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## Meeting of the University Academy of Engineering Local Governing Body

4.30 - 6.00 pm on Wednesday, 22 February 2017  
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
7.	Development Plan & Self Evaluation form	44 - 69	GN

**Date of next meeting**  
**4.30 pm on Wednesday, 24 May 2017**

**Members:** Rao Bhamidimarri (Chair), Gary Nelson, Michael Broadway, Natalie Ferer, Steve French and Tony Roberts

**Apologies:** Farah Nur, Karen Fowler and Lesley Morrison

**In attendance:** Dan Smith and Pervena Singh

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# UAE South Bank School Development Plan.

## School Development Plan 2016 – 2018 - Subject to annual review and termly RAG.

### The UAE South Bank Vision.

The University Academy of Engineering South Bank will be an outstanding place of learning, specifically designed for the success and happiness of all students and staff and be an outward facing beacon of STEM and STEAM learning.

We will remain a vibrant learning community which will play a significant part in the transformational change and regeneration in our area. This will be underpinned by our commitment to excellence through developing students confidence to communicate effectively, be creative and to constantly seek out new challenges to apply their skills to and in turn become a highly effective and valuable member of our society.

### Summary Focus Objectives:

- To ensure good or better Learning and Teaching practices are consistently embedded across the Academy to ensure sustained outstanding performance.
- To ensure Behaviour and Attitude to Learning is at least good everywhere within and across our entire learning community.
- To ensure all staff are appropriately challenged, trained and supported at UAE SB to achieve the highest standards of professional behaviour and accountability.
- To ensure our learners receive the very best overall learning experience and preparation for life through the development of skills and professional competence.
- To ensure UAE SB is a safe, caring and supportive environment which allows all students, regardless of starting points or background, to flourish.
- To ensure UAE SB becomes a local and national beacon to other STEAM centred schools in achieving our vision.

**Priority focus.. Effectiveness of Leadership and Management at UAE South Bank.**

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						R	A	G			
						1	2	3	4	5	6
<b>Objective: To ensure UAE South Bank’s leadership at all levels strives towards becoming and remaining outstanding.</b>											
To develop the effectiveness of leadership at the school through CPD, challenge and support both in house and via external providers.	Ongoing, Formal review summer 2017.	Leadership is effective at all levels and ensures that the highest standards are prevalent across the school and leaders model outstanding behaviour to each other and to all stakeholders. Leaders demonstrate an explicit commitment to a growth culture at UAE SB and take every opportunity to share this philosophy to everyone within the Academy. Leaders hold everyone to account but do so with compassion and understanding to ensure maximum and sustained institutional success.	CPD Evidence, SLT minutes, PD meeting evidence records, Staff training records. NQT induction programme and mentor notes. New Staff induction records.	GN/ SLT	Time, staffing, PD time.	R	A	A			
To establish a new Extended Leadership Group which will meet regularly to ensure all key areas of the Academy remain firmly collectively focused on achieving the UAE SB’s vision. The ELG will be made up of the SLT, the SENDCO, Student Services Manager, the Academy’s Business Manager and the Officer Manager.	Ongoing, Formal review summer 2017.	The new ELG is very effective in collectively supporting the achievement of the Academy’s vision through improved communication and high level teamwork.	ELG meeting records, SLT meeting records.	GN/SLT/ELG.	Time, ELG meeting time.	R	A	A			

<p>To improve the quality and accuracy of communication across all levels of leadership and staff at the school via a range of mechanisms and systems.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>Communication between all staff at the school is effective in continually promoting the vision for the school and providing important practical information to successfully aid day to day operation.</p>	<p>Weekly PD meeting notes, Briefing notes, Week Ahead Sheets, Line management meeting and Performance management records. Staff bulletin. Middle Leader meeting notes. Staff survey feedback. Website – Content and compliance.</p>	<p>SLT/ EA to the Principal, Office Manager.</p>	<p>Time, Admin costs.</p>	<p>A</p>	<p>A</p>	<p>A</p>			
<p>To ensure carefully designed and effective line management structures are in place focused on improving performance and developing leadership.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>The leadership structure within the school is effective and efficient in ensuring the overall vision for the school is realised.</p>	<p>Performance Management docs, Line management notes,</p>	<p>SLT</p>	<p>Time</p>	<p>A</p>	<p>A</p>	<p>A</p>			
<p>To ensure consistent rigour of accountability of all staff via Performance Management at the school.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>All staff are accountable for their performance and achieving realistic but aspirational success targets. All staff know the importance of their individual role and the need for their success to help ensure overall success.</p>	<p>Performance Management records, Meeting minutes,</p>	<p>SLT, Middle Leaders.</p>	<p>Time</p>	<p>A</p>	<p>A</p>	<p>G</p>			
<p>To complete a regularly updated, comprehensive and detailed annually reviewed Academy SEF to ensure reflection and proper transparent accountability takes centre stage in the</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>A comprehensive and regularly updated SEF is in place and is a pivotal document in school development planning. Governors and Leaders are fully conversant with the Academy's strengths and areas for development and know where to focus on to bring about further improvement.</p>	<p>SEF, SDP.</p>	<p>GN/JP/ SLT</p>	<p>Time</p>	<p>A</p>	<p>G</p>	<p>G</p>			

organisation's profile and reputation.												
Rigorous Learning Area Self Evaluation to be undertaken at the start of each academic year which includes examination/achievement performance analysis driving learning area action plans.	Ongoing, Formal review summer 2017.	Learning Area SEF completed and regularly reviewed at line management meetings in order to continually improve outcomes for students. Learning Area SEF's feed into the Academy SEF.	Line management meeting notes, SLT	Leaders of Learning / SLT	Time	A	A	G				
To work with South Bank University, the Trust's CEO and Directors in the overall development of Senior and Middle Leadership to support holding them accountable for achieving UAE South Bank's vision.	Ongoing, Formal review summer 2017.	UAE South Bank takes full advantage of being a SASH partner school and the expertise within the Trust and as such make the best use of the latest educational research, shared best practice and the general collective determination to achieve the very best for our young people.	MAT and SASH meeting records.	SLT/ all connected groups	Time	A	A	A				

**Priority focus: The quality of Teaching, Learning and Assessment at UAE South Bank.**

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
<b>Objective: To ensure Learning and Teaching and the use of Assessment is at least good across all areas of the Academy.</b>											
To create and embed outstanding Learning and Teaching strategies and policies based around effective AFL and to challenge students with the very highest expectations regarding their achievement.	Ongoing, Formal review summer 2017.	Consistently applied and effective Learning and Teaching practices are embedded in line with Academy policy. Students make at least good progress, enjoy their learning and possess a determination to achieve even more.	Teaching and Learning policy and Assessment Policy, Academy wide Behaviour Management strategies, classroom posters, Weekly PD meeting minutes.	GN/AM/JP/SLT.	Staffing, Time	A	A	A			
To establish an academy wide literacy focus to improve access and drive student progress in all learning areas.	Ongoing Formal review summer 2017.	Reading becomes an integral part of Academy life. Teachers consistently include a literacy focus or theme in all lessons and also mark student work and assignments with regard levels of literacy. Progress is seen in student extending writing tasks. Reading ages improve following intervention.	Fully functioning LRC, Student reading records, Literacy PDs, Literacy posters in classroom, Literacy section in planner, AR progress data, Book monitoring for literacy and extended writing.	AM/SLT/KT	Cost of full time Librarian £4100 for AR, year 1. £3000 to establish a fully functioning LRC.	R	A	A			
To embed the consistent use of new high impact Behaviour for Learning systems.	Ongoing, Formal review summer 2017.	Behaviour for Learning is at least Good across all areas of the Academy and progress made by learners is affected accordingly through consistent application of Behaviour management systems and the consistent repetition of high UAE SB expectations.	SLT minutes and actions, PD minutes, Policy documentation, lesson observation	GN/RH/SLT/Middle Leadership. Student Services Team.	Staff training, time.	R	A	G			

			records.								
To introduce and carry out rigorous and secure quality assurance of Teaching and Learning at the Academy.	Ongoing, Formal review summer 2017.	Learning and Teaching is regularly and accurately monitored and appropriate intervention applied where necessary. 80% of lessons observed to be judged as good and 10% outstanding. Lesson observation outcomes and feedback are shared in all SLT meetings.	Lesson Observation records, Learning walk records, summative Lesson monitoring summative data. Performance management records. SLT agendas/ notes and actions.	SLT/ Middle Leadership.	Staffing, Time, PD records. IRIS technology.	R	A	G?			
To maximise achievement at UAE South Bank by ensuring attendance of all students is it at least in line with national averages.	Ongoing, Formal review summer 2017.	Attendance is monitored regularly and correct and effective intervention is applied to ensure that students' attendance is at least good with particular attention being paid to PA students. High attendance continues to be awarded throughout the academic year.	Attendance data	RH/ NM/ SLT	Staffing, Time, Rewards budget.	G	G	G			
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice in the development and QA of Teaching and Learning is carried out at UAE SB Academy.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest school wide performance developments with regard to maximising the school's efficiency and effectiveness. UAE SB is a proud and active member of SSLP (Southwark Schools Learning Partnership). UAE SB is a proud and active member and SASH membership (Southwark Authority Secondary Heads).	SLT notes, SDP foci.	SLT/ MAT.	Staffing,	A	A	A			



**Priority.. To ensure outstanding aspirational outcomes are achieved at UAE South Bank.**

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
<b>Objective: To ensure UAE SB's students make the very best progress at the Academy.</b>											
To create aspirational targets based on external sources and rigorous internal base testing on arrival e.g. CAT if. AR baseline test.	Ongoing, Formal review summer 2017.	All students at UAE SB have an aspirational but realistic target for their achievement which they demonstrate a determination to achieve. These targets are generated from the earliest available base data but then regularly revisited to ensure their accuracy and appropriateness of challenge.	Data records, Performance analysis vs. targets, SIMs,	JP/ NM/SLT.	Staffing, Time. AR costs.	A	A	A			
To review progress data at the end of each module to assess performance, track improvement and plan appropriate intervention.	Ongoing, Formal review summer 2017.	Progress analysis provides valuable accurate data to help support accurate targeting of intervention. Corresponding intervention is then appropriate and effective	Data analysis documentation and corresponding action plan records.	JP/ SLT	Staffing, time. LM records, SLT records, PM records.	A	A	A			
To continue to embed a culture of increased high expectation with regard Students' behaviour both in and around the Academy's classrooms.	Ongoing, Formal review summer 2017.	All student's engagement with learning improves in line with high expectations set by staff around the school. Students' independent learning ability is strengthened and deadlines for submission of work are more regularly met by all learners.	Lesson observation data, Learning walk evidence, Professional Conduct analysis evidence and intervention records.	SLT/ Student Services Team/ All staff.	Staffing, Time.	R	A	A			

To ensure the Academy curriculum design and organisation is the very best available to ensure learners are kept more actively engaged and make best progress in their subject areas.	Ongoing, Formal review summer 2017.	An appropriate and highly engaging curriculum provides more opportunities for learners to access staff expertise and key resources to help them make even better progress than expected. Level 2 and 3 Options are popular with all stakeholders, achieve the Academy's vision and ensure students make the best progress at the Academy for their successful lives ahead. Homework, extension and 'prep' challenges are used to improve learner engagement and achievement inside and outside of lessons.	UAE SB Curriculum plan and Academy Timetable. Student feedback records. Learning area curriculum plans.	JP/AM/SLT	Staffing, Time	A	A	A			
To introduce a new Student Planner which provides students with a higher quality, more professional diary based design.		Students record important notes e.g. regarding assignment and/or homework details and deadlines in their Student planners as standard practice. Tutors and Parents check planners on a weekly basis and use the Student Planner to communicate regarding the student's progress and required actions.	Student Planner design. Student feedback. Parental/ Family feedback.	RH/GN/SLT.	Tutor time. New Planner costs.	R	A	A			
To ensure attendance is kept at least in line with national averages.	Ongoing, Formal review summer 2017.	Attendance at UAE SB remains above national averages.	Attendance data.	NM/JP/ SLT	Staffing, Time, Paper resources.	G	G	G			
To ensure student target groups i.e. Pupil Premium students, persistent absence, EAL, SEND performance is in line with expectations.	Ongoing, Formal review summer 2017.	All groups of students make equally good progress regardless of classification group narrowing the gap in all performance areas.	Data records, SIMs. 4matrix outcomes.	JP/NM/SLT	Staffing, time.	A	A	G			
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice is carried out in ensuring students achieve in line with aspirational expectations here at UAE SB.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest research in maximising Learner achievement and the Academy introduces appropriate, best fit new practice when and wherever possible. UAE SB remains actively involved in SSLP and SASH.	SEF/SDP.	SLT and Middle Leaders/ Governors.	Staffing, Meeting attendance costs, time.	A	A	A			

**Priority.. To ensure behaviour and student support at UAE South Bank is outstanding.**

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
<b>Objective: To ensure behaviour for learning and individual support at UAE SB prepares our students properly for future challenges.</b>											
To review and develop the effectiveness of UAE SB's behaviour management systems to ensure clarity, consistency and effectiveness in its application.	Ongoing, Formal review summer 2017.	Behaviour at UAE SB is at least good and low level disruption in lessons and around the school is kept to a minimum. A clear referral and support based Leadership and Management structure is both in place and established.  The newly formed Student Services team is effective in supporting staff in improving learning experiences and in ensuring the well-being of all students at the Academy.  Students always arrive ready to learn and are fully prepared to engage in their learning.  All staff consistently and fairly apply the new sanctions and rewards system in the classroom and around the Academy.  Student counselling is introduced to ensure students are best supported and times of acute need.	Learning walks Feedback from Families. Student feedback Exclusion records Behaviour records/ statistics. L and M structure. PD meeting records.	RH/JB/ SLT	Staffing, time, £500 consultant, external moderator to review Behaviours for learning. PD time.	R	A	G			
To establish and quickly embed the new rewards policy and ensure rewards and sanctions at UAE SB are both motivating, fair and appropriate.	Ongoing, Formal review summer 2017.	A culture of success and praise is established and then embedded across the Academy.	Lesson observation records, Learning walk records, SLT meeting records.	RH/JA/SLT	Time, £15,000 Rewards budget	A	A	G			
To establish highly effective CEIAG at UAESB and provide individual advice and guidance for all learners, leading to progression routes for all and meaningful preparation for the	Ongoing, Formal review summer 2017.	All students have access to the highest quality CEIAG and make informed choices towards accessing meaningful career pathways. All Year 12 students have the opportunity to carry out structured and appropriate work related learning.	Student succession records, Student feedback.	ML/ SLT.	Time, staffing.	R	A	A			

world of work.											
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best Behaviour and Support practice is carried out at UAE SB.	Ongoing, Formal review summer 2017.	To ensure UAE SB seeks out the very best practice in ensuring that the most effective behaviour and support strategies are implemented here at the school. UAE SB remains actively involved in SSLP and SASH.	Behaviour and Support based leadership records.	SLT, Student Services team/SENDSCO.	Time	A	A	A			

# Self-Evaluation Form

## January 2017

**Overall effectiveness: the quality of education provided in the school:** UAE Southbank Academy is good.

**For UAE Southbank Academy to secure good and beyond:** Learning outcomes need to be externally moderated and verified. Inadequate teaching needs to be eradicated. The majority of teaching needs to be good or better. Student behaviour needs to improve further. A culture shift from behaviour for learning to attitude to learning needs to take place. The curriculum at KS4 needs to be developed further.

Grade Descriptor RAG rated <sup>1</sup>	Evaluation	Evidence base	Next Steps
<p>The quality of teaching, learning and assessment is at least good.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 54</p>	<ul style="list-style-type: none"> <li>Teaching is improving rapidly with no inadequate teaching since November: Good or better = 71%, Outstanding =8% (3), Inadequate 9%(6)</li> <li>Support programmes put in place for struggling teachers have had a rapid impact with supported staff teaching consistently well.</li> <li>Project based learning is evident across KS3 and is enjoyed by students. Teaching has become more consistent with the introduction of a common framework (TEEP). There is less variation within learning areas in teaching profile but still needs to be more consistent across the academy.</li> </ul>	<ul style="list-style-type: none"> <li>T&amp;L profile (module1)</li> <li>Lesson Observation forms</li> <li>Work scrutiny forms</li> <li>Student voice forms</li> <li>LW drop in forms</li> <li>Teaching profile</li> <li>Departmental Review</li> <li>Schemes of Learning</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are inducted onto a layered coaching programme (eg.Alpha, Beta, Gamma), led by TEEP2 team</li> <li>Embed TEEP model to develop core style and identity</li> <li>Schemes of learning (SoL) at Ks4 need to be developed to transition from project based learning to a formal GCSE style that will prepare students for public examinations</li> </ul>
<p>Outcomes for students is at least good</p>	<ul style="list-style-type: none"> <li>Outcomes for 2015-16 show the academy is making good progress. This needs to be moderated externally and verified. High ability students need more stretch and challenge.</li> <li>Outcomes for Module 1 and 2 for 2017 show the academy is continuing to make good progress. High ability students are closing the progress gap in comparison to others but more needs to be done.</li> </ul>	<ul style="list-style-type: none"> <li>Module 6 data 2015/16 and</li> <li>Module 1 and 2 data 2016/17</li> </ul>	<ul style="list-style-type: none"> <li>External moderation of work and assessments in year 7,8 and 9 is needed (SASH, Call Saints, Michael Faraday) as a matter of urgency</li> <li>Increase the number of High ability students making rapid progress</li> </ul>

<sup>1</sup> Green = Doing it and effective, Amber = Doing it but needs developing, Red = Not doing it and a priority, Blue= Not doing it but not a priority, No RAG rating = not sufficient evidence to make a judgement

<p>Leadership and Management is likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.</p>	<ul style="list-style-type: none"> <li>Leadership and management since September 2016 has stabilised the academy and with the appointment of a Principal since October has had a positive impact with staff cohesion. For instance the introduction of a transparent quality assurance cycle has meant staff are better informed about school processes and their timings. A middle leadership group has been created which now has input with SEF and development planning.</li> <li>Performance management has been reviewed and a robust, transparent system is in place that links to the Key priorities of the SDP</li> </ul>	<p>Student Voice Middle leader minutes AP analysis ML SEF PM documents</p>	<p>-Review roles of staff as the academy is expanding and agree new job descriptions for all staff</p>
<p>Deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development and their physical well-being.</p>	<ul style="list-style-type: none"> <li>Attendance is good and above the national average. It was 97% in 2015 and is 96% so far for 2016.</li> <li>Improvement in behaviour has been significant with the introduction of a behaviour management system which has led to less disruption in lessons. Low level disruption and student behaviour out of lessons is uncommon and reducing since October 2016.</li> </ul>	<p>-S3 data reports by year, community group and subject area</p> <p>-P3 records and reward Bus lists</p>	<p>-Work with EWO to reduce persistent absence</p> <p>-Embed mentoring and support mechanisms to support disruptive students</p>
<p>Safeguarding is effective.</p>	<ul style="list-style-type: none"> <li>Safeguarding and recruitment responsibilities have been reviewed and now have clear lines of accountability. Subsequently procedures have been reviewed to ensure robust systems are up to date and in place. Staff are made aware of PREVENT issues upon induction. More frequent Safeguarding related updates are required.</li> <li>Link established with Southwark safeguarding Lead to review procedures. Safeguarding policy has been reviewed and altered. Online procedures have been updated. Awaiting ratification by Governors.</li> <li>More robust signing-in procedures have been established.</li> </ul>	<p>-Single Central Register -Safeguarding logs -Records of Referrals -Signed PREVENT documentation -Bill Stonehams' report</p> <p>-Southwark report</p> <p>-Digital sign in procedures</p>	<p>-Measure safeguarding procedures using Safeguarding audit toolkit</p>

	<ul style="list-style-type: none"> <li>• Travel plan written in partnership with Southwark Council</li> <li>• Training around community specific issues FGM has taken place in joint CPD with Michael Faraday junior school.</li> <li>• The reporting of bullying and procedures to deal with it have been reviewed to make referral clearer and more effective.</li> <li>• Exit from the physical site is problematic with potential 'choke points' caused by ageing building design. Currently it is being effectively managed by diligence of staff on duties who are aware of the issue and the opening of two gates.</li> </ul>	<p>-Bullying log</p>	<p>-Bronze criteria met (awaiting accreditation). Work towards Silver</p> <p>-remodelling of exit points. -introduction of crash barriers to front of school (awaiting go ahead from Southwark Council)</p>
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**Effectiveness of leadership and management is good:** The improvements necessary for the school to be good have been successfully implemented. Governors are starting to demonstrate the impact of the challenge they provide and middle leaders are being developed so that they can demonstrate the sustained impact of their work. There is now a shared culture of accountability. Regular monitoring ensures that the leadership team has an accurate assessment of the quality of teaching, which will be regularly verified by external review, this is enabling targeted support, which have led to improvements in the quality of teaching.

**For Leadership to secure good and move to outstanding:** The academy needs to engage all stakeholders. Governance needs to continue their restructuring process in order to secure clear lines of accountability, support and communication with the leadership team. Ensure the curriculum reflects the ethos of the academy and is broad and balanced in preparation for KS4 and KS5. Ensure the appraisal is robust and linked to academy improvement whilst being supportive of staff.

Grade Descriptor RAG rated	Evaluation	Evidence base	Next Steps
<p>Leaders set high expectations of students and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and students support the progress of all students at the school.</p>	<ul style="list-style-type: none"> <li>• Leaders actively use the school’s values to promote ambition for all, respect and tolerance, resulting in a positive school culture as demonstrated by relationships between students and staff.</li> <li>• The school’s rigorous multi input quality assurance processes, including learning walks, lesson observation, drop-ins and book monitoring ensure that self-evaluation is very well informed.</li> <li>• Rewards and Sanction data indicate behaviour in classrooms is leading to a purposeful learning environment that is calm, orderly, respectful and aspirational.</li> <li>• Outcomes show students are making good progress towards centrally set above national outcome targets. (see outcomes section)</li> <li>• All NQTs successfully passed their course which was externally moderated</li> </ul>	<p>- Quality Assurance cycle</p> <p>-Department Review documentation</p> <p>-Behaviour log summary and analysis</p> <p>-Half termly (Module) data summary</p> <p>-NQT documentation and records</p>	<p>The use student, parent and staff voice needs to be embedded to ensure even greater stakeholder involvement in the school’s development</p>
<p>Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.</p>	<ul style="list-style-type: none"> <li>• A clearer and simpler appraisal process has been put in place for the 2016-17 cycle</li> <li>• Governors are now able to monitor closely performance Management, which will ensure teachers are rewarded appropriately and underperformance is tackled robustly. (See Teaching: Teaching, Learning and Assessment section).</li> <li>• There is a culture of devolved accountability. Regular monitoring ensures that the leadership team has an accurate assessment of the quality of teaching, which is enabling targeted support,</li> </ul>	<p>PM documentation</p>	<p>Leaders and governors need to ensure the changes to the performance management process are embedded so that they are incisive and consistently lead to professional development that encourages, challenges and supports leaders and teachers’</p>



	which is leading to improvements in the quality of teaching.		improvement.
Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and students' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.	<ul style="list-style-type: none"> <li>• Effective professional development through the PD programme is providing a more consistent and shared approach to developing teaching.</li> <li>• The timetable has been altered to ensure learning areas have time to plan jointly each week.</li> <li>• A new timetable for January has been implemented to enhance learning across the school</li> <li>• Quality Assurance provides all staff to joint observe with an experienced member of staff led by leadership team with Lol's to ensure consistency of judgement and quality of provided feedback</li> <li>• The lesson observation proformas have been rewritten to have a sharper focus on improving learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>-Quality Assurance cycle</li> <li>-PD programme</li> <li>-Published timetable lesson summary/ report</li> <li>-Lesson observation forms</li> </ul>	<ul style="list-style-type: none"> <li>-Establish TEEP 2 delivery team of good practitioners</li> </ul>
Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for students.	<ul style="list-style-type: none"> <li>• The experienced Chair of the board of Trustees, by recruiting new Governors, directing support for Governors and ensuring visits and meetings are focused on developing a better understanding of the school, has ensured that Governors now having greater impact. This means Governors are more able to provide effective support and challenge. For example support with behaviour and the challenge around self-evaluation, the presentation of the school improvement plan and safeguarding procedures. This is done through calendared meetings with the principal and members of the SLT.</li> <li>• Governors are also contributing to the strategic direction of the academy by ensuring the academy remains true it is core values and principles. It is also providing resources, both physical and human, to facilitate initiatives e.g Formula 1 set up in engineering.</li> </ul>	<ul style="list-style-type: none"> <li>Governors meeting minutes</li> <li>Principals' and SLT reports to governors</li> <li>Governor visit reports</li> </ul>	<ul style="list-style-type: none"> <li>-Governors need to have a good awareness of the school's strengths and weaknesses and provide effective challenge and support, they need to implement a plan to provide greater strategic direction for the school.</li> </ul>
The broad and balanced curriculum provides a wide range of opportunities for students to learn. The range of subjects and courses helps students	<ul style="list-style-type: none"> <li>• The curriculum is STEAM based with an emphasis on project based and themed learning across the academy. This provides instantly recognisable and transferable skills to different subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>-SoL, university challenges</li> <li>-Attendance rate above the national</li> </ul>	<ul style="list-style-type: none"> <li>-Implement a bespoke alternative provision, with skilled and experienced staff, to ensure the</li> </ul>

<p>acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports students' good progress. The curriculum also contributes well to students' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>	<p>The curriculum at KS3 is broad, balanced and appropriate. Option choices taken at the end of year 8 ensure high motivation and challenge for students. Aspirations for students are high as the vast majority of students have access to Triple Science, Engineering and Computer Science and the English Bacculaureate and the basket of 8. The mixed ability setting has provided greater challenge and aspiration for all (particularly the least able).</p> <ul style="list-style-type: none"> <li>• The university has supported the academy by ensuring all students are Associate Students of the University (as are the Staff). The University staff run workshops for the Academy student and conduct demonstration sessions at the University for the Academy students to enhance their learning experience and enjoyment of the curriculum.</li> <li>• Students participate in Enrichment sessions after school (at least one compulsory session out of three a week) which helps promote STEM, sport and learning. E.g Engineering club, BMX link with British cycling and Mandarin club.</li> <li>• The new timetable with 1 hour lessons (Jan 17) has helped student retain focus in class.</li> </ul>	<p>average</p> <ul style="list-style-type: none"> <li>-SEN register and support plans</li> <li>-Case studies of key Students</li> </ul> <p>-Enrichment club registers and documentation</p> <p>-P3, S3 records</p>	<p>curriculum is appropriate for our most vulnerable students.</p> <ul style="list-style-type: none"> <li>-Revise setting arrangements for KS4 (Year 9 upwards) to provide further challenge for the more able ie a top stream with mixed ability setting elsewhere.</li> </ul>
<p>Leaders consistently promote fundamental British values and students' spiritual, moral, social and cultural development.</p>	<ul style="list-style-type: none"> <li>• Through the House system and community time activities, leaders are promoting fundamental British values and students' spiritual, moral, social and cultural development.</li> </ul>	<ul style="list-style-type: none"> <li>-Community time and Assemblies programme</li> <li>-Pastoral resources folder</li> </ul>	<ul style="list-style-type: none"> <li>-Values conferences to be organised and implemented by Humanities department</li> </ul>
<p>Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and students work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and students do not tolerate prejudiced behaviour.</p>	<ul style="list-style-type: none"> <li>• The academy is broad and diverse in its makeup (which is also reflected in its staffing). There is a tolerance and celebration of different cultures and needs. For example Celebration of Chinese New Year with the Confusious centre. A prayer room has been provided for staff and students to use at key times. Discriminatory incidents which are very few are, recorded and dealt with appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>-PP funding breakdown. Racist incident log.</li> </ul>	<ul style="list-style-type: none"> <li>-Promote and celebrate different cultures and diversity through community time and assemblies</li> </ul>

<p>Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students.</p>	<ul style="list-style-type: none"> <li>• Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students.</li> <li>• A link governor who is a local primary head of an outstanding school has provided valuable feedback during a review of safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>-Single Central Register (SCR)</li> <li>-Student training for online safety in SoL</li> <li>-Annual Safeguarding training for all staff</li> <li>-Link governor report on Safeguarding</li> </ul>	
<p>Leaders protect students from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with students</p>	<ul style="list-style-type: none"> <li>• All staff have initial induction training on Prevent awareness and Keeping Children safe in education. Further training for staff on preventing extremism, to ensure vigilance, will take place in the spring term.</li> </ul>	<ul style="list-style-type: none"> <li>-Prevent training during August PD days for all staff</li> </ul>	<ul style="list-style-type: none"> <li>-Critical incident plan to be reviewed in Autumn term</li> </ul>

**Quality of teaching, learning and assessment is good:** Staffing stability has improved since the appointment of a new principal, vice principal and assistant principal; the majority of teaching is securely good. The adoption of a new Learning and Teaching policy with a common teaching framework have the improved pace and challenge and therefore the progress of students in lessons.

**For teaching, learning and assessment to be outstanding:** The recently established learning cycle needs to continue on its journey towards being embedded. Planning needs to be focussed on promoting student response to feedback and more activity based learning to improve engagement. Coaching and support programmes need to be established for staff at all skill levels. Assessment data needs to show no significant gaps for key groups of students.

<b>Grade Descriptor RAG rated</b>	<b>Evaluation</b>	<b>Evidence base</b>	<b>Next Steps</b>
<p>Teachers use effective planning to help students learn well. Time in lessons is used productively. Students focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge students</p>	<ul style="list-style-type: none"> <li>• A clear rewards and sanctions procedure is in place and being implemented. A ratio of 3.5:1 positive rewards to negative sanctions has been established.</li> <li>• Lesson planning is focussed on linking learning using theme based learning through the use of the TEEP cycle</li> </ul>	<p>Deployment of student support leader team</p>	<p>Use of learning area curriculum time needs to be focussed on lesson planning Write a L&amp;T policy</p>

	<ul style="list-style-type: none"> <li>Where teaching requires improvement more thought need to be given to how activities are linked to learning.</li> </ul>		
In lessons, teachers develop, consolidate and deepen students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further. Teachers identify and support effectively those students who start to fall behind and intervene quickly to help them to improve their learning.	<ul style="list-style-type: none"> <li>Data analysis using assessment templates set up in SIMS help class teachers analyse progress using and identify students who need further support and intervention.</li> <li>Departmental intervention is in place for students identified below targets</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment point analysis from Leaders of learning</li> <li>-Departmental catch up enrichment sessions</li> </ul>	<ul style="list-style-type: none"> <li>-Cohort Intervention programme needs to be established to help students who are falling behind. Eg Booster classes during enrichment</li> <li>-LA's to work with small groups in LRC</li> <li>-4matrix used to populate data dashboard</li> <li>-Produce data 'grab files' for teachers</li> </ul>
Teachers use their secure subject knowledge to plan learning that sustains students' interest and challenges their thinking. They use questioning skilfully to probe students' responses and they reshape tasks and explanations so that students better understand new concepts. Teachers tackle misconceptions and build on students' strengths.	<ul style="list-style-type: none"> <li>Learning Walks, observations, work scrutiny and drop-ins have identified good practice and areas for development across the academy.</li> <li>Project based learning helps sustain interest and motivation as well as reinforce conceptual understanding through real life contexts.</li> <li>A learning cycle has been implemented, so that all staff provide high challenge, and create an environment where the students are prepared to take risks and learn from their mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning areas schemes of learning and planning maps that show key questions and identification of common misconceptions</li> <li>-University Challenge overview</li> </ul>	A learning cycle needs to be implemented, so that all staff provide high challenge, and create an environment where the students are prepared to take risks and learn from their mistakes.
Teachers give students feedback in line with the school's assessment policy. Students use this feedback well and they know what they need to do to improve.	<ul style="list-style-type: none"> <li>The feedback policy provides students with the opportunity to respond to teacher comments so that marking has a positive impact on progress over time.</li> <li>Teachers have recently adopted a www/ebi approach to formative marking and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>-Formalised Assessment policy and procedures</li> <li>-Book monitoring</li> <li>-Marking for literacy</li> </ul>	-Staff need to know what the impact of good feedback looks like across all learning areas by sharing best practice.
Teachers set homework, in line with the school's policy and as appropriate for the age and stage of students, that consolidates learning and prepares students well for work to come.	<ul style="list-style-type: none"> <li>Home learning has been implemented at the start of Module 3. To support this a formal homework timetable has been put in place. In addition students attend prep time as part of an extended school day which also includes at least one enrichment session per week between 4-5pm.</li> </ul>	<ul style="list-style-type: none"> <li>-Parental feedback about HW</li> <li>-HW timetable</li> </ul>	-Set up a steering group to look at impact of Home Learning and refine for 2017-18 model
Teachers develop students' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in	<ul style="list-style-type: none"> <li>Improving whole school literacy is an immediate priority as it may be preventing students from accessing the learning in lessons</li> </ul>	KS2 data upon entry	-Ensure marking for literacy is embedded across all learning areas.

<p>particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</p>	<ul style="list-style-type: none"> <li>• Marking for literacy is an expectation across the academy with extra EAL support, from the MFL department, in place in English lessons. Mathematics and numeracy is encouraged through the use STEAM themed and project based learning</li> <li>• Upon entry student numeracy skills are better than their literacy skills</li> </ul>	<p>Book monitoring every half term.</p> <p>Reading age tests (not in place)</p>	<p>-Form Literacy team from existing staff</p> <p>-Benchmark reading age across the whole academy and create a profile for each year group. - Accelerated reader programme for identified students who are below their expected reading level.</p>
<p>Teachers expect and encourage all students to work with positive attitudes so that they can apply themselves and make strong progress.</p>	<ul style="list-style-type: none"> <li>• Students are rewarded for positive learning through the reward system P1, P2 and P3</li> <li>• End of module reward for students with most P3s awarded – Reward bus</li> </ul>	<p>-Achievement point data from SIMS</p> <p>-End of module reward assemblies with certificates</p>	<p>-Implement additional progress based rewards programme through SLT monitoring</p> <p>-Introduce attitude to learning grades through the reporting system</p>
<p>Students develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• Through project based STEAM learning and “University Challenges” at KS3 students have the opportunity to learn through contextual, real life situations and the academy vision of “Creating your Future” through connections, challenge and creativity</li> <li>• Hour long lessons have helped students retain their enthusiasm and focus in lessons</li> <li>• TEEP learning cycle encourages students to be more independent and take a hands on approach</li> </ul>	<p>-Schemes of Learning</p> <p>-Student voice</p> <p>-Lesson Observations</p>	<p>-Develop open ended tasks to provide stretch and challenge for all, especially high ability students</p>
<p>Most students commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</p>	<ul style="list-style-type: none"> <li>• At the end of every module students are assessed and given a direct improvement task relating to work they have completed over that module.</li> </ul>	<p>Book monitoring</p>	<p>-Change emphasis from behaviour for learning to attitude to learning by introducing attitude to learning grade in reporting</p>
<p>The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.</p>	<ul style="list-style-type: none"> <li>• Student progress is communicated to parents every module (half term). Progress has switched from old national curriculum levels to a decimalised 1-9 level system. This took careful explanation to parents at the end of last year but will need reinforcing and repeating with module 1</li> </ul>	<p>Student reports</p>	<p>-GCSE parents information evening planned for 3<sup>rd</sup> module to explain changes and how to support their child</p> <p>-Introduce parents</p>

	reports. <ul style="list-style-type: none"> <li>Parents have better access to reports via electronic means (SIMS Learning Gateway)</li> </ul>		evenings for subjects
Teachers promote equality of opportunity and diversity in teaching and learning.	<ul style="list-style-type: none"> <li>Mixed ability teaching promotes equality of opportunity of all. This is supported by SEN awareness of students. In English, maths and science this is refined slightly with the introduction of a top set to ensure better progression for higher ability students.</li> </ul>	-SEN register, Personal Learning Plans.	Promote female engineers across the academy to challenge gender imbalance All planning must meet the needs of students across the ability range and for disabled students or those with special educational needs

**Personal development, behaviour and welfare is good** Personal Development, Behaviour and Welfare has improved because a policy and procedures for positive behaviour management have been introduced, better attitudes to learning are impacting on progress for most students, and support plans are in place for persistent offenders. Attendance for a very few PA students is being addressed.

**For behaviour to be outstanding :**

Fully implement changes to attendance strategy focusing on rewards and greater challenge and support for all students, especially those 90% and below attenders. Raise post 16 aspirations. Introduce a formal CIAG programme for all students. Reduce persistent absence to below 4%

Grade Descriptor RAG rated	Evaluation	Evidence base	Next Steps
Students are confident and self-assured. They take pride in their work, their School and their appearance.	<ul style="list-style-type: none"> <li>Staff politely but firmly challenge students about uniform (business attire) and are superbly supported by the student support team who hold students to account and help them organise themselves to rectify any ongoing issues.</li> </ul>	-Preparation for Learning logs ie. Lateness lack of equipment	-Student presentation of work needs to be addressed so that is consistent across the academy.
Students' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.	<ul style="list-style-type: none"> <li>Data analysis, Learning walks, student voice and external monitoring all indicate that discipline is improving. There has been an initial increase in external exclusions and internal isolations as a result of a behaviour management system being implemented. Lesson observations and staff feedback indicate that the majority of students are making more progress as a result of less disruption.</li> </ul>	-Learning Walks and lesson observations (held centrally) -Behaviour support plan -Meeting proformas	-The academy needs to identify, support and manage persistent offenders to ensure there is no disruption to learning by continuing to implement a progressive structure of intervention.

<p>Students show respect for others' ideas and views.</p>	<ul style="list-style-type: none"> <li>Community time resources feature a structured weekly debate which is part of the Community Time (PHSE) programme</li> </ul>	<p>-Learning Walks and lesson observations of community time</p>	
<p>In secondary schools, students use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.</p>	<ul style="list-style-type: none"> <li>Careers education, information, advice and guidance has so far centred around promoting careers and pathways on STEM. Activities valued by the students include, assemblies, guest speakers and trips to the LSBU engineering department. Governors challenged how frequent and aspirational this guidance was. As a result, there have been staff changes, including an SLT STEAM coordinator role, enabling the school to make greater use of external agencies such as the local Education and Business Partnerships</li> </ul>	<p>-Trips and Visits information          -School visitors and presentations eg. Dyson Engineering Oct 2016          -Skills London (Dec) with Year 12          -STEAM development plan</p>	<p>-Peer Student mentoring using 6<sup>th</sup> formers          -Introduce STEM and business mentors for 6<sup>th</sup> form students          -WEX for year 12          -A comprehensive IAG programme for year 9, 10, 11 and 12 students needs to be put in place (Post 16 plan)          -Implement initiatives identified in the STEAM development plan</p>
<p>Students are punctual and prepared for lessons. They bring the right equipment and are ready to learn.</p>	<ul style="list-style-type: none"> <li>This is one of the maximising steps in learning (non negotiables). Staff ensure students are supplied with the correct equipment and hold students accountable through Preparation for learning sanctions. Punctuality remains an issue.</li> </ul>	<p>-PPL detention data shows an increase/decrease for...insert time period          -Number of lates per week over module 1 and 2</p>	<p>-Continue with this strategy as it is working.          -Review lining up before lessons in the playground</p>
<p>Students value their education. Few are absent or persistently absent. No groups of students are disadvantaged by low attendance. The attendance of students who have previously had exceptionally high rates of absence is showing marked and sustained improvement.</p>	<ul style="list-style-type: none"> <li>Whole school attendance is currently 95.4%. Attendance levels have been sustained through a whole school push involving the Student Services team and the intervention work of the SENDCO. Persistent absence is still an issue and although students below 90% are still below national benchmarks 7% v 12% it is seen as an area of further improvement. An EWO has been employed to do this.</li> </ul>	<p>-Attendance data reports          -PA case study</p>	<p>-Support worker to work with PA students</p>
<p>Students conduct themselves well throughout the day, including at lunchtimes.</p>	<ul style="list-style-type: none"> <li>Students are taking greater responsibility for their own behaviour and showing greater respect. Uniform and litter are tangible evidence of this however more work needs to be done when students move around the school.</li> </ul>	<p>-Duty Rota rigorously monitored by Student Services team.          -Behaviour log data cross referenced for</p>	<p>-Students conduct towards each other at break and lunchtimes needs to improve further</p>

		out of lesson incidents	
The school is an orderly environment. The vast majority of students respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.	<ul style="list-style-type: none"> <li>Systems are applied with greater consistency, senior leadership and the student support team have sustained a high level of presence around school, individual staff are getting the support they need, the staged approach is causing students to take more responsibility for their behaviour and clearly understand the consequence of unacceptable behaviour and improved teaching is reducing disruption.</li> <li>Students and staff have higher expectations for what meant a successful learner. Clearer expectations (maximising steps in learning) Learning walks and lesson observations indicate, there are higher levels of engagement in class.</li> </ul>	<ul style="list-style-type: none"> <li>-Behaviour log data</li> <li>-Rewards data</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and support teachers that need help with behaviour management</li> <li>-Continue to develop rewards programme to be as inclusive as possible</li> </ul>
Students' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.	<ul style="list-style-type: none"> <li>A rewards programme has been put in place with an aspirational 5:1 positive to negative points target. Staff have responded well to this and this is having a positive effect on standards. Individual mentoring strategies have been put in place by the academy have not been effective. The local authority is now working well with the student services team</li> </ul>	<ul style="list-style-type: none"> <li>-Student Community Review meetings with SENDCO minutes</li> <li>-P3 data</li> </ul>	<ul style="list-style-type: none"> <li>-Provide Alternative provision for vulnerable students who are not accessing the curriculum</li> </ul>
Parents, staff and students have no well-founded concerns about personal development, behaviour and welfare.	<ul style="list-style-type: none"> <li>Student voice indicates that they feel safe in lessons. Parent voice is less clear and needs clear mechanisms put in place to be heard rather than reacted to. Parent voice needs to be measured in a more coherent manner. Eg surveys.</li> <li>The school's work to keep students safe is good. Safeguarding concerns are passed on to a designated Safeguarding lead are acted upon accordingly and recorded following DfE procedures.</li> <li>A Full review of the physical site has taken place with Southwark council</li> <li>A PTA has been incepted with good support from parents</li> </ul>	<ul style="list-style-type: none"> <li>-Student voice interviews and surveys.</li> <li>-Safeguarding logs held on Secure Server.</li> <li>Safeguarding case studies.</li> </ul>	<ul style="list-style-type: none"> <li>-STEM leaders workshops on Safeguarding issues. Parent surveys taken every term.</li> <li>-PTA to create a programme of events to support the school</li> </ul>



Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.	<ul style="list-style-type: none"> <li>Consistent use of behaviour policy ensures that derogatory language is not tolerated</li> </ul>	<ul style="list-style-type: none"> <li>-Behaviour logs.</li> <li>-Racist incident logs.</li> </ul>	-Ensure stereotyping is addressed through community PD programme
Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on students' well-being. Students work well with the school to tackle and prevent the rare occurrences of bullying.	<ul style="list-style-type: none"> <li>Awareness is raised during community time as part of Anti-Bullying week</li> <li>Bullying incidents are dealt with by the student services team after referral with oversight by the safeguarding AVP.</li> </ul>	<ul style="list-style-type: none"> <li>-Anti-bullying logs</li> <li>-Community time resources</li> </ul>	-Review Academy anti-bullying policy and procedures
The school's open culture promotes all aspects of students' welfare. Students are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.	<ul style="list-style-type: none"> <li>The Academy's focus on a community ethos through vertical tutor groups has enhanced the student's spiritual, moral, social and cultural development through the community PD programme.</li> <li>Online Safety is taught to all students in their computer science lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-Assemblies</li> <li>-PD programme SoL</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure PD programme has mapped safeguarding onto its SoL</li> <li>-Family workshops for Online and general child safety, CSE planned for spring and summer modules</li> </ul>
Students' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.	<ul style="list-style-type: none"> <li>The community pastoral resources ensures that there is coverage of the citizenship programme</li> </ul>	-Community Programme SoL 2015	-Ensure PD and Humanities has mapped Citizenship onto their SoL

**Outcomes for students are good:** Although outcomes are good across all year groups and the gaps are narrowing there is uncertainty about their validity as there is little evidence of external moderation. Target setting methodology is sound and is realistic and aspirational.

**For achievement to be securely good:** Outcomes need to be moderated externally by education agencies and partners Progress 8 needs to be between 0.2 and 0.4

Across almost all year groups and in wide range of subjects, including in English and mathematics, current students make consistently strong progress, developing secure knowledge,	<p><b>Year 7</b></p> <p>Year 7 shows that, PP, SEND and the most able HAPS are not being challenged in English and are making significantly less progress than MAPS and</p>	Module 1,2 analysis 4matrix data	Unpick differentiation for mixed ability teaching so that the learning is 'pitched' at the top of the
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<p>understanding and skills, considering their different starting points.</p>	<p>LAPS. Progress in maths is significantly better than in English</p> <p>Core average grade 2.8 Average Maths Grade 2.85 Average English Grade 2.5</p> <p><b>Year 8</b></p> <p>Year 8 shows that the most able HAPS are not being challenged and are making significantly less progress than MAPS and LAPS who are exceeding national benchmarks. PP students in English are doing less well than other key groups of students. SEND students are making good progress.</p> <p>Core average grade 3.9 Average Maths Grade 3.8 Average English Grade 3.7</p> <p><b>Year 9</b></p> <p>Year 9 again shows that the most able in English are not making enough progress but less able students do better. PP students make less progress in English compared to others.</p> <p>Core average grade 4.25 Average Maths Grade 4.3 Average English Grade 4.1</p> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Progress is measured differently in Year 12</li> <li>• Grades rather than levels</li> <li>• Small cohort makes numerical measurement volatile and subject to huge swings</li> <li>• 63% of students making expected or better progress</li> </ul>		<p>ability range and 'scaffolding' is provided for LAPS and MAPS</p> <p>PD sessions to look at:</p> <ul style="list-style-type: none"> <li>-questioning that provides stretch and challenge</li> <li>-examples of good practice with low entry high threshold open ended tasks</li> </ul> <p>-Examine SoL to ensure opportunities are built in for the most able</p> <p>-Whole academy Intervention for 'most wanted' 20 students in year 8 and 9</p> <p>-Close the gap between PP and other students in English</p>
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	<ul style="list-style-type: none"> <li>Individual support plans for 'red' students</li> </ul>		
In a wide range of subjects, the progress of disadvantaged students, disabled students and those with special educational needs currently on roll is close to or is improving towards that of other students with the same starting points.	<ul style="list-style-type: none"> <li>Greater awareness, because of tighter tracking that identifies under achievement and ensures accountability for intervention, teaching that better focuses in meeting student needs and a setting structure that does not allow "sink groups", has led to better outcomes for disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>-Curriculum structure</li> <li>-Setting structure</li> </ul>	
Students read widely and often, with fluency and comprehension appropriate to their age.	<ul style="list-style-type: none"> <li>Currently there is no whole academy reading age test. Individual students with SEN have reading tests to help diagnose learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>-KS2 disparity between Eng and Ma</li> </ul>	<ul style="list-style-type: none"> <li>-The academy needs to benchmark reading ages and take appropriate action for those who are below their chronological age.</li> <li>-Make sure that the academy's reading strategy focuses both on reading for pleasure and reading for purpose and therefore impacts on a wider range of subjects</li> </ul>
From different starting points, the proportions of students making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged students is similar to or improving in relation to other students nationally.	<ul style="list-style-type: none"> <li>In English and Mathematics, outcomes are rising and/or the gaps are narrowing across virtually all measures in all year groups.</li> </ul> <p><b>Year 9</b> (93 students KS2 Ma 29.29 KS2 Eng 28.61) National maths 29.0 National Eng 28.8</p> <p>68% of students making expected or better progress in English (+8%) 70% of students making expected progress or better in mathematics (-5%) 49% of students making expected progress or better in both English and maths (+5%)</p> <p><b>Year 8</b> (128 students KS2 Ma APS 29.46, KS Eng 29.30) National maths 29.0 National Eng 28.8</p>	<ul style="list-style-type: none"> <li>-KS2 data raw score form testing</li> <li>-Progress ppts</li> </ul>	<ul style="list-style-type: none"> <li>-Construct a progress dashboard that gives key information at a glance which can then be interrogated further to subject and key groups and individual and student level.</li> <li>-The SEND strategies that are clearly working need to be adopted as good practice for mainstream teaching so that everyone benefits/</li> </ul>

	<p>69% of students making expected or better progress in English (-7%)  85% of students making expected progress or better in mathematics (+8%)  53% of students making expected progress or better in both English and maths (-4%)</p> <p><b>Year 7</b> (137 students, Eng baseline from KS2 2.71  Maths baseline from KS2 2.72  60% of students making expected or better progress in English  95% of students making expected progress or better in mathematics  58% of students making expected progress or better in both English and maths</p>		
<p>Where attainment overall is low, it shows consistent improvement.</p> <p>Page 69</p>	<ul style="list-style-type: none"> <li>• Year 9 students APS for English was slightly below national benchmarks and slightly above for Mathematics. There has been an improvement in English from module 1.</li> <li>• Year 8 students are making very good progress in maths and English and are making progress slightly above expectations (0.7 levels per year from KS2)</li> <li>• Year 7 students have made an encouraging start and are making progress in line with base line judgements</li> </ul>	-KS2 information	-An academy wide policy and action plan is needed to ensure students' progress in English and literacy 'closes the gap' to mathematical and overall attainment and students make the same progress in English as they do in Mathematics
<p>Students are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of students progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These students do so at a level suitable to meet appropriate career plans.</p>	<ul style="list-style-type: none"> <li>• Predictions are now based on regular testing, external moderation and marking and the judgement of a stable teaching staff.</li> </ul>		