



SEF Executive Summary

September 2018

September 2018	Last Inspection Special Measures	Overall Effectiveness
Current Academy Judgement	Grade 2 Good	
Context		
<ul style="list-style-type: none"> • The progress score for 2018 was -0.02 • Attainment 8 Score was 45.3 • Strong Basics was 33% which is a 6 percentage point increase on last year. • 44% entered the EBacc with 15% achieving the Strong Ebacc • Attendance, behaviour and attitudes to learning are vastly improved. PA is falling and remains a priority even though it is now below national average. • Personal development, behaviour and welfare are strong features and continues to be so through highly effective leadership and management. • A positive climate for learning now exists and students have a highly positive experience at the academy so that they are now better prepared for the next stage in their education, training or employment. • Attendance has improved and fixed term exclusions are decreasing. Current attendance (July 2018) 94.7%. • Leadership and management is good, with a clear direction and shared vision at all levels. • Deliberate and effective action is taken to promote a cohesive learning community by promoting spiritual, moral, social and cultural development and students' physical well-being. • In academy tracking data is more reliable, valid and positive, the longer students are in the academy the better they achieve. • New student reporting and assessment systems are welcomed by parents. • Greater involvement of pastoral teams in using data to support Raising Achievement. • The needs of a range of students are met • The quality of the Senior Leadership Team and the Middle Leadership Team has improved. • Teaching is improving as a result of careful staffing selection and targeted, effective support for weaker teachers, including capability procedures and imaginative, personalised CPD with a termly focus for all staff.. • There is a clear vision and ambition which is shared by adults, students and the local community. • Children are safe, and their personal development and welfare is well catered for. • A student voice co-ordinator is in place and evidence is being collected. • Student leadership is being developed • The Duke of Edinburgh award scheme is popular and hugely successful. • Enrichment is more embedded, for example there are 3 continental residential visits took place in 2018 – Berlin (History). Amsterdam (Sport) and Paris (French). These are planned to be replicated in 2019. 		

The following factors contribute to our unique ethos;

- A simple clear vision based on hard work, effort and practice
- Developing enrichment/extended services
- Development of the social skills and experiences of all students
- Development of leaders at all levels, including both staff and students
- Inclusion/support for students who have barriers to learning
- Effective partnerships through SASCAL and Ormiston
- Development of an outstanding values system
- A developing and imaginative curriculum model across all years that meets the need of students

To further develop we need to:

- Improve student outcomes in line with national expectations
- Ensure all teaching is good as a minimum expectation with a greater consistency of approach
- Embed key Teaching and Learning strategies e.g. effective AfL
- Ensure students exercise books clearly demonstrate progress over time and can be used as a revision tool.
- Evaluate and modify strategies to ensure they are effective, for example marking.
- Further improve the accuracy in forecasting GCSE results in English, Mathematics and some other subjects which undermines our ability to target and address underachievement effectively
- Recruit experts in Mathematics and Science
- Monitor quality of middle leadership
- Develop robust systems to capture staff, students' and parents' views
- Further support the personal development of our students
- Maintain a clear focus on oracy, literacy and numeracy
- Eliminate any remaining pockets of low level disruption through improved teaching and learning and effective recruitment
- Clear strategy and vision for assessment and Data Driven Instruction

September 2016	Last Inspection Grade 3 RI	Outcomes
Current School Judgement	Grade 2 Good	
Context		
<p>We have judged 2018 outcomes as 'good'. Overall, across 8 qualifying subjects, student progress is in line National standards and demonstrates a 2-year trend of sustained improvement.</p>		
<p>2018 Results: Strengths</p> <ul style="list-style-type: none"> • Progress 8- Student progress across 8 qualifying subjects was in line with national expectations. Student progress from different starting points is broadly in line with National expectation. • English Element- There is a two-year trend of improved progress in the English Element (English Literature and Language combined): In 2018, English progress was +0.15 (+0.22 in 2017) • Triple Science- Student progress in separate Biology and Chemistry qualifications was above the national expectation. Biology progress was +0.17 and Chemistry was +0.04. This was the academy's first separate science cohort • Open Tier- Student's progress exceptionally well in Open Tier subjects. There is a two-year trend of progress above +0.4. In 2018 progress was +0.47 • Females Progress, specifically non-disadvantaged and disadvantaged high prior attainment was above national standards in almost every element. Females overall P8 was +0.13, +0.56 in English, VA Languages +0.30 and VA humanities +0.27, Open +0.54 • Non-Disadvantaged females- P8 was +0.45, +1.1 in English, VA Languages +0.6 and VA humanities +0.76, Open +0.8 • Females High Disadvantaged (9 students) – English +0.88, Maths +0.14, Open +0.70, P8 +0.39, Humanities +0.34 • Ebacc- 15% of students achieved the Strong Ebacc which compared favourably within the City of Stoke on Trent and OAT • Grade 5 Mathematics- Was in line with National figures for the first time (1 student difference). Furthermore disadvantaged grade 5 increased by 10 percentage points from 18% in 2017 to 28% in 2018. • Grade 4 Mathematics – Was broadly in line with National figures for the first time (2 students difference). • Students with 96% and above attendance- P8 was +0.38, +0.50 in English, VA Languages +0.77 and VA humanities +0.36 		
<p>2018 Results: Areas for Development</p> <ul style="list-style-type: none"> • Mathematics Element- Overall progress in Mathematics Element did not improve in 2018 and remained well below the national expectation at -0.46 All 3 prior attainment groups are below the national standard. • Strong Basics- 33% of students achieved the Strong Basics measure (which is 10% points below the 2017 National standard (10 students)). This was because 8 students who were predicted to achieve a grade 5 in maths, yet achieved a grade 4 and a further 5 students who were targeted did not achieve a grade 5. • Science VA- Student progress in Combined Science is significantly below national standards at -0.63 • Males Progress - P8 was -0.24, -0.46 in English, -0.44 Maths, Science VA -0.68, Humanities VA -0.68 		

- **Females progress in numeracy based subjects specifically maths and science was below national standards**
- **Males High Prior Attainment, specifically disadvantaged (5 students)** – Science VA -0.83, Languages VA -1.22, Humanities VA, -1.9 English -0.86, Maths -0.96 Open -0.76
- **Disadvantaged Females** P8 was -0.18, Languages -0.46, Science -0.64, Humanities -0.26, Maths -0.6

Year 11 Internal Predictions

Context

- Average KS2 is 27.8 (4.63) which is significantly below national. Reading is -0.9 difference from national and Mathematics -1.7 from national. 2% (3 students) have no prior data.
- 52% of students are disadvantaged which is 24% above national figure of 28% for that year group.
- LAT 17% (above national)
- MAT 46% (in line with national)
- HAL 34% (below national)

Academy priority groups- predicted performance at the end of year 11

- **Students with below 92% attendance-** Currently predicted to achieve -0.57 P8. There is significant underachievement across all elements. There are 7 students predicted to achieve P8 of below -1.0 and are skewing the data significantly.
- **Males, specifically disadvantaged and HAL-**
- Males overall are currently predicted to achieve maths -0.33, English -0.08, Science-0.22,
- Disadvantaged males are currently predicted to achieve maths -0.34, English -0.16, Science-0.30
- Male HAL disadvantaged (6 students) are currently predicted to achieve maths -0.49, English +0.23, Science-0.22,,
- **Strong basics-** Predicted to be 40% (non disadvantaged 46% and disadvantaged 31%).
- **Females, specifically disadvantaged females in mathematics and science**
- Females progress in maths is currently predicted to be -0.14 and disadvantaged females -0.17
- Females progress in science is currently predicted to be +0.03 and disadvantaged females -0.04

Other Headlines:

- Year 11 (Y10 AR4) predicted data demonstrates that overall the school will achieve a Progress 8 figure of +0.19.
- Non-disadvantaged students within the school are predicted to achieve a Progress 8 score of +0.2 and disadvantaged students +0.18
- Strong Ebacc 21% and in line with national figures
- English predicted progress figure is +0.19
- The English progress gap between disadvantaged students and other students within the school is, +0.053 with disadvantaged students performing slightly better than non disadvantaged students.

- Maths predicted progress figure is -0.24. The Maths progress gap between disadvantaged students and other students within the school is, +0.079 with disadvantaged students performing slightly better than non disadvantaged students.
- Triple Science – Biology +0.4, Physics -0.2 Chemistry +0.3. Trilogy -0.13
- Science value added prediction is -0.10
- Languages value added prediction is +0.37
- Humanities value added prediction is +0.273

Year 10 Internal Predictions

Context

- Average KS2 is 28.2 (4.7) which is significantly below national. Reading is -0.5 difference from national and Mathematics -0.9 from national. 7% (10 students) have no prior data.
- 57% of students are disadvantaged which is 27% above national figure of 30% for that year group.
- LAT 13%
- MAT 51%
- HAL 30%

Academy priority groups predicted performance at the end of year 11

- **Students with below 92% attendance-** Currently predicted to achieve -0.28 P8. There is significant underachievement across all elements. There are 9 students predicted to achieve P8 of below -1.0 and are skewing the data significantly.
- **Males, specifically disadvantaged and HAL-**
- Males overall are currently predicted to achieve maths -0.49, English -0.05, Science-0.31
- Disadvantaged males are currently predicted to achieve maths -0.73, English -0.3, Science-0.47
- Male HAL disadvantaged (12 students) are currently predicted to achieve maths -1.3, English -0.67, Science-1.03
- **Strong basics-** Predicted to be 34% (non disadvantaged 47% and disadvantaged 24%).
- **Females, specifically disadvantaged females in mathematics and science**
- Females progress in maths is currently predicted to be -0.24 and disadvantaged females -0.47
- Females progress in science is currently predicted to be -0.07 and disadvantaged females -0.1

Other Headlines:

- Overall, across all 8 'Progress 8' qualifying subjects, student performance is in line with internal targets (MEG) and therefore, students are currently on track to achieve a Progress 8 score +0.14

- To ensure robust tracking and intervention in maths and science In year 10, internal assessment procedures have been improved to ensure we can intervene with underachievement much more quickly and effectively.
- In year 10, Strong Basics performance is below current internal target and is currently predicted to be 34%.
- In maths predicted progress is -0.38
- In separate sciences predicted progress is currently well below national standards, However this cohort have just started this course and therefore more accurate data will be available throughout the year to which we will respond to quickly. Science trilogy is predicted to be -0.1
- In English predicted progress is +0.29
- Science value added prediction is -0.17
- Languages value added prediction is +0.23
- Humanities value added prediction is +0.29

Year 9

Context

- Average Scaled Score is 100.7 which is below national of 103.0. Reading and Mathematics are below national. 3% (7 students) have no prior data.
- 56% of students are disadvantaged which is 25% above national figure of 31% for that year group.
- LAT 22%
- MAT 62%
- HAL 13%

Academy priority groups current performance

- **Students with below 92% attendance-** Current overall progress is 'Aspiring' (in line with expectation) and progress is 'Excelling' (above expectation) in English, Maths and Science
- **Males, specifically disadvantaged and HAL-** Males are currently 'Development Required' and working significantly below expectation in Maths and are 'Emerging' (working below) in English and Science
- **Strong basics-** 34% are on track to achieve strong basics
- **Females, specifically disadvantaged females in mathematics and science**
- Females progress in maths is currently 'Development Required' and working significantly below expectation in Maths and are 'Aspiring' (in line with expectation) in Science
- Overall student performance is 'Aspiring' and in line with internal targets (MEG)
- In maths progress is 'Development Required' and significantly below internal target (MEG)
- In science progress is 'Emerging' and below internal target (MEG)

- In English progress is 'Emerging and below interval target (MEG)
- HAL progress is 'Development Required' and significantly below internal target (MEG)
- MAT progress is 'Aspiring' and in line internal target (MEG)
- LAT progress is 'Excelling' and significantly above internal target (MEG)
- Disadvantaged progress is 'Aspiring' and in line with internal target (MEG)
- Non disadvantaged progress is 'Aspiring' and in line with internal target (MEG)

Year 8

Context

- Average Scaled Score is 102.5 which is below national of 104.0. Reading and Mathematics are below national. 7% (12 students) have no prior data.
- 56% of students are disadvantaged which is 28% above national figure of 28% for that year group.
- LAT 15%
- MAT 60%
- HAL 18%

Academy priority groups current performance

- **Students with below 92% attendance-** Current overall progress is 'Aspiring' (in line with expectation) and progress is 'Excelling' (above expectation) in English, Maths and Science
- **Males, specifically disadvantaged and HAL-**
- Males are currently 'Emerging' and working below expectation in Maths and are 'Aspiring' (in line) in English and 'Excelling' in Science
- **Females, specifically disadvantaged females in mathematics and science**
- Females progress in maths is currently 'Development Required' and working significantly below expectation in Maths and are 'Aspiring' (in line with expectation) in Science
- Overall student performance is 'Aspiring' and in line with internal targets (MEG)
- In maths progress is 'Aspiring' and in line with internal target (MEG)
- In science progress is 'Excelling' and significantly above internal target (MEG)
- In English progress is 'Aspiring' and in line with internal target (MEG)
- HAL progress is 'Development Required' and significantly below internal target (MEG)
- MAT progress is 'Excelling' and significantly above internal target (MEG)
- LAT progress is 'Excelling' and significantly above internal target (MEG)
- Disadvantaged progress is 'Aspiring' and in line with internal target (MEG)
- Non disadvantaged progress is 'Aspiring' and in line with internal target (MEG)

Year 7

Context

- Average Scaled Score is 102.3 which is below national of 105.5. Reading and Mathematics are below national. 3% (7 students) have no prior data.
- 17 students are Reading Catch Up with a Reading score of below 90
- 10 students are Maths Catch up with a Maths score of below 90
- 20 students are Catch up who are either Reading, Maths or both scaled scores below 90.
- 51% of students are disadvantaged.

To improve further we must:

Improve outcomes in the Mathematics Element for all groups of students by:

- Implementing male and female dominated classes in Y11
- Rapidly improve the quality of assessment for learning, written and verbal feedback
- Rapidly improve quality of teaching by implementing a robust teaching and learning development plan in mathematics that focusses very specifically on students development problem solving and worded maths skills questions
- Continued and robust professional development for non-specialists
- Provide teachers with ongoing support from an OCR regional specialist, specifically aimed at increasing the number of grade 4 and 5.
- Profession development for leaders within maths from OCR regional specialist, Maths Excellence Partnership and Chair of Governors
- Ensure setting and tiering is appropriate and consistent from AR1 onwards
- Provide tailor made intervention sessions (minimum of 1 hour per week) that responds specifically to QLA analysis that starts in year 10
- Have all mock exam papers externally marked with reports identifying cohort strengths and areas for development.
- Follow English model of personalised written feedback following mock exams
- Ensure robust and effective intervention and additional teaching for identified students
- Implement a robust Catch Up numeracy programme in years 7 and 8 for those students who come in below 90

Improve outcomes for Science Trilogy by:

- Analyse and evaluate the areas for development in QLA data from the first 9-1 examinations
- Rapidly improve the science curriculum so that it responds to the significant changes in 9-1 specification
- Rapidly improve the accuracy of internal progress data by using key 17-point grade boundary information from 2018
- Rapidly improve the quality of recall and retention strategies of core knowledge
- Rapidly improve assessment for learning, written and verbal feedback
- Rapidly improve quality of teaching of mathematics and literacy within science by implementing a robust teaching and learning development plan

- Provide tailor made intervention sessions (minimum of 1 hour per week) that responds specifically to QLA analysis that starts in year 10
- Follow English model of personalised written feedback following mock exams

Improve the outcomes in the Strong Basics measure by:

- Improving the outcomes in maths for middle and high ability students and specifically ensure all HAL achieve minimum of grade 5 in Mathematics
- Ensuring that every student who is predicted to achieve grade 5 in English is rigorously targeted to achieve the same in maths
- Ensure internal assessment data is highly accurate in mathematics ensuring that interventions are timely, effective and appropriate
- Provide tailor made intervention that responds specifically to the QLA analysis and start process in year 10

Improve males progress, specifically disadvantaged males and HAL in academic subjects:

- Create a raising boy's achievement strategic working party who will have a renewed focus for identifying specific barriers to achievement and of responding to the precise needs of disadvantaged boys in years 7 to 11 and their families.
- Research evidence-based practice and implement cost-effective methods for raising the attainment disadvantaged boys in academic subjects.
- Implement practical and interactive teaching methods which relate learning to real life situations with mathematics and science
- Implement male only classes in English and Mathematics in Y11
- Develop a personalised CEIAG programme that links curriculum learning to careers, provides several encounters with employers and employees and allows for experiences of workplaces

Improve outcomes for females, specifically disadvantaged females students in mathematics and Science by:

- Targeting underachieving disadvantaged students carefully and provide additional support
- Predominately girls only class with female teacher in mathematics
- Females identified for additional teaching and intervention from specialist maths tutor starting in year 10

Decrease the number of students with 92% attendance or below, specifically in year 11

- Regular and effective CEIAG information for students with below 92% attendance to raise motivation
- Bespoke incentive strategy to raise attendance in year 11
- Intense attendance tracking and actions at form tutor and Head of Year level
- Provide personalised curriculum for significantly underachieving students to raise achievement
- Provide personalised intervention and a robust 'Catch Up' strategy for those who fall behind as a result of poor attendance

September 2018	Last Inspection Grade 2 Good	Teaching Learning and Assessment
Current School Judgement	Grade 2 Good	
Context		
<ul style="list-style-type: none"> • We judge the quality of teaching to be good across the academy leading to outcomes in-line with nat expectations for the last 2 years, Students achieve well and achieve expected outcomes for their age • Some teaching leads to outstanding outcomes and this is evident in Art, Comp Sci,, Law, Finance, Food Tech, Performing Arts, BTEC Sport • Teaching is characterised by well- planned and carefully executed, engaging activities, Teachers are keen to provide learners with a context for their learning and resources and activities ensure the climate for learning is positive. For consistency, a corporate power point is used, outcomes are prefixed by Blooms and key terms are visually shared each lesson with learners • To ensure there is evidence of both study and recall in learning, teachers set learning homework and recall and retention is tested by Starters for 10 across most areas of the curriculum and in Maths using Maths in a Box. In addition, spiral tests are conducted to test prior learning and Assessments are robust with questions testing knowledge, skills and understanding. Students RAG rate their performance in assessments ensuring they have a personal profile of areas/ aspects they need to focus on in future. Similarly, following assessments teachers deliver Wave 1 and Wave 2 interventions via focused DDI. This ensures class weaknesses are addressed and retaught and re-tested ,and, additionally that personal areas for development are honed. • Success Scores show positive attitudes to learning across the curriculum and teaching is characterised by well- planned and carefully executed activities with teachers keen to provide learners with a context for their learning, resources and engaging activities. Tasks are challenging yet there is skilful support and scaffolding and stretch and challenge in the majority of lessons • There has been a focus on AFL across the academy in terms of CPD and GMTT sharing good practice. Lessons show a range of learning check-points evidenced by effective modelling followed by immediate application, the use of mini-white-boards, a range of questioning techniques where students are expected to respond in full sentences and evidence of teachers re-shaping learning, re-teaching key learning to small groups and immediate 121 feedback as teachers facilitate and give on-going verbal feedback or acknowledge progress through tick and flick marking • Students are informed that their exercise books are their future personal revision guides and as such the academy has a strict presentation policy to instil pride in books. To promote independent learning and revision Knowledge Organisers are given to students at the start of a topic and revision lists are provided before Assessments. Training has been given to teachers and an ideas sheet distributed to promote books being useful revision tools • Formal observations, half- termly learning walks and work scrutiny and summaries are provided to LMs by middle leaders. Recent data shows that there was an even spread of these across both key-stages (LW KS3=52%, KS4=48%, Lesson obs KS3= 58%. KS4-42%) • The vast majority of subjects are taught by subject specialists however in Maths some teachers are good practitioners yet not maths specialists • To support NQTs and new staff to the academy there are specific sessions to ensure they know the expectations for teaching and learning and what characterizes good and better teaching in our academy. In addition, every NQT and new colleague benefits from a learning coach for the whole year to support their induction. The quality of teaching in Science has improved since the appointment of an experienced specialist and since a support package was undertaken by an existing teacher. His lessons are now more engaging and he makes contributions to the faculty eg- he has created a testing and marking cycle adhered to by all science teachers. • 121 Coaching is also undertaken by colleagues who require support in certain aspects of their teaching. Coaches are selected as experts in specific areas and the two are paired for the year and supportive lesson observation, meetings and planning take place on a fortnightly basis 		

- To enhance collaboration across the academy GMTT showcase sessions happen before school every fortnight and the take up for this voluntary T and L CPD is that between 30 and 40 staff attend each session
- All teaching staff are part of a TRIAD collaboration project. This is a flat structure focusing on peer observation and non-judgemental lesson feedback with in each Triad. Triads are configured by the AP TLA and colleagues from different areas are grouped to share practice, risk take and learn from each other. This process has been welcomed by colleagues who have cited that they have found the triads extremely useful and have enjoyed the opportunity of working and discussing learning outside their subject specialism. These are on-going and will be evaluated thoroughly after each cycle
- All opportunities are taken to provide good quality CPD to improve learners outcomes- This academic year modelling, KCSIE and CPOMS
- A strategy to address outcomes for boys has been to introduce single teaching groups in English and Maths. These are highly functioning groups and parental feedback has been incredibly positive.
- A honed Marking and Feedback policy ensures mistakes are addressed on-goingly. Feedback in Art, English and History is a real strength of the academy. Marking in Maths will be addressed by closer HOF and SLT scrutiny. English use highly successful AFL and verbal feedback and this has been shared at whole school level during GMTT. English teachers give 121 verbal feedback following AR rounds and impact has been evidenced in students future responses
- Marking is characterised by the CQLA acronym. Comment, Question, Literacy, Action and students are expected to respond to the questions in red pen to show short- term progress in a specific area.
- The academy is committed to improving literacy and in KS3 targeted students have additional small group sessions of Fresh Start to improve fluency and then move onto Smart Reading to improve comprehension skills. Dedicated staff deliver Fresh Start sessions and have received external training which is now being cascaded across the SEND team..In addition, low literacy students attend Early Bird reading sessions and peer(PAIR) reading takes place during form time with trained older students participating in guided reading. Teachers are expected to obtain responses to questions in full sentences to improve oracy, promote the use of subject specific terminology and to speak and write like the expert in such a way that it will eventually support their written responses. Faculties have a literacy champion who cascades strategies from the literacy co-ordinator and staff have been issued with literacy cards with suggested sentence starters to be used when answering questions(eg to agree/ disagree/ make exceptions/ connections) In addition, teachers are expected to role model effective oracy and speak in Standard English
- To promote independent learning, homework and additional suggested reading/ lesson preparation ideas are posted on the website a half term in advance. SAM learning is also used in school and by learners for their own study as they enjoy the competitive element. Homework tasks may be preparatory reading, answering exam style questions or learning content for Starters for 10. Group emails are used for y11 students and this has been well received. Staff share power points and can advise students on a 121 outside lesson times. The academy will roll out this practice to all year groups over this academic year.
- Middle leaders attend both Ormiston and local SASCAL subject network meetings. Opportunities for teachers to be part of an extended leadership team are underway and successful candidates will be given specific areas of focus eg- to remove barriers for male HAL/ Disadvantaged students so as to improve their outcomes. Two teachers will attend an Aspirant Leaders course this academic year, 2 colleagues are SLEs and 3 are subject leaders for the OAKs. There are plans this academic year for bespoke training for middle leaders which will be delivered by the principal and assistant principal to strengthen middle leadership
- Decisions have been taken to change from GCSE to BTEC in Dance and Music to improve outcomes and a consultant has been supporting the music teacher with this shift

Summary:

- Teaching over time across the school is good and learners display a positive attitude to learning
- Lessons are characterised by excellent A2L, engaging resources and methodologies, corporate PowerPoints and IWB resources, the use of *I can* statements to frame Bloom's verbs which lead learning outcomes. The vast majority of teachers use a range of methodologies and technology to engage learners and teachers differentiate and question to stretch and challenge all learners.
- Learners are encouraged to practice retrieval skills, to learn independently and to revise using their own exercise books as personal revision tools. Starters for 10, Maths in a Box, spiral tests in Eng, Ma and Sci and 4 AR assessments each academic year ensure study and recall is at the heart of learning
- Marking and feedback is generally an effective tool for AfL with recently introduced DDI and Wave 1 and Wave 2 intervention is honing re-teaching and individual improvement

To further develop we need to

- Improve the quality of T and L in maths- pedagogy for all Maths teachers and subject knowledge of non-specialists
- Enhance the quality of feedback and AFL in Maths
- Continue to foster the expectation that exercise books are a personal revision tool and staff ensure perfect models are copied so students can apply their learning
- Promote the methodology of study followed by extensive opportunities to recall content/ key learning
- Improve oracy and provide additional oracy opportunities for learners- debates, discussions and presentations (via the quality of verbal responses in lessons so that, in turn learners written responses improve (use of the passive voice, the voice of the expert, use of Standard English)
- Provide additional support for NQT in Science to improve her confidence and effectiveness in the classroom

September 2018	Last Inspection Good	Personal Development Behaviour and Welfare
Current School Judgement	Grade 2 Good	
Context		
Strengths:		
<ul style="list-style-type: none"> • Student Attendance has improved considerably and is now close to national average. • Persistent absence has improved considerably and is now below national average • Students behave well. They are courteous and polite. The academy is calm throughout the day. • Students are keen and eager to do well. They are kind to one another and they help and support their classmates in lessons. • Attendance has improved considerably and is now close to the national average. Behaviour and teaching are now both good and students' progress is improving as a result. • The leadership and management of PD, B and W has evolved and includes management and pastoral staff at a variety of levels • The introduction of a more co-ordinated Team around The Child group has provided additional capacity • The academy's subject and pastoral leaders form a strong and effective team. • Leaders regularly review the curriculum and make changes where they decide they would benefit students. For example, the PSHE and SMSC programmes have developed, with expert delivery teams and outside speakers enriching the curriculum. • Form time activities have an explicit focus on FBV and attitudes and morals. Monitored by pastoral leaders • The academy's curriculum and its enrichment activities successfully cultivate students' spiritual, moral, social and cultural development. • There is a wide range of extra-curricular activities, both during the academy day, after academy and during weekends and academy holidays. These include a range of sporting activities, additional P6 sessions, departmental 'boot camps', revision days, Duke of Edinburgh Award (of which OMA now trains leaders from other academies), cultural visits, both in the UK and abroad. • Success score has been introduced as a tool to highlight and reward students who consistently demonstrate positive attitudes to learning and behaviour and to identify early any poor attitudes to learning and behaviour, enabling swift, and proactive interventions. This has further supported "High Flyer" assemblies to celebrate and promote success. The 4 point scale has been reviewed and now includes an additional, 5th point, called 'the extra mile', to identify and encourage (through rewards) those students producing outstanding work • The arrangements for safeguarding are effective. The leadership of this area is strong. All policies and procedures are in place, fit for purpose and well understood by staff. Staff are knowledgeable and vigilant to potential dangers because they receive regular training and updates. They are confident to pass on any concerns they might have, knowing that they will be taken seriously and that appropriate action will be taken. This will be further developed through the introduction of CPOMS electronic reporting Procedures to recruit staff safely are in place and used well. • The academy's work to promote students' personal development and welfare is good. • Students continue to develop resilience and the ability to rise to a challenge. • Students are smartly dressed and proud of their academy. • Students are well prepared for life in modern Britain when they leave OMA. A well-organised careers programme helps them to make informed decisions about their next steps. Students learn about apprenticeships and spend transition days at local further education colleges. Because of 		

comprehensive careers advice, with impartial CEIAG being provided by external careers personnel, almost all students who leave OMA move on to further education, employment or training. (NEET figures have been below city and national averages for over 5 years)

- RONI students are identified in year 10 and additional bespoke support from careers personnel ensure these students avoid becoming NEET
- Leaders of careers in the academy work closely with the Local Enterprise Partnership in order to provide all students with meaningful 'encounters' with businesses and outside agencies over their time at OMA
- The Careers and Enterprise Company compass tool is used to audit provision and progress against Gatsby measures and DFE statutory guidance measured. Strengths and areas for development with a strategic action plan is being developed.
- The Academy has committed to the 'Quality in Careers' qualification and is working towards a successful completion of this within 18 months
- Students have a good understanding of how to keep themselves safe from a range of potential dangers, including when using the internet. Bullying is rare in the academy and there is a robust system.
- A small number of students benefit from attending alternative provision, instead of studying in the academy. All such placements are organised through the Stoke-on-Trent Alternative Provision Board. Each student has a 'key worker' who regularly checks on their attendance, behaviour, welfare and progress and reports to the academy. Academy staff attend half-termly review meetings to ensure that the placements are successful. Because of this high level of care and checking, these students successfully re-engage in learning, attend more regularly and make good progress.
- Behaviour of the students is good... Almost all students behave well in lessons and they have excellent attitudes to learning. They listen attentively, work hard and are keen to do well. Low-level disruption is rare and dealt with well by teachers. All faculties now have proactive behaviour plans, that identify key students, where they are to go to and where the work for them is housed if they are removed from their lessons.
- Behaviour between lessons, at break and lunchtime is good. Students move around the site sensibly, they are courteous and polite and the academy is calm throughout the day. Duty teams are proactive in their approaches and they actively engage students whilst on duty
- Attendance, which had previously been very low is more constantly in line with national averages and we are diminishing the difference between disadvantaged and non-disadvantaged students attendance to academy. In addition, lateness to academy is improving.
- The academy has launched a new initiative (TAC – Team around the child), where students at risk of exclusion/permanent exclusion are discussed by a multi role team, to identify strategies to remove barriers and to promote positive outcomes for the child. This is resulting in a coherent support package.
- October 2018 a counsellor attached to Younger Minds will be employed 1 day per week to work with vulnerable students.
- The academy engages external agencies regularly to support students' personal development (including SRE). This has included:
 - ARCH (Domestic Violence) team delivering workshops to Y8 students on healthy relationships.
 - 'Game On' programme completed by Y7 students, which aims to increase awareness and understanding of cultural and racial differences, and challenge racism and extremism.
 - Sex Teenagers and Relationships (STAR) team completing group work for identified 'at risk' students, and drop-in for other students signposted by staff.
 - Base 58 engaging with students identified as being vulnerable to sexualised behaviour.
 - LA Community Cohesion team delivered workshop to Y8 student on 'Challenging Misconceptions of Islam'.
 - 'Changes' project delivered 6 week programme to Y11 students identified as needing support in dealing with stress and emotional difficulties.
 - Stoke City FC mentoring programme to identify and support students at risk of becoming NEET.
 - Emotional Regulation and Self Esteem programmes for groups of students identified as requiring support.
 - Nurture groups supported in LSC 3 sessions per week to develop social and emotional resilience.

- Youth Offending Team deliver one session a week at lunchtime raising awareness of anti-social behaviour.
 - Academy Health drop in session once a week so that students can discuss any medical concerns or needs they have.
 - Shafstbury work closely with the Looked After Children within the academy to support their learning needs if there are areas which are cause for concern.
 - Local PCSO delivers assemblies in response to local and national issues, including the dangers of 'sexting', carrying of knives and gang behaviours
- An anti-bullying strategy has been implemented, which aims to challenge the misconceptions of what bullying is, and enable students to report issues more readily, using 'bullying boxes' and the academies 'beat the bullies' email address. Assemblies have been delivered to raise awareness of the impact of bullying, and a PSHE session was delivered to help students understand what bullying is, and develop empathy for victims and perpetrators.
 - Student leadership programme being developed for implementation in October 2018. There will be Form Captains, Year Group Council, and Academy Council
 - External support being provided to raise aspirations of key groups.

To further develop we need to:

- Ensure student attendance remains above 95%.
- Further reduce PA
- Further reduce the number of fixed term exclusions by implementing a wider range of proactive strategies and more defined entry and exit strategies from the internal exclusion room (There is a separate action plan detailing how the academy will reduce FTE)
- Ensure students' positive attitudes have an impact upon attainment, including the embedding and evaluation of the faculty detention system.
- Work towards complete eradication of low level disruption.
- Further develop PSHE and SMSC teams within the academy, to ensure the curriculum is comprehensive and robust.
- Develop opportunities for students to develop oracy and the ability to debate and present to groups.

September 2018	Grade 2 Good	Leadership & Management
Current School judgement	Grade 2 Good +	
Context		
<p>Strengths:</p> <ul style="list-style-type: none"> • Clear vision and expectations. • Greater consistency of practice. • Staffing changes and restructuring continuing to develop. • Continued successful drive to improve achievement for all students. • Increasingly positive data for student outcomes. • A broad and balanced curriculum that meets the needs, aptitudes and interest of students. Incorporating a 3 year Key Stage 4 with three clear routes of progression. EBacc routes supplemented by appropriate vocational courses. • Planned actions based on accurate self-evaluation through whole academy and departmental reviews to overcome 'Areas for Development' have been concerted and effective. Review meeting with Faculty Leads undertaken by Ormiston July 2018 • Key leaders and managers, including The Governing Body consistently communicate high expectations and ambition. • The academy works well with parents and carers to achieve positive benefits for students. • The academy has much enhanced its reputation within the local community and with partner primaries. Intake in Sept 2018 is 204 which is 24 over PAN with 870 on roll. • Key middle leader is now responsible for transition and Head of Year 7. • Senior and middle leaders have been developed and demonstrably work to improve teaching and learning, enthusing staff and channelling efforts to good effect. 2 middle leaders currently enrolled on NPQSL. • Middle leader development support programme in place to support underperformance. Head of Science had benefitted from this. • Underperformance is challenged at leadership level. New Faculty lead for maths in place September 2018 • Underperformance challenged in terms of curriculum choice. For example BTEC music to replace GCSE Music • Aspirant middle leaders identified for bespoke CPD • Safeguarding is secure. Confirmed by regular monitoring from OAT. • Robust 'Raising Achievement' plans in place, across the academy and within faculties • Pastoral systems and Heads of Year developing the 'Raising Achievement' role • Systems to validate and analyse student progress data are now in place and linked to further action such as Data driven Instruction. • Robust quality assurance and accountability frameworks in place. • The curriculum contributes well to students' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. . • The curriculum is designed to be sensitive, relevant, broad and deep for every student at every stage. • Students are placed carefully into appropriate sets using prior data and internal data to ensure there is targeted support, stretch and challenge for all groups of learners. 		

- A 'Pathways' approach is in place for all students, starting at Key Stage 3 (Rising Stars, Flying Start, Excelling) enabling and challenging students to be 'GCSE ready' by the end of Year 8.
- The options choices (taken during Year 8) and subsequent Key Stage 4 courses are also set into a pathways model, with certain courses only being made available to students of differing abilities, facilitating appropriate stretch, challenge and support. (Support and interviews are underway to ensure the appropriate choices have been made by the Year 8 students).
- SMSC is delivered in a coherent package during form time, assemblies and through the broader curriculum, with ethics, morals and fundamental British values as the underpinning themes throughout. The literacy 'wonder word' of the week is integrated into the themes.
- CIAG is delivered well from Year 8 to 11, through a variety of events and visits provided by FE, HE and local businesses. The careers service (based in academy) offer impartial advice and guidance to many students, mostly focussing in Years 10 and 11 and with particular support for our more vulnerable students (identified through the RONI system). NEET figures for the academy remain very low as a result.
- Robust challenge to underachievement when it occurs, New Faculty leader in place in Maths to improve leadership of this area.
- Robust curriculum challenge to address underachievement within curriculum areas. For example change from GCSE Music to BTEC,

To further develop we need to:

- Address all areas of faculty underachievement, notably maths and science.
- Establish a proactive group to deal with the issue of boys underachievement particularly disadvantaged boys.
- Embed the curriculum plans and pathways to ensure the transition to GCSE is smooth. Schemes of learning and pathway maps in the foundation years (7 and 8) to reflect the knowledge, skills and understanding needed at KS4. Students need to make progress consistently above national expectations. Low ability year 7 students should be making good progress from their starting points as a result of effective and timely intervention.
- Improve literacy, particularly reading. Have a strategic target driven approach to improvement through good teaching and curriculum modification. Clear strategy/vision for reading particularly on entry. Redesigned curriculum to identify reading recovery group who will concentrate on reading and basic literacy and numeracy with clear targeted outcomes and benchmarks.
- Continue to develop EAL strategic approach
- Assessment is used diagnostically to identify areas for considered intervention.
- Students' work particularly in exercise book should clearly reflect progress over time.
- Develop a broad and balanced curriculum which takes into account external accountability and the needs of our students.
- Develop, monitor and evaluate the PSHE programme to ensure continuity and common themes are built upon throughout the life of the student.
- Monitor and evaluate the impact of the SMSC programme and to further develop links to enhance the CIAG programme.
- Ensure no teaching falls below 'good'.
- Ensure achievement/progress of all sub groups (particularly PP) at both key stages are in line or above national standards.
- Sustain and develop greater student involvement to promote active learning.
- Develop and implement a clear numeracy strategy.
- Ensure that internal data is valid and reliable.
- SEND; put robust action plan into place to address key issues.

Engage with and provide professional development for key members of staff. Aspirant middle leader programme in place with OAT, NQT programme in place. In academy programme being developed for middle leaders.