



The Samworth Church Academy
Self-Evaluation Summary
2017-18

Section	Summary evaluation
School context	<p>The Samworth Church Academy is a stand-alone academy established in 2008 replacing an underperforming predecessor school, Sherwood Hall. It is co-sponsored by the Samworth family and the Diocese of Southwell and Nottingham. The academy has recently appointed a long-serving staff member as new principal for whom this is her first headship and who is receiving support from sponsors and governors. The chair of governors has been in post since the opening of the academy and is supported by a mix of staff, parent, sponsor and independent governors. The governors are currently exploring the possibility of joining a Multi-Academy Trust with the Southwell and Nottingham Multi Academy Trust (SNMAT) being the preferred option pending approval from the DfE.</p> <p>The academy itself is a larger than average secondary school (1153) with a very mixed socio-economic intake and catchment area. 29% of main school students are in receipt of pupil premium, 16% are eligible for free school meals and 7% are recorded as SEND students. 7% of our students are from minority ethnic groups and 5% have English as an additional language. The academy has increased in popularity since opening and has been oversubscribed for the previous 5 years. The sixth form has been a particular area of growth (from 58 in 2014 to 152 currently on roll).</p> <p>Over the past three years and under the previous principal, the academy has undergone a significant restructure, in particular of middle and senior leadership positions. This resulted in a period of turmoil and relatively high staff turnover. Particular subject areas where staffing has been affected are Maths, English, Science, Religious Studies and MFL. Despite this, the academy has achieved improvements overall in terms of academic outcomes, particularly in 2017. Key challenges remain, especially with regard to attendance, exclusions and the performance of disadvantaged and SEND students. Academy leaders and governors are becoming increasingly aware of the detail that lies behind these issues and have developed more robust and focused systems for self-evaluation and school improvement this year. The impact of this is already clear to see.</p>

Section	Summary evaluation
<p>Overall effectiveness</p> <p>Judgement: GOOD</p>	<p>The quality of teaching, learning and assessment at the Academy is good as ultimately evidenced by academic results at KS4 which are in line with national averages and improving. 2017 results show a positive Progress 8 score for our students (0.07) which is a dramatic improvement from 2016 when this score was -0.46. There are clear and key areas for improvement based on last year's outcomes as well as our in house tracking systems. These include the performance of disadvantaged students, particular middle ability (although this gap between the performance of our disadvantaged students and non-disadvantaged students nationally narrowed considerably in 2017) and the performance of our EBacc subjects (especially MFL) and of English Literature and Technology subjects.</p> <p>Our relentless focus on the quality of learning through our quality assurance systems and through focused use of CPD means that teaching is at least good and improving. Our use of assessment has been a priority focus area in recent months and changes and CPD for teachers and subject leaders has resulted in more consistency in assessment and reporting across the academy. Focus is firmly on stretch and challenge in all lessons and ensuring quality first teaching to impact on the progress of disadvantaged students is consistent across the academy.</p> <p>Our curriculum is broad and balanced and enables access to the full range of English Baccalaureate subjects, performing arts and more vocational and practical subjects at KS4 such as Hairdressing, Animal Care and Plumbing. Students are carefully guided onto all KS4 and 5 courses to ensure their curriculum is individually suitable for them. The decision to enter high numbers of students for the ECDL in 2017 was taken by the previous principal for justifiable reasons but this approach will not be repeated in the future. We also have a range of special inclusion, alternative provision and targeted support provision and work hard to support and care for student needs whether they are due to SEND, disadvantage, serious behaviour problems, mental or physical health issues. We are known for being a caring school in the local community and vow never to give up on a student. The Academy is therefore effective at meeting the needs of all its students.</p> <p>The Academy takes deliberate and sustained action to develop students' spiritual, moral, social and cultural development. We employ an Academy Chaplain who is central to this and who coordinates our acts of worship, prayers and themes for the week. We make good use of time spent in a range of assemblies, drop down days and tutor group 'barazza' discussions and are becoming increasingly effective at promoting our Christian values to link in with everything that we do. Students are well equipped for the next stage in their education, training or employment. They understand the difference between right and wrong and have a willingness to overcome barriers. They are encouraged to develop and express personal opinions and are open to new ideas.</p>

Section	Summary evaluation
<p>Effectiveness of leadership and management</p> <p>Judgement: GOOD</p> <p>Evidence base:</p> <p>Academy Improvement Plan</p> <p>Principal's report to governors and dashboards</p> <p>ASAG, FFPAG and full Governors' Meeting Minutes</p> <p>Pupil Premium Review</p>	<p>There remains a clear and ambitious vision for the academy. The sponsors, governors and senior leadership team are united in their vision for the Academy which is for all students to be well prepared (both academically and in a more holistic sense) for their next steps and to live long, happy and healthy lives. The leadership team continues to build capacity at all levels, particularly in middle leadership and through focused CPD, with a determination to continuously improve the quality of teaching and learning in order to further accelerate the improvement in pupils' progress and performance. At present progress and attainment of all groups are good or improving. We have high expectations for our students and believe that the leadership and management of the academy has been growing and strengthening since the last inspection. In particular senior leaders are becoming increasingly confident and knowledgeable in their roles and, as such, possess the clear capacity to continue to drive the academy forward.</p> <p>Governance is strong and supportive and relentless in pursuing the highest standards in all we do at the academy for young people. An Achievement and Standards Advisory Group works with senior leaders in particular with regard to progress and attainment, attendance, behaviour and the quality of teaching and learning and recent improvements to reporting to that group will enable governors to more effectively hold school leaders to account. A Finance, Facilities and Personnel Advisory Group serves a similar function with regard to the business/employment aspects of running the academy. A review of link governance and governor training needs is currently underway.</p> <p>The leadership team are becoming increasingly effective at self-evaluation and there has been a relentless focus on measuring the impact of our work on all key areas (particularly on attendance, exclusions and outcomes) using the improvement plan as a driving force. Senior and middle leaders use SISRA alongside some in-house developed systems to track progress of students and particular groups of students. These systems have recently been improved to ensure it is simpler to 'drill down' into any arising issues. Middle leaders hold their teachers to account for performance of students they teach through accountability meetings and are then held to account by the leadership team line managers through fortnightly line management meetings. Problems and areas of good practice are shared and discussed at leadership team meetings to ensure consistency of approach and that any areas of concern are tackled effectively. The executive team complete daily learning walks visiting hundreds of lessons each term within a supportive and open door policy and information gleaned is collated and triangulated with data from our reporting cycles and results of half termly work scrutiny and we have recently begun to add student voice in terms of assessing effectiveness of lessons. Teachers causing concern are supported through coaching and then our capability procedures as appropriate. Use of pupil premium funding is increasingly effective and well tracked with the allocation of the role to a key senior leader. We were successful in significantly narrowing the gap in performance between our pupil premium students and non-pupil premium students nationally (from a pupil premium progress 8 score of -0.76 in 2016 to -0.28 2017). An external pupil premium review took place in the spring term 2018 and the key areas for improvement identified will be implemented as a priority in the coming months. Year 7 catch up funding is also tracked and used to good effect to help raise literacy and numeracy levels but we are aware of a need renewed focus on reading across the academy and plans are in place for the summer term.</p> <p>Development of middle leadership at the academy is a priority and the impact of middle leadership in driving forward improvements in teaching and learning since the last inspection is clear to see in terms of outcomes for our students. The group meet on a fortnightly basis and are guided and trained in a number of key areas with many having completed or undertaking</p>

NPQML and being involved in subject networks provided by the Redhill Teaching School Alliance. They are strong professional practitioners in their own right with well-developed subject knowledge and pedagogy and are a crucial force in driving through change. A current focus for development here is to encourage an even greater ownership by middle leaders of all quality assurance processes pertaining to the performance of teachers in their subject areas with senior leaders moving more towards supporting and monitoring rather than driving these processes.

We also set high expectations for social behaviour and personal conduct and development as seen through our use of the consequences system and our increasing efforts to link student behaviour to our Christian Values. Further personal development and promotion of wellbeing and British Values takes place through PSHE drop down days, tutor discussions, religious education lessons and involvement in student voice and a huge range of wider curricular activities which are often supported financially by our Opportunities Trust.

Safeguarding is strong at the academy with robust systems for checking student attendance and reporting concerns using a new electronic system (CPOMS) to ensure information is shared effectively and quickly and action can be taken as appropriate. We have also increased training for key staff involved regularly in safeguarding issues and have completed a full review of all safeguarding policies and procedures through our safeguarding governor in the autumn term.

Key priorities	What are we doing to improve further?	Link to Imp. Plan
Self-evaluation	Clearer approach to monitoring and evaluation of practice provided through restructuring approaches to monitoring, self-evaluation, improvement planning, meeting structures and reporting to governors. Training and work with partner schools in TRIAD evaluation and school improvement programme.	C4 D4, D14 G5
Governor training	Full raining programme to be developed to cover all statutory issues and to be delivered by specialists at the academy and beyond where appropriate. Programme to be further developed to cover appropriate non-statutory issues. Governor involvement in training provided by the external Pupil Premium review (Feb 2018).	G2, G3, G5
Development of middle leaders	Introduce fortnightly team leader meetings to train middle leaders and provide a forum for improvement. Team leaders to work together to create, as a team, a shared understanding of the role of middle leaders at TSCA and a concurrent system to support their quality assurance and continuous improvement processes.	C5

Section	Summary evaluation	
<p>Quality of teaching, learning and assessment</p> <p>Judgement: GOOD</p> <p>Evidence base:</p> <p>Teaching and Learning RAG</p>	<p>Effective teaching strategies with a commitment to students learning collaboratively and to being fully and actively engaged in their learning throughout each lesson are having an impact on pupil progress and outcomes. We have a culture of achievement and high aspirations which is supported by generally strong teaching and subject knowledge which is, in turn, underpinned by a strong and varied CPD programme. We are aware that, at times, learning in lessons can be viewed as too passive and that in a small minority of cases, learning can be impeded by low level disruption. Identification of areas for development and of strength are therefore carefully informed by the rigorous activity of senior leaders who complete hundreds of informal visits to lessons each term and discuss any resulting issues on a fortnightly basis. A key document known as the Teaching and Learning RAG is collated and triangulated with the most recent data, the results of half termly student work reviews and comments on key areas of focus to identify where intervention and celebration is necessary and to inform further analysis of teaching. We are currently also planning to use data more strategically to compete more specifically 'focused learning walks' to explore issues presented by our data cycles more thoroughly and we have recently begun to utilise student voice more thoroughly to inform our evaluations. An important area of work is to further upskill and empower middle leaders to take more ownership of quality assurance processes in their subject areas.</p> <p>Teaching of reading, writing and communication across the curriculum is increasingly effective as the Academy's literacy strategy has more of an impact. We invested in the Lexia programme of literacy development which is being applied to all Year 7 pupils and with students in years 8 and 9 who have lower than expected reading ages. Concerted and focused efforts are underway to ensure as many students as possible catch up to both their reading ages and expected literacy and numeracy expected standards. A whole-school marking and assessment policy encourages a focus on Literacy but we acknowledge that further staff development is required in this area. Development of oracy skills for all students is underway and developing this year. Whole school numeracy is less well developed and will be a key area of focus in our future development planning.</p> <p>Assessment of students' progress is challenged through accountability and line management meetings which are sequenced and regular. Recent development of assessment criteria for each subject area has added to this reliability and consistency. Assessments and reports are used to inform waves of interventions across all year groups. We have recently invested in efforts to encourage further parental involvement in this process by use of a mobile app whereby all student reports can be readily and instantly accessed by parents when they go live. Development of our use of homework to support learning and progress and provide additional stretch and challenge is a key priority this year. Practice is inconsistent across the Academy at present.</p>	
	Key priorities	What are we doing to improve further?
	Link to Imp. Plan	

	Quality of teaching	Continued emphasis on TSCA Approach to teaching and learning, bespoke CPD package informed by performance management and quality assurance processes. The autumn term focus was on active and engaged learning, the spring term is on behaviour for learning and the final term's focus will be on stretch and challenge for all students in every lesson. Bank of coaches with particular areas of strength available to support staff with specific issues, informal and formal support packages being employed where needed.	C1, C2, C6
	Quality assurance and monitoring	Training in quality assurance processes for key leaders and empowerment of middle leaders in quality assuring their subject teams, increasing coverage of learning walks and strengthening triangulation with data and work scrutiny including targeted use of student voice and more focused learning walks to explore particular issues presented through monitoring and data analysis (particularly where performance of SEND and pupil premium students is identified as a concern).	C4, C5
	Use of homework	All homework is being identified in schemes of work and a suitable software package is being sought to make use of technology to support the setting, monitoring and marking of homework. Full policy review and training of staff to take place with a view to launch in September 2018.	C7

Section	Summary evaluation
<p>Personal development, behaviour and welfare</p> <p>Judgement: GOOD</p> <p>Evidence base:</p> <p>Attendance and Behaviour dashboards</p> <p>PSHE plans</p> <p>Assembly Rota</p>	<p>The expectations of behaviour in class and around the academy are high and the academy is generally calm and orderly, with friendly, open and welcoming pupils who are polite to each other and to adults. They are proud of their school and are keen to engage in many aspects of academy life recognising and appreciating the wealth of opportunities that are quite uniquely available to them. The 'Consequences' behaviour system is an integral part of the academy and is well established amongst both staff and students. Staff are challenged and supported to ensure that 'consequences' are applied correctly and consistently and the strong and robust system is never used as a substitute for positive relationships, good classroom management and effective planning and preparation in the classroom. This was the focus of CPD for teaching staff for the spring term of 2018.</p> <p>The high profile of senior leaders across the academy before, during and after the academy day ensures that behaviour issues are kept minimal and academy staff perceive that the behaviour of pupils is positive. However, there do remain individuals with whom we have to work very hard to achieve good behaviour, and there are still occasions when some pupils do not meet our very high expectations of behaviour. A key focus this year, under the leadership of the new Principal, is to ensure student behaviour is clearly linked to the high expectations that our core Christian Values promote (in particular to Respect, Positivity and Forgiveness). A full review of how we address behaviour out of lessons has taken place and a positive impact has already been seen in a much reduced number of detentions being given out during social times. In addition, Year 9 which is the year group with the highest incidents of low level disruption are currently undergoing a trial of a more rigorous behaviour management system entitled 'Ready to Learn', the impact of which is being closely monitored.</p> <p>We are acutely aware that in the past our fixed term exclusions have been high compared to national averages and especially for particular groups of students. However, exclusions have reduced by half in the autumn and spring terms this year in comparison with the equivalent terms last year and we are confident that provision to prevent and avoid fixed term and permanent exclusions is effective and having an impact.</p> <p>Attendance at the academy is a major focus for improvement. Our attendance has been slowly declining since the introduction of the consequences system to a low point of 93.0% and 18.6% persistent absence (2016-17) and a full review of systems and procedures to monitor and improve attendance has taken place. We are encouraged that the raised profile of attendance issues and alterations to processes so far has resulted in an autumn and spring term attendance of 93.5% and a persistent absence figure of 14.4%. However, our focused work must continue and become even more strategic, particularly in the areas of pupil premium attendance, SEND attendance and generally on how we tackle parental collusion in unnecessary absence.</p> <p>SMSC and wellbeing of students (and staff) at the academy is a priority. Students are aware of their rights and responsibilities as a student at the academy as well as in wider British society and know how to keep safe and healthy. Assemblies, tutor 'barazza' discussions and year group focussed drop down days and used to ensure key messages and knowledge is shared with time for reflection and discussion. Students use curriculum time to further explore a range of issues relating to British Values and our academy values (Forgiveness, Respect, Positivity, Vocation and Service) and these are also linked to the 6 Round Square Ideals (Internationalism, Democracy, Environment, Adventure, Leadership and Service) which are also explored through a themed week each summer as well as through assemblies. The Academy works hard to keep aware of local issues and threats across the town and is currently working with</p>

the local authority on issues related to the PREVENT agenda. Students vote in local politics as part of Mansfield's Youth Mayor election each year and also in academy elections for year 11 prefects and year 13 captains. Student voice representatives meet regularly and the Head Boy/Head Girl attend senior leadership team meetings to feedback and discuss matters arising. A newly designed newsletter is then distributed to all tutor groups on a regular basis to support the flow communication between all stakeholders.

Students have opportunities to develop their leadership skills and a sense of adventure and responsibility through taking on formal positions, through vertical tutoring arrangements, through our extensive 'Period 6' programme of activities, through Outward Bound and Duke of Edinburgh experiences and Round Square Conferences and service projects all over the world. We are fortunate in that our Opportunities Trust Fund can support students by allocating funding to support the development of wider curricular interests. Completion of a map of our full provision for PSHE and SMSC purposes and a closer exploration of student perception on these matters are currently underway.

Key priorities	What are we doing to improve further	Link to Imp. Plan
Attendance and PA	Systematic weekly monitoring and strategic intervention, robust systems for first day of absence checking, use of fines in conjunction with local authority wherever possible, refusal to authorise holidays or medical absences without evidence of appointment, treatment of all unexplained absence as truancy with resulting sanctions put in place. Improved communication between tutors, with parents and all staff to raise profile and send out key messages. Parent support group recently established at the academy. Mentoring and support for ARNA students. Closer involvement of SENDCO and pupil premium senior leaders with attendance issues for students they support.	A1, A2, A3, A4
Exclusions	Systematic monitoring and strategic intervention for students whose behaviour points are showing concern, prevention and avoidance of exclusions using internal isolation, restorative justice, alternative provision etc. wherever possible and appropriate, full engagement with local area partnerships, creation of own alternative provision unit in addition to use of our inclusion areas, CPD focus on behaviour management and to discourage overreliance on the consequences system in the classroom.	B1, B2, B3, B4, B5
Behaviour around the academy	Full staff survey and student voice input of a review of systems and processes for encouraging excellent behaviour around the academy building took place in the autumn term. All year groups had assemblies to link standards of behaviour and expectations with the academy Christian values. Sanctions, tutor involvement and meeting with the Principal applied where necessary. Full duty point review and new rota in place including much wider use of sixth form leaders. Trial of 'Ready to Learn' system with Year 9.	B6

	PSHE and wellbeing	Full provision map being drawn up following identification of coverage of key issues in all subject schemes of work. Specific student voice meetings to explore impact of this provision go to be set up in the spring term.	E1, E2																																																																												
Section	Summary evaluation																																																																														
Outcomes Grade: GOOD Evidence base: 2017 unvalidated data Half termly internal data analysis	<p>Progress and attainment of year 11 students in 2017 external examinations showed a marked improvement from 2016 and in the progress of our disadvantaged students in particular. Attainment is now overall in line with national averages. Our year 11 students leave us well prepared for the next stage of their education or training (analysis completed in conjunction with the local authority is suggesting at least 97% of 2017 leavers were involved in education or training throughout the autumn term). Please also see summary table below. These figures represent overall the best academic outcomes the academy has achieved since opening.</p> <p>However, there are clear areas to develop including the progress of disadvantaged students (especially those of middle ability), the performance of SEND students and the entry patterns and performance of Ebacc subjects (especially French) and other curriculum areas (such as technology and English literature). We are also aware of the need to ensure we improve progress at KS3 (including a deliberate shift away from a previous over-focus on KS4 outcomes) and ensure all students are ready to start their qualification programmes in terms of literacy and numeracy skills. We have plans in place to reignite the culture for reading at the academy.</p> <table border="1"> <thead> <tr> <th>SUMMARY</th> <th>2016</th> <th>2017</th> <th>2018 (Internal analysis Year 11)</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>42.6</td> <td>45.98</td> <td>43.3</td> </tr> <tr> <td>Progress 8</td> <td>-0.46</td> <td>0.07</td> <td>n/a</td> </tr> <tr> <td>Progress 8 Disadvantaged</td> <td>-0.76</td> <td>-0.32</td> <td>n/a</td> </tr> <tr> <td>Progress 8 SEND</td> <td>-0.47</td> <td>-0.67</td> <td>n/a</td> </tr> <tr> <td>Progress 8 Boys</td> <td>-0.64</td> <td>-0.16</td> <td>n/a</td> </tr> <tr> <td>Progress 8 Girls</td> <td>-0.24</td> <td>0.31</td> <td>n/a</td> </tr> <tr> <td>Progress 8 LAL</td> <td>-0.43</td> <td>0.10</td> <td>n/a</td> </tr> <tr> <td>Progress 8 MAL</td> <td>-0.48</td> <td>0.08</td> <td>n/a</td> </tr> <tr> <td>Progress 8 HAL</td> <td>-0.46</td> <td>0.05</td> <td>n/a</td> </tr> <tr> <td>4+/C English and Maths</td> <td>62%</td> <td>62%</td> <td>60%</td> </tr> <tr> <td>5+ English and Maths</td> <td>n/a</td> <td>40%</td> <td>39%</td> </tr> <tr> <td>Progress 8 English</td> <td>-0.39</td> <td>-0.28</td> <td>n/a</td> </tr> <tr> <td>Progress 8 Maths</td> <td>0.15</td> <td>-0.03</td> <td>n/a</td> </tr> <tr> <td>Progress 8 Ebacc Elements</td> <td>-0.74</td> <td>-0.39</td> <td>n/a</td> </tr> <tr> <td>Progress 8 Open Elements</td> <td>-0.64</td> <td>0.84</td> <td>n/a</td> </tr> <tr> <td>Entering Ebacc</td> <td>13%</td> <td>15%</td> <td>23%</td> </tr> <tr> <td>Achieving Ebacc (standard)</td> <td>6%</td> <td>9%</td> <td>22%</td> </tr> <tr> <td>Achieving Ebacc (strong)</td> <td>n/a</td> <td>8%</td> <td>15%</td> </tr> </tbody> </table> <p>Our curriculum serves to widen and broaden the horizons of all students in order to raise aspirations for all. Students are not given free choices when selecting their qualifications but are guided into choosing a curriculum that is personalised and encourages them to aim high. We offer a broad range of subjects and are proud of our curriculum offer which includes a range of vocational subjects as well as an improving Ebacc offer. We are taking steps to ensure more and more of our students aim for the most aspirational curriculum and qualification sets and in particular are monitoring and encouraging more students to take up the full range of Ebacc qualifications. ECDL as a legacy curriculum for a large number of students last year will</p>			SUMMARY	2016	2017	2018 (Internal analysis Year 11)	Attainment 8	42.6	45.98	43.3	Progress 8	-0.46	0.07	n/a	Progress 8 Disadvantaged	-0.76	-0.32	n/a	Progress 8 SEND	-0.47	-0.67	n/a	Progress 8 Boys	-0.64	-0.16	n/a	Progress 8 Girls	-0.24	0.31	n/a	Progress 8 LAL	-0.43	0.10	n/a	Progress 8 MAL	-0.48	0.08	n/a	Progress 8 HAL	-0.46	0.05	n/a	4+/C English and Maths	62%	62%	60%	5+ English and Maths	n/a	40%	39%	Progress 8 English	-0.39	-0.28	n/a	Progress 8 Maths	0.15	-0.03	n/a	Progress 8 Ebacc Elements	-0.74	-0.39	n/a	Progress 8 Open Elements	-0.64	0.84	n/a	Entering Ebacc	13%	15%	23%	Achieving Ebacc (standard)	6%	9%	22%	Achieving Ebacc (strong)	n/a	8%	15%
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no longer be pursued. Predictions for current year 11 (and disadvantaged students separately) suggest they are making greater progress than the previous cohort and so we believe the impact of discontinuing this entry pattern will be minimal in the coming years.		
Key priorities	What are we doing to improve further	Link to Imp. Plan
Progress of pupil premium students	Weekly RAG meetings to check progress and allocate prioritised and coordinated interventions. Full external Pupil Premium Review took place in Feb 2018. Raising aspirations and mentoring for targeted Year 11 students (link to attendance and behaviour developments also). Dedicated senior leader to become more involved in monitoring and addressing attendance and behaviour issues for Pupil Premium students.	D3, D4 E4 G2 (A2, B4)
Progress of SEND students	New systematic half termly monitoring and intervention programmes with focus on impact of interventions. Termly SEND review meeting with SENDCO, parents and dedicated year group teaching assistant. Programme and leadership role created to develop and promote best practice with regard to the use of teaching assistants. SENDCO and team to become more involved in monitoring and addressing attendance and behaviour issues for SEND students.	C11 D5 (A3, B5)
Performance of MFL (French) and other underperforming subject areas	Newly appointed high quality MFL team leader and teachers, targeted additional language of Spanish added into the curriculum with careful guided choices programme, close monitoring and line management, improvements to data analysis and accountability systems, subject development plans from 2017 results drawn up and monitored, renewed focus on KS3 progress, targeted CPD linked to performance management to support development of teaching in these areas.	C2, C3 D1, D10, D13, D14
Reading and literacy	Appointment of literacy across the curriculum coordinator with full scheme in place, DEAR and whole academy reading initiatives planned for Spring and Summer terms, focused and targeted use of year 7 catch up funding to improve literacy and reading ages, curriculum review to include consideration of additional literacy support lessons from 2018.	C9 D11, D12, D13

Section	Summary evaluation														
Post 16 Programmes of Study Grade: GOOD Evidence base: VA Report for 2017 2017 Unvalidated data Internal tracking	<p>Sixth Form provision has improved rapidly since the last inspection. A specific, focused and talented Post 16 team has now been established which has effectively established a caring, supportive but rigorous environment of high expectations for student effort and attainment. Our courses and teaching is now attracting students to continue their education at the Sixth Form with numbers increasing from 58 in 2014-15 to the current roll of 152.</p>														
	<p>Outcomes have improved so that students are generally gaining the results their prior attainment at KS4 would predict. In 2017 our A Level value added score was -0.14 with A Level Maths particularly strong at 0.66. Our Applied General courses (Level 3 BTECs) value added score was 0.09. Our overall pass rate was 97% and 31% of A Level results were graded A* - B. Our A Level VA prediction for 2018 is currently 0.04.</p>														
	<p>Attendance is improving in 2016-17 year 12 attendance was 90.7% - so far this year it is 92.6%. For year 13 these figures are 83.7% and 90.4% respectively. However, our retention rate for previous years is too low and decisive action has been taken by the new team to address this. All indications at this point suggest their actions have been hugely successful (we currently predict that at least 95% students will be retained throughout year 12 as opposed to 78% last year).</p>														
	<p>The Sixth Form meets the requirements of Post 16 Programmes of Study but there is work do in the with regards to area of work experience and deliberate and focused work is underway to improve our provision in this area.</p>														
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