

TEF: Clarendon Academy Self Evaluation

Quarterly Review (2 hours):

1 – Introduction: 5 minutes

2 - Minutes and Actions of the last meeting: 5 minutes

3 - Update on in-year/year-end student progress: 30 minutes

3.1 – Student Progress

Year- end student progress 2015

Areas of strengths

- Raise on line of 1003.4 (national average 1000)
- Progress 8 score of +0.16 (national average 0)
- Humanities and Languages significantly above national progress
- Middle /higher ability students made excellent progress (1017)
- Girls made outstanding progress (1022.6)
- All Ebac faculties improved progress scores.

Areas for development

- Progress of boys (977) was significantly below national rates
- Progress of SEND students (894.2) was significantly below national rates
- Large gap between Disadvantaged (952.8) and Non-disadvantaged pupils (1022.5)
- However a small group of boys have skewed the figures significantly

Internal analysis	Whole cohort	Whole cohort minus 12 students
P8	+0.12	+0.35
PP p8	-0.59	+0.09
SEND p8	-1.04	+0.06
Girls and Boys p8	+0.44 & -0.35	+0.56 & 0
3 levels of progress in Eng & Ma	66.67% & 61.4%	71.52% & 65.70%
PP 3 levels of progress in Eng & Ma	49% & 45%	62.5% & 57.5%
SEND 3 Levels of progress in Eng	33.3% & 23%	50% % 33.33%

“However 12 students have skewed the figures significantly, using our internal analysis. The following students were removed from the figures (SD, LH, SD, BM, KD, JH, TG, JC, GJ, BD, PH and SP).”

Year 11

Areas of strength

- Positive P8 score which has held firm after the Mocks (0.1)
- Significant increase in B+ in Maths and Eng from Term 1 to term 2.
- Progress 8 for Disadvantaged pupils is in line with whole cohort and is positive (0.1)
- Boys are making accelerated p8 progress (0.23)
- Many faculties showing very positive P8 scores (Science, Geography, Business, Computing, Drama, Dance and Hospitality- in no order)

Areas for development

- SEN p8 is -0.38
- P8 improvements are required in French, Graphics, Engineering and in one Btec Music class
- A8 score is still below 5 (C grade)
- C+ in Maths and English is 48.7%

Key Next Steps

- SEND stocktake formulated a clear plan which line manager will follow through with Lil of SEND.
- War room has formulated clear plans for intervention classes for the next 3 terms.
- To evaluate the success of BMG
- Extra capacity has been allocated in English and will be evaluated.

Year 10

Areas of strength

- Very strong P8 progress of 0.67
- Very high attainment of 5+ in Maths and English of 55.2%
- Very strong predicted performance from Eng and Ma, Science & Humanities
- PP cohort are making strong progress (0.58) (small gap to whole cohort)
- Girls are making strong progress

Areas for development

- Eng and Maths faculties will need to gain greater confidence of what a 5 grade looks like.
- Underperformance in French, German, Art and Product Design
- Boys are underperforming relative to girls.
- Progress of SEND is significantly below the rest of the cohort.

Next Steps

- Stocktakes have identified clear strategies for improving performance in identified subjects.
- To undertake a themed review on “Boys” and to identify strategies for closing the gap with girls.
- SEND stocktake 3 will focus on closing the performance with progress of whole cohort.
- Use of Pixl and other external agencies to be clear on what a 5+ grade looks like in Eng and Ma

Year 9

Areas of strength

- Very strong P8 progress of 0.61
- Very strong predicted progress from Ma, Science & Humanities, Hospitality, Child development and Computing
- PP cohort are making strong progress (0.54) (small gap to whole cohort)
- Girls are making strong progress
- P8 performance of SEND is in line with national expectations (relative strength compared to other year groups)

Areas for Development

- Lower than national expectations for 5+ Maths and English in terms of Attainment, although above target of 3.96.
- Although PP p8 score is in line with cohort, the A8 score shows a significant gap with the rest of the cohort.
- New, tougher GCSEs, new grading criteria and the start of GCSE courses, make robust predictions more challenging than in any other year group in the school at this stage.
- Boys not making the same level of progress as girls

Next Steps

- Use of Pixl and other external agencies to be clear on what a 5+ grade looks like in Eng and Ma, and other subjects.
- To undertake a themed review on “Boys” and to identify strategies for closing the gap with girls.
- Use of Year 9 data Impact group to identify strategies for individual students which are reviewed at each impact group.

Year 8

Areas of strength

- Overall cohort is showing good progress (0.48) with their being no gap with Disadvantaged pupils (0.48)

- Strong performance from UW (p8 = 0.62)
- Relative strong performance from English and Maths (0.31 and 0.22)
- Impact group has identified “early” the students that need intervention with specific strategies, using NBC’s attitude framework.

Areas for development

- Some concerns over progress in Art, PA and PE.
- Relative performance of boys to girls, with boys making less progress.
- Some issues with low level disruption in a minority of classes.

Next Steps

- To undertake a themed review on “Boys” and to identify strategies for closing the gap with girls.
- Use of Year 8 data Impact group to continue to identify strategies for individual students which are reviewed at each impact group.
- Specific interventions with moving individuals in to different groups and populations.
- Specific whole class reports for identified groups with sanctions and rewards.

Year 7

Areas of strength

- Overall cohort is showing exceptional progress (1.09) with their being no gap with Disadvantaged pupils (1.11)
- Strong performance from UW (p8 = 1.18) and Science 0.62
- Relative strong performance from Maths (0.32)
- Impact group has identified “early” the students that need intervention with specific strategies, using NBC’s attitude framework.

Areas for development

- Some concerns over progress in German and Art
- Relative performance of boys to girls, with boys making less progress.
- Some issues with low level disruption in a minority of classes on one side of the population.

Next Steps

- To undertake a themed review on “Boys” and to identify strategies for closing the gap with girls.
- Use of Year 7 data Impact group to continue to identify strategies for

individual students which are reviewed at each impact group.

- Specific interventions with moving individuals in to different groups and populations.
- Specific whole class reports for identified groups with sanctions and rewards.
- Follow up required on progress in German.

Sixth Form

- Sixth Form data is being processed at the time of this stock take.
- Full written reports were sent home on the last day of term, and the data administrator is in the process of undertaking ALPs analysis.
- Year 13 have been loaded on to 4Matrix, with Year 12 to follow imminently. This will give us full year 7-13 tracking on one system.
- An updated set of 6th form results will be submitted to TEF as soon as they are available.

3.2 – year-end attainment for whole school and Pupil Premium

3.3 – Student behaviour and attendance: 20 minutes

Attendance:

See appendices

Attendance continues to be a major focus for all, PSLs and all staff. Attendance is regularly raised in all tutor groups (House Review) with rewards being given for good attendance term by term. CES is investigating the awarding of annual badges for 97% + attendance – with FOC kindly agreeing to pay for these for this year.

Taking out poor attenders the figure for this year is: 97.3% - up on last year This means that the majority of students attend well. However, the numbers of students being included in the PA figure has increased – The Govt threshold has moved from 85%+ to 90%. Taking just 85% the number is in line with the same time last year.

Number of SAMs this year: 64

3.4 – Persistent Absence and lates

Persistent Absence now includes all students below 90% (from 85%):

CES involved in more meetings with parents (7) Of all meetings attended by parents 7 have seen an improved attendance.

We are actively seeking prosecution with some students and have had no success at the time of this report – (12 further cases to be considered January 2016)

Punctuality continues to decline with repeat offenders but there are more lates recorded in Term 2 than in Term 1. Actions include : same day detention, letters home, meeting with parents

3.5 – Exclusions (PEX and FT)

No Permanent Exclusions.

We have sent 5 students on managed moves in the last year. Two have returned with an improved focus, three are still with their host schools.

We have received 3 on managed moves and all are doing well. (Dec 2015)

FTE - Reduction in numbers of students and incidents from last year – including November (a traditional hot spot)

September was higher than in previous years but this was accounted for by one incident involving 4 students

See appendices

4 – Self-evaluation update: 20 minutes

4.1 – Teaching and learning

- Graded at good with elements of outstanding because:
 - a) "Much teaching over time in all KS and most subjects is outstanding and never less than consistently good." (1)
 - b) "As a result most students make good progress" (2) but this is not yet outstanding.
 - c) "Teachers have consistently high expectations" (1) but whilst "planning deepens knowledge and develops a range of skills"(2) they are not yet learning "exceptionally" well.
 - d) "Reading, writing and mathematics are taught effectively" (2) and in the case of reading and writing it is "cohesive across the curriculum" (1)
 - e) Students are "interested and engaged" (2) but levels of commitment to learning are not as high as they could be.
 - f) Teachers are using "well judged strategies which match pupils' needs accurately" (1) in most areas, but this is not the case in, for example, some lessons with lower ability students.
 - g) Teachers "assess accurately and ensure pupils know how well they have done and where they need to improve" (2) but some of the marking is not of the highest quality, or does not directly lead to significant learning gains.
- 34% outstanding teaching.
- 62% good teaching.
- 4% RI teaching.
- RI teachers are 2 temporary teachers and an NQT.
- 3 Gain a Grade teachers making good progress against targets.
- NQTS – 4 of 5 teaching at a 'good' level already.
- Next term: Identify those teachers at '2' who need support and challenge to move up to 1.
- Development priority 1: Growth Mindsets. Has started to move whole school after Science pilot, with a clear strategy in place for faculty implementation.
- Development priority 2: Debate & discussion. Strong impact in tutor session, but the aim is to ensure that these skills are more transferable into all curriculum areas.
- Development priority 3: Homework. Little obvious impact so far. Show My Homework to be adopted in September or earlier if funds permit.
- Development priority 4: Responses to feedback. Significant gains in English, MFL, Science, PE, PA. Maths have set out a clear strategy for improvement, Social Sciences and Humanities need to plan this. Whole school CPD planned for January.
- CPD: Highly acclaimed WWA TeachMeet hosted by Clarendon. 75% Clarendon turnout. Very successful whole school training on dealing with students' behaviour.

4.2 – Outcomes of Internal monitoring/Evaluation

- Year 11 review through work scrutiny and student panels revealed a pleasing picture – well kept books, regular marking, a good volume of work and appropriate challenging tasks and homework. Teachers where there were concerns about the quality of the books seen (1 in English, 1 in Maths, 1 in Science) meetings have taken place with follow-up reviews planned. A similar Year 8 activity will take place in January.
- Maths review (including an external inspection from a WWA Maths AH) graded Maths at 2. Maths has made significant progress in terms of quality of teaching and leadership. There are still issues surrounding the teaching of lower ability KS4 student, challenge at KS3, responses to feedback and the level of demand at leadership level and an action plan is in place. The second subject to be reviewed will be selected once the December stocktakes are complete.
- Current faculty gradings post-stocktake 2:
 - a) English: Graded 2 and 2 in all areas. Improving value added but clear gender gap between boys and girls to be addressed. Teaching picture very strong with 3 NQTs

thriving. Leadership situation needs resolution in spring. Predictions for 2015-16 are very conservative but intervention is robust.

- b) Maths: see above. Girls' attainment a significant plus. Value added much stronger than attainment – although an issues with lower ability students.
- c) Science: Graded 2 and 2 in all areas. Significant value added improvement although gender gap here too and lower ability students an issue too. Teaching is improving and KS3 curriculum more secure. Promising predictions for 2015-16 with assessment significantly improving. Concerns about the workload of the Director of Science.
- d) Humanities: Graded 1 in all areas except leadership (2.) Value added superb (top 5% nationally.) Teaching outstanding – A-Level History highlighted as an area for further improvement. Concerns about the work load of the Acting LiL and the quality of intervention provision due to this faculty being so stretched.
- e) Languages: Graded 2 (1 for achievement & progress) – Excellent value added. Challenge of new syllabus and more inclusive options pattern to be faced. NQT needs support and leadership capacity with LiL part time is a small concern.
- f) CPA: Graded 2 in all areas. A more cohesive faculty now, with increasingly robust leadership. Dance a stand out area. Questions to be asked about future curriculum and a possible move to V Certs. Art still fragile with one teacher clearly stronger than the other – Textiles strengthened through staffing changes.
- g) PE: Graded 1 in all areas. Strong value added and teaching profile excellent. BTec predictions are very promising (some concerns nationally they would dip.)
- h) Social Sciences: Graded 2 in all areas. Value added good but masked by the selective nature of GCSE opters. BV course is being significantly changed to be more Careers and Citizenship focused. Teaching base is not as strong as last year – long term decisions to be made about some short term staff.

4.3 – Impact of Pupil Premium funding and other grants including catch up/sport etc

- SLT Pupil Premium Champions: met with students both individually and as a group: all children know who their champions are (but not, specifically that this is because they are disadvantaged)

Pupil Premium Progress 8 Attainment Dec 2015.

YEAR GROUP	7	8	9	10	11
Pupil Premium students	+0.51	-0.3	-0.31	-0.07	+0.1
All Students	+0.39	-0.15	-0.07	+0.11	+0.1

There is no gap in Y11; whilst gaps remain across Years 7-10 they are

4.4 Update of safeguarding, e safety and other audits

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- Whole staff Safeguarding training, including additional Prevent for many means that we are fully compliant with statutory requirements.
- Updated training and attendance at local fora ensure the CP Team have updated their knowledge and skills of FGM, fabricated illnesses and the updated Safer Working Practice and Keeping Children Safe In Education documents.

- Concern raised re long term storage of CP records relating to possible sexual abuse, in the light of the Goddard Enquiry. Would TEF want these stored centrally?
- Completion of the Wiltshire Annual Safeguarding audit, as well as the Wiltshire Prevent self-assessment document has led to small amendments to the Safeguarding Development Plan.
- The departure and non-replacement of our medical receptionist means that the Safeguarding team has been reduced. Concern about the capacity of the team to fill all gaps when stretched.

4.5 - HR and Finance

4.6 - Health and safety – from our site manager

Open site still an issue. Back fence repaired.

Old Science needs updating

New lighting required in parts of DT.

Following an inspection of the kitchens the airflow is not upto current regulations for air movement. Although it has existed as such for a long time we will need to upgrade that situation. We will be getting a quote from the contractor with specs so we know what it is we need to do to meet current regs.

Following TLWs departure the medical cabinet has been moved to the admin office.

The safe for restricted medications is still in old office. I have the key and until moved I am currently issuing meds and recording as required.

I now hold accident book.

4.7 Capital development

Awaiting confirmation of go ahead for fencing.

Awaiting confirmation for go ahead for some new lighting in DT
Rep Main budget

£23300

£12000 remaining. Will need to spend some on Red Gra maintenance (£1500 awaiting formal quote) and dependant on cost the improvements required in the Bistro kitchen.

Van?

5 – School Improvement Plan and evidence of impact: 10 minutes

See appendices – pathways to excellence, Academy Development plan, 25 day plan

6 – Strategic planning: 10 minutes

7 – Support from TEF and others: 10 minutes

7.1 Support required

Move to SIMS?

Timetabling for 2016-2017

7.2 – Impact of school Forum and Key areas for Development in 2015-2016

- A much more focussed discussion from students.
- Student key issues: curriculum offer, communications and activities outside of lessons
- Staff key issues: performance management, reduced budgets and staffing, capacity
- Areas for development: providing feedback to constituents; ensuring that good practice at Clarendon is shared throughout the Fellowship – a telephone link to meetings doesn't always enable delegates to contribute fully to discussions.

8 – AOB

Transition

Yr 11 destinations : Tutors have reported intended destinations, with first and second choices. Now collated on spreadsheet.

ACTION : To work with DSPs, ADPS and PSLs and MAS to

- Chase those with no destination listed and identify Potential NEETS. SARF to be completed where appropriate. Target : Zero NEETS
- Arrange meetings for those students who need assistance with applications.
- Support students in attending interviews at College. Tutors / DSPs / JAT
- Sixth Form Interviews to take place in Jan / Feb. WJW / JAT

CSL Apprenticeship Offer : Waiting for confirmation of offer across CSL. So far 4 students have registered interest. Local apprenticeship database continues to be posted on website.

ACTION : Contact students showing interest in Jan , JAT to interview and provide CSL application once offer is confirmed

Yr 13 destinations : 60 UCAS entries (84% of current Yr 13/14 cohort) Non UCAS destinations in place
Also have 4 ex-student applications

Yr 12 CEIAG : Potential Russell group identified. JAT to arrange assembly in Term 3 to discuss UCAS, Oxbridge and attendance at Oxbridge Conference , Birmingham. Hays continuing to work with Yr 12 on Employability passport. WEX – 10 students have completed process. JAT to support in Term 3.

Careers IAG : All PP Yr 11 students have attended at least one Career`s Interview (impartial) and all other Yr 11 students needing an interview have been seen. 82% cohort. Will continue to set up interviews with those needing help with applications. Will interview Yr 10 PP from term 3. Sixth Form continue to have regular access through self-referral.

Yr 5 Open Days : dates allocated. Will work with DJM to arrange visits in Term 4/5

Yr 6 Induction Programme : Programme in planning. SDN assisting with parents of vulnerable students as part of NPQSL . Will be notified numbers for September in January

Yr 8 Aspirations Day, 15th Dec. Very successful pilot. Will complete evaluation for next year. IAG now part of UW curriculum as “Me and My World” unit.

MLG to distribute self- reflection exercise to tutors to inform ACME.

Yr 10 Work Related Learning week : Planning by Social Science Team has started; Army, Oliver Brothers and visits to Trowbridge College and Bath University already booked. Letters have gone home informing parents. **ACTION** ; JAT to arrange Yr 10 Assembly to discuss WEX in January.

Other activities :

- *Funding for Future Scholars programme withdrawn, so has ended.*
- Bath University mentors working in school. Taster days to be arranged by TRN
- **Website** : “Futures” area updated – now more information on Apprenticeships
- Meetings arranged with rep for UCAS Progress (£375 per year) for Yr 10 and 11
- Assemblies booked for Yr 12 on Apprenticeships
- Wilts Charter established – meeting with careers Development Officer

Strengths : High level of extra-curricular opportunities – now also in KS3. Regular emails to House Teams re IAG. Strong aspirational programme of CEIAG from KS4 to 5. Successful UCAS programme. Apprenticeship offers established through CSL. Strong CEIAG leadership from MAS. Introduction of Employability passport and Work Experience in Sixth Form. Creation of Charter within Wilts and Swindon will provide additional support.

Weaknesses : Have started to improve IAG in KS3, need to support this through tutor ACM. Limited availability of impartial careers advice (one day per week) Some inconsistent support from House teams, despite additional training. Sixth Form students still slow to arrange WEX, availability of placements a major barrier, eg child care and nurseries due to so many students on courses such as Btec and CACHE already having placements
Quality of UCAS refs still varies. JAT to plan and calendar training for subject staff in Sept.

Next Steps :

What	Why	When	Whom
Continue development of KS 3 CEIAG	Raise aspirations	Terms 3- 6	JAT MLG TRN
Promote and	Development	Terms 3-6	JAT WJW ADR

support WEX within Yr 12 Arrange mock interviews for Term 6	of Employability skills in line with OFSTED expectations		
Research UCAS progress Cost £375 per year	Development of KS4 IAG Raise aspirations	Meeting arranged for Jan 12 th 2016	JAT