

Ormiston Forge Academy

Summary of the Academy's Self-Evaluation and Raising Achievement Plan

March 2016



Ormiston Forge Academy – Self Evaluation Form

The context of the school

- Ormiston Forge Academy is a bigger than average secondary school in a relatively deprived area, which impacts negatively upon family expectations. Less than 20% of adults in the ward experience higher education.
- The academy succeeds the predecessor school Heathfield Technology College, which was placed in a 'Notice to Improve' category during January 2011.
- The academy has a PAN of 310 but no year group is full and marketing the academy is a priority. The current Y8 and Y9 saw a 40% rise in admissions against a falling local demographic, with the new Y7 having a 60% increase.
- The attainment on entry of the intake is significantly below the national average.
- Cognitive ability tests reinforce SAT results, the average score is 92, below the standardised average of 100.
- Reading ages of students on entry are low. In the current Year 7 78% of students joined with a reading age below their chronological age, 70% for Year 8 and 74% for Year 9. Reading age tests, carried out on transition indicate that more than half of each Year 7 is below 4c, which reinforces lower than average literacy acquisition prior to transfer.
- The academy is on three sites; Main Campus, Sports Ground and a Mountain Centre in Wales. The buildings are in an excellent state of repair and a good base for learning.
- The academy has a large Sixth form, more than 300 students, which achieves outcomes, judged by the last OFSTED inspection to be good.
- The predecessor school had high Fixed Term Exclusion and a large number of students on alternative provision. OFA has significantly reduced FTE and created a 'Success Centre' on site. The academy no longer uses brokerage as the solution to solve student dis-engagement. Other than students at Home and Hospital Provision all other students have been re-integrated into the academy via the Success Centre.
- The academy is fully staffed.
- In the predecessor school the staffing body had been extremely stable, very few staff moved on to other schools or promotion and many experienced staff had been at the academy for a number of years.
- During the last four years over 70 staff have left the academy. Whilst this was not overt restructuring a number left for early retirement or voluntary redundancy. More than ten teachers chose to leave the academy as a result of pre-capability 'coaching' over the last four years.
- We have a three tier senior leadership hierarchy at the academy, Executive Group, Senior Leadership Team and the Extended Leadership Team. The aim of the Extended Leadership team is to devolve leadership and grow both capacity and sustainability.
- Outcomes at KS4 and KS5 are on an upward trajectory but to fulfil potential in the long term, value needed to be added in KS3. As such, significant re-structure has been carried out. The academy moved to a new curriculum model in September 2013. This model has been assessed for impact and has been refined further in September 2015. Most of our Year 7 join us after SATs in May of Year 6. During this induction period standards and ambitions are set, children are assessed and placed in the most appropriate curriculum pathway from September of Year 7. This ensures students make rapid progress from the start of Year 7, which had not been the case previously, with exponential progress made towards the end of each academic year.
- The 2013 KS4 results did not reflect the rapid progress the academy had made in a short period of time, nor the forecasted results for the immediate cohorts in 2014 and beyond.
- The academy day model has changed considerably to allow for an additional enrichment session on Friday afternoon, 'Period 26'. The extra time is used for enrichment, strategic intervention and to reinforce discipline/attendance/punctuality.

Overall effectiveness

OFA judges overall effectiveness to be **borderline good**:

Although we judge overall effectiveness to be **borderline good** we have capacity to be securely good and then outstanding because;

- we have an increasing 3 year trend. Although there was a dip in results in 2013, the 2014 and 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 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,
- the needs of a range of students are met,
- we predict accurately,
- of the impact of accountability on the quality of the Executive Team, 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,
- of the excellence of prime leadership as judged by the sponsors of the chain, the Education Adviser and OFSTED (2013), in driving sustainable academy improvement,
- 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 was good or better in 2015.

In addition, the following areas are the factors contributing to a unique ethos;

- enrichment/extended services,
- development of the social skills and experiences of all students,
- development of leaders at all levels; staff and students,
- house system/student participation,
- recruitment and retention of students,
- inclusion/support for students who have barriers to learning,
- community,
- enterprise curriculum and opportunities,
- aspirational careers education and the 'access project'
- partnerships,
- governance,
- development of an outstanding values system,
- an imaginative curriculum that meets the needs of all students.

Leadership and management

OFA judges Leadership and Management to be **Good** because:

- **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.
- **Teaching** is consistently good and much is outstanding. There were concentrated pockets of teaching that required improvement and variation within the academy. Teaching that required improvement was particularly concentrated in the core subjects of mathematics and science. Strategic intervention 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.
- **Personal Development, Behaviour and Welfare** is good across the academy. 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, as evidenced by academy behaviour data.
- **Governors** know the key challenges facing the academy, and whilst they are highly skilled and supportive, they also offer firm challenge.
- **Leadership** is outstanding in a number of respects, particularly in embedding a strong sense of purpose based on shared visions and values. In raising aspirations, expectations and ambition, investing in staff and having a highly effective talent management strategy across the whole workforce, ensures this impacts positively on the achievement of our students.

Leadership impact upon student outcomes

- Leadership structures, systems and processes have all been simplified and aligned to positively impact upon student outcome.
- PIXL methodologies such as; strategic Diagnosis Therapy and Testing, working at grades and fine grading have all been employed to improve outcomes. The methodologies, alongside moderation and work scrutiny, have led to accurate tracking, strategic intervention and improved outcomes (see Student Outcome section).
- Vice Principals lead the assessment, monitoring and intervention processes within each Key Stage. Risk assessments are created and implemented after each data tracking run, to close the gap between actual and expected/good progress.
- Literacy and Numeracy skills have been and are poor upon KS2/3 transfer and the gaps were not historically closed. Senior Leaders in Literacy and Numeracy have been appointed to positively affect the acquisition of these skills, particularly reading. More than 70% of each Year 7 cohort has a reading age significantly below chronological on transfer. Reading intervention is particularly successful in improving standards of reading and comprehension so that students can access the secondary curriculum.
- Achievement in the core is either good or improving rapidly. Attainment and progress in English has been consistently above the national average. Science has improved considerably over the last two years and now both attainment and progress are above the national average. Mathematics is improving, whilst attainment and progress is not yet in line with national average tracking indicates it will be in 2016 and beyond. The exception is a group of students entering the academy at Level 5, whose progress is not quite in line with the national average. (This does need to be taken with a note of caution as a large number of students entered the academy with only KS2 Teacher Assessment data.)
- For all core subjects tracking and extrapolation show that attainment and progress will improve further in 2016 and beyond, based on a history of accurate tracking.
- The gap between the attainment and progress of those in receipt of PP and those not in the receipt of PP has narrowed in most areas. This is despite disproportionately more children in receipt of PP transferring at KS2 sublevels of 3c, 4c and 5c, meaning they have further to travel to make three and four whole levels of progress.

- In KS3 students in receipt of PP now perform in line with those who are not in receipt of PP, often outperforming them.
- At KS4 tracking indicates the gaps between PP and non-PP are closing rapidly. Most pleasing is that for a number of subjects: technology, history, religious studies, geography, PE, English, science, business, either the gap has closed considerably or there is no discernible gap. In most cases the performance of the PP cohort is in excess of the national average for all students.
- When senior leaders focus on specific areas with strategic plans and intervention, progress is made rapidly. Boys achievement in 2014 had Value Added of 981, sig -. With a strategic plan and intervention this was increased to 1012 in 2015, sig +.

Leadership impact upon teaching, learning and assessment

- There is a relentless focus upon Learning and Teaching, it is our core purpose. Every leader teaches. There is an expectation that all teachers should be 'good all day everyday' because our children deserve no less. Any teacher that drops into RI has a bespoke support programme. There has been a good outcome in the case of all of the 8 teachers who were on a 'Recovery Programme' last academic year.
- Teacher performance profiles have been introduced to support the move away from teachers being judged by observation alone. There is now an inextricable link between teaching, outcome and reward. Through appraisal, teachers and leaders use Teacher Performance Profiles to inform professional development and continued improvement.
- At present the academy has 6 teachers, who are not yet consistently good, who are in receipt of coaching, all of whom are making rapid progress. The academy has 2 teachers who are following a recovery programme.
- In September 2014, Stephen Abbott, ex-HMI, was commissioned to undertake a subject inspection of mathematics. He found teaching in the subject to be good and commented positively that all teachers were teaching for understanding and were consistent in their approach. Mathematics is an area that has been on a significant journey.

Leadership impact upon personal development, behaviour and welfare

- Leadership has impacted positively upon attendance, persistent absence and punctuality statistics, all of which have improved considerably since academisation and are better than the national average.
- The Curriculum meets the needs of the students. Exclusions and incidences of poor behaviour are now the exception because students are engaged and can access the curriculum. In each of the last two years there have been less than 1% of children Not in Education Employment or Training (NEET) at 16 and none at 18/19.
- Inclusion is a key focus for the academy and our Success Centre meets the needs of a range of vulnerable and SEND students. Virtually all provision is managed in-house. There are five students in Home and Hospital Provision and three students on temporary PRU preventative placements.
- All staff positively manage both conduct and behaviour consistently, have high expectations and model expected behaviour. Relationships between staff and students and amongst students are exceptional. Visitors and OAT staff comment on the calm purposeful environment. Logs of bullying and exclusion show that conduct has improved considerably and is a strength of the academy.
- SMSC was considered to be strong in the last Ofsted inspection. The quality of SMSC displays allow children and adults to reflect upon big questions and each subject contributes to SMSC across the academy. The curriculum has dedicated time for Citizenship and SMSC for all students, focussed around the academy value for the week.
- Leaders actively espouse British values through their role and all teachers model British values for students. British values are explicitly documented and delivered through subjects and schemes of work.
- Safeguarding goes well beyond statutory expectations.

Leadership impact upon curriculum

- The Key Stage 3 curriculum has been developed to include Skills, Philosophy 4 Children and Basic Skills, so that children get a flying start to secondary school and are prepared for Key

Stage 4. Each year more students remain on track to make good or better progress and the improved quality of teaching in years 7 and 8, means less intervention is needed in Key Stage 4. Students in the current year 9 and below have only experienced the new model. The model is now flexible and bends to meet the needs of the students. Most of the new Year 7 transferred to the academy early, which allowed us to prepare students to access the secondary curriculum via a 'passport model', which continues into year 7.

- The Key Stage 4 curriculum is organised so that all but the most vulnerable students can fulfil the requirements of the new accountability framework. These extremely vulnerable students follow individualised alternative pathways within the academy to meet their needs and prepare them for the world beyond the Forge.
- Most students in Key Stage 5 follow structured study programmes that meet the recommended guided learning hours. Again, a few extremely vulnerable students follow individualised alternative pathways.
- Information, Advice and Guidance is a key element of the PSHE programme, especially around key points of transfer and choice. A Connexions professional has been employed solely for the academy to interview, guide and advise students across the age ranges. The Access Project team raise expectations and aspirations for participation in Higher Education, particularly Russell Group universities, and support the UCAS application process. In each of the last two years NEET figures have been less than 1% at KS4 and none at KS5.
- The curriculum is enriched with aspirational opportunities, such as STEAM, More Able Challenge Club, Activities Week, The Access Project and Period 26.

Leadership

- Rigorous quality assurance leads to accurate self-assessment and a finely honed academy Raising Achievement Plan (RAP), which is now streamlined to deliver improvement in outcomes. An academy termly focus enables all staff to improve one key area of the academy consistently and reduce variation within the academy. The academy review and strategic planning process involves Senior Leaders, Middle Leaders and Governors.
- Middle Leaders have been developed internally and/or recruited to improve the quality of middle leadership across the academy. Leadership is now good or better in all subjects. Recent appointments in MFL and Science completed the team. In these two areas the two leaders are being ably supported both internally and externally, in the case of MFL by the academy chain.
- No subject leaders currently in post were subject leaders in the previous school.
- The academy has a commitment to developing the entire workforce, through talent management and professional development opportunities. The next generation of leaders are grown internally and through external accreditation on programmes such as NPQML, NPQSL, Growing Heads, NPQH and Teaching Leaders. This is evidenced by the number of staff moving internally or externally to promotion.
- A higher expectation of teachers and a commitment to improving and/or removing weaker teachers has meant a number of staff chose to leave the academy. The 'Recovery Programme' successfully moved 8 teachers out of RI last academic year.
- Performance management/appraisal is inextricably linked to student outcome through Teacher Performance Profiles. Decisions on promotion and pay are linked to appraisal and moderated by the Governing Body.
- After the last Ofsted inspection a restructured leadership team was created around the existing strengths in senior leadership, this included an externally seconded Senior Vice Principal. The focus has been the simplification and consistency of systems, processes and data, so that all staff understand what is expected and that student outcomes are paramount. This model was refined further in September 2015, when the externally seconded Senior Vice Principal was no longer required.
- The academy is receipt of support from the academy chain, most notably through the Education Adviser, who is a recently retired outstanding Headteacher and an active National Leader of Education. The academy has also received support from experts in MFL, mathematics and art/technology.
- The academy has supported a number of other schools, both within and outside the academy

chain. (St Thomas Aquinas – Leadership, Four Dwellings – Leadership and mathematics, Colton Hills – Curriculum, Nishkam – Curriculum and KS4, Ormiston Horizon – Science, Ormiston Sandwell – Geography and Health & Social Care, Ormiston Wodensborough – Attendance, Business Studies, Inclusion and Leadership, Park View/Rockwood – Marketing, PR and Business Studies).

- Many schools and academies have been to visit the Success Centre for our expertise and to replicate our Inclusion provision.
- Leaders, managers and governors are committed in their ambition to improve the academy and share their high expectation/ambition/aspiration for the academy and the community.
- The effectiveness and commitment of the Principal which has been consistently identified and praised by external evaluators including the sponsor, and the Education Adviser as well as the governors continues. This has been both recognised and noted as typical of the prompt, well directed and the rigorous approach the Principal has taken to driving improvement since his appointment.

Governance

- Governors are involved in the academy improvement programme. They contribute to the Self Evaluation Form and the Raising Achievement Plan. Governors are allocated to a strand of the SEF/RAP. They understand the challenges facing the academy and can articulate the current position of the academy through the use of tracking data.
- Governors are highly visible in the academy and contribute to strategic planning using their experience within the academy.
- There are a wide range of skills and educational experience within the Governing Body. They constantly update their skills through training identified in skills audits and needs analyses as part of the Governors Development Plan.
- Governors lead the Principal’s Performance Management process and quality assure the academy’s appraisal process.
- The Chair of the Governing Body is a retired Deputy Headteacher, who now works as a School Improvement Partner in the Black Country. He is ably supported by a Vice Chair, who has many years of governance experience and works for the NGA and a local Primary Headteacher, who is our Safeguarding governor.
- Link Governors are allocated to key areas of the academy, such as Safeguarding, to ensure that the academy functions well.
- Governors ensure that the academy finances are managed securely and that the students get provision that reflect value for money.

Evidence that supports this judgement:

- Raising Achievement Plan
- Policies
- RAISE online data
- Academy assessment data
- Minutes of SLT, ELT, Subject Leaders and Leadership Forum
- Subject SEF, RAP Plans and GAP analyses(VP)
- Evidence of the impact targeted intervention
- Teaching and Learning Evidence (VP)
- Records of our professional development programme
- A range of feedback and engagement from parents and other stakeholders
- State of the Nation and Examination Analysis evidence
- Governor’s minutes and records of visits.
- Governor’s Development Plan.
- Education Adviser: Notices of Visit.
- Education Adviser: End of Term Reports.

Why leadership and management is not yet **outstanding**/areas for improvement:

- Continue to raise achievement and close achievement gap, particularly in mathematics.
- Eradicate pockets of underperformance eg MFL, art, mathematics.
- Ensure the Highest Ability students (HATS) excel.
- 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 can act upon the review information they receive. This will lead into similarly simplified improvement planning processes.
- Ensure all middle leaders and departments are at least good and preferably outstanding.
- Leadership initiatives need time to embed, particularly developing the Extended Leadership to create sustainability and capacity.
- Continue with the programme of Governor training in monitoring/challenging subject, aspect and whole-academy improvement and develop formal links between named governors and all academy departments.
- Views of parents and students inform academy self-evaluation and planning.

RAP – Leadership & Management

Objective	KPI	Success Criteria	Action (some are written informally in this development phase)	Led by	Monitoring	Date for completion	RAG
To strengthen the effect leaders have on Student outcomes	A1-6 B1-4 C1-5	Key Performance Indicators are affected positively and the Pupil Premium Gap reduced through leaders planning, acting, monitoring, intervening and reviewing strategically.	Differentiated programme of support to ensure that middle leaders write effective RAP plans.	ABS	RAP plans are quality assured by LMN.	Oct 2015	G
			Middle leaders implement plans of action in line with RAP to secure achievement.	ABS	Tracking data, measures progress against trajectory.	Ongoing	A
			Middle and Senior Leaders monitor progress made by all students and teachers and put into place intervention programmes to close gaps between assessment and trajectory.	ABS	Through States of the Nation and feedback to ABS from KS3, 4 and 5 Vice-principals.	June 2016	A
			LASER model is extended into KS3 by Vice-Principal key stage leaders.	MMR	Monitoring fine grades and SOW, to include DTT.	Dec 2015	G
			Newly structured SLT Line management ensures consistency across all middle leaders, with respect to achievement.	ABS	KS VPs to monitor and feedback tracking data to ABS (see Achievement RAP).	June 2016	G
			Governors understanding of the academy's current position at any point in time, knowing what intervention is needed to secure progress to KPIs and asking critical questions to secure accountability.	ABS	Through governors meetings; agendas and minutes.	June 2016	G

		Prepare for changes to the national academy accountability framework at KS4 and 5, such as Progress 8 and Attainment 8.	<p>Train leaders to understand changes to the accountability framework and utilise the RAISE to plan and implement strategically.</p> <p>Train governors to understand changes to the accountability framework and utilise the RAISE to question strategically.</p> <p>Brief parents on the changes to the accountability framework at: KS4 KS5</p> <p>Curriculum changes reflect high quality IAG, which is provided at key transition points so that students follow pathways appropriate to their needs and aspirations.</p>	<p>LMN</p> <p>ABS</p> <p>LMN CCG</p> <p>CDS</p>	<p>Dynamic Subject RAP plans reflect changes and implications from RAISE.</p> <p>Governors minutes and challenge reflects the national picture</p> <p>Parental attendance at events and response to parent voice Feedback from students and parents.</p>	<p>Dec 2015</p> <p>Mar 2016</p> <p>Jan 2016</p> <p>Mar 2016</p>	<p>A</p> <p>A</p> <p>KS4 G KS5 R</p> <p>A</p>
To strengthen the effect leaders personal development, behaviour and welfare	E1-4	Leaders impact upon Attendance, Persistent Absence and Punctuality, such that all Key Performance targets are met.	<p>All leaders know the role they play in affecting Attendance, Persistent Absence and Punctuality positively and these roles are carried out effectively.</p> <p>Parents are involved in improving, behaviour, attendance and punctuality outcomes.</p> <p>Parents, students, staff and leaders work with the new 90% threshold for PA. Academy remains well below National Average for new measure</p>	<p>LKY</p> <p>LKY</p> <p>LKY</p>	<p>Progress towards Key Performance Indicators E1-4, measured weekly.</p> <p>Monitor impact termly parental meetings have upon outcomes</p> <p>Weekly attendance and punctuality reports.</p>	<p>Dec 2015</p> <p>June 2016</p> <p>June 2016</p>	<p>G</p> <p>A</p> <p>A</p>

		Leaders reduce the impact 'low level' behaviour has on student outcomes.	Progress Leaders work with identified Subject Leaders and Teaching staff in how to meet the needs of individual students and thus reduce low-level disruption.	GBR	Weekly BFL reports.	Dec 2015	A
			Identified teachers allocated coaches and coached on improving classroom management.	CCG	Teaching and learning data	June 2016	G
To strengthen the effect leaders have on teaching, learning and assessment	F1	Leaders ensure that Teaching is more consistent across the academy and that 'within academy variation is reduced. Leaders ensure that AFL policies are adhered to and that students respond to assessment and staff marking.	Ensure that the termly focus for teaching improves outcomes in teaching and subsequently achievement.	CCG	Subject areas benchmark standards at the start of the cycle and review at the end.	Jun 2016	A
			Analyse Teacher Performance Profiles and self-assessment forms with Subject Leaders to inform training for teachers that drop into RI for specific parts of their role.	CCG	Impact of training upon KPI. Feedback from staff.	Oct 2015	G
			Programmes of QA for AFL created and carried out at Subject and whole Academy level.	LMN	Feedback from SLT drop-ins and learning walks.	Dec 2015	G
			Utilise EA, SLT and other experts to moderate all component parts of teaching.	LMN	EA reports, feedback from LMN on QA and CCG on teaching. Evidenced in the SEF.	Aug 2016	G
				ABS	Progress towards creation of the assessment framework.	Jan 2016	A
		A new linear assessment framework is created to replace KS3 levels and old style	Senior and middle leaders are involved in the creation of the framework, with time	ABS	Feedback from stakeholders on their	Jul 2016	A

		GCSE qualifications.	given over for training and moderation of assessment. Key stakeholders; staff, students, parents and governors briefed on the new system.	ABS	understanding.	Jul 2016	A
To strengthen the effect leaders have on the Leadership Culture		To achieve a Leadership and Management judgement of Good in the OAT Review and Ofsted inspection next academic year.	Develop leadership at Middle and Senior levels through external programmes (NPQML, NPQSL, NPQH and Teaching Leaders) and non-teaching professional qualifications.	PWE	Exit interviews from external programmes and evaluation of impact initiatives.	June 2016	A/G
			Succession plan and manage talent across the academy to ensure the next generation of Middle and Senior Leaders, both Teaching and Support: <ul style="list-style-type: none"> Contingency Planning Talent Management Shadow Days Information Sharing 	ABS RFR	Review retention and recruitment of staff, particularly leaders. Analyse exit interviews from staff leaving the academy. Policies in place.	Jun 2016	A
			Utilise feedback from key stakeholders when planning for the future: <ul style="list-style-type: none"> Staff Voice Student Voice Parent Voice Community Voice 	ABS MMR LMN KGN	Feedback from stakeholder groups.	Jun 2016	G
			Utilise outcomes of Leadership profiling and 360° Review of Leaders to further improve leadership.	MWN	MWN to report back to SLT and update RAP. (ABS to pick up from Sept 2015)	Jul 2015	G

The quality of teaching, learning and assessment

OFA judges teaching, learning and assessment to be **good** because:

- Learning and teaching is our core purpose, which is communicated and understood by all staff.
- Most measures of attainment and progress are in line with or above the national averages. There are improving trends in all areas, whilst there is volatility nationally. Where they are not in line with the national average, they are improving and improving at a faster rate than nationally. This is all despite children being significantly below the national norm when they transfer to the Forge.
- ‘State of the Nation’ meetings analyse teachers’ performance in terms of students’ good and better than expected progress, rather than attainment. Strategic planning and intervention takes place as a result of these meetings, evidenced in minutes of departmental meetings and updated raising achievement plans.
- Although achievement is not yet as securely good as teaching, in all year groups students made better progress in 2014/15 than they did in 2013/14 and 2012/13, and are on track to make even better progress in 2015/16. Whilst there is a lag between the input of teaching and the outcome of achievement, consistently good teaching is improving achievement speedily.
- Leadership of teaching, both operational and strategic, is a strength of the academy. The **OAT review 2014** noted that, **‘The senior leaders responsible for the strategic and operational lead of this aspect of the academy’s work are both outstanding practitioners with an innate instinctive knowledge of what good and outstanding teaching is and how it leads to outstanding learning.’**
- The academy has moved towards Teacher Performance Profiles as part of the appraisal process. Teachers’ performance is judged against Student Outcome, Lesson Observation, Work Scrutiny and CPD. Teachers understand that student outcome and progress over time is a limiting factor when judging teaching and their own performance.
- To reduce variation in teaching across the academy a termly focus was introduced after the last Ofsted inspection. Termly foci so far have been: differentiation, AFL and Dialogue Marking and Literacy/Numeracy. Analyses of lesson observation feedback and learning/climate walks indicate embedded improvement in these areas.
- In the past, judgements about teaching were too generous, however, the latest analysis is more robust due to paired observations and greater consistency between observers.
- Lesson observation judgements have been moderated through paired observations with Ormiston Education Advisers, HMI, Subject Advisers, the OAT Review team and SLT. Judgements are also ratified using the ASCL training materials in CPD sessions. Paired observations with Leadership during the OAT Review, OFSTED monitoring review and the last Ofsted Inspection found our judgement to be accurate.
- Formal lesson observation records, which exist alongside the developing teacher profiles and drop-ins, inform planning, intervention and training. The latest analysis shows approximately 90% good or better teaching, with 10% requiring improvement and no inadequate teaching. Teacher profiles are providing a better, more rounded measure, especially in taking into account outcomes.
- Teachers whose work is judged to require improvement and who are unable to improve after targeted training programmes, are supported by a recovery programme involving a specialised mentoring team. Currently there are six teachers whose work is judged to require improvement and are receiving targeted training through coaching and mentoring.
- As well as intervention, core and extension training is delivered. Core training is for all staff, focussing on the key foci areas of differentiation, student feedback and literacy and numeracy. Extension is for staff whose work is graded close to outstanding, they are trained by a team of identified outstanding practitioners.
- In October 2015 the academy moved across to a bespoke training programme based on self-review and needs analysis. This training has not yet impacted upon outcomes.

- Quality assurance of teaching via formal observation, informal observation, work scrutiny and SLT Drop-in indicates students' needs are being met through effective planning and appropriate work. This has led to greater engagement in lessons and better student progress as evidenced in 2015 outcomes and 2016 tracking data. Teachers address the different needs of students in a variety of ways, including providing work at different levels and providing appropriate support or intervention.
- Academy data systems have been simplified so that teachers consistently utilise student data to plan and deliver appropriate stretch and challenge in lessons. Regular tracking indicates when students are not making enough progress; appropriate intervention is then triggered for individuals or groups of students.
- In KS4 tracking data is highly accurate, based on the PIXL fine grading model of 'working at grades'. Intervention is finely honed around the 'Diagnosis, Therapy, Testing' model, ensuring that each student gets the right intervention.
- Conduct is at least good in lessons and learning behaviour is improving rapidly. Quality assurance indicates that there is good engagement and there is a positive climate for learning. This is supported by academy behaviour for learning data and increased attendance at the academy. The recent mathematics review noted that, '**Teachers build strong relationships that boost students'** confidence in their capacity for learning. Most students now enjoy mathematics, behave well and show positive attitudes to learning'.
- There is consistent and accurate application of Assessment for Learning across the academy. Teachers utilise a wide range of skills during lesson delivery to assess learning, measure progress and shape further progress within the lesson. Outside lessons teachers provide students with detailed regular written feedback, which usually involves students in a dialogue with the teacher. Quality assurance at a subject and whole academy level measures compliance, progress over time and ensures that assessment is accurate through moderation.
- Improved use of data and links with partner primary schools have made the KS2 to 3 transition run smoothly. Teachers have accurate primary data and benchmark data (CATS) ensuring an appropriate 'flightpath' is created for each student. Joint work and training with primary colleagues ensures work is sufficiently demanding, building on the work done in KS2.
- Provision and outcome for most able is improving rapidly and as a result the proportion of students making better than expected progress and securing the highest grades is increasing. More able primary students work with the academy prior to transition.
- Various departmental and whole academy literacy and numeracy primary projects ensure joined up working across the transition. This is supplemented with 6th form students working with partner primary students on reading recovery schemes and numeracy programmes.

Evidence that supports this judgement:

- Education Adviser: Notes of Visit and End of Term Reports
- The State of the Nation meetings [See achievement section]
- The academy's systematic tracking of student attainment and progress [See achievement section].
- Principal's report to governors.
- Teaching evidence folder which includes;
 - Records of lesson observations and targeted training
 - Teacher profiles.
 - Lesson Observation Proformas
 - Impact of Improvement Strategies – Teaching and Learning
 - Learning and teaching group meeting minutes and actions
 - Analysis of the impact of coaching and recovery programme
 - Analyses of lesson observations and learning walks.
 - Intervention plans for teachers not yet good
 - Analysis of targeted training in subsequent lesson observations
- QA analysis of each termly focus by departments
- Mathematics Review September 2014
- SLT drop in evidence

- Work scrutiny – exemplars
- Student Council minutes

Why teaching is not yet robustly good/outstanding and areas for improvement:

- Achievement needs to improve further.
- Improvement in attainment and progress lags behind improvement in teaching.
- Observation needs to be inextricably linked to attainment and progress.
- All appraisers need to be trained on observing lessons and giving feedback.
- Some teachers can deliver good or better teaching when given notice, yet do not always perform at a level of good or better, all day every day.

Whilst the vast majority of our observed teaching is good and some is outstanding, we are still concerned that around 10% of observed teaching requires improvement, especially that observed during short unannounced drop-ins.

Although there is much well-established practice in the following respects, there is some variation between subjects in the effectiveness with which some teachers:

- 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
- Provide regularly focused written feedback to students through the marking of their work

RAP - Quality of teaching, learning and assessment

Objective	KPI	Success Criteria	Action	Led by	Monitoring	Date for completion	RAG
To improve the proportion of good or better teaching to improve the quality of teaching and learning	F1	No teaching that is inadequate or requiring improvement. 100%* of teaching to be good or better 30%* of teaching to be outstanding *Judged against all outputs of teaching, not just observation (outcomes, work scrutiny, assessment and student voice). Teaching and learning is effective when it enables students to make at least expected progress	Review impact of T&L development 2014-15 to inform development in 2015/16	CCG	CCG to measure effectiveness of Termly Cycle, coaching and PDP via: <ul style="list-style-type: none"> EVA Residuals Summative student outcome Impact on observation and drop-In Staff voice Parent voice Student voice Departmental procedures 	Jul 2016	A
			Develop and deliver a coaching programme designed to create a support and development programme for staff identified as needing specific support with elements of their teaching/student outcomes.	CCG		June 2016	G
			Design and deliver bespoke professional development programme which ensures:	CCG		Ongoing	G
			<ul style="list-style-type: none"> staff have tailored training linked to the needs identified on their Self-Evaluation Form (SEF) staff, students and parents are equipped to deal with assessment after levels opportunities are created for outstanding teachers to improve teachers consistently maintain at least good practice, resulting in at least expected outcomes 				A
							A/G
							A

			Develop "POD" peer-to-peer development programme as the vehicle to improve teaching across the academy and ensure consistency.	EWD	CCG to evaluate contribution of PODS to achievement and progress	Jan 2016	A
			Develop "teaching school" strategically with SHY	CCG	Evaluate effectiveness via: <ul style="list-style-type: none"> ● Recruitment of NQTs ● 95% Pass Rate of ITT Students 	July 2016	G
		Judgements about teaching take into account progress over time, rather than independent episodes of teaching. Judgements are applied consistently.	Train staff to accurately and consistently judge teaching over time.	CCG	Moderated teacher levels via profiles and observation/learning walk/drop-in	Sep 2016	A
			Data for each teaching group prepared by data manager, so that observers are aware of student progress and Teacher Performance Profiles are developed.	DCT	CCG to monitor distribution.	Dec 2015	R
			Teacher profiles are being used to support improvements in teaching, learning and outcomes	ABS	CCG to monitor the impact of teacher profiles in improving teaching, learning and outcomes.	Oct 2015	G

Improve the teaching of Literacy	Staff consistently apply literacy through their teaching and create opportunities for reading, writing and application of grammar skills through their subject content.	Develop a coherent strategy through collaboration with the Senior Leader for Literacy, the VP teaching and the National Literacy Trust to improve literacy across the academy. This will include: <ul style="list-style-type: none"> ● modelling by staff ● training for staff from NLT ● improving and extending vocabulary ● coaching model 	DFS	Quality Assure effectiveness of collaboration by: <ul style="list-style-type: none"> ● tracking student outcomes ● learning Walks ● observations ● departmental audits 	Jun 2016	A
Improve the teaching of Numeracy	Staff consistently apply numeracy through their teaching and create opportunities for students to work with number through their subject content.	Actions as per the Numeracy action plan.	JMY	Through drop-in, work scrutiny, observation and student tracking.	Jun 2016	A
Improve the quality of assessment	Consistency, reflection and accuracy of assessment secures expected progress for students	Ensure staff adhere to the AFL Policy	CCG	Monitor compliance through: <ul style="list-style-type: none"> ● Observations ● Learning Walk/Drop-In ● Departmental QA structures 	Jan 2016	A
		Develop staff expertise in the use of Dialogue Marking and the consistency and quality of student response in line with expectations in AFL policy	CCG			
		Ensure the use of data: <ul style="list-style-type: none"> ● informs planning for progression ● underpins teacher profiles ● is used to support lesson observation, learning walks and drop-in 	CCG	SLT work scrutiny at agreed and published intervals; resulting in academy wide summary of dialogue marking taken from teacher profiles	Jun 2016	A

Personal Development, Behaviour and Welfare

OFA judges Personal Development, Behaviour and Welfare to be **good** because;

- Behaviour for learning has improved at the academy as a result of improvements in teaching. This has impacted positively on attitudes to learning in the classroom and a reduction in low level behaviour incidents occurring in lessons.
- An experienced highly committed pastoral team and individualised Success Centre provision enables the academy to offer support to students reflected in reduced behaviour logs.
- Pastoral Leaders examine academic underperformance across year groups. This **'regular and forensic review' ensures 'progress is accelerated' (OFSTED 13)**. Strategic targeted intervention with the most vulnerable high risk students agreed in regular meetings also ensures a consistent approach from senior leaders in meeting the needs of students.
- A high proportion of SEND students at the academy are making at least expected or above expected progress in the core areas. Where students are not making at least expected progress interventions are in place to support these students.
- When teaching is well-differentiated, includes students in assessment of progress and is engaging, behaviour and attitudes to learning are good. Lesson observations and 'Drop-ins' demonstrate an improvement in engagement within the classroom **(2014/15 - 90% lessons observed good or better)** and a reduction in students **'finding tasks too easy' (OFSTED 13)**, which in a minority of lessons had previously led to off task behaviour.
- Students demonstrate a readiness to learn. The vast majority come to the academy well equipped and wear their uniform with pride.
- Students have a clear understanding of punctuality procedures and the importance of good punctuality. A change to the punctuality procedures in Spring 2014 and a change to the academic day allow Progress Tutors to meet with their progress forms at the start of the day to monitor and impact upon attendance. This is impacting positively on the **'students who did not arrive on time for the academy day' (OFSTED 13) (2013/14– 2% academy population), (2014/15 – 1%)**
- The promotion 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)**. SMSC is also well promoted through lessons, assemblies, displays, PSHE, skills and social media.
- Students conduct around the academy outside of lessons is at least good and is often outstanding. Students display good manners and treat each other, adults and their environment with respect. At break times students behave in a **'calm manner' (OFSTED Monitoring visit 14)** Students at the academy are **'welcoming' (OFSTED 13)** of visitors and are **'proud' of their academy. (OAT review 14)**
- The academy has a vibrant rewards and house system which contributes to supporting good attitudes to learning and creating a positive ethos. Since its introduction CARROT reward has encouraged good attitudes to learning. In KS4 this system is used in conjunction with targeted rewards such as the revision passport, prom tickets and leavers assembly to motivate and reward students for their positive attitudes to learning. **(2012/13 - 55% of academy population usage) (2013/14 - 64% of academy population usage)(2014/15 – 66%).**
- Bullying is rare at the academy, with there being **'hardly any bullies' (OFSTED 2013). (2012/13 – 54 logs), (2013/14 – 43 logs), (2014/15 – 47 logs)**. Where bullying does occur students know there are systems in place to effectively deal with these issues. Students know about different types of bullying including online, racist and homophobic bullying **(Stonewall Champion 2014)**.
- There has been a **'significant' (OFSTED 2013)** reduction in fixed term exclusions. **(2012/13 – 87), (2013/14 – 36)(2014/15 – 32)** . Provision such as reflection in the Success Centre is used as an effective alternative to fixed term exclusions to ensure learning is not interrupted and students are supported through restorative mentoring.
- The systematic tracking of behaviour data by senior and pastoral leaders enables the academy to identify students who are not making the required progress and intervene earlier, therefore reducing the need for fixed term exclusions. Where permanent exclusions

have occurred, **(2012/13 – 7), (2013/14 – 1), (2014/15-2)** this has been in response to a one off serious incident, or where a student’s behaviour, with intervention, has not met the academy’s behaviour expectations.

- Attendance is improving and is **‘now above average’ (OFSTED 2013)**, and continues on an upward trend. **(2012/13 – 93.95%), (2013/14 – 95.88%)(2014/15 – 96.1%)**. This improvement is the result of systematic and robust tracking of data by staff at all levels within the academy and the deployment of pastoral leaders with specific responsibility for attendance. There has also been a significant reduction in the number of students who are persistently absent. **(2012/13 – 4.39%) (2013/14 – 2.7%)(2014/15 – 1.94%)**. This has been identified as a particular area of **‘success’ (OFSTED 13)** at the academy. Over time there has been a cultural shift in attitudes towards the importance of good attendance. This is as a direct result of the partnership between students, parents and academy staff.
- In each of the last two years there have been less than 1% of children Not in Education Employment or Training (NEET) at 16 and none at 18/19.
- Students feel safe at the academy, particularly with the introduction of new safeguarding measures such as **‘securing the site with a fence’ (OFSTED 13)**. There are a wide range of interventions for students identified as vulnerable; this support is accessed through the Success Centre. The Success Centre provides for students who are **‘at risk’** by giving them **‘the help they need’ (OFSTED 13)**. Students who attend offsite provision are also safeguarded, through regular progress reviews with the providers.
- Student and parent voice is an area which is developing at the academy. Whilst the academy has an active student council, the priority now is to ensure the views of students and parents are sought with more regularity and that they impact upon the academy’s strategic plans for improvement.
- Students’ response to risk is good. Students are able to understand, calculate and respond to risk effectively; this includes an awareness of the safe use of electronic media. Students learn about how to stay healthy and about emotional and mental health. Where students are identified as vulnerable, the academy will identify specific programmes to ensure students assess risk effectively.
- There is a consistent approach to the championing of ‘British Values’ across the academy. They are delivered discretely through the Skills programme, Philosophy for Children and PSHE, as well as a theme through all curriculum areas and the academy ‘value for the week’.
- Safeguarding is robust and the academy keeps abreast of the changing national picture and threats to students. Staff have been trained and are knowledgeable on the latest version of ‘Keeping Children Safe in Education’, Prevent, Child Sexual Exploitation and FGM. Student facing staff have completed Channel training regarding awareness of Prevent strategies.
- Governance of safeguarding is good. Governors actively challenge behaviour and safety at the academy, through their involvement in reviews, analysis of data, student behaviour panels and contributing to the raising achievement plan.

Evidence that supports this judgement:

- Raising Achievement Plan
- Policies
- RAISE online data
- Safeguarding records
- Child Protection register
- Single Central Record
- Behaviour Logs
- Attendance and punctuality data
- Minutes of SLT, pastoral leaders and Leadership Forum
- Evidence of the impact targeted intervention
- Success Centre Reports
- Records of our professional development programme
- A range of feedback from parents and other stakeholders

- Governor's minutes and records of visits
- Education Adviser: Notices of Visit.
- Education Adviser: End of Term Reports.

Why Personal Development, Behaviour and Welfare is not yet **outstanding**/areas for improvement:

- Students' attitudes to all aspects of learning, including whole class work, group work, or when working alone need to be consistently positive, so that opportunities to make progress are maximised.
- We need to be able to demonstrate that intervention is strategic, precise and has an impact.
- We need to further improve attendance and reduce the number of PA students for all student groups to well below national average.
- We need to further reduce fixed term exclusions.
- We need to further reduce the number of students who are late to academy.

RAP – Personal Development, Behaviour & Welfare

Objective	KPI	Success Criteria	Action (some are written informally in this development phase)	Led by	Monitoring	Date for completion	RAG
To raise and maintain rates of attendance, punctuality and reduce persistent absence.	E1-4	Attendance rates to be at or above 96.25%	Staff and students to consistently track and monitor attendance.	LKY	Daily/weekly/termly monitoring of attendance and punctuality data by VP Inclusion and team	July 2016	G
		Persistent absence rates to be at or below 2015 90% threshold and National Average.	To ensure that parents, students and staff are aware of new PA benchmark of 90%	TDY			G
		Improve punctuality so less than 1% of students arrive late to academy on any given day. Punctuality to be at or above 99% each day	To review and implement changes to the current procedures for punctuality	LKY			A
		Reduce fixed term exclusions through early identification and intervention and use of internal exclusion provision in success centre/BFL	To assess alternative sanctions to fixed term exclusions for students identified as vulnerable and at risk.	LKY			G
			To ensure all students who assess inclusion provision, where reading age does not correlate with chronological age are given increased opportunities to improve literacy skills	DFS	Half termly analysis of exclusion data. Principal's report to governors	July 2016	A
All students have a voice that is heard and acted upon.		Student engagement improves as a result of curriculum planning which incorporates students' views from subject exit polls	All students complete student exit polls to inform planning of lessons for 2015 – 2016.	LKY	Analysis of exit polls.	Oct 2015	G
		Students feel safe at the academy and can identify and respond to risk.	Safeguarding assemblies to be delivered on a variety of issues and safeguarding surveys to be delivered. Where students are identified as vulnerable, appropriate	LKY	Analysis of responses to safeguarding surveys Impact of provision	June 2016	A

		Reduce ROs for students who access success centre provision as a result of inclusion planning and a reduction in the use of reflection for all year groups.	provision is identified and accessed. Students complete exit polls in respect of inclusion provision to inform further improvements in behaviour for learning provision.	STR	for identified vulnerable students Analysis of student behaviour data	Jan 2016	A
All Students at the academy demonstrate a readiness to learn	E1-4	Reduce R01/R02 offences for lack of engagement. Specifically: disrupting own or others learning, lack of equipment/planner/punctuality/incomplete homework and incorrect uniform.	To review and implement changes to procedures for RO's and rewards linked to demonstrating readiness to learn	LKY	Analysis of data to measure the impact of changes to procedures for RO's and rewards to encourage an improvement in readiness to learn.	Jun 2016	A
		Increase the proportion of students who demonstrate a readiness to learn and review the rewards system for these students.				Jun 2016	A
		Students complete high quality homework and meet deadlines.	To ensure that homework is of a high quality and the homework policy is consistently applied within year groups and across curriculum areas	SSH	SLT Line Management Meeting discussions Book Monitoring Drop Ins Feedback analysis from students/parents	Jan 2016	A

All students develop an understanding of healthy eating and the benefits of an active lifestyle		Uptake of healthier options in the academy canteen.	The food champion to collaborate with the kitchen manager to promote healthy food options in the academy canteen	RPR	Food Champion to monitor choices available in the academy canteen and feedback to SLT	Dec 2015	G
			To review the rewards system to encourage students to make healthier food choices and lead an active lifestyle.	LKY	Monitoring of rewards data linked to healthier choices	Mar 2016	A
			To offer students healthy food provision in holidays as well as term time in conjunction with Holiday Kitchen.	STR	Analysis of number of students participating in Holiday Kitchen	July 2016	A
		An increase in the uptake of extra-curricular activities to encourage enjoyment of an active lifestyle.	To record extra-curricular participation in active lifestyle enrichment. activities	HTS	Monitoring of data linked to participation in an active lifestyle	June 2016	G
		To ensure that an awareness of healthy eating and the benefits of a healthy lifestyle are promoted across the curriculum and wider academy.	To complete a curriculum audit to ensure healthy eating and active lifestyles learning opportunities are identified across the curriculum	LKY	Curriculum Audit Drop Ins/ Lesson Observation	Jun 2016	A
To ensure that all students, staff and stakeholders are safeguarded		To comply with all statutory requirements for safeguarding.	Policy review – implementation of statutory guidance. To review and implement changes to safeguarding policies and procedures.	LKY	Governors review of safeguarding procedures	Immediate/ Ongoing	G
		Delivery of a wide range of learning opportunities to students to ensure they are	PSHE/SMSC and wider academy curriculum to address issues of:	LKY	Monitoring of PSHE Delivery	Jun 2016	A

		<p>confident in keeping themselves safe and are able to recognise risk and respond accordingly, particular in relation to CSE and the Prevent Strategy</p> <p>To train staff to ensure they can identify and take appropriate action in all areas of safeguarding and deliver high quality safeguarding education through curriculum areas, Skills and PSHE</p>	<ul style="list-style-type: none"> - Radicalisation/Extremism - Staying safe online - CSE - Positive mental and emotional health - Positive relationships - Bullying <p>Training for all staff and governors to raise awareness of how to recognise and appropriately respond to current safeguarding issue</p>	LKY	<p>Student feedback Skills/PSHE schemes of work</p> <p>Safeguarding Training Records</p>	Oct 2015	G
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Outcomes for Students

OFA judges outcomes for students to be **Borderline Good**:

Inputs in Leadership have affected behaviour and teaching positively and, whilst there is a lag outcomes are beginning to improve rapidly. 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. There are still areas that need to be improved; outcomes in mathematics, the performance of the most able, the proportion of students making better than expected progress in English and we still need to close the gaps further for those students in receipt of Pupil Premium. However, in-academy data indicates that all of these areas will improve in 2016 and beyond.

Performance at KS4 in 2015 was negatively affected by 10 'hard to reach' students, who were the last group of this nature inherited from the predecessor school. They were Persistently Absent students, that we could not reach and whilst we never abdicated our responsibility for these students, when they are removed from analysis the picture is much more positive. Given the nature of these 10 students; they are predominantly, White British, SEND students (social and emotional) in receipt of Pupil Premium. Academy inclusion structures ensure that this pattern will not repeat in future academic years.

Similar schools nationally with a similar prior attainment on average attain 5ACEM of 41% (10% less than Forge) and have Value Added of 987, which is sig – (Forge is 1000, sig+)

Leadership at the academy impacts positively upon outcome. A focus for 2015 was to improve outcomes for boys. In 2014 Boys VA was 982, yet in 2015 this was 1000, indicating the impact leaders at the academy have on outcomes.

Not only do students perform better the longer they have been at the academy; students who attend well perform better. In 2015 students with attendance of 90% or higher recorded value added of 1007 (187 out of 207 students). [This indicates that teaching has an impact on outcome] and 1002 in mathematics.

Performance at KS5 is robust, outcomes improve year on year, despite students starting points being lower.

KS4 Outcomes

	2012/13	2013/14	2014/15	2015/16	Trend
5ACEM	44%	48%	51% (54%*)	57%	↑↑
5ACEM GCSE Only	37%	42%	47% (49%*)	56%	↑↑
Basics	46%	51%	53% (56%*)	59%	↑↑
EBAC	11%	16%	16% (17%*)	29%	=↑
A* to C Eng	58%	66%	68% (71%*)	72%	↑↑
A* to C Maths	53%	55%	56% (59%)	61%	↑↑
3LP English	71%	75%	80% (83%*)	80%	↑=
4LP English	18%	22%	24% (25%*)	30%	↑↑
3LP Maths	47%	51%	57% (60%*)	65%	↑↑
4LP Maths	6%	18%	18% (19%)	27%	=↑
APS English	37.2	37.5	38.8 (39.5)	40.2	↑↑
APS Maths	33.8	34.3	35.4 (38.1)	38.5	↑↑
Attainment 8				4.99	
Progress 8				0.26	
2+ Science	45%	66%	80%	80%	↑=

* Indicates outcomes without the 10 students on a cohort of 200

- All measures are on an upward trend, improving significantly over the last three years. Tracking indicates that the improvement will be sustained in 2016 and beyond.
- When the 10 'hard to reach' students are removed from calculations the picture becomes even more positive.
- Outcomes in the vast majority of subjects at KS4 have either improved considerably or maintained previous high standards of performance.
- Art, Art Graphics, Geography, History, Physical Education, Religious Studies and Science have improved results rapidly. Progress in all of these subjects is above the national average and in most cases considerably so.
- Business Studies, Catering, Health and Social Care, ICT, Performing Arts, Resistant Materials and Textiles have maintained already strong outcomes.
- Outcomes in MFL and Art were low. Leadership was changed in both curriculum areas. Outcomes in MFL have improved rapidly, due to new Subject Leadership, but there is still work to do. Outcomes in the Creative Faculty were strong for most disciplines, but Art Textiles, Graphics and Electronic systems were disappointing and resulted in a changed curriculum offer and staffing.
- Tracking, based on PIXL methodologies was highly accurate in 2014-15.

KS 4 Next steps

- Increase the percentage of students achieving 5 or more A*-C grades including English and mathematics at GCSE. This has not been consistently above the national average, although consistently above the performance of similar schools.
- Raise achievement in mathematics.
- Further narrow gaps for students eligible for Pupil Premium.
- Ensure that students entering the academy at Level 5 in mathematics, English and science make better than expected progress, including achieving grades A/A*.
- Target and intervene with PP students, who join the academy with a Level 4 or Level 5 in English and/or mathematics, to ensure they make good progress.

KS3

- Achievement in KS3 is good because there has been improvement in progress over the last 3 years in core subjects. From 2012 to 2015 there was an increase in the number of students making expected progress and better than expected progress in both English and mathematics.
- The proportion of students in each year group making expected or better progress across KS3 is improving because of better teaching, strategic deployment of teachers to KS3 and a more appropriate, responsive curriculum. Students start KS4 at a much higher point, meaning intervention is needed less and has a bigger impact.

End of Year 7

Expected progress	2012-13	2013-14	2014-15	Current Position
English	60%	71%	84%	82% (Feb 16)
Mathematics	70%	72%	79%	86% (Feb 16)

End of Year 8

Expected progress	2012-13	2013-14	2014-15	Current Position
English	57%	71%	78%	74% (Feb 16)
Mathematics	53%	59%	69%	78% (Feb 16)

KS3 Next steps

- All students in KS3 are assessed through CAT to give a benchmark along with KS2 data. Working at grades are then closely tracked against 'expected' and 'better than expected progress' by VP KS3, progress leaders, subjects leaders and progress tutors.
- From September 2015 students benefit from a modified curriculum; two year KS3 and three year KS4.
- From September 2015 Students who enter the academy at or below a benchmark of 3b will be targeted for literacy and numeracy intervention as part of the 'flying start group'. This increases the literacy and numeracy intervention for these students until they are fully curriculum ready. This is combined with intervention from June for year 6 students where release from Primary is an option to maximise timely intervention.

Pupil Premium students

- Whilst the gap has not narrowed enough for students eligible for Pupil Premium at the end of KS4, it has narrowed across the academy. It will narrow further at the end of KS4 in 2016, then more significantly in 2017 and beyond. In the current KS3 there is no discernible difference between the performance of PP and Non PP children, in fact PP children often out-perform Non PP.
- With the exception of mathematics the gap between the performance of those students in receipt of pupil premium (PP) and those not in receipt of PP has narrowed. Because the gap in mathematics has widened the headline figure 5ACEM has also widened.
- In all major subjects, except mathematics, studied at KS4 the gap has either narrowed significantly or the performance of those in receipt of PP is above that of all students nationally. E.g.
 - **English PP** 3LP 74% **Non PP** 3LP 85% 2015 **Gap 2015** 11% **Gap 2014** 12% - 210 students
 - **History PP** 3LP 65% **Non PP** 3LP 73% 2015 **Gap 2015** 8% **Gap 2014** 11% - 78 students
 - **Geography PP** 3LP 71% **Non PP** 3LP 85% 2015 **Gap 2015** 14% **Gap 2014** 15% - 62 students
 - **Religious Studies PP** 3LP 63% **Non PP** 3LP 75% 2015 **Gap 2015** 12% **Gap 2014** 13% - 183 students
 In Geography despite the gap hardly closing in 2015 71% of PP students made 3LP, which is above the national rate for all children from 2014 transition matrices.
- Tracking indicates that gaps in all subjects will either close or remain steady in 2016. Where they are predicted to remain steady our students in receipt of PP will perform as well or better than all children do nationally.
- At the end of 2014-15 Year 10 (Current Y11) PP students were estimated to be on track for 46.2 on Attainment 8 and 0.25 Progress 8. Their Non-PP counterparts were estimated to be on track for 52.8 on Attainment 8 and 0.42 Progress 8.

English

- At the end of Year 7 English PP students making expected progress was 89% (non PP 78%).
- At the end of Year 8 English PP students making expected progress was 75% (non PP 80%).

Mathematics

- At the end of Year 7 maths PP students making expected progress was 80% (non PP 77%).
- At the end of Year 8 maths PP students making expected progress was 64% (non PP 72%).

PP Next Steps

- Narrow the gap further in mathematics and hence with whole academy measures.
- Aspire for all subjects to eliminate the gaps so that PP students perform better than non PP students do nationally.

SEND

The performance of SEND students is improving and is in line with or above the national average for SEND students

Subject	Year 7		Year 8		Year 9		Year 10		Year 11	
	K	St	K	St	K	St	K	St	K	St
(Pupils)	54	2	53	3	38	3	24	3	24	2
English	72%	100%	75%	100%	55%	33%	86%	66%	58%	50%
(National)	54%	29%	54%	29%	54%	29%	54%	29%	54%	29%
Maths	82%	100%	74%	100%	57%	33%	21%	0%	42%	0%
(National)	42%	21%	42%	21%	42%	21%	42%	21%	42%	21%

- The data in the table above refers to the assessment in the summer term of 2014/15 (Y7-10) or the examination outcomes in the case of Y11.
- With the exception of the 6 statemented students in Y10 and 11, who are not making enough progress in mathematics, current data tracking is positive.
- In 2015 Value Added was as follows for SEND students: English 996, Mathematics 988, Science 1003, Humanities 1007, Languages 1004

Lower Attaining Students (LATS)

	VA	Eng VA	Ma VA	Sc VA	Hum VA	Lang VA
2015	1029	1005	1000	1005	1005	1003
2014	1034	1004	998	1004	997	1005

- LATS consistently make outstanding progress.

Middle Attaining Students (MATS)

	VA	Eng VA	Ma VA	Sc VA	Hum VA	Lang VA
2015	1000	1001	1000	1002	1005	1001
2014	992	998	998	1000	999	994

- In each area the progress made by the MAT students progressed.

Higher Attaining Students (HATS)

	VA	Eng VA	Ma VA	Sc VA	Hum VA	Lang VA
2015	1003*	1005*	1006*	1008*	1006*	1003*
2014	1002	998	1000	998	1000	995

* 3 students out of 42 HATS have been removed from the VA calculations; one a permanently excluded students who transferred late in Y10, two others students registered with CAMHS

- In each subsequent year the proportion of HAT students on track to make 3 and 4 levels of progress increases significantly.
- The number of students attaining the highest grades increases year on year.

KS5

- 2015 Average Point Score (APS) per entry (A level) 214 and APS per entry (vocational) was 230. In 2014 (APS) per entry (A level) 211 and APS per entry (vocational) was 220; in 2013 these were 195 (A level) and 209 (vocational).
- A-Level ALPS T score improved from a 5 to 4 (ALPS Good category)
 - Average Point Score per entry of 214 in August 2015
 - 63% Students studying 3 or more A levels attained A* - E
 - 91% Students studying 2 or more A levels attained A* - E

- 100% Students studying 1 or more A levels attained A*- E
- K55 A level value added score improved from -0.02 (2014) to 0.37
- A-Level APS per student improved from 598 (2014) to 701
- Number of students achieving AAB in A-level improved to 9% from 3% (2014)

Evidence that supports this judgement:

- RAISEonline.
- EVA RAISE Online Summary.
- Impact analyses.
- Pupil Premium Analysis.
- Exam Analyses and 'States of the Nation'.
- Monitoring data.
- Raising Achievement Plans and GAP analyses.
- Internal tracking data.
- Intervention analyses.
- Evidence of matching meetings
- Education Adviser: Notes of Visit.
- Education Adviser: End of Term Reports.

Why outcomes for students are not **robustly good/outstanding** and areas for improvement:

- The percentage of students achieving 5 or more A*-C grades including English and mathematics at GCSE has not been consistently above the national average.
- The gap has not narrowed enough for students eligible for Pupil Premium at the end of KS4.
- APS Mathematics is not high enough.
- Expected and more than expected progress in mathematics, whilst improving rapidly has been consistently below the national average.
- The performance of Most Able children has not been consistently high. Whilst, there is rapid improvement not enough students get the highest grades in the core, particularly English.
- New leadership in MFL and Art needs to impact upon outcomes.

RAP – Outcomes for students

Objective	KPI	Success Criteria	Action	Led by	Monitoring	Date for completion	RAG
Raise standards of attainment and progress.	A1-6 B1-4 C1-7 D1-5	Key Stage 3 To ensure KS3 progress for all students is in line with a trajectory towards or in excess of national averages (2015) in English and mathematics.	To establish LASER groups in Y7 and 8 to undertake Academy wide risk analysis (KS3) to ascertain risks of underachievement by: <ul style="list-style-type: none"> ● subject area ● individual colleagues ● RAISE groups ● individual students 	MMR	Data analysis after grade run identifying underachieving students in terms of RAISE categories, leading to intervention through: <ul style="list-style-type: none"> ● Subject leader ● Progress leader/ progress tutor 	Ongoing	A
			Risk analyses to be conducted following internal examinations and termly grade runs.	MMR	<ul style="list-style-type: none"> ● More able coordinator 	As per assessment calendar	A
			Use of LASER, through EVA data, to track progress and inform specific intervention provision for key groups of students with characteristics in common, on the basis of accurate identifications of target groups.	MMR	Reports and LASER group minutes presented to SLT and Governors.	As per assessment calendar	A
			Close the gap between PP (Pupil Premium) /Non-PP students	MMR	Grade run analysis identifies under-performing students, leading to intervention through Subject leaders and MA coordinator.	As per assessment calendar	A

	<p>Catch up students achieve in line with national expectations based on their KS2 entry point.</p> <p>Early identification of prior achievement of all students on entry to the academy leads to more students making appropriate progress in English and mathematics.</p> <p>Raise future aspirations of students by working with alumni, the Access Project, business links and universities.</p> <p>Keystage 4 To ensure external measures continue to improve in 2016 and beyond;</p> <ul style="list-style-type: none"> • Attainment 8 > 49.9 • Progress 8 > 0.2 • Basics Measure > 60% 	<p>Students who attend the Academy at below a level 4 to have extra lessons in literacy and mathematics as part of the 'Flying Start' group</p> <p>New year 7 students take a base line test on entry to provide a comparison with KS2 SAT results, this will be used to identify strengths/weaknesses and inform first teaching in year 7.</p> <p>Introduce 'Raising Aspiration Days' for year 7 and 8 students.</p> <p>To use Laser groups in Y9-11 to undertake Academy wide risk analysis (KS4) to ascertain risks of underachievement by:</p> <ul style="list-style-type: none"> • subject area • individual colleagues • RAISE groups • individual students <p>Risk analyses to be conducted following external exam results and termly grade runs.</p>	MMR	Progress of Flying Start group to be tracked through Laser group.	Sept 2015	G
			MMR	Data analysis after each grade run.	Sept 2015	G
			MMR	Student voice feedback, diary room response and link governor interviews.	Dec 2015 Y8 Feb 2016 Y7	G G
			LMN	Data analysis after grade run identifying underachieving students in terms of RAISE categories, leading to intervention through: <ul style="list-style-type: none"> • Subject leader • Progress leader/progress tutor • More able coordinator 	Jul 2016	Y11 G Y10 G Y9 G A

			<p>Ensure all stakeholders have knowledge on the new KS4 performance measure. Hold training on Attainment 8/Progress 8 for:</p> <ul style="list-style-type: none"> ● middle leaders ● Governors ● Parents 	LMN	<p>Awareness of new performance measures will be demonstrated through:</p> <ul style="list-style-type: none"> ● Subject RAP/SEF ● Feedback from Governors and parents ● EA interviews 	Dec 2015	G
			<p>Subject areas to use historical data and examiner reports to identify potential areas of underachievement on exam performance and inform intervention programmes.</p>	LMN	<p>State of the Nation meetings and subject RAP/SEF</p>	Oct 2015	G
			<p>Subject areas to implement and use more advanced 'Covey' scorecards (PiXI) to inform progress of students in relation to exam and Controlled Assessment (where applicable) performance.</p>	LMN	<p>Monitor the use of PiXI 'Covey' score cards through:</p> <ul style="list-style-type: none"> ● SLT drop ins ● Book scrutinies ● SLT links 	Dec 2015	A
		<p>Close the performance gaps for identified RAISE groups; White working class boys, PP students, more able students.</p>	<p>Use of Laser group, through EVA data, to track progress and inform specific intervention provision for key groups of students with characteristics in common, on the basis of accurate identifications of target groups.</p>	LMN	<p>Assess the impact by analysing data after each grade run.</p> <p>Data analysis after grade run identifying underachieving students</p>	Jul 2016	A

					<p>in terms of RAISE categories, leading to intervention through:</p> <ul style="list-style-type: none"> • Subject leader • Progress leader • More able coordinator 											
		<p>Percentage of GCSE maths and English grades C+ to exceed national averages (2015 data to be inserted)</p>	<p>Key English and Maths staff to be deployed as Year 11 progress tutors for intervention with targeted students, based upon appreciation of data and student needs.</p>	DJS/RSS	<p>Data from grade runs to be analysed by English and mathematics subject leaders, as well as KS4 VP.</p>	Jul 2016	A									
		<p>Key Stage 5 To ensure external measures continue to improve in 2016 and beyond:</p>	<p>Risk analyses to be conducted following external exam results and termly grade runs.</p>	CCG	<p>Reports presented to SLT and Governors.</p>	Ongoing	A									
		<p>Average Point Score:</p> <table border="1"> <thead> <tr> <th></th> <th>Per Entry</th> <th>Per Student</th> </tr> </thead> <tbody> <tr> <td>A Level</td> <td>210+</td> <td>620+</td> </tr> <tr> <td>Voc</td> <td>230+</td> <td>600+</td> </tr> </tbody> </table>		Per Entry	Per Student	A Level	210+	620+	Voc	230+	600+	<p>Intervention based on Performance from August 2015 results - differentiated</p>	CCG	<p>Subject RAPs incorporate changes.</p>	Oct 2015	A
	Per Entry	Per Student														
A Level	210+	620+														
Voc	230+	600+														
		<p>PANDA - Positive Value Added Score for Academic performance. (See 6th Form RAP)</p>	<p>Training delivered to subject leaders and governors in data awareness of:</p> <ul style="list-style-type: none"> • ALPS • PANDA • New accountability measures 	CCG	<p>Summary report of impact to Principal</p>	Autumn term 2015	A									
		<p>ALPS - Overall Grade 4 or Above</p>	<p>Induct and develop DGS' knowledge of,</p>	CCG	<p>Through line</p>	Jul 2016	A									

			<p>and confidence in, data associated with Key Stage 5</p> <p>Deliver standardised accountability reports to SLT & Governors which inform progress against:</p> <ul style="list-style-type: none"> ● PANDA VA Measures ● ALPS performance <p>Improve accountability and tracking of performance of students resitting English and Maths GCSE so that outcomes are above the national average</p>	CCG	<p>management</p> <p>Quality assured by Principal</p>	As per assessment calendar	A
				CCG	<p>Work collaboratively with KS5 Leaders in Maths and English to improve infrastructure and consequently outcomes</p>	Autumn term 2015	A
Develop whole academy assessment systems.	A1-6 B1-4 C1-7 D1-5	<p>Refine further the academy's assessment systems to prepare for life after levels and new accountability measures at KS4 and KS5. Success will be measured by:</p> <p>Key Stage 3: students are on track for all subjects to meet the National Average (2015) for 3LP and 4LP, or exceed their current figure by 3%, whichever is higher</p> <p>Key Stage 4: students are on track for all subjects to meet the National Average (2015) for 3LP and 4LP, or exceed their current figure by 3%, whichever is higher</p>	<p>To develop a whole academy assessment system, from Y7 to Y13, which leads to accurate assessment and is in line with new accountability measures.</p>	ABS	<p>For all Key Stages monitoring will be carried out through a consistent process. Each Key Stage Vice Principal will report to the Principal. The VPs will report to Governors Curriculum Sub-committee and the Principal to the Local Governing Body</p>	Apr 2016	A
			<p>Ensure the academy's systems and processes will sustain improvements raising attainment of all students each year as well as ensuring those who have been underachieving make accelerated progress.</p>	LMN		Jun 2016	A
			<p>All subject areas to be aware of the KS2 fine level for individual students and how this correlates to estimated Attainment 8</p>	MMR		Oct 2015	A

		Key Stage 5: students are on track for all subjects to meet or exceed QSR target figures.	grades. Staff to use data to inform provision, differentiation and support in lessons based on specific student needs of students. Staff to use data to identify students for intervention sessions to enhance exam skills based on specific student needs. transition matrices/RAISE	CCG KS Vice Principal	Learning walks, drop ins and lesson observations. Learning walks, drop ins, lesson observations and tracking data.	Nov 2015 Dec 2015 Apr 2016 Jun 2016	A A
Groups of students perform in line with and exceed national expectations	B1-4	Reduce the progress gap between PP students and non PP students. SEND students achieve in line with national expectations based on their KS2 entry point	Pupil premium tracking/intervention to be a constituent part of the academy wide risk-analysis. Provide alternative GCSE courses for those following an alternative curriculum pathway (Hospitality, ECDL, Citizenship).	RFR LMN	Data tracking through Laser groups. Appropriate interventions tracked and monitored for impact. Laser group meeting and grade run data used to identify cohorts for additional GCSE programmes.	Dec 2015 Apr 2016 Jun 2016	A G
Improve standards of reading to impact upon outcomes.		Reduce the proportion of students who have a reading age below chronological age. For those who are below, close the gap. (See targets in Literacy action plan)	For strategic plan, which includes actions and interventions see Literacy Action plan and Policy.	DFS	Reading age assessments and impact of intervention programme.	Dec 2015 Apr 2016 Jun 2016	A
Improve achievement in		Year on year improvement in the proportion of students that are on track to make	For strategic plan, which includes actions and interventions see Numeracy Action	JMY	Progress in mathematics testing programme.	Dec 2015 Apr 2016	A

mathematics through Numeracy.		expected or good progress in mathematics.	plan and Policy.		Analysis of student tracking data.	Jun 2016	
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The effectiveness of the sixth form:

OFA judges provision in the 6th Form to be **good** because:

Achievement

- Outcomes in the 6th form are good and progress for most was good or better in Summer 2015.

Summer 2015:

- 112 students graduated from Year 13/14 in August 2015 of which: 98 students left with a mixture of A-Level and BTEC qualifications - 14 students completed either Hair & Beauty or NOCN level 1 course and a further 29 returned to complete Year 14.

A-Level:

- KS5 A level value added score improved from -0.02 (2014) to 0.24
- In 12/13 A-level VA = -0.04, in 2013/2014 A-Level VA = -0.02 and in 2014/2015 A-Level VA = 0.24
- 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
- Number of students achieving AAB in A-level improved from 3% (2014) to 9%
- A-Level ALPS T score improved from a 5 to 4 (ALPS Good category)
- A-Level Teaching grade improved from a 4 to a 3
- 60% of A-level students achieved 3 A* - E

Vocational:

- KS5 vocational value added score improved from -0.11 (2014) to 0.33
- In 12/13 Voc VA = -0.35, in 2013/2014 A-Level VA = -0.15 and in 2014/2015 A-Level VA = 0.33
- Vocational Average Point Score (APS) per entry improved from 220 (2014) to 234
- 50% of Vocational students achieved 3 A* - E

Other:

- In 2014 we achieved APS per entry (A-Level) of 200 and (Vocational) 220 with a cohort of which 36.1% of students were below a GCSE Average Point score of 5.5 (below a C)
- In 2015 we achieved APS per entry (A-Level) of 202 and (Vocational) 234 with a cohort of which 55% of students were below a GCSE Average Point score of 5.5 (below a C)
- HAT Students who had prior attainment grade equivalency of an A achieved a VA score of 0.56
- HAT Students who had prior attainment grade equivalency of a B achieved a VA score of 0.29
- 6% of students who sat GCSE English achieved a C or above in comparison to 11% nationally
- 25% of students who sat GCSE Mathematics achieved a C or above in comparison to 7% nationally
- Progress in resit GCSE Maths was -4 and in GCSE English it was +3.
- 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
- Hayley Jukes achieved AAA, went to University of Birmingham and as a result of being supported by the TAP project and her progress was awarded a full scholarship for all of her tuition fees.
- OFSTED report 2013 stated: "Achievement in the 6th form is good. Students who start in the 6th form are generally lower attaining compared with students in other 6th forms nationally. Progress in Year 13 is better than in Year 12. At A level, the proportion of students who achieved two or more A-level passes (including equivalent qualifications) has increased from

72% in 2012 to 83% in 2013. Analysis on adding value (ALPS) presented by the academy show that progress overall has improved from 2012 to 2013”

- An OAT review of Humanities 6th form provision 2014 stated: “In the 6th form most courses delivered by the Humanities staff secured standards for students that were higher than would be expected. The value added score measures given by ALPS show most being ranked around 2 or 3, indicating good progress.”
- Our curriculum offer accounts for students low on entry; entering the 6th form with an average mean GCSE grade of 4.5 or below (30% in current Year 13, 33% in Year 12). Provision as a result is a combination of A-Level and BTEC courses. Attainment and progress are good in both pathways.

Quality of Teaching in the 6th form

- Teaching in the 6th form is judged as good, reflected in outcome in both A-Level and Vocational pathways.
- OFSTED report 2013 stated “Teaching in the 6th form is more consistent and is usually good or better.”
- Learning walks, student outcome, AFL and lesson observation all evidence that 6th form teaching is good.
- OAT review 2014 stated “Achievement in the 6th form is securely good with the great majority of subjects securing grades for students, given their starting points, at levels higher than the national profile. At this level teachers’ enthusiasm and expertise in subjects is clearly conveyed as passion for their subjects and this is instrumental in securing the good progress.”
- The needs of HAT 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.

Personal Development, Behaviour & Welfare in the 6th form

- Behaviour in the 6th form is outstanding. The students are excellent role models to younger students. The Head Girl, Head Boy and their prefect team take an active role in the daily life of the Academy. Head Boy and Girl and Deputy Head Boy and Girl run the student council.
- Recruitment has improved. In 2014 we had 283 students on role with us in years 12, 13 & 14. In 2015 this figure improved to 301.
- Retention from Year 12 into Year 13 is 84%, compared to a national average figure of 78% and a Sandwell average of 68%.
- *Attendance at the end of 2014/15 was 93%. As of 1st February attendance in 6th form is 92%*
- Students’ skill development is facilitated through a comprehensive PSHE programme, preparing students for university and/or employment workshops and a range of enrichment qualifications.
- Work experience of a mandatory nature is integrated into vocational qualifications. All students have the opportunity to undertake a work experience placement in the 6th form.

Leadership and Management in the 6th form

- The curriculum is well planned with 62% of Year 12 students now studying a 4 A-Level or equivalent programme, this was 56% in 2014/2015 and 15% in 2013/2014. This was designed to improve the Average Point Score per student measure and ensuring students are working productively throughout their time in 6th form.
- The curriculum offer is broad with over 20 A level choices available as well as a range of BTEC provision to reflect and provide for the cohort on entry. Our curriculum offer is inclusive, accounting for A-Level, BTEC and Level 2/1 provision for students with more specific needs.
- A series of enrichment courses are offered to support students’ aspiration when they leave 6th form. IFA Financial Management and Extended Project, both of which result in UCAS points, support potential university applications. These courses also support our drive to

increase the number of courses students' study, which resulted in an increase in the Average Point Score per student in September 2015.

- Monitoring of student performance is managed via an explicit system utilising our "Data and monitoring room". Following each of five grade runs during the year, student, staff and subject performance is monitored and intervention is initiated by the 6th form team.
- In 2015 support with progression to University or employment led to 51% of students in the graduating cohort progressing to University and 49% gaining employment. Thus no students were NEET. This is as a result of students being well-prepared for their next steps in education or work. 6th Form students at Ormiston Forge Academy have access to a range of high level personalised support including an onsite qualified Careers Adviser who offers guidance on Higher Education pathways and employment opportunities.
- The Academy is one of a few schools outside London to deliver specialist University support by way of the Access Project. The Access Project matches motivated students with high-flying University graduates who deliver weekly one-to-one tutorials. A dedicated member of The Access Project staff is based in the Academy to deliver University application support and long term academic support, which equips our students with the grades, skills and information they need to win places at top universities.
- One third of our students go on to study at highly selective universities (defined as the Sutton Trust Top 30 universities), which is significantly higher than the maintained sector average (18%).
- In September 2015 we started our Football Scholarship programme. Through Partnership with a local semi-professional football Academy we now have 37 students who do a combination of academic courses and a coached football development programme across Years 12 and 13.
- OFSTED 2013 stated that "Leadership of the 6th form is good and the academy has responded quickly to the demands of the 16-19 Study Programme. All Year 12 students now have the opportunity to develop their skills in literacy and numeracy at a level appropriate to their needs. There is a wide variety of courses available for students, including vocational courses at a range of levels. Students have access to good quality careers and university information and have opportunities to develop their personal, social and employability skills."

Evidence that supports this judgement

- OFSTED Report 2013.
- Learning & Teaching evidence from Post 16 Lesson Observations
- Ormiston Forge Academy ALPS report
- Evidence of targeted intervention
- OAT review report 2014
- EVA Raise Report and Value Added Analyses
- Student Voice feedback.
- Education Adviser: Notices of Visit.
- Education Adviser: End of Term Reports.

Why the 6th form is not yet **outstanding**/areas for improvement:

- Progress and Achievement needs to be more 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

RAP – Sixth Form

Objective	KPI	Success Criteria	Action	Led by	Monitoring	Date for completion	RAG
Raise standards of attainment and progress at Key Stage 5	C1-7 D1-5	KS5 average point score to be at least:	Strategic management of Year 13/14 student pathways to maximise Performance of 2015/16 graduating cohort	CCG	Student Outcome in August 2016	Aug 2016	A
		Academic 210 per entry/620 per student	Students studying 4 A levels in year 12 to be above 56% of year group	DGS	Autumn census	Dec 2015	G
		Vocational 235 per entry/ 600 per student	Ensure all students without mathematics and English GCSE are studying them in the 6th form	DGS	Autumn census	Oct 2015	G
		ALPS: Academic VA and Breadth measures to be at or above 70th percentile rank (Grade 4 or above)	Introduction and management of Football Scholarship Programme (See Below)	DGS	Student Interviews, progress of Scholars	Oct 2015	G
		Vocational VA and Breadth measures to be at or above 50th percentile rank (Grade 4 or above)	Development of 6th form presence across the academy - HATS mentors, student council, duties - 6th form events – sleepover	CCG	Student and Staff Voice	July 2016	A
		PANDA: VA Above 0.1 – A Level VA Above 0.3 - Vocational	Aspiration - Consolidate Business Dress & increase exposure to University choices	DGS	Reviewed Termly at SLT and 6th form meetings	Continual Monitoring	A
			Improve recruitment - 100/150 from Year 11, 15 external students and 20 football scholars	CCG	Audit of student numbers	Sep 2016	A
			Management of Enrichment linked to APS per student	DGS	Annual Performance Audit	Sep 2016	A
			Utilise tracking data to monitor 6th Form performance effectively, particularly utilising departmental assessments to track performance. Intervention occurs where appropriate.	CCG	Evaluation of Performance data at agreed intervals	Continual Monitoring	A

			Development of Extended Project and Financial Management Courses to improve enrichment and UCAS outcomes for students. Increase learning pathways through enhanced enrichment, resulting in UCAS point outcome.	DGS	Audit of learning pathways	Sep 2016	G
Improve learning & teaching in Key Stage 5	C1-7 D1-5	See Targets above All observed 6 th Form lessons good or better. OAT 6 th Form Review & OFSTED – outcome good.	Specific KS5 Learning & Teaching developments to include: <ul style="list-style-type: none"> • Delivery of Model Lessons • KS5 Learning and Teaching Group • All lessons to have an exam focus 	CCG	SLT Drop-ins, lesson observations and analysis of student data	Continual Monitoring	A
Improve Leadership & Management in Key Stage 5	C1-7 D1-5	See targets above OAT 6 th Review – outcome good	Establish 6th Form Leadership and Team Meeting Cycles	CCG	Monitoring of Progress, staff morale	Sep 2015	G
			Support the development of: <ul style="list-style-type: none"> • DGS as Senior Leader:6th Form • MSM as Head of Year 12 • HIL as Head of 13/14 	DGS	Performance and staff growth	Continual Monitoring	A
			Improve parental communication through: <ul style="list-style-type: none"> • Induction night for new Year 12 • Communication with Parents of students on the scholarship programme 	CCG	Parent voice	Dec 2015	A
		Improve recruitment into 6th Form	Market 6 th Form utilising. <ul style="list-style-type: none"> • mini – brochure for 6th Form • Alumni comments and new pathways structure 	KGN	Recruitment and retention figures in Audit	Jul 2016	A
Further improve	C1-7 D1-5	Develop 6th form community: <ul style="list-style-type: none"> • Environment 	Management of performance, attitude and acclimatization of new football scholars with the 6th form community	DGS	Scholars progress, attendance and retention	Sep 2015	A

ethos in Key Stage 5.	<ul style="list-style-type: none"> • Ethos • Student Experience 	Impact on Student Outcome	Development of 6 th Form centre:		figures		
			<ul style="list-style-type: none"> • Improving the Physical Environment of the 6th Form 	MSM	Year 13 student voice	Continual Monitoring	A
			Development of Business Dress from September 2015	HIL	Monitoring at gate.	Continual Monitoring	A
			Development of Independent study tracking alongside grade academic tracking data.	MSM /HIL	Tracking student data.	Continual Monitoring	A
			Implement a rewards process for 6 th Form students.	MSM	Student voice and rewards data.	Easter 2016	A
Development of supervised study/revision sessions beyond the academy day.	DGS	Attendance and student outcome	Easter 2016	A			