

BRAUNTON ACADEMY

Summary of the Academy's Self-Evaluation – October 2015

(Please refer to the Academy Self-Evaluation Form ("SEF") for full detail.)

Overall Grade: 2

Context

We build from our last OFSTED inspection in 2014, fully recognising the challenges outlined. We are striving:

- to ensure student achievement and progress is consistently good, or better, across all subject areas, particularly in ensuring the numbers of students achieving five good quality GCSEs, including English and maths, is above the national average;
- to improve the quality and performance of the Academy's Leadership and Management, inextricably linked to the need to raise the proportion of good and outstanding teaching;
- to ensure there is a high level of challenge and effective marking and feedback presented to the students ensuring rapid progress is made in all aspects of their learning;
- to improve students' overall attitudes toward their learning and reduce the number of FTE incidents.

All of our actions to challenge and improve on the above have been undertaken whilst recognising that the Academy's quality of Pastoral Care, student behaviour and wellbeing (SMSC) provision, extra-curricular opportunities, and use of additional funding continue to be considered as a strength.

We have moved forward: Over the last 18 months, we have renewed and transformed the academy, making significant progress in strengthening the capacity for improvement at all levels.

The appointment of a new Principal in September 2014

Introducing, consolidating and establishing a raft of new initiatives and practices across the whole Academy

Receiving a positive and encouraging 'Section 8' visit and letter from HMI Simon Rowe

Completion of a new extension to the Academy in the form of the 'Aspire Centre'

Strengthening our engagement and partnerships with other schools at local, national and international levels: PiXL, International School status, Kingsley Academy, Hounslow, and Brunel University,

As a whole school we have renewed our drive with higher expectations and clear plans to realise sustained and strengthened improvement. The GCSE results in 2014 and 2015 confirm this success in the stabilising of our results and the establishment of an upward trend that reflects a genuine improvement: to move us above national averages and provide a sustained momentum for the future.

Impact and evidence

A new Principal introduced: engaging all in a driven and rigorous approach to challenging standards, introducing and operating clear and precise systems of improvement, including:

- Since the Principal's arrival, and following the early retirement of the Deputy Head teacher in December 2015, the Senior Leadership Team (SLT) has been completely restructured,

introducing new roles and expectations within; also replacing and introducing a new Head of English, Head of Technology, Head of History, Head of IT, Numeracy Coordinator, Head of Humanities faculty and the Head of Expressive Arts faculty. All of these changes have been, and are, viewed by the staff and governors as positive and supportive steps forward in our journey towards 'Good' and 'Outstanding'.

- We have consulted with all stakeholders in reforming 'The Aims and Values of Braunton Academy' to truly reflect all that we are aspiring to achieve for our children, families and the wider community: Our central aim is to inspire each child to '**Aspire & Achieve**'; to maximise success, achievement and personal fulfilment in all they do: by providing the highest quality of education in a secure and purposeful environment which our young people find stimulating, respond to and enjoy; by promoting and teaching Social Emotional Learning (SEL); and by encouraging and supporting a commitment to our community. Our values, ethos and approaches underpin five key Aims shared across the school community: *To promote and nurture a true love of learning; To promote personal growth; To strive for excellence by providing rich learning opportunities for all; To interpret the world and broaden horizons; To develop and invest in our Learning Communities.*
- A new Academy website; a new Academy uniform; a new Academy marque and branding; the introduction of new Staff Handbook with clear high expectations of both staff and student performance, including the 'Marking, Feedback, Assessment, And Reporting Code Of Practice', alongside a whole Academy approach to uniting the Heads of Department and the Heads of House in the pursuance of the best possible progress achievable for all of our students.
- Our new 'Aspire & Achieve' marque captures the ethos of the academy and its new focus to raise standards in all aspects its work. This has been captured in the new building, 'The Aspire Centre', and has permeated through all aspects of our teaching and learning, the pastoral programme, parental engagement and throughout the wider community.
- Our GCSE English and maths results provide full confirmation of sustained improvement, remaining above national averages and, despite the reported volatility of national grades, these newly constituted departments demonstrate strong capacity to improve as outcomes strengthen considerably against national data.
- Analysis against external validated data confirms substantial strengthening across a number of subjects, including the key core subjects (Sig+ APS in English and maths for the past two years): where this is not the case, strategies are in place providing evidence that points to the Academy having developed a strong capacity and momentum of strengthening improvement being sustained into the next year and beyond.
- This is a genuinely inclusive academy that values all students in securing their potential: we ensure that each one secures progression at 16+ with every year very, very few or no, NEETS
- Pupil Premium data reveals markedly improving outcomes for those identified students who have benefitted from the Academy's more focussed and rigorous performance tracking and intervention programmes, reducing the gap between Pupil Premium students and other students' in the Academy to just 12% in 2015.

Kirkland Rowell Survey (2015): both Student and Parent/Carer Surveys graded the Academy's overall effectiveness as 2.0 (Good) and 2.4 (Good), respectively:

Parents gave the Academy a very good overall performance (77%): 54% of parents whose children are not in their first year at the Academy said it has improved over the last year, and 27.5% of

parents of new students said the Academy was better than they had expected; 88% of parent/carers said they would recommend the Academy to other parents.

Students gave the Academy an overall performance rating of good or very good (75.0%): 56.0% of students, who had been attending the school for over a year, said that the Academy had improved over the last year; 81% of students state they have not been bullied by other students; 85% of students said they would recommend the Academy to another student.

The transitory nature of the area presents its own challenges, introducing an average of 26 students per academic year onto the Academy's roll.

1. Overall Effectiveness

Since our 2014 inspection we have completely reviewed and renewed **'Leadership and Management'** at all levels via a distributed line management accountability to strengthen effectiveness and outcomes. The focus continues to be upon:

...Senior leaders working hard to promote improvement across the wider system

...*'Aspire & Achieve'*: after lengthy consultation and consideration, the Academy has 'rebranded' with a new marquee of 'Aspire & Achieve' in line with the new vision and five key aims of the Academy. Students and staff alike are increasingly identifying with the 'Aspire & Achieve' ethos of the Academy, focusing on all achieving their fullest potential.

...the development of Middle Leader (Heads of Department and Heads of House) competencies as a high priority to embed a more rigorous culture of accountability and monitoring across the Academy. The reinforcement of Middle Leader responsibilities and accountabilities have resulted in a clear focus on engaging with challenging conversations and agreed extra support meetings

...a revisited, broad and balanced curriculum offering a good range of academic and vocational qualifications at KS4.

...literacy being recognised as a priority with CPD time being allocated in 2014/15 and 2015/16 to develop whole school approaches.

...the introduction of a more robust and sharper self-evaluation process ensuring all aspects of the Academy's and its departments' practices are clearly and effectively evaluated with a focus on "next steps" improvement processes and planning.

...a sharper approach to Performance Management through the consistent use of 'BlueSky' software and accountability for the quality of provision.

...strengthening coherence across the academic and pastoral aspects of the academy in the monitoring and tracking of student progress, assessment, target setting, mentoring, and reporting

...enabling the Governing Body to fulfil its role of challenge, critical friendship, and support to maximise impact and effectiveness across the academy. *Governors are confident in their challenge of all that takes place in the Academy (see Governor meeting minutes).*

...strengthening further effective links with parents/carers and the home through a detailed consultative and evaluative process and response. *Parents are frequently reporting their increased satisfaction with the educational provision we are providing for their children.*

...maintaining a safe and secure school environment, we have paid full attention to all aspects of Safeguarding; increasing staff duties throughout the academy day and ensuring *all, students and staff alike, are fully aware of Child Protection/Safeguarding imperatives, including PREVENT and CSE strategies.*

Teaching and Learning has been rigorously monitored by SLT with external verification of judgements by the school's SIP and PiXL Associate since the last inspection, with reports written to departments highlighting strengths and weaknesses. Line management meetings with HoDs have been restructured to incorporate a much increased level of analysis, understanding and pedagogical discussions focussed on student/teacher performance and outcomes. The impact of this monitoring has been to inform departmental and whole school CPD; to allow us to target shortcomings and to raise standards of teaching. The focus continues to be upon:

...a concerted and carefully planned whole school approach relentlessly targeted at raising the quality of Teaching and Learning with quality assurance activities and learning walks, allied to performance management and CPD. The introduction of a new and carefully structured Staff Support Programme to re-focus and fully engage staff in raising their teaching performance. Quality of Teaching is in line with SIP expectations and is a constant in all line management and Department meetings; a member of staff has successfully met with expected standards after engagement with the Staff Support Programme.

...ensuring our most effective teachers have been identified to coach, mentor and support those who need to sharpen their approach. Academy evaluation indicates teaching across the school is 89% good or better. Staff are aware of colleagues who are available for support and guidance.

...the development of a Middle Leader (Heads of Department and Heads of House) culture of accountability and Performance Management across the Academy. Focused CPD has led to a greater accountability in relation to the quality of teaching in departments and within the House System. Middle leaders demonstrate a greater understanding of the tracking and monitoring of staff and student outcomes through their CPD on data analysis.

...the careful and accurate use of data to set targets, track progress, mentor students and target intervention. This has been supported through the launch of a completely renewed approach to marking, feedback, assessment, and reporting with the introduction of a new Code of Practice. Staff and Department meetings and minutes reveal the expected levels of focus on data in informing and shaping our teaching and learning programmes; the identification of students requiring intervention is accurate and efficient in its work.

...Assessment, Marking, Feedback and Reporting: The Kirkland Rowell Survey (2015) identified that 'Use of Student Feedback' and 'Targets' was relatively low in terms of satisfaction and so much work has been done in these areas to boost our performance.

- ✓ All students now have a personal progress tracker (indicating their MEG and ATG) in their exercise books and are assessed each half term to monitor their progress towards their individual targets.
- ✓ The 'Assessment, Marking, Feedback and Reporting Policy' has been re-launched and supported by a rigorous programme of monitoring and insistence on compliance.
- ✓ Individual staff and departments have been identified as to where practice needed to improve; this increased sense of accountability has led to all students and staff being fully informed of levels of progress and to the expected level of marking and feedback being completed more successfully. The improved monitoring of both student and teacher performance has led to more accurate and detailed reporting of individual and group academic progress.

...the introduction of proven and particular strategies in both maths and English, including the adoption of appropriate PiXL strategies and specific targeted interventions, which have raised standards and increased the pace of progress as presented by the data in Dept and line management meetings.

...the introduction of termly 'Progress Review' meetings between Form Tutors and tutees has focused all firmly on the learning agenda, fully engaging students with their own targets and target setting, alongside the enhanced role of their individual Form Tutor.

From the Kirkland and Rowell survey 2015, the overall quality of teaching was rated as "Good" by the students. We have now begun carefully integrating the development of Literacy/numeracy and the integration of social and emotional learning into our teaching.

- ✓ Kirkland and Rowell Survey – Only 3% of students expressed dissatisfaction with the Academy overall and 6% of parents. 80% of pupils rated the teaching quality as good, as did parents. The satisfaction with the teaching quality was higher than in similar schools.

All is now on track for continued improvement and strengthened outcomes.

Personal development, behaviour and welfare: We recognise, fully, the importance and vital nature of operating outstanding, proven and sound Student Support Programmes and systems, in ensuring each individual achieves his/her academic and social potential; ensuring ease of access to our student centred and fully integrated support programmes is paramount. Whether it be the Form Tutor or Head of House providing impartial advice/guidance to a student or a Learning Mentor signposting and supporting a student through a bereavement or the witnessing of domestic violence, the student and parent/carer receives high-quality impartial support. The impact of management and work in this area means our care and support of students, and their families, is outstanding.

The whole academy ethos, based on our House system, lives through the vision of the quality and feedback from students, confirming their trust and security in it. The focus continues to be upon:

...developing students' understanding through Philosophy (RE) lessons and PSHEE/Citizenship, evaluations confirm how our students appreciate issues of equality, diversity and cooperating together to achieve greater than the sum of the parts: surveys and self-evaluations reflect how the students feel valued, accepted and respected due to the quality of relationships:

- ✓ 85% of students feel they are taught well in understanding right from wrong;
- ✓ 83% of students feel safe and 87% feel they are listened to whilst in the academy.

- ✓ 56.0% of students, who had been attending the school for over a year, said that the Academy had improved over the last year

...an improved, consistent and appropriate use of sanctions, including the introduction of the Disruptive Student Intervention (DSI) Programme this has led to respite between students and staff and a restorative meeting, thereby enabling and promoting positive learning relationships and an improved work ethos in the classroom and around the academy.

...clearly defined and embedded behaviour management and discipline policies allowing staff to insist upon and maintain high standards of behaviour in and around the classroom.

- ✓ Data analysis reveals levels of disruption remain consistently at a level that is perceived as calm and conducive to learning.
- ✓ Staff and students alike report they feel supported within a calm and well-disciplined atmosphere.
- ✓ Local authority/PIXL associates/visitors always report and comment upon student behaviour as pleasant and excellent Behaviour for Learning.
- ✓ Lesson observations and visitors all comment on excellent attitude to learning in almost all lessons
- ✓ Internal Behaviour and Attitude Grades on a scale from 1 (excellent) to 4 (unsatisfactory) shown an average mean score of 1.4 with little variation between year groups

The number of Fixed Term Exclusions in 2013-14 was reduced by 56% in 2014-15; the number of students involved in fixed term exclusion was reduced by 61%, and the number of days lost because of fixed term exclusions has been reduced by 57%.

...our Student Support Programmes being re-focussed on target setting, mentoring and support to remove barriers to learning - this has led to students becoming more positively engaged in their learning.

...an improving consistency in the use of rewards systems across the departments and Academy, supplemented by praise postcards this has led to a positive impact on behaviour inside the classroom.

...our newly restructured Primary Induction and Transition programmes increasingly encouraging both students and parent/carers to fully engage in and support the academy's positive discipline policy.

...the carefully coordinated pastoral curriculum, encouraging understanding and respect with practical outcomes via substantial charity collections in community projects; expectations are regularly promoted through the SMSC aspects of tutor time programmes, assemblies each week and PSHE lessons. This is further enhanced by the extensive after-school clubs:

- ✓ Students are engaged in a wide variety of lessons and opportunities where they are informed, advised and instructed as to how best to manage their own safety.
- ✓ They report their enjoyment of these lessons and how they are supported in investigating 'real life' issues and learning safe practices.
- ✓ Parents report their appreciation of the academy's work in advising and instructing them on how to manage their children's behaviours on and around the new technologies, drug and alcohol abuse, etc.

...Students increasingly being able to openly discuss and formulate their own understanding of bullying, the use of social networking sites, racism, etc, this has, to date, resulted in only 29

reported cases of bullying (defined as persistent abuse) in 2014-15. Only 7 repeat offenders with nearly all cases involving verbal abuse with restorative justice processes used to resolve conflicts (SIMS Behaviour Logs)

...the Academy being one of the first in the country (in June 2015) to receive the ' Young Carers' Bronze Award'.

...enhancing the role of the Attendance Officer promoting a detailed monitoring and management of operations, leading to an increased accuracy of registers and identification of absences/truancy, enabling quicker and highly efficient contacting of parents via text and email, allowing all to focus on other management issues.

...the continued raising of our attendance profile across the academy via the Inter-tutor group/inter-house attendance competitions, and the introduction of 'Ghost Tutor groups' to create a level playing field for the competition, this has led to students becoming more aware of the importance of good attendance and punctuality and a 3 year rising attendance trend with 93.2, 93.8 and 94.0 % from 2012-13 to 2014-15. Pupil Premium students groups are following this trend with 86.0, 90.2 and 91.7%

Students perceive the following as relative non-academic strengths of the Academy: 87.0% - community spirit; 85.2% - levels of homework; 81.1% - school security; 80.1% - teaching quality.

Outcomes for pupils

| | 2015 Floor standards met. (un-validated) | | | | 2014 Floor standard met (Validated) | | |
|----------------|--|-----|--------|-------|-------------------------------------|-----|--------|
| 5A* -C (E & M) | National | 56% | School | 58.4% | National | 55% | School |
| 60% | | | | | | | |
| EP in English | National | 69% | School | 69% | National | 74% | School |
| 87% | | | | | | | |
| EP in Maths | National | 66% | School | 69% | National | 67% | School |
| 69% | | | | | | | |

With KS4 Value added broadly in line with National figures.

- ✓ The proportion of dis-advantaged KS4 pupils making or exceeding expected progress in English and Mathematics was similar to National figures.
- ✓ Results have been statistically above average in Maths for the last three years, and English two out of three years.
- ✓ Our results over the last two years have consolidated around 60% A* - C inc English and Maths- a significant improvement over 2013 (OFSTED year).
- ✓ Our internal data for the present Year 11 indicates continued improvement with a positive Progress 8 score, presently at +0.21. Our internal data for Years 7 – 10 also indicates that students are on track to meet their targets.

Several of the weaknesses identified by "Raiseonline" are due to the impact of the Geography and History results which are urgently being addressed. The focus continues to be upon:

...disadvantaged pupils making and exceeding expected progress in EN & MA, this has resulted in from at least 5 out of every 6 starting points, the proportion of our disadvantaged KS4 pupils making

and exceeding expected progress in English and Mathematics similar to that of other pupils nationally (Inspection Dashboard). The gap between expected levels of progress in both English and Mathematics has reduced at both 3 levels and 4+ levels.

...Attainment and closing gaps, this has resulted in the Academy's 5A*-CEM data showing a reduction from -40% to -12%; the attainment gaps in both English and Mathematics have also been significantly reduced.

...our most able students, results showing 20% of entries achieve an A or A* grade at GCSE, indicating our figures for the most able are similar to National data.

...our Internal data at KS3: The academy has heavily focussed on KS3 assessments throughout the last year and introduced a proven model of structured and rigorous assessment procedures alongside a raft of improved moderation processes across all departments. Present KS3 data reveals that progress is being made in all curriculum areas

...Literacy: A literacy co-ordinator has been appointed and the impact is being seen across the curriculum in lessons and Tutor Time:

- ✓ As part of the performance management process in 2014/15 the literacy target was included into staff objectives for the year.
- ✓ The Literacy recovery programme has consistently shown an improvement in skills of our KS3 students.
- ✓ 'Renaissance Reading' data shows an improvement in reading ages since 2013

SMSC is central to our aims and values as an Academy and is demonstrated and confirmed by how we live them. Central is the leadership and support promoted through our House and pastoral systems. For students, this ethos of approach comes together through our ethos developing a clear understanding of 'right' and 'wrong', modelled in our daily academy life and how we seek solution-focused approaches to promote fairness, integrity, respect, welfare and conflict resolution, but within very clear boundaries not to be crossed without appropriate sanction. The focus continues to be upon:

...our coordinated programme for promoting, recognising and celebrating students' successes and achievements, culminating in the KS3 and KS4 Presentation Evenings, bringing a sense of pride and achievement to the individual and group attainment of our students.

...developing student involvement and effective links with both the Academy and the local community, bringing practical outcomes and genuine understanding: students secure worthwhile and effective outcomes (eg designing and introducing the new school uniform; deciding on new school site improvements and developments) effectively integrating into academy life through the House and School Councils.

...further developing our International School status; through this we are able to provide a very broad range of cultural experiences and opportunities, both in and outside of the Academy. Students have the opportunity to engage in a variety of enrichment activities, recognising the importance of personal development through a wide range of sporting and cultural experiences, reflected by our engagement with 'PiXL Edge' and the local Rotary Clubs.

The Kirkland Rowell Parents and Students Surveys 2015 confirm all aspects of SMSC as a valued strength of the Academy, supported by the accolades of the 'Happiness and Wellbeing Award' and the 'Young Carers Bronze Award'

The impact of all the above is evident in the Academy and visitors always comment upon our calm and caring ethos, demonstrated by the students' in their own community and when travelling further afield.

Safeguarding: The three Level 3 trained Child Protection staff regularly attend safeguarding forums and work effectively across the Academy to ensure all students and staff are fully aware of the Academy's safeguarding policies, receiving guidance and support in managing their own safety, particularly whilst using the Internet. The focus continues to be upon:

...the increased coordination of PSHE and IT lessons which have increased student awareness of safe practice around computers, mobile phones, etc, leading to a reduction in unsafe practice. Students have the ability to assess and manage risk appropriately and keep themselves safe; the students' House and School councils provide regular opportunities to discuss areas/safety issues of concern with staff.

...all staff being introduced and trained in their professional and personal responsibilities regarding Safeguarding and upholding CP and PREVENT procedures, resulting in all students and staff being fully aware of the PREVENT and CSE strategies to recognise and prevent radicalisation and grooming.

...ensuring regular emails are sent to parent/carers, advising them of their responsibilities in managing and protecting the children from the various forms of cyber bullying/grooming, meaning all students are likely to be in receipt of a full 'wrap-around' policy of safeguarding.

...positive engagement with external agencies and individuals via PSHE and invited outside agencies this work has increasingly encouraged students to become confident and informed young people.

2. Effectiveness of Leadership and Management – Grade 2

Since our 2014 inspection we have completely reviewed and renewed 'Leadership and Management' at all levels via a distributed line management accountability to strengthen effectiveness and outcomes. The focus continues to be upon:

Sharper self-evaluation to inform improvement planning.

Strengthened coherence across the academic and pastoral aspects of the academy in the monitoring and tracking of student progress, assessment, target setting, mentoring, and reporting:
"There are no pastoral issues, only academic."

A sharper approach to Performance Management through the consistent use of 'BlueSky' software and accountability for the quality of provision.

The development of Middle Leaders in adopting greater responsibility and full accountability for monitoring standards and building subject performance.

Enabling the Governing Body to fulfil its role of challenge, critical friendship, and support to maximise impact and effectiveness across the academy.

Strengthening further effective links with parents/carers and the home through a detailed consultative and evaluative process and response.

To enable all of this in a safe and secure school environment, we have paid full attention to all aspects of safeguarding; increasing staff duties throughout the academy day and ensuring all are fully aware of Child Protection/Safeguarding imperatives, including PREVENT and CSE strategies.

3. Quality of Teaching, Learning and Assessment – Grade 2-

A concerted and carefully planned whole school approach has focused relentlessly upon the quality of Teaching and Learning with quality assurance activities and learning walks, allied to performance management and CPD.

Teaching and Learning has been rigorously monitored by SLT with external verification of judgements by the school's SIP and PiXL Associates since the last inspection with reports written to departments highlighting strengths and weaknesses. The impact of this monitoring has been to inform departmental and whole school CPD; to allow us to target shortcomings and to raise standards of teaching.

The development of Middle Leader (Heads of Department and Heads of House) competencies has been a high priority to embed a more rigorous culture of accountability and monitoring across the Academy. Focused CPD has led to a greater accountability in relation to the quality of teaching in departments and within the House System. Middle leaders demonstrate a greater understanding of the tracking and monitoring of student outcomes through their CPD on data analysis.

Careful use of data to set targets, track progress, mentor students and target intervention has built upon a completely renewed approach to marking, feedback, assessment, and reporting with the introduction of a new Code of Practice.

Particular strategies in both maths and English, including the adoption of appropriate PiXL strategies and specific targeted interventions, have raised standards and increased the pace of progress.

The introduction of termly 'Progress Review' meetings between Form Tutors and tutees has focussed all firmly on the learning agenda.

Our most effective teachers have been identified to coach, mentor and support those who need to sharpen their approach. Academy evaluation indicates teaching across the school is 89% good or better.

From the Kirkland and Rowell survey 2015, the overall quality of teaching was rated as "Good" by the students. We have begun carefully integrating the development of Literacy and the integration of social and emotional learning into our teaching.

All is now on track for continued improvement and strengthened outcomes.

4. Personal development, behaviour and welfare – Grade 1

All student and parent/carer feedback confirms that the vast majority of our students enjoy school and respond positively to it.

Our monitoring of student attendance and punctuality is very effective and all data confirms sustained and strengthened outcomes that are further improving, with external data showing the Academy performing better than the national averages.

By all measures, we are inclusive, develop impressive social capital and behaviour is calm, positive and purposeful within our caring, learning ethos.

The Kirkland Rowell survey 2015 confirms all aspects of behaviour and safety are very well regarded by both students and parents.

Behaviour for Learning is strong and students confirm they feel safe with effective relationships evident throughout the school.

Our well-developed Codes of Conduct and associated policies continue to evolve as their consistent implementation is monitored and evaluated.

Bullying is minimal, effectively monitored and addressed, with infrequent repeated behaviour.

We work professionally with others but are determined to maintain sound standards across the Academy and if our raft of positive strategies fails, we carefully consider exclusion to safeguard the very best interests of everyone in the school and local community.

The Kirkland Rowell Survey 2015 confirms how closely we work with parents/carers and how safety/safeguarding is secured through a clear and coordinated whole school approach.

5. Outcomes for Students – Grade 2

A clear focus upon improving standards since our last inspection has been confirmed by a two year improvement in results: issues relating to the last Inspection and the pace of improvement are being successfully addressed, confirmed by our GCSE outcomes in 2014, the continuing trend in 2015, and the substantiated evidence of this continuing into 2016 and beyond.

The 2014 GCSE results were above the national average placing us into the second quintile of both similar and all schools. In 2014 progress in English put the Academy into the top 20% of all schools and Mathematics results were in the top 40%.

- ✓ Overall KS4 Value Added was significantly above average in 2014 and average in 2015.
- ✓ KS4 Value Added was significantly above average in nearly all subject areas in 2014 and average in 2015 (Inspection dashboard) - both are an improvement from 2013.
- ✓ GCSE results for three of the last four years have been at or close to 60% A-C inc E & M.

- ✓ Indications for the current Year 11 cohort is that they will exceed this at around 66% (Nov 2015 internal data PiXL spread-sheet) with an Attainment 8 score of 5.37 (C+) and Progress 8 score of +0.21.
- ✓ Mathematics average total point score at GCSE is consistently significantly above average, whilst English has been for two of the previous three years.
- ✓ Technology, P.E and French are consistently above national average, whilst Geography, History and Drama are below.
- ✓ **Internal data at KS3 shows that progress is being made in all curriculum areas.** The academy has heavily focussed throughout the last year on KS3 assessments and introduced a proven model of structured and rigorous assessment procedures alongside a raft of improved moderation processes across all departments.
- ✓ 5A*-CEM has reduced from -40 to -12 and the attainment gaps in both English and Mathematics have also been significantly reduced.

6. SMSC – Grade 1-

SMSC is central to our aims and values as an Academy and is demonstrated and confirmed by how we live them. Central is the leadership and support promoted through our House and pastoral systems.

For students, this ethos of approach comes together through our coordinated programme for recognising and celebrating students' successes and achievements, culminating in the KS3 and KS4 Presentation Evenings.

The Kirkland Rowell Parents and Students Surveys 2015 confirm all aspects of SMSC as a valued strength of the Academy, supported by the accolades of the 'Happiness and Wellbeing Award and the Young Carers Bronze Award

The Spiritual

All study Philosophy, Theology and Ethics from Year 7 to Year 11

Assemblies, Tutor Time and Schemes of Work identify opportunities to explore values, beliefs, human feelings and emotions.

The academy ethos encourages development of mutual respect, responsibility and involvement.

The Moral

Our ethos develops a clear understanding of 'right' and 'wrong', modelled in our daily academy life and how we seek solution-focused approaches to promote fairness, integrity, respect, welfare and conflict resolution, but within very clear boundaries not to be crossed without appropriate sanction.

Student involvement and effective links with the community bring practical outcomes and genuine understanding. We involve students to secure worthwhile and effective outcomes (eg designing and introducing the new school uniform; deciding on new school site improvements and developments) effectively integrated into academy life through the House and School Councils.

The Social

Key is the House system and the effective manner in which it enables the complementary dimensions of a human scale and family community to work with a sensible balance of competition and cooperation.

Student charity fund-raising in its many forms is a huge strength in terms of the impact they have and the money they raise.

Opportunities are well developed to enable and encourage student leadership and responsibility and to engage within the democratic process and to help and support younger students.

Students and parents value the advice, information and guidance for careers and the work experience and enterprise activities, all ensuring a strengthening and understanding of how the world works.

The Cultural

Equality is promoted in all of its aspects through the implementation of our Equality and Inclusion policies.

Our PSHE education programme plays a major role across all years.

As an International School, we are able to provide a very broad range of cultural experiences and opportunities, both in and outside of the Academy. Students have the opportunity to engage in a variety of enrichment activities, recognising the importance of personal development through a wide range of sporting and cultural experiences, reflected by our engagement with 'PiXL Edge' and the local Rotary Clubs.

We celebrate diversity and other cultures/nationalities across the curriculum (eg in art, music, English, MFL, the humanities).

School links and studies of other countries and cultures brings meaning and understanding on a level that can be less than straightforward for young people to appreciate when living in this largely monocultural part of the world.

The impact of all the above is evident in the Academy and visitors always comment upon our calm and caring ethos demonstrated by the students' in their own community and when travelling further afield.

*Mick Cammack - Principal
December 2015*