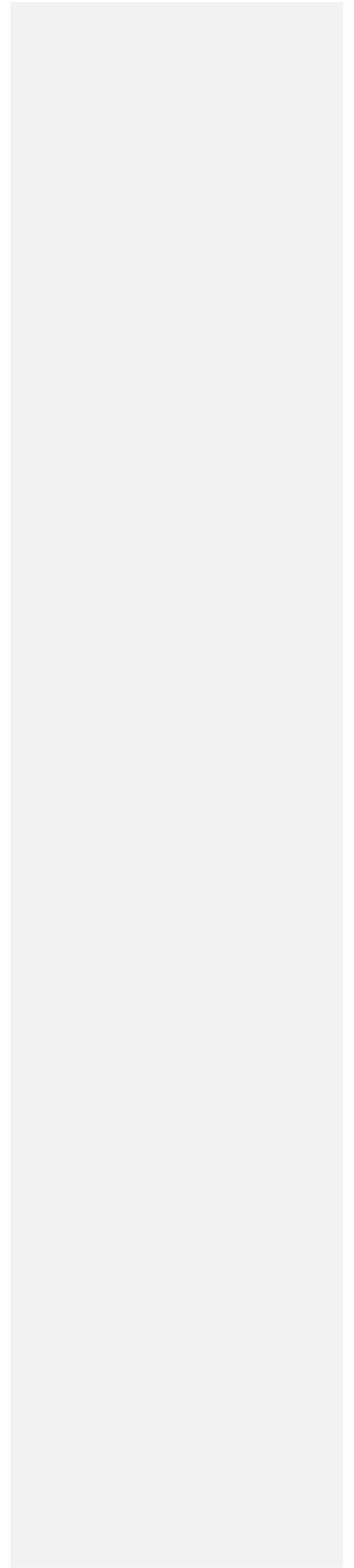




Nightingale Community Academy
Self-Evaluation Framework (SEF) 2018-19



School Context:

Nightingale Community Academy (NCA) is a special school for boys aged 5-19 with Social, Emotional and Mental Health Difficulties. The school is situated in the London Borough of Wandsworth and was sponsored by Orchard Hill College & Academy Trust in September 2016 following an inadequate Ofsted outcome in January. The school was re-inspected February 2019 and judged requires improvement. The majority of pupils are resident in borough, with a large minority coming from neighbouring Lambeth. We also have pupils from Bromley, Camden, Croydon, Hillingdon, Islington, Kingston, Lewisham, Merton, Richmond, Southwark and Surrey.

As of September 2019, there are 99 pupils on roll. This comprises: 22 pupils in Primary; 32 pupils in KS3; 29 pupils in KS4 and 16 pupils in KS5. 51% of our pupils are entitled to Free School Meals. The ethnic breakdown of our current cohort does not reflect that of the local population where the latest census figures confirm 71% are white. BAME children are significantly over represented.

Figure 1: Reported Ethnicity

White British	34%
Black Caribbean	25%
White and Black Caribbean	18%
Any other Black background	3%
Black Somali	4%
Any other mixed background	3%
Black Nigerian	2%
Black Ghanaian	2%
Other Black African	2%
Indian	1%
White other	1%
White Irish	1%
White Eastern European	1%
White West European	1%

Some have severe, complex and long-standing difficulties that manifest themselves in challenging behaviour and prevent full access to the curriculum. Most have been to more than one school prior to admission and many have been out of school for significant periods; typically, two terms or more. Some have spent time in a Pupil Referral Unit (PRU) before arriving at NCA.

Many learners are within the normal cognitive range, although almost all have literacy and numeracy ability well below expected levels. This is often exacerbated by learners' fractured and inconsistent school histories. Levels of attainment on entry often do not reflect learners' KS1 or 2 SATs results, due to their levels of attendance; periods of time out of school following temporary or permanent exclusions and difficulties due to their social, emotional and mental health needs. Most pupils have gaps in their knowledge and are behind where they should be.

Underlying pupils' behavioural challenges are a range of diagnoses as detailed in figure 2:

Figure 2: Confirmed/ Diagnosed Barriers to Learning

	% of whole school
ADHD	61%
ASD	26%
Dyslexia	11%
Speech and Language Difficulties	44%
Learning Difficulties	22%
History of Domestic Violence	53%

Attention, Deficit, Disorder (ADD); Attention, Deficit, Hyperactive Disorder (ADHD); ASD (Autism Spectrum Disorder); ODD (Oppositional Defiant Disorder) and Speech, Language and Communication Needs (SLCN).

Since academy conversion high staff turnover made school improvement more challenging however, there is now a secure teaching team in place and the latest Keele Staff Survey confirms that 92% of teaching staff enjoy their work most of the time and 72% feel that the CPD provided by the school is of high quality. 75% would recommend NCA as a good place to work. Among support staff 96% enjoy their work most of the time and 96% say they are thanked and have their work recognised by teachers.

Changes Since Last Inspection

- Recruitment of permanent teaching staff following staff restructure is complete bringing capacity to 106
- Performance Management protocols fully embedded using the Teacher Evaluation Schedule
- Assessment protocols extended across every phase
- Significant increase in 'out of borough' placements

Overall Effectiveness

We judge the overall effectiveness of NCA to require improvement. Pupils enter the school in a state of 'educational anxiety' and our provision enables them to re-engage with education sufficiently to achieve academic success; outcomes for learners have improved since academy conversion and all but 1 child achieved accreditation at KS4 this year; 83% achieved 5 GCSE (9-1) or equivalents. In the primary school KS1 outcomes were very good and all three children met the stage expectations. At KS2 more children are now able to take part in the end of phase testing but they are not quite reaching threshold. Overall Effectiveness is not good because there is too much variability in the routine quality of teaching; particularly in the vocational and primary (KS2) departments. Improvements in teaching are being made and progress monitoring procedures are leading to better attainment and access to accreditation but too many children do not meet expectation where outcomes are concerned.

Behaviour and attendance have improved significantly year on year since academy conversion. We have seen a substantial reduction in high-level behaviours and analysis confirms that the longer children are with is the more their behaviour improves. Attendance is also improving as monitoring and intervention improves; persistent absenteeism is still too high but learners in the PA group have made significant improvement as captured in our annual progress and attainment review.

Every child has an EHCP and a robust cycle of reviews is completed routinely. Leadership and Management of our increasingly secure improvement systems provides a stable structure on which further, faster improvement can be built. Our capacity to improve is good.

Our sixth form curriculum is improving and post 16 pathways are now available to meet the transition needs of every learner. Increasing numbers are able to return to mainstream colleges in year 12. However, the performance of our sixth form is not yet good enough and as a result, students are not adequately prepared for the next stage. Too many are NEET (or in custody) at the end of year 13.

Key priorities for improvement

- Complete recruitment of Learning Support Professionals and delivery the professional development offer to build capacity in literacy, numeracy and therapeutic mentoring
- Fully embed the assessment structures to accurately demonstrate progress from starting points
- Deliver consistent, high quality teaching that is at least good, drives progress across the curriculum and prioritises numeracy and literacy
- Deliver coherent behaviour management systems that allow for data driven intervention and support learners in line with identified need
- Improve attendance & engagement with school so that persistent absenteeism is reduced by a further 50%; 60% in the sixth form
- Build leadership capacity at every level of the school

Quality of Education

Teaching, Learning and Assessment requires improvement. There have been significant improvements in the quality of lessons across all phases with a greater proportion of observed lessons at least good. That said, 88% of Outstanding judgements were within the Secondary phase and 50% of those lessons were taught by teachers in the leadership group. There are still too many individual lessons (32%) judged as either requires improvement or inadequate. The Quality of Education is not good overall as teaching, particularly in some vocational subjects and in the primary school, is still inconsistent. For example, expectations that were pitched too low coupled with an inaccurate delivery of assessment protocols resulted in substandard KS4 & 5 outcomes in vocational subjects.

More work is required to improve learning in vocational areas in particular and in some areas of the primary

school. Teacher support plans are in place to improve the performance for those whose typicality score fell below expectation. Assessment systems have been revisited to ensure the accurate granular monitoring of progress through the introduction of Evidence of Learning Folders (EoL) for KS4 and KS5 and better routine analysis of Depth of Learning data in the Primary school.

Strong recruitment means that we now have permanent qualified teachers in KS1-3. Stability of staff who have the requisite subject knowledge, experience and skill level has had a fundamental impact on both the quality and quantity of work being produced across all of these phases. This is evident from the most recent work scrutiny samples and work in EoL folders. For example, in year seven, 75% (6 out of 8) of learners met or exceeded their end of year progress target. In year 8 there was a similar figure with 77% of learners meeting or exceeding targets or working at greater depth. There have been significant improvements across the curriculum team where routine expectations are concerned.

Planning for learning was at the heart of the annual cycle of Curriculum CPD and made significant impact on the engagement of learners with a 21% increase in the number of achievement points (awarded for positive learning behaviours) being captured for learners. There is a comprehensive curriculum plan in place across the school with a positive focus on stimulating learning. 'Wow!' days are a great example of an idea that, once generated, was distributed across the team and is now established as a school norm. Broadening scrutiny to involve more teachers has raised expectation further as have Phase team planning and shared environment walks.

Regular routines for the capture, moderation and analysis of learner progress and attainment data mean that we now use data to target interventions in Writing, Reading and Maths from year 7-11. The improvement in the quality of written work recorded by our learners can be evidenced in classroom and corridor displays, working walls and through regular work scrutiny. Five boys from KS3 were entered into a competition organised by The Young Writers Organisation and were selected to have their writing published in a book called *Mission Contamination It's Going Viral*.

Figure 3: Observation outcomes

	Outstanding	Good	Requires Improvement	Inadequate
2015 – 16	1 (7%)	7 (47%)	3 (20%)	4 (26%)
2016 – 17 Autumn	0 (0%)	8 (47%)	7 (41%)	2 (12%)
2016 – 17 Spring	0 (0%)	6 (40%)	7 (47%)	2 (13%)
2016 – 17 Summer	3 (20%)	4 (27%)	8 (53%)	0 (0%)
2016 – 17	3 (6%)	18 (47%)	22 (41%)	4 (12%)
2017 – 18 Autumn	1 (6%)	7 (41%)	6 (35%)	3 (18%)
2017 – 18 Spring	1 (5%)	10 (53%)	7 (37%)	2 (11%)
2017 – 18 Summer	1 (6%)	11 (61%)	6 (33%)	0 (0%)
2017 – 18	3 (5%)	28 (51%)	19 (35%)	5 (9%)
2018 – 19 Autumn	5 (25%)	6 (30%)	6 (30%)	3 (15%)
2018 – 19 Spring	8 (35%)	8 (35%)	2 (9%)	5 (21%)
2018 – 19 Summer	8 (36%)	9 (41%)	4 (18%)	1 (5%)
2018 – 19	21 (33%)	23 (35%)	12 (19%)	8 (13%)

Observations are only part of our routine capture of teacher performance. Typicality, which looks at the full range of teacher competency was never below 2c whole-school but the inconsistency identified earlier was captured here too with 5 teachers missing the expectation of 2c in the summer term.

Figure 4: Teacher Evaluation Schedule: Typicality

	Outstanding	Good	Requires Improvement	Inadequate
2018-19	18 (26%)	29 (42%)	20 (29%)	2 (3%)
Autumn	3 (15%)	9 (45%)	7 (35%)	1 (5%)
Spring	12 (46%)	5 (19%)	8 (30%)	1 (4%)
Summer	3 (13%)	15 (65%)	5 (21%)	0 (0%)

School Curriculum

There has been significant improvement in the quality of the curriculum and this was reflected in the most recent Ofsted report, "Leaders have completely redesigned the curriculum in key stages 1-4. It now supports all aspects of pupil's learning well". (Feb. 2019)

Collaborative planning for learning was at the heart of this improvement and the shared focus of stimulating

learning. 'Wow!' days are a great example of an idea that, once generated, was distributed across the team and established as a school norm. Broadening scrutiny to involve more teachers has raised expectation further as have Phase team planning and shared environment walks.

The improvement in the quality of work recorded by our learners is an example of successful change management. The November 2018 health check identified there wasn't enough evidence of extended writing across the Academy and that boys writing stamina and independence was a key improvement area. Senior Leaders worked with junior colleagues within the team to increase expectation and deliver the necessary challenge. As a result, more boys are writing independently, more of the time. This was verified during a LA KS1 moderation visit where the moderator said, "Good coverage of the Curriculum with a good range of evidence especially in writing. Children are well prepared for the test. Judgements are mostly sound."

There is still too much in school variation between core subjects where learner progress and attainment in English does not yet match their progress in maths. There is now better understanding of the impact data can have in the personalisation of the curriculum. We have been able to adapt the core curriculum and streamline its content based upon the 'gaps analysis' completed for English and Maths. Specialists have supported class teachers to plan and deliver lessons in response to analysis outcomes and deliver entry-level accreditation for 90% of the KS3 cohort.

The introduction of the academic intervention cycle has had a positive impact on the way learners' access the curriculum by mitigating barriers to learning such as low literacy levels. Daily reading, handwriting and spelling now take place as part of everyday curriculum routines. The focus on improving literacy and numeracy levels for all learners means that more of the boys are able to access the more challenging parts of the curriculum.

At KS4 we have seen an improvement in the quality and quantity of the work being produced in GCSE subjects. This is confirmed by work scrutiny outcomes and the increase in boys able to access core subject examinations in year 11. The Teacher Evaluation Schedule (TES) has confirmed that expectations are still too low in some vocational areas and this, coupled with the inconsistent capture and analysis of progress data, meant that learners did not complete level 2 accreditation in these subjects.

Pupil progress & Attainment

A detailed review of development across the school has been captured in the Progress and Attainment Report of 2018-19. It demonstrates school advancement where attainment, attendance and behaviour are concerned. The general picture is one of continued improvement and this is demonstrated by a number of eye-catching headlines. We are particularly pleased with reading outcomes because we know that access to the wider curriculum is often limited by inadequate reading skills. Last year the average progress in reading (over a 6-month measurement period) was 14.5 months and in spelling this figure was 11.7 months.

2018-19 Attainment Headlines

100% of KS1 learners achieved standard in phonics screening

100% of KS1 learners achieved standard in SATS

0% of KS2 learners met expected standard in Year 6 SATS (*40% of Year 6 learners achieved standard in Reading 17-18*)

90% of KS3 learners achieved a functional skills accreditation in Maths.

83% of KS4 learners achieved at least 5 GCSE 9-1 (5% improvement on 2018; 40% on 2017)

0% of KS4 learners achieved 5 GCSE 9-4

83% of Year 11 learners achieved at least 1 GCSE.

DS, DP, TN-B all achieved 7 GCSE grades; LC achieved 5.

Progress Headlines

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Preparing pupils for their next stage

The transition from the primary phase to secondary begins in Year 5. The school, Educational Psychologist (EP) and other agents prepare up-to-date assessments so that continuing strengths and barriers to learning can be identified. Parents, the EP, the SENDCo and a representative of the LA SEND team complete an

EHCP review meeting and the document is sent to preferred secondary schools.

Year 9 learners choose KS4 options from a selection of 3 level-2 vocational qualifications, which are supplemented by a core offer that includes English, maths, science, citizenship & PE. They attend taster mornings with their parents and meet with the head of vocational study so that they can make an informed decision from the range of Vocational subjects on offer. There is significant growth in the hospitality & construction sectors in Wandsworth and alongside mechanical engineering, animal husbandry and barbering these make up an offer that gives true insight into the world of work.

KS4 learners meet the careers advisor 3 times a year to ensure that they have are clear about their options following terminal examinations. This can vary from college courses to traineeships and apprenticeships. The careers advisor supports applications to suitable courses or arranges placements. There is an opportunity in year 11 for learners to visit university and college open days to broaden understanding and tackle misconceptions.

At KS5 learners can attend NCA or a suitable local 6th form/ colleges. NCA offers full-time places to complete core subjects and up to 3 Vocational subjects. Others attend local mainstream colleges and in a small number of cases they have a mixed offer. NCA remains responsible for the monitoring of SEN provision by hosting of Annual Review meetings. Destinations are reported to governors in Summer (2018 report p. 9). A range of career related opportunities in the fire service, the army and the police are directly promoted and boys from KS4 upward visit the Excel 'What Career? Live' event annually.

We have had three re-integrations into a mainstream setting this year – one to a secondary placement in Year 7 and two to primary placements. As our connections with neighbouring mainstream colleague's increases – we are hoping that we will be able to support learners and their families to transition back to mainstream, where appropriate.

Priorities for improvement in this area

- Fully develop staff understanding of assessment procedures and what constitutes good progress in their subject areas with a particular focus on new teachers and Learning Support Professionals
- Improve learner outcomes across the age ranges by embedding the curriculum offer and ensuring it is appropriate to pupils' ability.
- Literacy (particularly comprehension and independent writing) and Numeracy to become a planned focus across the curriculum so that they are more consistently taught through all subjects.
- Better prepare learners for more appropriate external accreditation at KS4 and KS5 so that level 2 outcomes improve
- Provide support and structures to improve the quality of teaching
- Provide more effective feedback to learners so that they know what to do to improve

Behaviour and attitudes

Staff have high expectations of behaviour and are consistent in the approaches they use. Pupils generally behave well and have good attitudes to learning. Where pupils are having difficulty in a lesson or having a bad day, their behaviour is not allowed to disrupt the learning of others. (Ofsted, Feb. 2019)

Over the last three years we have consistently improved the accuracy of the behaviour data captured. The increased detail has allowed us to begin to see patterns in behaviour for individual learners, class groups and the whole school. As a result, our responses to behaviour have been made more precise, timely and effective.

Headline numbers demonstrate a minor increase in the number of negative behaviour incidents captured over three years (3%). This is extremely positive when one considers the improved accuracy of recording and the 35% increase in the number of children on roll over the period. Year on year the number of negative incidents remained flat despite a 13% increase in the roll during 2018-19. The simple count does not tell the whole story as a cursory glance at the number of points for negative behaviour demonstrates a 55% decline over three years; 10% year on year. Put simply, the number of high-risk behaviours has been significantly reduced in response to improved curriculum, therapeutic intervention and better teaching.

Where positive behaviour is concerned there has been a paradigm shift. We are recognising the positive efforts of our children with increased frequency and accuracy and as a consequence the positive actions are being perpetuated even where negative behaviour persists. We have captured more than double the

number of positive achievements in the three years since academy conversion (121%); 21% more in the last year.

Figure 5: Achievement & Behaviour Incident Count /Points

	2016-17	2017-18	2018-19
Achievement Incidents Captured	8,822	12,942	19,194
Achievement Points	19,364	35,172	42,834
Behaviour Incidents Captured	9,872	10,153	10,199
Behaviour Points	39,522	35,262	17,782

Behaviour points key: Low Level behaviour = 1 point,
Medium Level behaviour = 2 points,
High Level Behaviour = 3 points

Implementation: Behaviour policy and procedure is in place and behaviour CPD is routine. Embedded behaviour systems for monitoring and intervening where behaviour is concerned are well established and improvements in behaviour are now impacting attainment and progress across the school. Fully established routine cycle of measurement, intervention and analysis. SEN waved interventions supporting behaviour and access to learning. Daily monitoring of learner behaviour across key stages/ year groups to the granular level by individual learner behaviour in lessons/sessions. Focus on learner attitudes to self, school and learning. Mentoring training and implementation of 1:1 interventions and behaviour ~~support~~support.

Impact: 93% of learners who attended the 2018-19 academic year have reduced the total number of recorded challenging behaviours in comparison to 2017-18 at an average of 348 behaviour points. The calmer atmosphere around the school was noted during the school Health Check (Nov 2018) and the Ofsted inspection (Jan 2019).

26 new children joined the school during 2018-19 and on average have accrued 244 behaviour points for the year. This is consistent with the performance of children who are established at the school (average per learner 238) which suggests that we are successfully supporting new arrivals to improve behaviour in line with the existing cohort. In short, the longer children attend NCA the greater the reduction in medium and high-risk behaviour.

Instances of bullying, homophobic and racist behaviour at the school are low and largely reflect need amongst learners struggling with social interactions and using language to provoke a reaction. These behaviours have been addressed through teaching and learning as well as school assemblies, 1:1 interventions and restorative strategies. When interviewed by the Ofsted team children said that bullying was dealt with quickly and that they feel safe in school.

The number of fixed term exclusions have continued to fall both in frequency and in days lost. Short-term alternatives to exclusion (e.g. personal tutorials at the local library) have been successfully used to prevent permanent exclusions and every learner supported in short-term alternative provision has been successfully reintegrated back into the main school for the 2019-20 academic year or sooner.

Attendance

Attendance has improved, but it is still below the national average and a small number of pupils are still persistently absent from the school. Better systems and procedures are helping staff to engage with these pupils and their parents and carers more effectively, but there is still more to be done. (Ofsted 2019)

Implementation: Delivered embedded intervention protocols to improve attendance and refined procedures and interventions supporting high-risk learners. Deployed the in-house Attendance Officer to create daily capacity for home visits, outreach contact and interventions. Referred cases early to the Therapeutic team to support troubled parents/ families and assist with factors impacting attendance. Attendance support plans managed through Attendance Panel. Improved communication around promoting positive attendance and home visits by our Attendance/Outreach LSP and school therapist.

Impact: The improvement in attendance has continued and there has been a further increase of 2% overall as detailed below. Broadly speaking there are three distinct groups where attendance is concerned: those with declining attendance, those with attendance improving from a zero start (i.e. out of education before joining NCA) and those referred to NCA while in a school, a base or a pupil referral unit. The children referred from other provisions have improved their attendance by an average of 17%. Those who have been out of school for significant periods have made huge strides (improving attendance by an average of 89%) without meeting the national benchmark. As a consequence, Persistent Absenteeism (PA) has risen from 34% (29 learners) in 2017-18 to 43% (42 learners) following significant reductions in previous years.

This is in large part a reflection of the prior attendance patterns of individual children and a detailed review demonstrates that the vast majority make significant and rapid improvements in attendance once established at NCA (figure 2). Almost 25% of PA learners sit in the 85-90% attendance bracket and are likely to continue on their improvement journey with continued intervention. 2% Increase in attendance continued across the whole school: Reduced Persistent Absentees (PA) in the PPG group; 40% PPG learners are PA, reduction from 46% the previous academic year.

The overall picture is one of improvement and consolidation but the sixth form remains an area of acute concern because attendance patterns have not improved in line with the rest of the school.

Figure 6: Annual Attendance

Academic Year	School Roll	% Attendance*	>10% PA	>15% PA
2015-2016	88	76.8 (66.1)	53 (72.5)	32
2016-2017	86	83.7 (66.8)	34 (73.9)	15
2017-2018	97	85.9 (64.7)	29 (76.1)	23
2018-2019	106	88.8 (n/a)	42 (n/a)	32

Source: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2017-to-2018>

*National figures for comparable institutions (PRUs and AP Academies) in brackets.

**Year 11 learners and persistent non-attenders were routinely given 100%. From January Year 11 and 6th Form were on a reduced timetable for study leave which inflated results during this period.

Priorities for improvement in this area

- Ensure persistent absence and lateness are challenged and supported so that attendance in all year groups including 6th form improves. School attendance to meet the national minimum standard of 90% attendance and reduce persistent absentees by at least 25%.
- Intervene for every learner with attendance below 85%. Rewards and recognition delivered routinely for outstanding attendance and punctuality should increase the positive attitudes towards school attendance as well as improve family engagement with positive attendance.
- Key staff to be trained to support attendance panel and setting targets for learners who are PA. Quicker response to non-attenders added to roll with regards to EWO and LA action
- Reduce high-level behaviour incidents by 15%, medium-level behaviours by 20% and low-level behaviours by 25%.
- Develop behaviour interventions and supportive curriculum targeting the most common behaviours.

Personal Development

Personal development requires improvement. Every NCA learner has a comprehensive Individual Inclusion plan outlining strengths and barriers to learning as well as individual targets shared with learners and reviewed termly or as needed. These documents also form part of the transition plan in place for each learner at the end of the appropriate key stage. The Educational psychologist reviews EHCP for learners undergoing transition with a specific focus on Year 5 for secondary transfer and Year 9 for transition to KS4. Further education or careers opportunities are also part of the planned curriculum with boys in KS3, 4 & 5 provided with opportunities to evaluate their next steps through a programme of careers advice and guidance negotiated with colleges, local work providers and partner agencies (e.g. Dallaglio Works - the rugby employment programme or Renova – the local hospitality recruitment & development organisation).

A carefully planned pastoral offer forms part of the routine curriculum for every child. Days begin with breakfast and opportunities for structured play are led by adults across the school. The work is extended through a comprehensive PSHE & citizenship curriculum that mirrors the content of a planned cycle of assemblies. *'The PSHE and citizenship curriculum contributes strongly to pupils' personal development. It helps pupils understand the importance of British Values such as the rule of law, democracy and tolerance.'* (Ofsted Feb. 2019)

When presented with challenges, learners engage in reflective practices such as through restorative justice; All learners supported to develop resilience and learn to manage their own behaviour as part of the curriculum as well as through pastoral support.

An Inclusion panel analyses need across the school to ensure that barriers to learning are met with

Comment [JB1]: Don't know if I agree with this, I think it requires improvement as a whole. Primary and KS3 PD is good, however KS4 and KS5 have not been effective in establishing this. Historically, this is because those learners have not been supported to do so.

Comment [JB2]: Edited this, there was quite a bit of behaviour which was redundant and left over from the old SEF.

supportive interventions to maximise progress in learning, but also in personal development. Specialists in literacy, numeracy, behaviour and therapeutic services are in place and there is a programme of capacity building underway to increase the level of skill amongst the staff team.

The learners' council is an active forum and the views of young people have instigated a range of changes to school protocols. For example, a number of children asked for more opportunities to compete against other schools in sports and this is now a routine part of the offer with successes in swimming, rugby and football recorded this year.

Curriculum visits to The Palace of Westminster, Chislehurst Caves, The Royal Observatory, The National Army Museum, Shakespeare's Globe Theatre, Richmond College and The Royal Festival Hall have all provided learners with opportunities they may not otherwise have had. The integration of these events is a strength.

Personal development is not yet good because there is still significant work to do to fully integrate work on the RSE curriculum and we do not yet do enough to teach learners about economic wellbeing and online safety; particularly in the primary phase, KS4 and the 6th Form.

Priorities for improvement in this area

- Further Develop RSE curriculum for KS4&KS5 following statutory guidance for September 2020 statutory guidance.
- Further embed learner council in practise across the school.
- Establish recognition for achievement in personal development as well as additional opportunities for learners as ambassadors for the school and responsibilities for learners in school improvement.
- Personal development explored through further City and Guilds qualifications and Youth Enterprise Opportunities.
- Deliver academic mentoring to provide a clear pathway to success that support learner understanding their learning journey towards accreditation and transition.

Comment [JB3]: Drafted the priorities for improvement

Leadership and Management

We judge the overall effectiveness of leadership and management to be good.

'The principal and leadership team, well-supported by the Orchard Hill Academy Trust, have provided strong leadership, which has had a positive impact on the academy's effectiveness. As a result, there have been improvements in all areas but most noticeably in pupils' behaviour and attitudes, the curriculum and in the wider opportunities for pupils. (Ofsted Feb. 2019)

Even though outcomes are not yet good the wide range of interventions and organisational change implemented by middle and senior leaders has enabled us to establish a clear direction of travel towards more rapid improvement. There is clear progress towards improvement goals in the quality of teaching, the standard of behaviour and learner outcomes. For example, in 2016 children could have expected less than 55% of their classroom experience to be of good or better quality; That figure is now 68% and the number of inadequate lessons has halved. There has been a 12% increase in overall attendance and the number of recorded high-level behaviours has fallen simultaneously by 20%. Accreditation outcomes at year 11 have more than doubled at a time when terminal examinations increased in both number and academic challenge.

Routine Performance Management (PM) procedures deliver a detailed SIP that drives continued improvement underpinned by a clear self-evaluation cycle. Every staff member has PM targets that require them to deliver aspects of the improvement plan; they evidence their performance in our school-wide online development planning solution and routine CPD opportunities help to build the capacity required to continue improving. Governance portfolios provide routine challenge for leadership and ensure that key areas remain high on the performance agenda. Portfolio holders visit termly and provide written feedback. The overall effectiveness of leadership and management is not outstanding because outcomes for children are not good enough, assessment systems are not fully embedded (and do not therefor enable swift intervention to tackle underperformance) and teaching quality is not yet consistent enough.

Priorities for improvement in this area

- Ensure that leaders use accurate assessment information to check the progress of all groups of pupils,

including pupils who are disadvantaged, the most-able or those who receive additional funding

- Monitor the quality of teaching, learning and assessment more closely so that any necessary improvements are made quickly
- Improve the analysis of available evidence when evaluating the effectiveness of the school and ensuring that the information shared with governors allows them to test the accuracy of leaders' evaluations more robustly

Evaluating Strengths and Weaknesses

- Accountability meetings take place at least half-termy at which the Principal reports any performance risks to the CEO using a range of data that is delivered via a standard dashboard from various Trust teams. These dashboards are populated following meetings with Finance, HR & facilities staff and are shared with portfolio holders on the governing body as well as the executive team.
- Portfolio holders visit termly to scrutinise performance in curriculum, safeguarding, finance, HR & marketing.
- The Teacher Evaluation Schedule is reviewed to monitor teaching quality each term and annual cycle of school improvement delivers diarised opportunities to assess progress against SIP targets.
- Annual pupil, staff and parent surveys capture details of satisfaction and areas of challenge. A self-evaluation cycle is in place.
- A detailed progress and attainment report is published to provide transparent scrutiny of school performance across a range of areas

Safeguarding arrangements

Safeguarding at the school is good. *'Leaders, including governors have developed an affective culture of safeguarding...'* (Ofsted Feb. 2019). A Trust specialist who provides routine support to the senior team delivers annual training (last completed in October 2019) to all staff. We require staff to register and confirm that they have read 'Keeping Children Safe in Education Part 1' and completed further online training. Evaluations in our CPD tracking system confirm that 50% of attendees rated the effectiveness outstanding; 50% good.

Safeguarding cases are reviewed at least weekly at Senior Leadership Team. Any safeguarding concerns passed to the DSL are recorded as 'internal' or 'external' depending on whether external agency involvement thresholds are met. SLT rate referrals using signs of safety protocols: Blue indicates a rating of 1- 4 high risk of significant harm; Amber 5-7 risk of harm; Green 8-10 cause for concern continue to monitor. The process enables a team approach to safeguarding and where behaviour or family circumstances change routine responses can be validated using current information.

Up-to-date Child Protection lists are maintained, including the information of the learner and their social worker, this extends to CIN, CLA and those families accessing early help and thus accessing a social worker. All linked agencies to the learner and their family are on our SIMS system with contact details so that all can see immediately, but not necessarily the category they are under, this is shared on a need to know basis. The CP list is updated monthly and reports shared with OHCAT every 6 weeks, including tracking those that have been on CP for more than 6 months.

Reported online bullying is captured and monitored under the SIMS behaviour heading 'Electronic device violation': 79 incidents recorded last academic year; and 'Misuse of social media' (usually incidents outside of school): 7 incidents recorded last academic year.

There were 9 referrals to the LADO over the course of the year up from 6 in 2017-18. Six were allegations against volunteers/ professionals and with one exception, following investigating, all were found to be unsubstantiated. Of the remaining three, one allegation was investigated and led to disciplinary action, 1 was a consult that did not meet LADO threshold and 1 was referred to another borough regarding an allegation made by a learner in the taxi that transported him to school.

We know that parents feel able to communicate with school as 89% of survey respondents confirmed that they are treated like a partner in their child's education all or most of the time; 97% agree that school is a safe and secure environment for pupils (Keele Parent Survey 2019)

Overall Effectiveness: Sixth Form

The 6th form requires improvement. Progress has been made to improve the curriculum offer with levels 1 and 2 qualifications available in a range of vocational areas including land-based studies, engineering and motor mechanics and construction. Maths, English language and ICT were offered level 1 and 2 functional skills. While many students had already achieved a level 1 qualification in Maths and English in their GCSE examinations in KS4, all failed to gain level 2 qualifications which were repeated throughout the year. Two out of three students that studied the ICT course achieved an Entry level 3 qualification. In Vocational subjects, only three out of the five students attending education achieved level 1 qualifications.

Attendance remains the biggest barrier to learning in the sixth form, although progress has been made over the last four years with attendance figures for 2015-16 at 56.8%, 2016-17 at 59.33%, 2017-18 at 79% and 2018-19 at 86%, showing an improvement of 29%. However, there is still some way to go to meet our target of 95%.

Tracking the destinations of students revealed that 8 students were either NEET or in custody in KS5 last academic year (27% NEET and 27% in custody). The figures of students who were NEET or in custody was 54% in 2018-19, 12% in 2017-18, 23% in 2016-17 and 47% in 2015-16. This reveals the importance of having a granular understanding of our students on roll and their current educational and pastoral status especially at key transitional times such as leaving or entering custody or becoming NEET.

Figure 7: 6th Form Destinations

Year	NOR	NCA	College/ Work	NEET	Custody	Other Medical
2015-2016	23	22% (5)	39% (1)	34% (8)	13% (3)	0% (0)
2016-2017	18	33% (6)	44% (8)	17% (3)	6% (1)	0% (0)
2017-2018	16	38% (6)	50% (8)	0% (0)	12% (2)	0% (0)
2018-2019	15	20% (3)	20% (3)	27% (4)	27% (4)	7% (1)

Quality of Education: Sixth Form

The quality of teaching in the sixth form improved considerably with 70% of vocational staff graded at good or better during the summer term part-announced drop in observations compared to just 40% of teachers typically delivering good or better lessons in 2017-8. The biggest barrier to those completing vocational qualifications in the sixth form last year was a failure to complete the coursework components required. This was as a result of inconsistent recording of progress for individuals with 40% of staff requiring improvement or being graded as inadequate for reporting and a further 40% being graded as requires improvement or inadequate for their summative progress update.

KS5 outcomes were inadequate this year. No students achieved a level 2 qualification in maths or English despite multiple entries for On Demand Functional Skills assessments. With reforms to the Functional Skills specifications which will make it more difficult to meet level 2 standard in English we will need to significantly improve our intervention approach or seek an alternative level 2 qualification in English.

In vocational subjects, 80% of students achieved at least 1 level 1 award which does not meet our target of 100%. Additionally, none successfully completed level 2 qualifications. Staff need to improve the monitoring of progress accurately and provide effective interventions. The lack of progress this academic year is a direct result of the inaccuracies in reporting and recording.

Behaviour & Attitudes in the Sixth Form

The sixth form cohort have historic attitudes towards self, school and attendance that impact negatively on their readiness for learning. On average, the year 12 and 13 students have a PASS score of 34.2 for responses to curriculum demand, 28.5 for preparedness for learning on induction, just under half of the cohort have confidence in learning and the overall attitude to attendance score was 35. When we consider the behaviour data for sixth form students over the past two years, the most frequent behaviour types by a significant amount are refusal to follow instructions (96 instances), refusal to learn (134 instances) and leaving class without permission (127 instances). High risk behaviours, although less frequent, were still high for this age-group, with 27 instances of physical aggression towards staff, 65 instances of leaving site without permission and 43 health and safety violations. These all display that the cohort have low expectations for themselves and a low level of accountability than their mainstream peers and this causes significant barriers to their educational attainment. There were no exclusions in years 12 and 13 last academic year. When they were present, students did engage in their learning with 69 instances of 'good work achieved' captured compared to 10 the year before.

The main focus of meetings with sixth formers and their parents/carers after behaviour incidents aim to

encourage learners to take responsibility for their actions and decisions; developing their moral purpose and allowing them the opportunity to reflect on consequences and planning better ways to react in the future. This work is ongoing this year and behaviour data will be analysed to explore impact.

Attendance panel meetings took place with every learner and their families in the Summer term which halted the decline in attendance to 70%. We are unable to follow the EWO route with post-16 students. Support was also sought from the Youth Offending team as a number of students displaying low levels of attendance and high levels of high-risk behaviours were on Youth Referral orders. However, due to them being post 16, they were unable to make their attendance to, or engagement with education part of their YRO.

Further changes to the Vocational offers are needed to ensure the qualifications we offer are the most suitable to meet the needs of all students.

Personal Development: Sixth Form

Vocational pathways in the sixth form enable them to gain industry-recognised qualifications, together with level 2 qualifications in English, and Maths to prepare them adequately for entering employment or further education when leaving NCA sixth form. They are also offered opportunities for enrichment activities such as working with Maddison Garden chefs in hospitality lessons to gain 'real world' opportunities to apply their learning and visiting Wandsworth Get Set Go; an event to help young people with SEND prepare for adulthood. Wandsworth has a fast-growing hospitality and catering sector and there is a massive investment in infrastructure underway which is likely to continue for up to a decade. The link between vocational options and the opportunities for local employment has been carefully considered and provides sensible progression routes.

Last year, meetings were increased with families to once every term for each learner; involving when appropriate the YOS and Social Care. One parent in sixth form regularly attended Parent Group to share experiences with other parents and carers which supported learner engagement.

In cases where students failed to complete their BTEC courses, AQA unit awards were claimed to provide students with recognition of progress in certain areas.

Priorities for improvement in this area

- Ensure all persistent absence is challenged through attendance panel meetings and that students are supported so that attendance improves to national expectation.
- Increase successful completion of core accreditation at level 2
- Establish robust routines to ensure progress for all students in KS5 is captured in Evidence of Learning folders and in SIMS in advance of detailed analysis and intervention where performance is not good
- Review vocational qualifications to ensure that they better meet the needs of all of all students
- Improve tracking and proactive involvement with students who are NEET; particularly following a period of custody to re-engage them in education, employment or training.