

SUMMARY SEF: Ormiston Forge Academy March 2016

SECTIONS	SUMMARY EVALUATION	
<p>Overall effectiveness</p> <p>Grade: Borderline Good</p>	<p>Although we judge overall effectiveness to be borderline good we have capacity to be securely good and then outstanding because;</p> <ul style="list-style-type: none"> • of an increasing 3 year trend. 2015 results were secure and predictions for 2016 and beyond are very positive, • despite KS2 entry levels declining rapidly student outcome has improved and is in line with or above the national average for the vast majority of areas, • KS4 outcomes improved in 2015. All subjects showed improvement and for most subjects this was considerable. Subjects that already had good or better outcomes sustained their standard, • in-academy tracking data is positive, the longer students are in the academy the better they achieve, • with a few exceptions gaps are narrowing between the performance of disadvantaged children and their peers. In KS3 Pupil Premium students perform as well or better than their counterparts in the academy, • we predict accurately, • of the impact of accountability on the quality of the Senior Leadership Team and the Middle Leadership Team, • of improved teaching, 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, • since the academy opened there has been a transformational change in students' behaviour and conduct. Outcomes indicate that learning is improving and moving securely towards good, • of the ambition shared by adults, students and the local community, • the promotion and integration of SMSC at the academy makes a 'valuable' (OAT review 14) contribution in lessons and is 'evident in walk rounds with senior leaders' (OFSTED 13). • children are safe, and their personal, development and welfare is well catered for, • outcomes in the 6th form are consistently good and progress for most is outstanding. 	
<p>Effectiveness of leadership & management</p> <p>Grade: Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Leaders are committed to improving the academy further. Changes in leadership structures have already brought about improved outcomes. • The track record of leaders is strong. Embedded improvement in English, Science and Foundation subjects is being reflected in Mathematics where improvement is being made speedily. • Tracking is highly accurate. • Good and effective support for the academy from the sponsor. • Governors know the key challenges facing the academy, and whilst they are highly skilled and supportive, they also offer firm challenge. • The focus on Literacy and Numeracy in KS2 and KS3, along with KS3 Skills and the 'Flying Start' curriculum results in more children making more progress quicker. 	<p>Current Areas of Focus</p> <ul style="list-style-type: none"> • Continue to raise achievement and close achievement gaps. • Ensure the Highest Ability students (HATS) excel. • Eradicate pockets of underperformance. • Decrease the within academy variation in the quality of learning and teaching and the concomitant variation in outcomes. • Ensure that academy review processes become even more incisive and that middle leaders act upon the review information they receive. • Update Governors with training on new accountability measures. • Use views of parents and students to further inform academy self-evaluation and planning.
<p>Quality of teaching, learning and assessment</p> <p>Grade: Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Teaching is consistently good and much is outstanding. • There were concentrated pockets of teaching that required improvement and variation within the academy. Strategic intervention, bespoke professional development and robust Performance Management has reduced these pockets considerably. • Good or better teaching informed by a 'live data picture' from the moment students reach the academy means there are fewer gaps in student knowledge and much less reactive intervention required. • Where attendance is good or better students make rapid progress because of teaching. • Good and outstanding teachers plan and deliver a variety of tasks, mark informatively, question adroitly and use data effectively to meet student need. • Vast majority of teachers, 90%+ are good or better, all day everyday. • Marking/AFL informs students, helps them to make progress and is consistent. 	<p>Current Areas of Focus</p> <ul style="list-style-type: none"> • Make sure that Teaching impacts upon outcomes. • Improve attainment and progress, which currently lags behind improvement in teaching. • Ensure observation is inextricably linked to attainment and progress. • Train all appraisers on observing lessons and giving feedback and utilising teacher performance profiles. • Ensure all teachers can deliver good or better teaching when not given notice. Ensuring they always perform at a level of good or better, all day every day. • Enable students to extend and deepen their learning through independent and collaborative activity. • Meet the learning needs of the full ability range, especially in providing a good level of challenge for more able students.

<p>Personal development, behaviour and welfare</p> <p>Grade: Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Leaders have created an ethos whereby only outstanding conduct is acceptable. Learning behaviours are improving significantly, and there is much less off-task behaviour as a product of better teaching that meets the needs of students. • Relationships between teachers and students and amongst students are exceptional. • Safeguarding meets statutory guidance. Students are safe at the academy. Both parents and students are confident in the academy. • Students' personal development is well catered for via the PSHE programme. Students understand how to make 'healthy lifestyle choices'. The provision from PSHE, PE, Science, Technology and the extra-curricular timetable is well co-ordinated. • Hardly any bullying occurs and any that does exist is swiftly dealt with. • Conduct is excellent, exclusions have fallen significantly. • Attendance has risen rapidly, above the National Average. Persistent Absence is extremely low. • The academy is fully inclusive. The Success Centre meets the needs of students. • Students treat each other and adults with respect. 	<p>Current Areas of Focus</p> <ul style="list-style-type: none"> • Ensure students' attitudes to all aspects of learning, including whole class work, group work, or when working alone are consistently positive, so that opportunities to make progress are maximised. • Further improve attendance and ensure the number of Persistently Absent children remains low despite the threshold changing. • Reduce further the number of students who are late to academy. • Ensure students are completely prepared for life in Modern Britain.
<p>Outcomes for pupils</p> <p>Grade: Borderline good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Outcomes in recent examinations and progress show significant improvement. Tracking indicates this improvement will continue in 2016 and beyond, is thus sustained. Whilst there is still a lag between input and outcome, leadership is affecting achievement positively. • Academy trends are all positive, at a time when there is much volatility, because improvement is built on strong foundations of expectation, teaching and curriculum in KS3. Despite Prior Attainment decreasing significantly and changes to the examination system attainment and progress has increased. The longer students are at the academy the better they achieve. • Students enter the academy significantly below national expectations and in the vast majority of subjects leave the academy in line or well above national performance. 	<p>Current Areas of Focus</p> <ul style="list-style-type: none"> • Improvement in mathematics has been speedy, but not enough children are yet making expected or better than expected progress. • Close the performance gap between those in receipt of Pupil Premium and those who are not. • Continue to help students even more effectively overcome weaknesses in their reading. Work with Primary schools to improve standards in Reading. • Ensure a greater proportion of more able students achieve A/A* grades in GCSE subjects.
<p>Effectiveness of the Sixth Form</p> <p>Grade: Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Outcomes in the 6th form are good and progress for most was good or better in 2015. • KS5 A level value added score improved from -0.02 (2014) to 0.24 and the A-Level Average Point Score (APS) per entry improved from 200 (2014) to 202. A-Level APS per student improved from 598 (2014) to 655. • KS5 vocational value added score improved from -0.11 (2014) to 0.33 and the Vocational Average Point Score (APS) per entry improved from 220 (2014) to 234 • Provision as a result is a combination of A-Level and Vocational courses. Attainment and progress are good in both pathways. • Teaching in the 6th form is judged as good, reflected in outcome in both A-Level and Vocational pathways. • The needs of more able students in the 6th form are met through stretch and challenge in lessons, additional bespoke examination support and the opportunity to receive private tutoring through the Access Project. HAT students who had prior attainment grade equivalency of an A achieved a VA score of 0.56 and those who had prior attainment grade equivalency of a B achieved a VA score of 0.29. 	<p>Current Areas of Focus</p> <ul style="list-style-type: none"> • Progress and Achievement needs to be consistent across all departments. • Students in the Academy 6th form need to make more of an impact in the local community and with our partner schools. • Student leadership needs to develop so the 6th form have more responsibility for running the 6th form. • Curriculum Offer needs to provide further balance and provision for students with GCSE mean scores below 4.5

	<ul style="list-style-type: none"> • 51% of the graduating cohort went to University; of these students 49% were in receipt of the Bursary. 13% of the cohort went to Russell Group Universities and 43% of those students were in receipt of the Bursary. • Monitoring of student performance is managed robustly. Following each grade run, student, staff and subject performance is monitored and intervention is initiated by the 6th form team. • In 2015 51% of students in the graduating cohort progressed to University and 49% gained employment. Thus no students were NEET. 	
<p>Academy improvement priorities 2015-16</p>	<ul style="list-style-type: none"> • To improve the proportion of good or better teaching to improve the quality of teaching and learning. • Improve the teaching of Literacy and Numeracy. • To raise and maintain rates of attendance, punctuality and reduce persistent absence. • Ensure all students have a voice that is heard and acted upon. • All students develop an understanding of healthy eating and the benefits of an active lifestyle. • Raise standards of attainment and progress. • Develop whole academy assessment systems. • Ensure all groups of students perform in line with and exceed national expectations. • Improve standards of reading to impact upon outcomes. • Improve achievement in mathematics and Numeracy. 	