/A. Our provisional progress 8 is 0.61 and our attainment 8 56.6, putting the school at the top of the borough, 5th in the North West and 92nd in the country. * Following the 2015 results, the vast proportion of CPD time was dedicated to narrowing gender, PP and SEN gaps as well as stretch and challenge for our HA students. This quality training has paid off; 63% of our PP students achieved 5ACEM, well above national average. Our HA students achieved 0.53 P8 in English, 0.30 in Mathematics, 0.07 in Ebacc and 0.68 in the open slots. Our SEN K students achieved 0.62 in English, 1.39 in mathematics, 0.55 in Ebacc and 2.14 in the open slot. The gap between male and females closed with males reversing the trend – Males achieved 0.64 on P8 with females close behind on 0.58 (all figures pre-remarks). * Attendance has improved from below average at 92.9% (summer 2013) to 94.25% (summer 2017) and compares favourably with the national average. This year to date our attendance is 95.43%. The school target is now 97%. * Behaviour has improved considerably. In the last year FTEs improved by 93.2% from 2014-15. * The quality of teaching from lesson observations and work scrutiny has improved from 43% good (2014) to 98% good or better, 0% outstanding to 47% (summer 2017). Our main focus is to ensure that we continue to achieve 95% good or better throughout the year and now maintain our outstanding teaching at a minimum of 40%. * Our school is a safe place to teach and learn. 100% of our staff have received safeguarding and PREVENT training and we ensure that training is complete for new starters within five working days. We work effectively with a number of external partners to support students at risk. High quality staff training responds to prevalent issues within the community (informed by our police liaison officer) as well as national initiatives. * The academy is fully staffed and strategic recruitment has led to excellent appointments in areas of previous weakness. A very small number of staff are requiring improvement but there is now no inadequate teaching in the Academy. * Strategies to develop ‘deep leadership’ at the school are in place. The academy supports staff on external programmes such as Headship Now, Teaching Leaders, NPQML, SLE training, SSAT Lead Practitioners and Future Leaders. The internal Friday Leaders CPD programme trains aspiring leaders as well as refreshing middle and senior leaders. Feedback from staff surveys indicate a high value placed on their CPD provision. We have a dynamic teaching staff who are driving outstanding student outcomes. * IQM Assessors Report July 2015; ‘Staff at all levels feel included in decision making processes, feel supported, included and feel valued and part of the success of the school.’ * A strong congruity between internal judgments and external reviews indicate accurate self-evaluation. Development planning both long and short term has led to continual improvement. The academy actively seeks views from parents, staff and students to inform planning. * Performance management systems are robust and no teacher can progress up the pay spine without demonstrating impact across a range of areas related directly to the school development priorities. * Student leadership through the prefect system is excellent. Students regularly take ownership for the running of public events. Prefects have their own areas of responsibility. * Our ECM programme ensures that SMSC, health, safety and British values are an integral part of our curriculum and explicitly taught. There is a continuing fall in youth crime in the area. None of our cohort of 2015, 2016 or 2017 left us NEET. Contact is made with previous students to follow up their destinations and a dedicated member of staff continues to liaise with the local authority and colleges to ensure that all previous students are on the right career path. * We have an excellent careers guidance programme which starts in Yr7. Work experience is tailored in Year 10 and a wealth of extracurricular opportunities are arranged including visits from external speakers, trips to Universities etc. * The provision for extracurricular opportunities is outstanding with over 100 activities on offer weekly. Enrichment is very well attended with 100% of the student population attending at least one enrichment during last academic year. The provision of an ‘enrichment entitlement’ sees students able to access experiences such as live theatre, professional sporting events and a residential as a guarantee. In our first year we achieved Artsmark Gold. * The academy is active in seeking opportunities to promote equality and respect for all. In our first year we were awarded the IQM mark and designated a centre of excellence. We were redesignated in July 2017. We have also been awarded the Gold Award for Cultural Diversity. The ECM core curriculum is supplemented by a range of opportunities such as visits to different religious establishments, external speakers on a range of issues from e-safety to homophobic bullying. The House system through events and competitions plays a vital role in promoting a sense of belonging and warding against radicalisation/extremism.   **Our next priorities:**   * Our main focus is to ensure that we hold the quality of teaching at 98% good or better throughout the year and now maintain our outstanding teaching at a minimum of 40%. * We want to see opportunities for student leadership specifically *within* lessons embedded across the whole academy. * We want to further improve attendance to well above national average and persistence absence to below. | |

**The quality of teaching, learning and assessment at the academy**

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| **Overall Grade awarded** | 1- 2 3 4 |
| **Context and evaluation:**  **The quality of teaching was judged as inadequate in the predecessor school. A combination of capability procedures, internal restructure and intensive support programmes has transformed teaching and learning at the academy. We have moved from 43% of teaching being judged good or better (in the predecessor school) in summer 2014 to 98% in summer 2017. Outstanding teaching has developed from 0% to 40% in the same time. This has led to significant improvements in levels of attainment and has placed us within the top 100 schools in the country for Progress 8.**  **All inadequate teaching has been eradicated. Regular assessment is a feature across the academy and trailed and tested CPD programmes are in place that respond to any emerging gaps in sub-groups. There is now a thirst among the staff to become master practitioners, driven by an outstanding core team. Best practice is shared widely across the academy through the extensive Teaching and Learning programme. Departments have all established links with feeder primary schools to work together in response to the demands new KS2 curriculum, planning their KS3 curriculums accordingly to ensure no ‘wasted years’.**  **Evidence to support judgements**:   * Lesson observation results are triangulated with the quality of marking, student voice feedback, progress and attainment data. No teacher is judged to be outstanding until they have attainment data to back this judgement up. All observers are trained by the Principal and/or our Educational Advisor to ensure consistency. Judgments are quality assured at least once a year. * A teaching and learning patrol runs every lesson. SLT and middle leaders drop into lessons unannounced to ‘informally’ observe the quality of teaching, learning and assessment and provide feedback. This ensures that we have consistency across all subjects, all age groups and pupil groups in the academy. * There is a rigorous half termly work scrutiny, which utilises photographic evidence to disseminate best practice to all teaching staff. A middle leader provides tailored support for teachers whose practice needs improvement in this area. This is then quality assured by the AVP. * All teachers who are not securely ‘good all the time’ are allocated a coach and a support package is immediately put in place. * A ‘Good to Outstanding’ programme is in its second year and has impacted on the overall quality of Teaching and learning moving 0 to 40% improvement in Outstanding lessons observed. 17 out of the 19 teachers who completed the programme received at least one Outstanding lesson observation grade. * Teachers are held fully accountable for class progress. They complete a forensic analysis at the end of every assessment cycle (half term) in which they must state the interventions they need to make for individual students who are falling behind or responding to any attainment gap widening in any pupil groups. * Teachers have secure subject knowledge, the vast majority have degrees in the subject area they are teaching. Where this is not the case, tailored training packages are put in place. Expertise in particular age groups is utilised where appropriate whilst ensuring all staff are being developed to teach confidently across all key stages. * Five transition days include baseline assessment in English, Maths and Science to confirm setting and individual student’s plans for Yr7. * Teachers regularly have the opportunity to share Assessment for Learning techniques throughout the CPD programme and through the standard Teaching and Learning item agenda at weekly department/faculty meetings. This in turn has impacted on an increase in the overall attainment and progress at KS4. * The quality of internal moderation is given a high priority and all departments have sought experts from examination boards and/or links with other schools to standardise and quality assure examination work. * Carefully targeted students are selected for compulsory enrichment and intervention sessions after school and on a Saturday. Attendance at these sessions is very high and has led to the increase in outcomes. * Teachers have high expectations of their pupils and plan lessons to targets set at least one grade above expected progress. Evidence from lesson observations and patrol indicate time in lessons is used productively because teachers reinforce their expectations for conduct and set tasks that challenge pupils. * Feedback is used well in the academy to help pupils’ progression. All staff give written feedback in line with the school’s assessment policy and oral feedback is a staple part of lessons. Work scrutinies reveal that our pupils commit to improving their work and are given opportunity to apply their knowledge and understanding in new ways that stretch their thinking in a wide range of subjects. * The academy communicates regularly with parents via parents’ evenings and half termly progress reports. Reports to parents highlight how students can further improve in each subject. The Principal and Head of Yr10 and 11 meet personally with the parents of any Yr10 or Yr11 student with a negative Progress 8 score. * The CPD programme for teaching staff and support staff is extensive and meets the needs of staff. The offer is informed by feedback from lesson observations, teaching and learning patrol and performance management targets. The impact of these sessions has been evident in the rising quality of day to day Teaching, Learning and Assessment across the academy. * The academy runs a well-attended ‘Friday Leaders’ programme for current and aspiring leaders to aid the academy’s succession planning, using training from established programmes such as ‘Teaching Leaders’ and ‘Future Leaders’. * There is a comprehensive two week induction programme set up at the end of the academic year for NQTs and new starters that focuses on all the key CPD requirements of teaching in your first year. The NQT staff rate the programme as excellent and found the sessions very helpful in their first half term. * Ofsted Report December 2016: **‘**The principal, executive principal, interim executive board and sponsor have created a culture of very high expectations among staff and pupils, which has led to rapid and sustained progress. The curriculum is tailored to the needs of pupils and delivers very strong outcomes.’ * Attitudes to Learning are tracked weekly through a lesson by lesson monitoring system and indicate that attitudes to learning are excellent. Hotspots are immediately identified and interventions are put in place to ensure the quality of teaching and learning remains outstanding. * Teachers promote equality of opportunity and diversity through teaching and learning and through the ECM programme. This impacts on the pupils’ enjoyment and their use of imagination and creativity in their learning. The IQM assessor reported that the academy ‘is clearly at the heart of its community where inclusion is ingrained in its very fabric and care, nurture and support is at the very heart of everything that occurs here, for staff and students alike. It is an impressive, inclusive learning environment, where everyone involved is committed to the inclusion of all children.’ (July 2017) * An online homework platform ‘Show my Homework’ is utilised to ensure quality homework is being set in regularly and in line with our policy. In a recent interview with parents, they said that they appreciated the investment in this area. * The academy utilises a range of different strategies to promote reading, writing, communications and mathematics. These include; Accelerated reader, Reading in ECM time and the Greeter system. Reading ages of our nurture class are particularly impressive with most students making double the standard gains.   **Our next priorities:**   * Embedding new staff quickly to ensure that the standard of teaching does not slip. * Measure the impact of how Show my Homework and GCSE Pod assist in improving outcomes to fully consider value for money. * Continue developing our partnership working with primaries to ensure our assessment systems from KS2 to Ks3 continue to be accurate and robust as the curriculum develops. | |

**3. Personal Development, Behaviour and Welfare**

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| **Overall Grade awarded** | 1- 2 3 4 |
| **Context and Evaluation:**  **High expectations of behaviour standards are clear for all students and are well displayed around the school site and in student planners. A combination of high expectations and a systematic approach to analysis of behaviour has meant fixed term exclusions have reduced year on year. Greater accountability is given to staff at all levels. Weekly review meetings take place between the SLT Lead and Heads of year to track student mobility through the Stage System of reporting. Student safety around the site has improved since becoming OCA. All entrances are fit for purpose and a fence has been erected to restrict movement of students from the front of school. Bullying of any type is rare and challenged by staff and where necessary, bullying pathways are initiated. Students understand the impact of bullying on others including racist, disablist and homophobic language. The academy is creative in its approach to sanctions that not only seek to deter, but educate students who are presenting behaviours that do not uphold our academy values.**  **Students want to come to the academy; attendance of all groups has improved compared to this time last year. Punctuality to school has also improved. The school is compliant with statutory safeguarding guidance. Our website clearly highlights our safeguarding/child protection policies and procedures and a dedicated section has been created that helps signpost parents and carers to support available in the local area.**  **Students present themselves well in terms of having high standards of uniform. Graffiti is almost non-existent, both on their work and around the site. House assemblies, House Day, Sports Day and numerous competitions give students a sense of pride and belonging to their House.**  **Promotion of SMSC has developed across the curriculum. There is a dedicated ECM programme which takes place every morning. Students develop skills of coping with peer pressure and know where to seek support and advice within the Pastoral Team. Opportunities are sought to enrich the curriculum through visiting speakers, visits and curriculum breakdown days to focus on areas of need. The assembly programme complements the ECM programme and further raises awareness of radicalisation and extremism. We actively seek opportunities for students to experience diverse cultures, the impact is that despite its 96% British White population, racist incidents are very rare and we have been awarded the Gold Award for our work on Cultural Diversity.**  **Nobody leaves OCA without a destination. Parental confidence in the academy is very high.**  **Evidence to support judgements:**   * The Behaviour Policy and procedures have been circulated to all parents and are available on the website. The Ormiston Review in October 2016 graded behaviour as ‘Outstanding’. * We have access to two additional alternative provision providers, judged ‘Good’ and ‘Outstanding’ by Ofsted, although currently there are **no students on alternative provision**. A Leader of Alternative Provision oversees the link between teaching staff to ensure students are making progress, so that appropriate work is set and that students are able to reintegrate without significant gaps in knowledge. * Analysis of exclusions data reveals a massive reduction in FTEs from 128 in 2013/14 to 12 in 2016/17 * The impact of the strong behaviour strategy has also impacted on attendance; In 2013/14 720 sessions were lost to FTEs equating to 0.27% absence compared to 468 sessions lost in 2016/17. Last half term there have been no fixed term exclusions, therefore no missed sessions. * The number of students in isolation and seclusion has vastly reduced in the first half term of 2017/18 compared to the same period last year. In 2016/17 there were 73 students isolated in half term 1 compared to half term 1 2017/18 there have been 26 students isolated. This is a reduction of 47 students. There were 12 students secluded for half term 1 2016/17 compared to 1 student in half term 1 2017/18. * Attendance has increased from 92.9% (2013/14) to 95.4% (2015/16) and is now above national for all key groups. The Academy has an extremely comprehensive transition package to ensure students feel confident and happy here from the very first day. * The significant work undertaken to reduce persistent absence has led to our rates of PA being broadly in line with national average for Autumn 2016. * Interventions are in place for all PP students – first day calls and visits take place and attendance is analysed half termly. FSM absence compares favourably with the national average at 6.6% compared to 7% national. * A drive on punctuality and tightening of ‘late gate’ has meant that we have seen a 24% reduction in AM registration lates over the last year. * We are a designated ‘Centre of Excellence’ for Inclusion. This was awarded by the Inclusion Quality Mark. * Pastoral Rap is successful in identifying students whose timetables have been personalised to maximise their success at 5+ GCSEs, including accessing alternative provision. The whole school Progress 8 score has increased over the past two years from -0.2 in 2015 to 0.82 in 2017. * The IQM report in July 2015 stated; ‘*Senior Prefects felt that the progress made in the last year has been exceptional. Similar comments were made by a large contingent of Year 11 students who wanted to come back and speak to me about how the academy had turned their lives around in the short time left until their exams by putting on extra classes and ensuring they had the support they needed to achieve their goals and even ensuring that every student leaving has a college place or apprenticeship.*’ * 97% of parents who have responded to Parent View feel that their child is kept safe at school. * All teaching and support staff are trained in safeguarding including PREVENT and have to evidence their understanding through an online test. The midday team and site staff have a bespoke training programme that helps them identify issues that may occur in the course of their job. * There are over 100 enrichment opportunities for students to attend. This broad programme enables a wide range of interests to be covered, both on & off-site. Enrichment is very well attended with 100% of the student population having attending one or more enrichments during last academic year. * The IQM assessor stated in his report that ‘*Students and ex-students I met who were unfailingly polite and courteous, but also bright, articulate and eloquent about their time in the school*’. * We have an in-house careers advisor who offers impartial advice. We organise careers fairs and every student has a bespoke work experience arranged. Colleges are invited to come in and speak to our students. Those at risk of becoming NEET are identified early and we tailor individual packages to ensure they engage with a college provider. None of our Class of 2016 or 2017 is NEET. * Parental feedback is collected at major school events and indicates strong confidence in the academy. Confidence can also be seen in the large increase to student numbers in Year 7 (from 115 to 165 since we opened). Open Evening 2017 saw the greatest number of visitors. These visitors came from over 31 different Primary schools in Halton and Knowsley.   **Our next priorities:**   * The number of students who are persistently absent remains an area for constant focus due to the context of the school and the increasing mental health issues that students are presenting with. * Behaviour data reveals that students most likely to be referred to on-call and/or isolated are Year 7 SEND boys who are entitled to FSM. We are increasing intervention and prevention work on this subgroup. * Improve attendance further to reach 97%, focusing particularly on Yr10 K coded girls and year 11 K coded boys and girls who have rates of attendance below similar groups in other years. * Due to the increasing number of out of area LAC, this remains a high priority for attendance. | |

1. **Outcomes**

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| **Overall Grade awarded** | 1 2 3 4 |
| **Context and Evaluation:**  **The academy has reversed a declining trend in GCSE results from the predecessor school from well below to well above national averages. The improvements in results over the last three years have been the highest in the authority. For the first time in either OCA, (or the predecessor school’s 56 year history) we are now top of borough and in the top 100 performing schools in the country two years running.**  **Class of 2015**   * The Year 11 cohort of 2015 was 0.8 APS lower on KS2 entry than the national cohort. At the start of September 2014, the year group were tracking at 25% 5ACEM. Actual outcomes were broadly in line with national average for 5A\*-C with En/Ma with 54% of students achieving this measure. We note that 8 students were within 3 marks of achieving a grade C in English which would have taken our total to 60%. * The cohort made good progress in Maths with a 21% rise on the previous year of students attaining grade C+. Outcomes were above the national average for A\*-C. 69% of pupils made expected progress in maths, above the 2014 national average of 65%. * Our low ability VA scores were significantly above average at 1030.2. * The number of students achieving the Ebacc rose by 3% to 19% which was closer to the national average.   **Destinations**   * All pupils were well prepared for the next stage of their education, training or employment, receiving 1:1 independent and impartial careers advice. Every student had a college offer and the proportion of pupils progressing to higher and further education was 98.41% which is above national and local authority figures.   **Class of 2016**   * The 2016 cohort were broadly average on entry with an APS of 27.5. 52% were disadvantaged. * 70% of the cohort achieved English and Maths (Basics). Progress 8 was 0.61. This was completely in line with predictions. * The PP gap closed considerably with 63% of our disadvantaged students achieving the basics measures (up 25% on the previous year) compared to 58% of all students nationally. Likewise our disadvantaged students outperformed national figures of all students nationally in attainment 8, EBacc, 5A\*-CEM, all elements of P8 and EP and more than EP in English and in Maths. Our HA Disadvantaged scored 0.46 on progress overall. * The gender gap closed dramatically since 2015 and we reversed the trend with males achieving 3.9% more on the basics measure and 0.02 above females on Progress 8. * Post re-marks the cohort achieved a score of 0.42 in Mathematics. In English progress 8 stood at 0.44. * The percentage of students achieving Ebacc rose well above national average to 32%. * Progress 8 scores for the other groups are as follows; LAC -0.28 (1 student), SEN 1.30 (12% of cohort) and EAL 1.13 (2 students).   **Class of 2017**   * The Class of 2017 entered the academy significantly below average (APS 26.8 -1.6). 41% of the cohort are disadvantaged. * 62% of the cohort achieved Grade 4 in English and Maths and 32% achieved grade 5 in English and Maths. Our provisional Progress 8 stands at 0.82. Our attainment 8 stands at 50.8. Although this is lower than 2016, the intake ability was much lower and is still well above the national average of 44.2. * Disadvantaged students P8 is 0.76. The gap between disadvantaged and non on progress is 0.22 and both groups are outperforming non disadvantaged nationally. * There continues to be no significant gender gap at this academy. Females have slightly outperformed males at 0.91 to 0.84 on Progress 8 and and females achieved 1% more than males on the basics measure. * The percentage of students achieving Ebacc now stands at 21.1% with a significantly reduced cohort sitting the qualification compared to 2016. * Progress 8 scores for the other groups are as follows: LAC 0.69, SEN 0.57 and EAL attainment 8 of 51.00   **Class of 2018**   * The Class of 2018 entered the academy significantly below average (APS 26.8 -1.6). 45.6% of the cohort are disadvantaged. * Our Progress 8 is cautiously predicted to be 0.38 (using the 2016 pure model rather than 2017 DfE which would put us at 1.1) and attainment 8 54.43 which is higher than the previous year despite attainment on entry being the same and significantly below national. * Disadvantaged pupils in this cohort are still set to outperform their non disadvantaged peers nationally.   **Class of 2019**   * The Class of 2019 entered the academy significantly below average (APS 26.8 -1.6). 48.7% of the cohort are disadvantaged. * Our Progress 8 stands at 0.57 using the 2016 pure model. * The gap between disadvantaged students and non is 0.08 reflecting the continuing work that is being done to reduce in school gaps. Our disadvantaged students are well outperforming non nationally at 0.62.   **Other year groups**   * At KS3 the picture for the class of 2021 and 2022 shows that students have made excellent gains on some weak starting positions (-1.3) with 91% of students now working at a grade 3 from 70% a year ago in English, and 39% working at grade 4 from 11%. In Mathematics the rates of progress have been excellent, with 92% now moved to a Grade 3 from 26% and 58% to a grade 3 from 2%. This is a reflection of the intervention strategies and effective use of catch up funding that have been put in place as well as quality teaching. Identifying that Maths have made quicker gains (with more resources) than English, the balance of resources has been more equalled out this year.   **Tracking and Systems**   * Effective tracking systems ensure timely interventions; every staff member completes data analysis for each of their teaching groups which raises awareness of gaps in different pupil groups. For students who are below target, teachers must record what interventions are in place and the impact of these are scrutinised half termly. Where they are having no effect, the strategy is changed. * The Raising Attainment Programme (RAP) is fully embedded. Weekly meetings are held where all Yr10/11 students are discussed. Subject leaders and class teachers must justify their predicted grades and provide assessment evidence to support their judgements. This has led to great accuracy of predictions which has also meant interventions are timely. * Challenging targets at KS3 have increased expectations of teachers and students and contributed to improved achievement. The levels that the academy uses are unique and based roughly on the old legacy levels which are being transitioned to a 1 to 9 scale for new generation GCSEs.   **Our next priorities:**  Despite the vast improvement in results under the new academy, we recognise there will always be work to do. We must;   * Continue to target disadvantaged students, particularly HA Disadvantaged students - our main gap in school gap this year has been between the HA on 0.59 and DisHA on 0.02. * Ensure the dip in English results is reversed * Ensure that the crossover between students achieving English but not Mathematics and vice versa is reduced (18 this year) * Target higher end MA students across their subjects to ensure they achieve a positive P8 score. * Ensure all subjects are benefiting from the work on cross phase transition at Ks2/3 and ensure assessment at this level is as accurate as it has been at Ks4. | |