

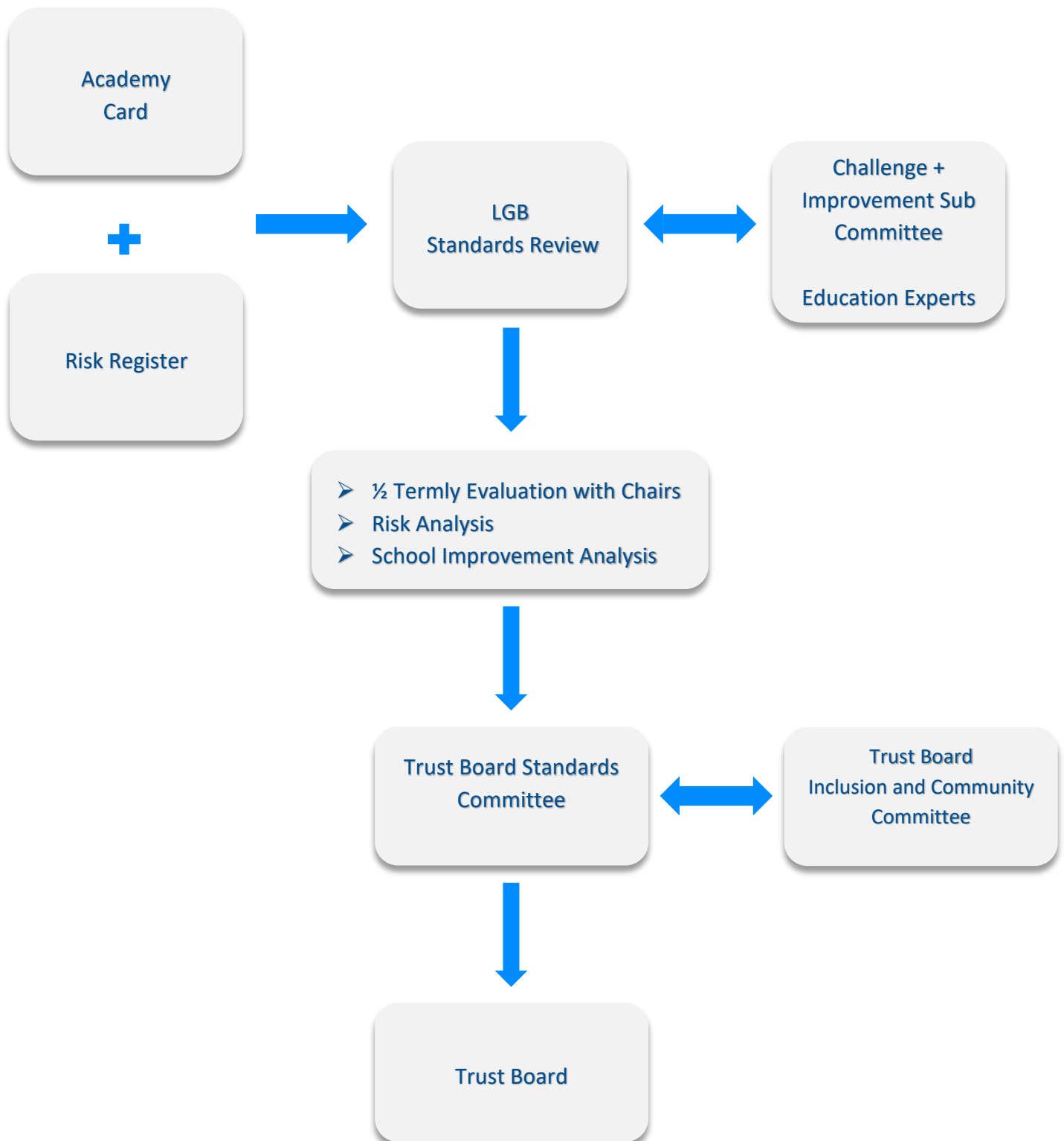
**School  
Improvement  
Model**



## School Improvement: Improvement Cycle



## School Improvement: Audit and Analysis



## School Improvement: Plan and Implement

### Tier 1 Criteria

Positive outcome trend  
 Overall effectiveness – good / outstanding  
 NLE reviews identify effective capacity  
 Low risk of school improvement failure (risk register)

### Academy Led

Building on area of strength through innovation with results shared across the Trust.

#### Trust Support

- Commission partner to support evidenced based research and development
- Trust network group to support innovation
- Information shared through teaching and learning network / website

### Tier 2 Criteria

Negative outcome (one year)  
 Overall effectiveness – good  
 NLE reviews identify effective capacity  
 Medium risk of school improvement failure (risk register)

### Academy Led

Time limited period to implement bespoke improvement strategy. KPIs identified through academy development plan and monitored through academy card.

#### Trust Support

- Commissioned good practice school partner
- Central team deployed
- Trust network group support
- Commission additional reviews
- Trust CPD programme

### Tier 3 Criteria (Any One Descriptor)

Negative outcomes pattern and trend beyond one year  
 Inadequate / RI Overall Effectiveness  
 NLE reviews do not identify capacity to improve  
 High risk of school improvement failure (risk register)

### Trust Led

**Standardised:** The Academy will implement the Trust standardised policies that are proven, for either a specific area, or all relevant areas of the Academy's work.

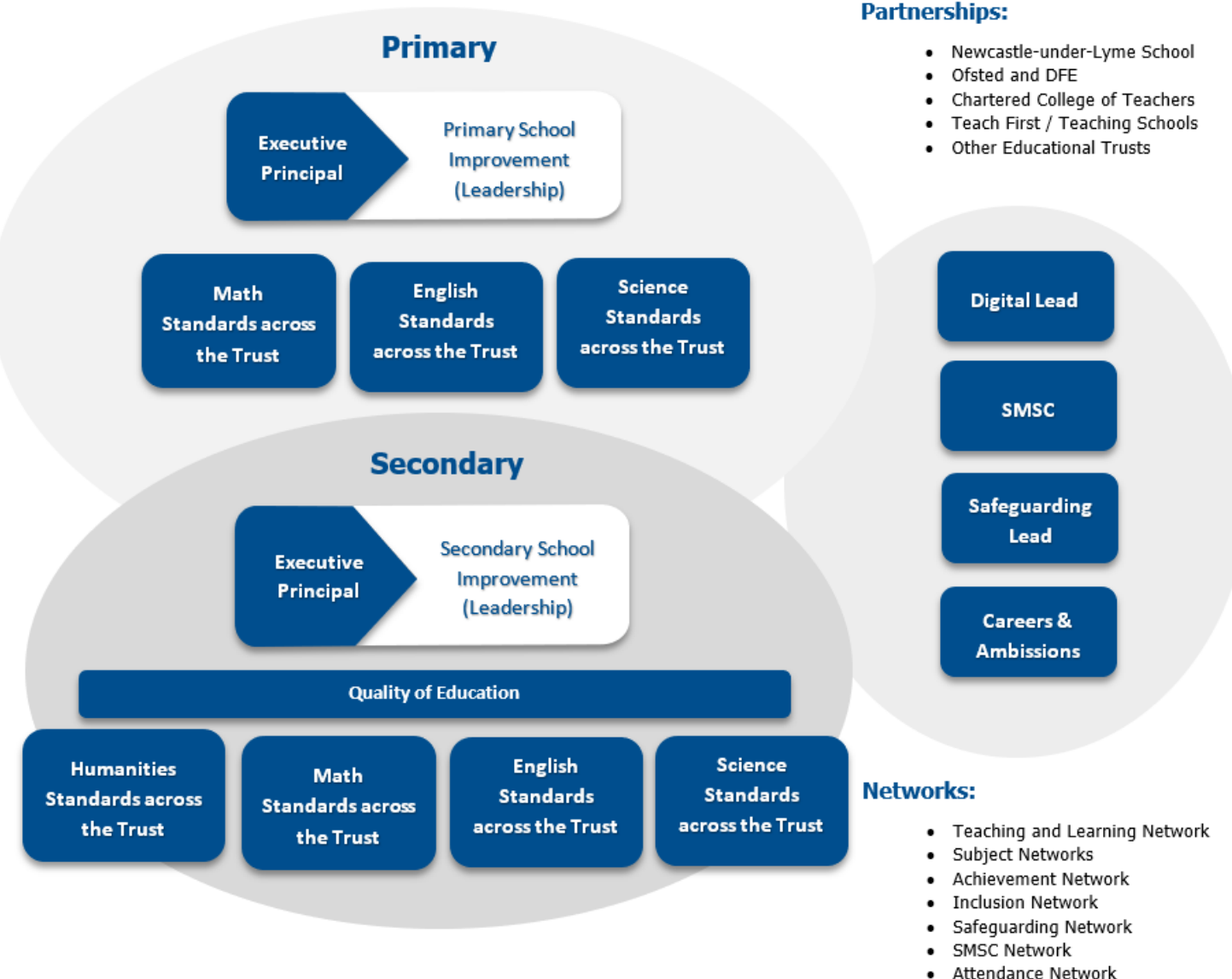
#### Trust Support:

- Whole academy external review identifies precise areas for intervention
- School to school support commissioned
- Central team coordinates implementation of standardised policies and bespoke solutions

## Review

The Academy card will monitor progress and this will be evaluated in the challenge group (tier 3 intervention) & LGB. Evaluation will inform further actions taken by the Trust Board.

## Trust Capacity to Support



# Academy Card

(Produced by the Central Data Team as a dashboard on targets & live data in all areas)



**Ofsted - Areas for Improvement**

Last Inspection: 16<sup>th</sup> November 2016  
Next Inspection Due: 2021

- Leaders and those responsible for governance should ensure that:
  - the quality of teaching across the school is consistently strong so that pupils make good progress in all subjects
  - fixed-term exclusion is more effective in improving the behaviour of the small number of pupils with whom it is used as a sanction

Academy Context		
	Academy	National
Total on roll	1083	978
Pupil Premium	36%	28%
EAL	8%	17%
SEN	15%	13%
Deprivation indicator	0.22	0.20

### Academy Effectiveness Dashboard

**Key Performance Indicators - 2020/21**

Progress Targets	Attainment Targets
<ul style="list-style-type: none"> <li>Progress 8 - Above 0 (DB)</li> <li>English PB - Above 0 (AS)/(NS)</li> <li>Maths PB - Above 0 (JA)/(CB)</li> <li>Science PB - Above -0.2 (LB)</li> <li>High Ability PB - Above -0.2 (AS)</li> <li>Pupil Premium PB - Above -0.2 (JA)</li> <li>SEN PB - Above -0.3 (DBP)</li> </ul>	<ul style="list-style-type: none"> <li>Attainment 8 - Above 4.8 (DB)</li> <li>English &amp; Maths 94+ - 70% (JA)</li> <li>English &amp; Maths 95+ - 48% (JA)</li> <li>Science 94+/5+/7+ - 60%, 35%, 10% (LB)</li> <li>High Ability: English &amp; Maths 97+ - 25% (AS)</li> <li>Pupil Premium: English &amp; Maths 94+ - 70% (JA)</li> </ul>

**Other Targets**

- Attendance - 95%, Persistent Absence - 12% (CA)
- Fixed Term Exclusions - 10%, Permanent Exclusions - 0% (BH)
- External reviews show a focus on the engagement of boys, Pupil Premium and High ability students.

Key Stage 3 (GG)  
Key Stage 4 (AS)

Headline Measure	2020/21				2019/20				2018/19			
	2018 (125)	2019 (161)	2020 (207)	2021 (212)	2018 (125)	2019 (161)	2020 (207)	2021 (212)	2018 (125)	2019 (161)	2020 (207)	2021 (212)
Progress 8	-0.05	0.09	0.16	0.10	-0.05	0.09	0.16	0.10	-0.05	0.09	0.16	0.10
Attainment 8	4.6	4.8	4.9	4.8	4.6	4.8	4.9	4.8	4.6	4.8	4.9	4.8
PI English	-0.4	-0.2	0.1	0.0	-0.4	-0.2	0.1	0.0	-0.4	-0.2	0.1	0.0
PI Maths	0.5	0.4	0.5	0.3	0.5	0.4	0.5	0.3	0.5	0.4	0.5	0.3
PI EBACC	-0.4	-0.4	-0.1	-0.1	-0.4	-0.4	-0.1	-0.1	-0.4	-0.4	-0.1	-0.1
PI Open	0.2	0.5	0.3	0.4	0.2	0.5	0.3	0.4	0.2	0.5	0.3	0.4
EBACC Entry	52%	31%	34%	30%	52%	31%	34%	30%	52%	31%	34%	30%
4+ Eng & Maths (English, Maths)	69%	71%	76%	78%	69%	71%	76%	78%	69%	71%	76%	78%
5+ Eng & Maths (English, Maths)	39%	49%	49%	48%	39%	49%	49%	48%	39%	49%	49%	48%
7+ Eng & Maths (English, Maths)	10%	11%	15%	15%	10%	11%	15%	15%	10%	11%	15%	15%
Science (H, S & T)	55%	57%	69%	65%	55%	57%	69%	65%	55%	57%	69%	65%

**Attendance**

	2018	2019	2020	2021 YTD
7	95.7%	96.2%	96.2%	94.1%
8	95.0%	95.4%	93.9%	94.0%
9	95.3%	94.5%	93.8%	90.7%
10	94.7%	95.2%	92.7%	89.8%
11	95.8%	95.7%	94.4%	88.3%
All	95.3%	95.4%	94.2%	91.5%
PA	10.9%	10.8%	15.6%	26.3%
PP	94.2%	93.8%	92.1%	87.8%
SEN	93.5%	93.0%	90.9%	84.8%

National Average: 94.5%  
Local Average: 94.2%

**Behaviour**

	2018	2019	2020	2021 YTD	Exclusions June 2020	Local	National
No. Of Exclusions	7.8%	11.9%	12.2%	9.6% (104)	12.2% (124)	22.1%	10.1%
No. Of Students Excluded	5.8%	6.6%	6.0%	6.3% (68)	6.0% (63)	9.0%	4.7%
Permanent	0.11%	0.09%	0.09%	0% (0)	0.09% (1)	0.35%	0.20%
PP Number of Students Excluded	4.0%	9.6%	10.9%	10.5% (41)			
SEN Number of Students Excluded	14.0%	13.2%	15.9%	12.5% (21)			

**2019 IDSR Key Headlines**

- Progress**
  - No significant issues raised
- Attainment**
  - No significant issues raised
- Attendance**
  - No significant issues raised
- Exclusions**
  - No significant issues raised
- Grouped**
  - For High Prior Attainers:
    - The English Element of Progress 8 (-0.6) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018
    - The EBACC Element of Progress 8 (-0.9) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018
    - The English Element of Attainment 8 (10.9) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018
    - The EBACC Element of Attainment 8 (24.7) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018
    - Science value added (-0.8) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018

**Remote Learning** (Since March 16th return)

Daily Access %	WC 08/03	WC 15/03	WC 22/03	WC 29/03	WC 05/04	WC 12/04	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05
Number of Students Self Isolating	8	35	42	11	4	2	0	8	87	87	73	73
% Accessing Remote Learning	90%	94%	88%	98%	90%	100%	100%	100%	87%	80%	94%	94%

OFSTED Judgements	Most Recent Inspection	SEF Judgement
Leadership	Good	Good
Quality of Education	Good	Good
Behaviour and Attitudes	Good	Good
Personal Development	Good	Good

**SIP/External Reviews**

Most Recent Review Date:

Key Findings:

