

Academy Self Evaluation September 2020 (Reviewed March 2021)

Ormiston Meridian Academy

Sandon Road, Meir, Stoke on Trent, ST3 7DF

Principal: Mrs Claire Stanyer

Chair of Governors: Ms Rachel Beckett

Overall effectiveness	Good	
The quality of education	Good	
Behaviour and attitudes	Good	
Personal development	Good	
Leadership and management	Good	
Sixth form provision	N/A	
Outcome from previous Ofsted inspection	Requires Improvement	12/7/2016

Context

Meridian Academy joined the family of the Ormiston Academy Trust in 2016. Initially, the Trust worked with leaders to correct a legacy of historic underperformance and weak leadership both at a senior and subject leadership level. The trajectory of school improvement was firmly established before the previous inspection. Since then, the academy has sustained a secure strategic vision, realigned the academy's values and ensured that all strategic planning is firmly rooted in driving improvements in the academic and personal development of all students.

Against a backdrop of local recruitment challenges, the academy's staffing structure is secure. Roles, responsibilities and lines of accountability ensure that the key priorities are delivered and delivered well. All staff are committed to ensuring that our learners reach their potential. All areas of our practice have been reviewed to ensure that strategic improvement continues at pace.

The Academy is situated in Meir South, within Stoke on Trent Local Authority District which is ranked 15 out of 317 using the National IMD indices of deprivation.

In 2019, our LSOA was ranked 691 out of 32844 placing it in the top 5% of wards in the country in terms of multiple deprivation.

Our Pupil Premium eligibility is over half of our cohort and rising. The Income Deprivation Affecting Children Index average for the 7 LSOAs within our catchment indicates that the adverse childhood experiences for some of our learners includes household income deprivation as these children live in areas ranked in the bottom 7% of the country nationally.

All other deprivation indicators, including health, housing and levels of education within the households, fall within the bottom 10% of the country nationally, however, Mental and Physical Health Deprivation and Education, Skills and Training Deprivation within the working age population are well below this and fall within the bottom 6% and 2% respectively.

This is not an excuse for capping what our remarkable students are capable of. We have a relentless moral purpose to raise the bar for our learners by setting high standards. We work closely with other schools and an extensive variety of external agencies to support students to achieve the academy's vision in shaping lives, building ambition and igniting futures".

	2018-19	2019-20	2020-21	2021-22
% boys				
School	47.3	48.5	49.3	
National	50.2	50.2	50.2	
% Disadvantaged				
School	51.4	49.8	49	54
National	27.7	27.7	27.7	27.7
% of pupils first language not/believed not to be English				
School	17.8	20.2	17.9	16.9
National	16.9	16.9	16.9	16.9
% of pupils SEND				
School	13.5	13.1	14.8	17.2
National	12.5	12.5	12.5	13.9
% of pupil SEND support				
School	12	11.8	13.2	15.8
National	10.8	10.8	10.8	12.2
% of pupils EHCP				
School	1.5	1.3	1.7	1.4
National	1.7	1.7	1.7	1.7
Pupil base level of deprivation (quintile)				
	5			
Number on roll				
School	856	915	958	976
National	978			948

Quality of Education Strengths	GOOD Evidence
<ul style="list-style-type: none"> ➤ Since the last inspection, leaders have taken rapid and decisive action to improve the quality of provision in all areas. This has been underpinned by a coherent and ambitious vision and strong values. ➤ All students have access to the full curriculum. In KS3 all students study the full range of national curriculum subjects. All students follow a core academic curriculum with equality of opportunity for all learners. Students study; English, mathematics, science, history, geography and MFL alongside a broad range of foundation subjects such as physical education, RE, computing, art, the performing arts and technology. ➤ At KS4 all students have the opportunity to study a strong core of academic subjects and this is not restricted for any students in anyway ➤ Curriculum development time has been a priority across all phases and subjects. ➤ All subject teachers have a deep understanding of the subject intent ➤ Teachers subject knowledge is strong across the curriculum and teachers are extremely passionate and enthusiastic about their subjects ➤ KS3 and KS4 Schemes of Learnings have been well-designed and progressive Schemes of Learning introduced that clearly identify the 'must-knows' and build towards ambitious end points. ➤ Following some essential re-ordering of the curriculum KS3 Schemes of Learning were delivered successfully during school closure as every student had access to the teaching of their full curriculum. ➤ A robust reading culture has been established and maintained through Covid by ensuring a clear reading intent in every subject, whole school reading for pleasure strategy, reading enhancement curriculum in Rising Stars Pathway, reading enhancement programme across supported by Covid Recovery funding, A tiered approach to reading intervention at KS3 and all years SEND ➤ New key words and subject specific vocabulary is well planned in Schemes of Learning and pre-taught and students who require support with this have key words and definitions distributed ➤ There is an expectation that students speak using Standard English and answer in full sentences across the curriculum and ability ➤ The Faculty Review model (utilising curriculum indicators) following lockdown has allowed for the accurate evaluation across the curriculum of: <ul style="list-style-type: none"> ➤ The depth, coverage and impact of curriculum ➤ The effective implementation of the planned curriculum ➤ Learning and progress through book scrutiny ➤ Student voice and their views on their learning and experiences ➤ Use Faculty Review information to plan and implement robust CPD at individual and faculty and where necessary, whole staff level ➤ The R and R section of RRDAC teaching model has been successful to support effective retention of knowledge, techniques and skills. ➤ There is strong evidence that 'Delivery' within the RRDAC model is effective across the curriculum and teachers present information clearly ➤ Using the academy Performance Management system effectively to establish new leadership for SEND which has had huge impact as noted in the Blackfriars SEND review and OAT review 2021 ➤ The Faculty provision maps and individual Achiever Plans have been designed specifically to support teachers and TAs to implement effective learning strategies that support SEND students across all 4 areas of need to meet the ambitious end points set out in KS3 Schemes of Learning. ➤ SEND students have individual support plans (Achiever plans) that identify their individual strategies for success and these strategies are monitored, evaluated and developed further 	<ul style="list-style-type: none"> ➤ Ambition Statement and Achiever Values ➤ KS3 curriculum ➤ Options process ➤ Subject curriculum maps and Schemes of Learning ➤ Reading for Pleasure programme ➤ Reading enhancement programme ➤ Reading intervention programme ➤ Faculty review documentation (records of lesson obs, book scrutiny and student voice) ➤ Learning walks documentation

- SEND students benefit from quality first teaching in the classroom, which caters for their individual needs
- TAs used effectively within the classrooms to support EHCP and SEND K learners
- CPD is prioritised and programme is 'needs-led' and has been developed significantly to provide immediate, purposeful and impactful training for individuals, groups, faculties and whole staff.
- Creation of a new coaching and CPD programme that has been deliberately designed to utilise teacher strengths and share excellent practice
- Coaching model 'GROW' been designed and coaches have been trained to implement this model effectively
- PP funding used to create coaching team
- Staff encouraged to further develop themselves through externally validated courses to support their career development.
- External support used effectively to rapidly develop subject and specification knowledge for staff teaching new courses
- At least one person in each faculty who marks for exam board providing a deep insight into how marks are awarded
- Majority of subjects are taught by specialists. Non-specialists have specific CPD and nationally recognised courses. Team teaching in place.
- OAT network meetings and use of OAT lead practitioners
- Highly effective use of QLA at teacher level to identify areas for development in new specification and provide timely and appropriate CPD.
- Since the previous Ofsted inspection, the academy has taken considered action to ensure that students are able to apply their knowledge and skill within familiar and unfamiliar contexts. A range of assessment methodologies are used to capture what students have learnt and are able to apply independently. Teachers use both formative and summative assessments to capture students learning and progress and plan subsequent learning to revisit areas for development and address misconceptions
- The majority of subjects apply the academy assessment system effectively supporting students to make good progress. Where the academy assessment system is not applied effectively, training and support is in place to improve this quickly
- Teachers have been trained to use a range of strategies such as dual coding, limited cognitive overload, use of bolding, underlining in text and questions to support less literate students, think pair share emphasis has been suggested to give confidence and encourage better responses and to learn from each other
- Teaching EAL students is good
- Students are assessed with a PIE level on entry, and personalised intervention takes place as a result. Reading support is provided, both one to one and in small groups, and students are tested up to 4 times a year to monitor progress. This data is available and individual progress is measured to determine further planning and intervention. The EAL team are in regular contact with parents, to inform them of the progress and of any further support which can be provided at home, reinforcing the importance of reading at home. The GCSE results of EAL students remain above the national average.
- Since the IDSR in 2019 we have taken robust and decisive actions to improve and sustain science provision to ensure all students receive at least a good quality of education in science:
- Through the robust implementation of Performance Management and Faculty Review systems, Science has undergone a transformation to ensure all students receive a great science education.
- Recruitment of a highly experienced and successful Director of science from a Staffordshire school who starts as Line Manager of science from January 2022
- Recruitment of a new leader of teaching in science who is undertaking Physics
- 2 excellent teachers (1 humanities and 1 PE teacher) were identified to re-train as a science teacher

- Blackfriars review feedback
- OAT SEND review feedback
- SEND provision maps
- SEND Achiever Plans
- Whole school CPD menu
- Subject CPD portfolios
- 'Grow' model and teacher feedback
- Pupil Premium 3-year plan

- Science colleagues have been supported intensively by National Lead Practitioner OAT, who provided bespoke CPD for science colleagues on an individual basis
- Non-specialists (PMA and MCH) have had an extensive array of on line CPD to improve subject knowledge in Science focusing mainly on Chemistry and Physics.
- Overhaul the KS3 curriculum and delivery of robust CPD regarding the intent and implementation of the new curriculum
- OAT Lead Practitioner supported 2 days per week from January – July 2021 to quality assure and support the development of the intent and implementation of the new curriculum and support non-specialists and continues to support by conducting science faculty reviews
- Student voice in KS3 demonstrates a significant improvement in the perceptions that students have about science:
 - 95% enjoy science
 - 93% feel as though they are making good progress in science
- Since the IDSR in 2019 we have taken decisive and robust action to improve mathematics by:
 - Using the academy Performance Management system effectively we have been able to change the leadership of mathematics and recruit new Director of Mathematics and appoint a new Assistant Principal with extensive experience and proven track record of teaching Most Able/ Higher mathematics who is providing CPD
 - This was followed by a second leadership appointment in mathematics in June 2021 to lead teaching for KS4 Set 1 and 2
 - New KS4 higher curriculum designed and implemented successfully
 - Mathematics outcomes demonstrated continuous improvement over 3 year period
- Using the academy Performance Management system effectively a new geography specialist has been recruited to strengthen a small team of 3 colleagues.
 - The geography curriculum has been overhauled and the intent is now very strong
 - NEET figures are excellent including figures for SEND students
 - Appointed as lead school for Opportunity Areas English Excellent Partnership and Careers Impact project

- Science KS3 curriculum
- Maths curriculum
- External review information for science, mathematics and SEND

Next Steps

1. **Embed the best practice that exists in terms of assessment for learning:** questioning, live marking, CQLA feedback, on-going assessment so that clear and direct feedback results in misconceptions being addressed and progress is secured. Ensure assessment is used highly effectively to check students understanding and inform curriculum and teaching to mitigate against gaps in learning caused through Covid.
2. **Further challenge middle leaders and teachers to critically analyse the deliberate learning intentions to ensure students are challenged to a deeper level of cognitive complexity** in lessons during the Application phase of the RRDAC model and in learning checkpoints and AR assessments so that work given to pupils is demanding
3. **Continue to build on the transformation of SEND provision** by ensuring the consistent and sustained implementation of the SEND Faculty Provision maps, robust quality assurance of Rising Stars Schemes of Learning and the planned reading experiences for all SEND students and develop the literacy and numeracy interventions for KS3 SEND students further so that all SEND students catch up rapidly
4. **Continue to improve science outcomes by developing the KS4 Science curriculum further** using the new expertise from the lead teacher in science, specifically the schemes of learning and resources for physics, the successful implementation of working scientifically across KS3 curriculum and developing application phase of science lessons in intent and implementation
5. **Develop numeracy across the curriculum further by embedding** a highly effective, common and consistent approach to the teaching of numeracy within the science, geography, ICT and mathematics faculties. Ensure that subject differences within numeracy content are highlighted and explained to students to further support their numerical fluency for example: Line of Best Fit in science and mathematics are taught consistently.

Personal Development	GOOD
Strengths	Evidence
<ul style="list-style-type: none"> ➤ Student leadership is well embedded across the school. ➤ Achievement of National Ambassador Status in Jan 2021 ➤ 164 students gaining individual accreditation. ➤ Disadvantaged students over-represented Student leadership programme has increased the confidence of many students and is a particular disadvantaged students. ➤ The introduction of the House System has helped engender an appreciation for human achievement and inspire and motivate ambition within students ➤ Careful planning has ensured that students not only make progress in each discipline but have opportunities to understand the world in which they live and their local context through a deep and rich Personal Development Programme (including PSHE, British Values and CEIAG) ➤ Recruitment of SEND CEIAG mentor ➤ Link Governor for CEIAG is Stoke LA Career Network manager ➤ Achievement of Careers Mark in June 2021 ➤ Academy chosen to lead the Opportunity Areas Project for careers Impact following feedback to LA regrading Careers Mark ➤ PSHE curriculum is deliberately designed to take account of the local context of the community the academy serves including a focus on knife crime and mental health ➤ Fundamental British values are visual around the academy and delivered during form time activities (Week B focuses on British Values). All subject areas have identified how their subject curriculum can specifically highlight British Values ➤ Internet Safety – All year 7 students complete a unit of work on E-Safety during the first term. All students complete awareness training through assemblies and form time activities during E-Safety week. In addition to this, E-Safety is a topic delivered through the 'Living in the wider world' PSHE curriculum. The academy follows CEOP guidelines ➤ Equality and diversity is promoted with the academy through the SMSC programme. Students feel confident when discussing a range of issues with both their peers and staff. Relationship education is taught during PSHE and educates students on key areas of equality and diversity ➤ LGBTQ accreditation from Allsorts Allies ➤ RE curriculum promotes tolerance and understanding of different faiths and beliefs. RE is delivered to all KS3 students and KS4 students have the opportunity to study RE at GCSE level. KS4 students take part in 'Social and Moral' education during PSHE and extended form time. During 'social and moral' sessions students cover a range of topics this includes: animal rights, marriage, abortion and homosexuality ➤ Provide a robust and high quality PHSE programme which meets national requirements, is developed in conjunction with the academies core values, prepares students for life in modern Britain as well as supporting pupils with personal development. ➤ PSHE programme has been QAd by PSHE lead from OAT March 2021. Further QA by City Lead June 2021 ➤ RE is taught through the health and wellbeing topic and also has a dedicated teaching group. ➤ Igniting Futures Achievement Programme in KS4 supports the development of student's values and ambitions through bespoke 'RAP' forms. RAP forms are now a requirement of every year. ➤ One of the largest cohorts of Duke of Edinburgh in Staffordshire and the country: 60 Year 9 students participating ➤ Students participate in 'Active Citizen' project within our local community, chosen through a democratic vote within form/ year group. Students are informed about their options, supported to become well-informed to help make the right decisions for them and accept the outcomes of a democratic vote ➤ HAL has been built into the overall achiever award and the lead for HAL has taken an active role in the development of personal development. 	<ul style="list-style-type: none"> ➤ 100% - Leader of Learning ➤ Large, well represented Student leadership team ➤ 74% of Student Leadership gained Student leadership accreditation in 2020. ➤ £3400 raised for charity by students ➤ Achievement of Careers Mark July 2021 ➤ FBV are displayed around the academy, discussed in assemblies, during form ➤ Cyber safe at year 7. ➤ e-safety in curriculum ➤ The CEOP report abuse button in a prominent location of the academy website ➤ During 2019/20 and 2020/21 academic years a total of 2499 unique responses have been gathered either from students' surveys or a democratic

➤ Offer a wide range of extra-curricular and enrichment opportunities for our students. Over 58 internal clubs are planned to take place each fortnight (has been impacted heavily by Covid)

vote (whole school).

Next Steps

- 1. Relentlessly drive-up the participation rates of disadvantaged students and SEND students in a rich offer of extra-curricular and enrichment**
- 2. Focus of development of physical health and well-being and healthy lifestyles**
- 3. Use Pupil Premium funding to develop the KS3 entitlement offer so that it provides a range of activities and events that support an 'awe and wonder' culture within the delivery of all subjects for all students, specifically 100% participation for disadvantaged students**

Behaviour and Attitudes	GOOD
Strengths	Evidence
<ul style="list-style-type: none"> ➤ Strong culture of positive behaviour and relationships between staff and students, modelled by SLT consistently and persistently and this permeates through the staff ➤ Edurio staff survey behaviour 10% points above national benchmark (all schools in country) and 10% points above all OAT schools. ➤ Staff retention is excellent and Staff absence rates are excellent and low. ➤ Key appointments of an additional Vice Principal in Sept 2019 to oversee behaviour and safeguarding has further supported our strategic goals: Reduction in overall YC, RC and FTE ➤ Low level disruption is rare, and where it does happen, teachers use the behaviour policy effectively ➤ Behaviour expectations and systems have been reformed and based on: Clear and consistent standards are persistently applied in the classroom; A deep understanding of individual student barriers to learning in every classroom by every teacher and support staff; A culture of supportive reform; Reasonable adjustment ➤ Strong working relationship between the VP and SENDCo has significantly improved the inclusive strategies and reasonable adjustments offered to students with SEND, leading to 45% reduction of Yellow cards and 46% reduction in Red cards for SEND students in 2020-21 compared with previous year (comparable data) ➤ Significant reduction in FTE for SEND students. Number VP leads Team Around Child meeting with support from SENDCo to assess individual barriers to learning an behaviour and make timely and effective reasonable adjustments. ➤ All information from meetings with the child, pastoral teams, parents/carers, teaching staff and external agencies added to Achiever Plans and shared with staff. ➤ All members of the academy community take pride in their appearance and how they present themselves. Students are exceptionally well presented and have excellent manners reflecting the academy values of respect and ambition ➤ Reward policy implemented in Sept 2020 has been received exceptionally well by students and parents ➤ Success Score is linked to House system and promotes excellent attitudes to learning in every lesson ➤ Students AtL is consistently rewarded in lessons ➤ 99% of students can articulate how they are rewarded for an excellent attitude to learning using Success Score ➤ 75% say that House points have improved behaviour ➤ All behaviours are reported to parents instantly using Synergy which has improved the communication between school and home dramatically, with a focus on positive behaviours ➤ Students are expected to be fully equipped for learning. Student leadership team perform learning walks / regular checks to ensure all pupils are fully equipped and ready to learn and feedback to Heads of Year. 94% of students had equipment daily in 2020-21. Those that do not have full equipment are supported by the academy. ➤ The academy runs multiple programs of support to ensure all students can self-regulate; Form time; OMER A Standards; Success Score in every lesson; PSHE and our core values of Honestly, Respect, Inspiration, Courage, Respect ➤ Subjects specific/ teachers specific- pinpointed the areas of weaknesses ➤ The academy serves a deprived community that has significant issues with gang crime and racism outside of the school day. Racism is not tolerated within the academy, and there is an extensive programme of education and awareness-raising to support any students who may be affected by activity within their local community and their home lives. 	<ul style="list-style-type: none"> ➤ Edurio Staff Survey 2021 ➤ Internal behaviour data ➤ House Points analysis data ➤ Student Voice data

- Use of Pastoral managers to support Gangs officer based within the academy to ensure vulnerable students who could be susceptible do not become involved with any 'gang' culture. During GYVPS (LA Gangs Meeting) the local referral referrals for Meir gang have significantly reduced as identified by the local police.
- Bullying issues are rare and dealt with quickly and effectively by all staff in the academy and the response is coordinated through the anti-bullying coordinator to ensure robustness.
- The implementation of the Princess Diana Trust model has been introduced this academic year.
- Homophobic, Racist and Disability Bullying are extremely rare
- There have been 10% less CPOMs Bullying incidents from September 2019 to 20th March 2020 compared to the same period in 2018-19
- Fortnightly timetabled meeting between Anti-bullying co-ordinator and Behaviour Lead to review reports of bullying and quality of responses
- All members (Including lunch time supervisors, site staff, kitchen staff and cover supervisors) of staff attend bespoke CPD focused on behaviour strategies to ensure all students are supported and follow the academy procedure. Data is used to identify vulnerable members of staff who require additional behavioural support and CPD. During the academy behaviour is monitored every lesson with learning walks focused on student attitudes
- CPD has been delivered to all staff to effectively support the four main areas of need- including appropriate reasonable adjustments.
- Overall attendance and Persistent Absence is a success story of the Academy
- IDSR 2019 Attendance 2018-19 94.4% (in line with National 94.5%) Persistent Absence (PA) 2018-19 13% (better than national 13,7%)
- Disadvantaged attendance 2018-19 93.3% significant increase from previous years, significantly better than disadvantaged nationally and increasing towards national other at a good rate (0.3% increase each year for 2 years) demonstrating PP reallocation of funds having positive impact
- Attendance 2019-20 and 2020-21 (affected by Covid and no national data) is 0.5% better than OAT National average
- Punctuality to school is excellent due to procedures to combat lateness
- Significant range of support and inclusion strategies funded from PP including
- Arch – provision; Self Esteem; Emotional Regulation; Breakfast Club; Testing; Learning Curve; Art Therapy; Medical long term; Short term; Bespoke timetables; Individual, family and relationship counselling; Individual mentoring; Therapy Dog (Coordinated via SENCO
- Provide a wide variety of Mental Health programmes to improve confidence, resilience and happiness

➤ OAT safeguarding review student voice (March 2021)

➤ OAT attendance data

Next Steps

1. **Continue to reduce Exclusion rates for a small group of SEND, males and disadvantaged who disproportionately skew FTE data.** Continue to utilise strategies that have had huge impact over last 18 months but upskill and develop behaviour team further by implementing and utilising a range of new approaches in other very successful schools particularly around restorative justice. VP, SENDCo and AP PP to work strategically to ensure PP funding is used effectively to support these students
2. **Continue to develop strategies to improve Attendance / Persistent Absence SEND K students, particularly those who are disadvantaged coming out of the pandemic.** Continue with the initiative for PA students across the whole school, including SEN support students as a main focus group. Action Plans in place to support improved attendance in order to reduce PA to below 15.5%. Continue Intensive Attendance support in particularly Year 10 to improve attendance to 95% and reduce PA to below 13%
3. **Embed Synergy and ensure it has a profound impact on positive, effective and motivational dialogue with parents,** sharing information regarding daily positive behaviours to further enhance positive culture.
4. **As we emerge from the pandemic, continue to prioritise students' mental health** by providing a wide variety of Mental Health programmes to improve confidence, resilience and happiness Embed the Carnegie award within the academy. Continue to develop the student voice programme, ensuring that students feel that their opinion is valued and they can impact change within the academy.

- Robust systems are used to address unacceptable standards. The use of Performance Management (capability) procedures has led to the resignation of the previous SENDCo (June 2020) two science teachers (2020-21) and the leader of mathematics (July 2019).
- Robust CPD programme for mathematics and science Leadership has strengthened provision.
- We set the bar high for the expectations we have of each other at the Academy.
- The introduction of Curriculum Development Time (CDT) into the CPD calendar has ensured sufficient time to focus on improving Schemes of Learning, teaching and assessment. Staff have been given the time they need to implement and then review the impact of curriculum re-design.
- Through secure monitoring and evaluation procedures, leaders are now quick to identify areas for development at individual, group or whole academy level and provide bespoke CPD programmes to support colleagues.
- The Leadership of SEND has been transformed: Making SEND provision a priority and providing our SEND students with a team of highly skills staff who have the capacity to make SEND provision outstanding.
- An excellent teacher and Middle Leader for raising achievement for SEND students was identified to become the next SENDCo and promoted in March 2020. Promotion of outstanding support staff practitioner to assistant SENDCo in March 2020.
- Promotions within team of Teaching Assistants because they have demonstrated sustained impact and highly valued
- The restructuring of SLT roles facilitated the strategic overview of SEND provision.
- SEND is discussed robustly at senior team level as a standing agenda item
- The Academy was chosen to lead on English Opportunity Areas project and is proud of its success in engaging boys with their English studies across the wider catchment/ city of Stoke-on-Trent.
- This project work is grounded in national research and correlates to the need to raise the achievement of boys in English
- The Academy has proactively initiated and led on City Wide transition programme when transition was directly effected by Covid, leading to a robust transition programme in spite of Covid challenges
- The Academy now leads of the Opportunity Area Careers Impact Project after careers approach within the academy was noted as excellent practice with LA.
- Parent and staff voice has had a big impact on ensuring all voices are heard
- Leaders have implemented 'Quality of Education' monitoring and evaluation procedures in all faculty areas to ensure that students make at least expected progress in all subjects
- Launch of the Arts Mark award within school (to be achieved by Feb 2022)
- In rare circumstances where poor behaviours have led to alternative provision being used to prevent permanent exclusion, the placements are monitored and tracked by the inclusion and attendance team to ensure that provision is suitable and effective
- Pupil Premium spend has been re-evaluated robustly in line with the receipt of Covid Catch up funding to ensure that all money is allocated in a coordinated and coherent way to meet the needs of the students
- The academy actively encourages parents and local community to engage with academy life though Parents' Evenings, awards evenings, GCSE preparation evenings, Duke of Edinburgh presentations and a range of charity work for the local and wider community
- Headteacher has taken every opportunity to engage with staff at all levels in the strategic direction of the academy and ways in which working policy and practice can be refined to ensure that staff are able to work effectively to reduce workloads.
- Colleagues are actively encouraged to spend time with their families at events such as watching their children in sports days, graduations and other such activities that leads to a positive work-life balance and shared culture of trust.

- Blackfriars SEND review
- OAT SEND Review

- PP plan
- Covid catch up and recovery plans

- Staff wellbeing is significantly strong in the areas of;
- Communication
- Behaviour and safety
- Culture of teamwork and support

Next Steps

1. **Embed new quality assurance systems across the academy to ensure that our students receive the best quality of education.** Following the removal of Covid restrictions on teachers and leaders within classrooms and around the school, robust evaluations of every area of the academy to inform highly effective CPD and support programmes
2. **Continue to mitigate against the ongoing impact of Covid, particularly for disadvantaged students** by aligning and developing the 3-year PP and Covid catch up plans and ensuring that leaders take decisive and immediate actions to raise achievement.
3. **Ensure new leadership across key areas of the school receive the support and development they need to be effective and sustain their impact across key areas of the school.** The vision, values and academy ethos are being systematically embedded and understood by all in the community. Implement senior and subject leader development programmes is ensuring that leaders are effective in their roles.
4. **Improve teacher workload.** Covid impact on staff wellbeing and workload was evident and we are committed to ensuring that staff are happy, motivated and able to perform to the best of their ability