

Nightingale Community Academy

Self-Evaluation Framework (SEF) 2020-21

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, Kingston, Lewisham, Merton, Richmond, Southwark, Surrey and Sutton.

In September 2020, there were 113 pupils on roll. This comprises: 22 pupils in Primary; 41 pupils in KS3; 29 pupils in KS4 and 23 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

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

Special Educational Need or Disability	% of roll
Social Emotional Mental Health Difficulties (SEMH)	100%
Attention Deficit Hyperactivity Disorder (ADHD)	49%
Autistic Spectrum Disorder (ASD)	31%
Dyslexia	9%
Speech and Language Difficulties	59%
Moderate Learning Difficulties (MLD)	7%
History of Domestic Violence (DV)	62%

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

Following academy conversion, high staff turnover had made school improvement more challenging however, there is now a secure teaching team in place and we have invested in a number of skilled support staff to build capacity through the DET and Straight to Teaching programmes. The latest Keele Staff

Survey confirms that 79% of staff enjoy their work most of the time and 75% feel that the CPD provided by the school is of high quality and that managers and senior members of staff have involved them in discussions about their development needs. The stability of the school means that it is now a positive choice for the majority of parents for whom local authorities consult. They report through the Keele Parent Survey that there is high quality leadership at the school (90%) and that they are treated as partners in their child's education (96%). As a direct consequence it has been necessary to increase the roll from 93 to 120 to deal with the need for increased capacity since academy conversion.

Changes Since Last Inspection

- Recruitment of permanent teaching staff following staff restructure is complete bringing capacity to 120
- School Improvement & Performance Management protocols fully embedded using the Teacher Evaluation Schedule
- New Curriculum lead has joined the senior team
- Assessment protocols extended across every phase
- Significant increase in 'out of borough' placements and a 45% rise in NOR

Overall Effectiveness

Overall effectiveness at NCA is good. 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; progress and outcomes for learners have improved steadily since academy conversion and despite the challenges faced over the last year the school has remained open and outcomes have continued to improve. In the primary phase KS1 outcomes remain strong with 2 out of 3 children working at national thresholds in Maths, Reading & Spelling. At KS2 the picture is less secure but testing post lockdown confirmed that 12.5% reached national standard in Maths; 37.5% in Reading and 25% in Grammar and Punctuation.

Overall Effectiveness is not outstanding because although improvements to curriculum and assessment processes are well evidenced there is still work to do ensure they are fully embedded. Historical variability in the routine quality of teaching; particularly in the vocational and primary (KS2) departments, has largely been addressed but there is still work to do in order that new systems are fully understood and required standards routinely met. That said, strong recruitment and teacher development has provided a solid base from which significant improvements in the progress monitoring procedures across curriculum, inclusion, behaviour and therapies can be built. This work has delivered better attainment in response to a broader and more suitable range of accreditation, underpinned by better curriculum structures and led by a middle leadership group with improved capability.

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 us the more their behaviour improves. Attendance is also improving as monitoring and intervention improves; Persistent Absenteeism (PA) is still too high but learners in the PA group have made significant gains in the last year. Primary attendance is strongest and whilst the pandemic temporarily stalled the increase in attendance across the secondary school and the 6th Form in 2019-20 our focus on face-to-face attendance reversed that decline in 2020-21. Our families tell us that they found the 'business as usual' approach really helpful in uncertain times.

Improvements in behaviour are a reflection of the more strategic approach to delivery of the Personal Development curriculum which is now an area of strength. The curriculum has been subject to a complete refresh and systems are in place to ensure that, as the national picture normalizes, our learners will experience the broad range of developmental enrichment denied them in recent months.

Every pupil has an EHCP and a robust cycle of reviews is completed routinely. New inclusion procedures, allied to detailed staff development input saw 56 pupils (51%) met or exceeded at least 1 of their short-term targets by the end of the summer term. Therapeutic outreach completed at the local PRU enabled careful development of pupil/ staff relationships prior to consultation and 6 families have been supported to transition their children seamlessly into the year 7 cohort as a result.

The sixth form curriculum is now fit for purpose and provides post 16 pathways that meet the transition needs of every learner. Students now have a genuine choice to return to mainstream colleges; to complete additional time at NCA to improve grades prior to that return or to continue their vocational course of study alongside newly established apprenticeship routes. Clear plans for every individual are known to the 6th

Form team but there is work to do to make students the full partners in the process we want them to be.

Key priorities for improvement

- Complete recruitment of permanent Learning Support Professionals and deliver a CPD offer that builds capacity in literacy, numeracy and therapies
- Fully embed management protocols to continue improvements in the clarity and effectiveness of improvement activity; build leadership capacity at every level of the school
- Fully embed the assessment structures to more accurately demonstrate progress from starting points
- Complete the curriculum (and planning) refresh in line with SIP objectives
- Improve attendance & engagement with school so that persistent absenteeism is reduced by a further 50% in the secondary phase & the 6th Form

Quality of Education

The quality of education is good. After a year of implementing new quality assurance processes around teaching and learning and despite limitations due to COVID, the school now has evidence-based data on improvements to teaching and a trajectory for further improvement. Whilst we recognise that there is still work to do in order to consolidate the improvements to consistency, we have established a secure platform which ensures impact through our distributed leadership model. Personal development, inclusive therapies, enrichment and CPD all contribute to an improved curriculum model that is underpinned by the values and vision of the school. This has in turn tightened our school community and allows for leaders at every level to understand and contribute to the delivery of our mission.

Curriculum development is moving in the right direction. Our model is embedded across the school and staff members now engage as part of their performance management cycle. Changes to marking and assessment have also furthered this progress. There is now consistency in the frequency and structure of the marking and feedback loop used to drive pupil progress. There is still work to be done in certain areas however, a fully realised curriculum was always understood to require a significant investment of time and resource.

CPD and directed time have proved to be critical drivers where Curriculum Development is concerned and whilst behaviour, therapy, and administrative CPD has still occurred; curriculum has been prioritised. Senior and middle leaders have delivered a range of sessions to staff across the school year with specialist workshops provided by those with the requisite skills and experience. This is response to staff surveys and discussions which confirmed that too often CPD was not fit for purpose. Senior & middle leaders restructured the cycle to maximise impact using the distributed leadership approach. Broadening the delivery team and limiting attendance to those staff members for whom content was most relevant, not only built capacity but created additional directed time to invest in curriculum development and assessment processes. It also meant that CPD could be nuanced to better meet the age range and areas of development within key stages. Directed time was also seen to be the most valuable commodity for staff, and curriculum directed time has been used in place of CPD to allow for staff to apply newly acquired skills and directives towards the curriculum. The school will continue this approach in the next academic year.

Teaching and Learning has improved since the onset of the curriculum year. The potential for staff wellbeing to be heavily impacted by the global pandemic meant that the Teacher Evaluation Schedule was paused until the end of lockdown during term 5. That said, informal lesson observations and learning walks did occur and the information gathered allowed us to respond with CPD sessions after school. Updated teaching and learning procedures and the new OFSTED framework, required an improvement in the overall expectations and for lessons to be judged with increased rigor. The AP Curriculum worked with phase leaders to develop/ validate their observation skills. Staff members were simultaneously paired with members of SLT during the formal lesson observation cycle as a point of training and to build community trust in the process. The approach led to a short-term dip in teacher performance early in the year but ultimately, almost all staff members demonstrated strong improvement between informal lesson observation outcomes in term one and the formal lesson observations in term five.

The consistency of classroom routines was observed to have fallen during the Covid lockdown period. Pupil engagement, starting routines, the use of success criteria, the consolidation of learning through stages of lessons and the overall approach to the 'NCA way' were all subject to informal review. Improvement areas were shared with staff and made into 'Butterfly' CPD sessions. Individual teachers

provided mini CPD demonstrations on the development points and formal lesson observations during Term 5 demonstrated that many of these points have been addressed. There is still work to do to strengthen points of AFL, success criteria, and differentiation which will provide the drivers for next academic year. Management meetings identified teacher workload as a barrier to pupil and staff performance. For example, the timetabling of teaching staff had not consistently considered the courses taught, numbers of students taking courses and any external commitments. Teachers in key stage 2 & 3 expressed a lack of confidence in certain areas of the curriculum and there were also Key Stage 3 teachers with GCSE teaching responsibilities, which ultimately created challenge where capacity for the development of accredited courses was concerned. We responded to these challenges in the following ways: Planning meetings for core subjects are now built into key stages, with CPD and specialist teacher intervention provided where there is seen to be a skills deficit. Curricular leads have been providing more resources for specialist teaching and have taken a more present role in book scrutiny and moderation. GCSE teachers no longer teach in other key stages and can better provide a high-quality curriculum for Key Stage 4 pupils. Senior and middle leaders have standardised teaching-time commitments in the secondary school based on role and responsibility and primary teachers have additional PPA time in order to better address gaps in the curriculum and to address other priorities like Evidence of Learning.

Leaders have delivered Deep Dive training throughout the year so that all staff members can articulate the intent, implementation, and impact of our developing curriculum. Common questions, adapted to match our new vision and values, were shared and one-to-one follow-up sessions were embedded into the TES schedule; judged formally during Term 5. Results of these interviews were positive, with staff members scoring an average of 2a. These results imply that the vast majority of staff members are aware of the school's vision and the steps we are taking as a community to improve pupils' quality of education.

Recruitment during Covid has been a challenge so vacancies in Mechanics, Citizenship, and Music have had a negative impact on development in those areas. Long-term illness has also negatively impacted the teaching and development of science. A number of training teachers have been used to provide capacity in the maths department, the primary school and the science department where additional investment has also enabled the appointment of an additional teacher (short-term) and from September, an instructor to assist with curriculum development and practical experiments. Practical lessons are embedded in the 2021-22 pupil timetable and alongside a significant investment in commercially published resources will help to mitigate the situation created by the sickness absence experienced this year. That said, it will be imperative to hire a suitably qualified Science lead when the incumbent takes early retirement at the end of Autumn term.

While pupil writing continues to improve there are further improvements currently in development; particularly in Key Stage 4. Book moderation and mock examinations have demonstrated an increase in extended student writing. That said, the significant number of transitions in the day currently impedes pupil focus on tasks and limits time for main writing tasks once class routines are completed. There has historically also been a heavy emphasis on core subjects which has limited contact time with pupils in vocational subjects and options. This proved beneficial during earlier stages of development following the last OFSTED judgement, though the school is now confident that pupils are resilient enough to take on the greater challenge presented by longer lessons.

Independent learning among pupil's is another area that needs further development. Whilst this is a particular challenge in SEMH settings our expectation is that all pupils, regardless of EHCP content, engage with the work provided. Behaviour support procedures have been adapted to support pupil engagement and there are resources available in the Inclusion Centre to help staff protect the learning spaces and to provide a structured, restorative route back to learning for pupils who temporarily lose control. In addition, we need to provide a more robust Virtual Learning Environment. Whilst the school met national expectations and provided remote work during COVID, Microsoft Teams was found to lack the interactivity needed to engage pupils without the need for live teaching. The school is currently in consultation with Google Classrooms, and plans to launch this platform in the Autumn. This platform, as well as Evidence for Learning (currently a pilot in the primary phase) will be launched across all key stages in order to better communicate pupil progress to parents.

Figure 3: Observation outcomes

	Outstanding	Good	Requires Improvement	Inadequate
2015 – 16	1 (7%)	7 (47%)	3 (20%)	4 (26%)
2016 – 17	3 (6%)	18 (47%)	22 (41%)	4 (12%)
2017 – 18	3 (5%)	28 (51%)	19 (35%)	5 (9%)
2018 – 19	21 (33%)	23 (35%)	12 (19%)	8 (13%)

2019 – 20*	9 (33%)	7 (27%)	8 (31%)	1 (4%)
2020 – 21*	11 (39%)	9 (32%)	6 (21%)	2 (7%)

*Only 1 round of three observation cycles completed because of Covid lockdown

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 8 teachers missing the expectation of 2c in the autumn term.

Figure 4: Teacher Evaluation Schedule: Typicality (Summer)

	Outstanding	Good	Requires Improvement	Inadequate
2018-19	18 (26%)	29 (42%)	20 (29%)	2 (3%)
2019-20**	4 (15%)	14 (42%)	7 (27%)	1 (4%)
2020-21***	2 (7%)	23 (82%)	3 (10%)	0 (0%)

**Autumn term monitoring only completed because of Covid lockdown; teacher support plans postponed

***Summer term monitoring only because of Covid lockdown; teacher support plans postponed

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)

Curriculum development is well understood and is fast becoming a strength. Despite external pressures such as Covid delaying ambition slightly, a curriculum model has been adopted across every phase and there is evidence in all areas that this model is becoming a reality for our pupils.

Curriculum NCA is now based on a 12-step model, predicated on the new OFSTED framework. It was developed in consultation with external partners including OFSTED inspectors, David Scott and other external bodies including Challenge Partners & By Leaders, For Leaders. The model was launched at the end of autumn 2020 and has guided curricular leads to conceptualise their curriculum to long and medium-term maps which have been used as the bedrock for other resources and mechanisms to help pupils learn and progress. The process has required leaders to identify the intent of their curriculum, the learning objectives and the steps along the way which allow for goals to be achieved. Long and medium-term mapping is in place in all subjects and in all phases and serve as the blueprint for resourcing, diagnostic analysis and intervention.

Assessment structures have been reinvented to reflect these changes to the curriculum and to respond to challenge presented in summer 2020, where inconsistencies in the use of assessment metrics confirmed a lack of understanding among individual staff members at every phase. This meant that teams working with similar groups of pupils could not easily identify those in need of further intervention and gaps in programmes of study were not adequately filled. Critically, data did not provide pupils with the information they needed to progress their own learning journeys.

To ensure that summative assessments had purpose and properly tested a pupil’s holistic ability, leaders worked with staff to design purposeful assessments during data capture periods. Assessments are now cross checked against long and medium-term mapping and curriculum areas now use exam board developed curriculum tests which have clear ties to the expectations of pupils across the country. This process has evolved since its initial inception; for example, summative assessments in key stage three English and Maths now employ entry-level qualifications for all pupils, which has enhanced pupil understanding, raised aspirations and embedded additional challenge where pupil outcomes are concerned.

There are areas of summative assessment that require further attention. There has been a tendency to assess across multiple areas of school performance; academic, behaviour, intervention & therapy. This has created some testing anxiety amongst pupils accustomed to this level of expectation and it has undermined the quality of some of the data captured. Leaders have revisited the assessment calendar to ensure that staff and pupils have specific foci at a given time and that reporting protocols are clear at each data capture point. Covid absence means that some formative assessments are incomplete so a full audit of each curriculum area will be required. Finally, the milestone metrics used to capture progress in the primary and KS3 phases were not sufficiently understood; particularly at KS3. A clear change management pathway is in place to move KS3 progress measures commencing September 2021.

During an internal audit, large inconsistencies were identified in formative assessment and marking processes. Some books contained little marking whilst other teachers in the same phase delivered marking on a daily basis. Both of these practices undermined the agreed purpose of our feedback; learning improvement. The formative assessment changes subsequently put in place are beginning to have impact. Historical feedback processes occurred too frequently and were not of significant value to pupils as they did not adequately identify opportunities to improve. Teachers now provide formative feedback on a fortnightly basis and success criteria are used to narrow the focus. Feedback is provided in steps to improvement and pupils are provided with immediate opportunities to improve. To ensure that pupils conceptualise their feedback, they are expected to record it in a personalised log at the front of their books and engage in differentiated DIRT activities to demonstrate progress or identify gaps that require intervention. Progress in this area has been evidenced during quality assurance meetings and audits. Pupils now have reflection logs at the front of their books and have been supported to use them. When asked, most are able to identify their next steps. DIRT is far more prevalent in pupil books than during past moderation. There are still too many instances where feedback is provided about attendance, behaviour or attitudes to learning and the use of success criteria, which should be shared with the pupils at the start of every unit of learning, is not yet fully embedded. These aspects of curriculum will require further improvement next term.

The school has historically used CAT testing to determine national targets and predict grades. Whilst this practice has been used for some time, learning walks demonstrated that many pupils including some in key stages 4 & 5 were unaware of their target grades. Those who were aware of their targets were never set intermediary short-term goals which would allow them to realise that high aspirations led to achievement.

Leaders have responded by challenging staff to use target stickers at the front of pupil books or folders with greater consistency and accuracy. Additionally, leaders have provided training on the provision of smart targets each term which has helped pupils to understand long and short-term goals, linked to CATs predictions. This year that work has made year 11 pupils more accountable for their attainment and greater numbers have met or exceeded predictions as a result.

There are still issues with targets in key stages 1 to 3 where the use of milestones makes it difficult to target in a linear way. As pupils join NCA at different times they often have gaps in their learning experience are significantly behind their peers nationally. Whilst our learning milestones are effective when assessing how well pupils have done where individual objectives are concerned they are less effective when analysing the performance of cohorts and groups. As a result, we have redesigned progress flightpaths using GCSE grades for future terms Coupled with existing formative assessment procedures this will allow all pupils to understand where they are, where they are going, and how to get there.

School curriculum development will only be fully realised when there is a bank of resources, lesson plans and presentations which allow for smooth navigation through every unit of learning. As a result, we have invested most of our directed time this academic year in resource creation. Every curriculum area is expected to capture schemes of work and associated resources on the shared drive. Progress has varied in accordance with teacher experience, the size of department and any resources that were previously available and could be adapted. There are a number of curriculum areas in the school with gaps in their curriculum but all are on a trajectory to establish a full scheme in advance of the autumn term.

Pupil progress & Attainment

A detailed review of development across the school has been captured in the **Progress and Attainment Report, 2021-21**. 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 7-month intervention period) was 1 year and 6 months; almost three times what might typically be expected. Following the introduction of a new school wide spelling initiative the average progress in spelling for the same period was just over 8 months.

The response to the global pandemic meant that normal assessment protocols were temporarily suspended and Teacher Assessed Grades were used to capture accreditation outcomes. At KS4 we used a system based on the advice of examination boards to draw together attainment from each subject area with mock examinations providing the main thrust for final decisions; these outcomes are captured in **Results Summary 2020-21**.

Attainment Headlines

KS1 100% (3 out of 3) achieved standard in Reading, mathematics & science
KS2 38% (3 out of 8) achieved national standard in Reading
KS3 57% (26 out of 38) achieved entry-level accreditation in maths
KS3 84 (32 out of 38) achieved entry-level accreditation in English
KS4 85% (11 out of 13) achieved 5 GCSEs or equivalent (grade 9-1)
KS4 38% (5 out of 13) achieved 5 GCSEs or equivalent at (grade 9-4)
KS5 36% (5 out of 14) achieved GCSEs in English & Maths (grade 9-4)

More broadly, NCA has become a vocational hub for SEND pupils. Students from across the authority and the Trust have delivered AQA Unit Award accreditation numbers that are an impressive reflection of the work completed by the vocational team. Full details can be found in the report **AQA Unit Awards** which confirms that over 300 certified units have been completed by 36 external students. These numbers are pleasing and are further enhanced by the 37 NCA children in KS3 who have completed over 222 awards this year in Animal Care as part of our award-winning farm offer.

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.

In year 9 learners choose KS4 options from a selection of two, level-2 vocational qualifications which are supplemented by a core offer that includes English, Maths, Science, Citizenship, Computing, PSHE & PE. They attend taster days with their parents where they meet with the key stage 4 phase lead and the head of vocational study so that they can make an informed decision from the range of vocational subjects on offer. (Music, DT, Barbering, Art, Hospitality, Sport, Mechanics, Construction, and Land based studies)

Parents and learners meet subject specialist and discuss any misconceptions they may have around the subject or pathways into further education or employment. 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 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 a university and college open days to broaden understanding and tackle misconceptions.

In summer term all pupils experience three days where they spend AM and PM registrations with the Learner Support Professionals (LSPs) and tutors with whom they will work the following year. This gives them the opportunity to become familiar with the adults and the peers who will join them in that learner group. We also provide two full transitioning days where pupils meet all of the teachers timetabled to work with them the following September. This opportunity helps to begin the relationship building that is critical to class cohesion and the development of learning habits. A variety of activities from simple introductions and games to practical whole class or individual tasks form the content of that experience.

At KS5 learners can attend NCA or a suitable local 6th form/ college. NCA offers full-time places to complete core accreditation to level 2 and up to 3 Vocational subjects. In a small number of cases a mainstream college offer will be mixed with attendance at NCA if it is felt that this is the best route to successful integration. NCA remains responsible for the monitoring of SEN provision and hosts Annual Review meetings. Destinations are reported to governors in Summer and confirmed following the June summative assessment cycle as part of routine Autumn reporting. 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.

Our focus on work-related skills development is further evidenced by the delivery of driving lessons for 6th Form students using bursary funding. This has proved to be extremely popular and enables us to ensure that provisional driving licences do not become an aspirational barrier where driving is concerned.

We have supported three of our ten year 6 pupils into mainstream settings this year; two transitioned to the main school and one to an ASD base. A further two year 6 pupils transferred to specialist settings in their home authority. As our connections with neighbouring mainstream schools develop, it is our intention to provide up to half of our learners and their families with an opportunity to transition back to the mainstream at some point in their educational experience where this is appropriate and desired.

We made additional provision for learners joining NCA from partner schools in response to Covid related restrictions, details of which can be found in the **Transition Action Plan**. Delivery of the plan enabled us to mitigate anxieties by personalizing a program of support and providing opportunities for new parents to have managed school visits with teaching staff and members of the leadership group.

At Key Stage 4 three of our young people now have mainstream, post-16 colleges named on their EHCP with 3 pending a placement. At Key stage 5, two are now in full-time employment and three have moved on to further training/ education. A complete summary of destinations can be found in the **Results Analysis 2020-21**.

Priorities for improvement in this area

- Complete the phased curriculum improvement plan supported by improved line management structures to deliver consistency of curriculum organisation across every phase
- Improve learner outcomes across the age ranges by embedding that curriculum offer and ensuring it is appropriate to pupils' ability.
- Fully develop staff understanding of new assessment procedures and what constitutes good progress in their subject areas with a particular focus on new teachers and Learning Support Professionals
- 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 and clear links are known to post 16 destinations
- Provide more effective feedback to learners so that they know what to do to improve

Behaviour

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)

Behaviour is good. Since academy conversion we have embedded systems for monitoring and improving behaviour. Better data capture has allowed us to see patterns for individuals, class groups and the whole school. Responses have been timelier and the effect has been to create a calmer environment in which learning takes priority. Headline numbers demonstrate a minor increase in the number of negative behaviour incidents recorded over three years (14%). This is extremely positive when one considers the improved accuracy of recording and the 35% increase in the number of children on roll (2018 to 2021). The simple count does not tell the whole story as a cursory glance at the number of points for negative behaviour demonstrates a 45% decline over the last three years. 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 significant 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 four times the number of positive achievements in the five years since academy conversion; 29% more in the last year. Where the value of the achievements is considered, the improvement in accessing learning has been exponential. This is the inverse for behaviour and is meeting our target of recognising the behaviours we want to grow (5:1 ratio).

Figure 5: Achievement & Behaviour Incident Count /Points

	2016-17	2017-18	2018-19	2019-20	2020-21
Achievement Incidents Captured	8,822	12,942	19,194	34,046	43,807
Achievement Points	19,364	35,172	42,834	69,599	121,837
Behaviour Incidents Captured	9,872	10,153	10,199	10,677	11,668
Behaviour Points	39,522	35,262	17,782	20,697	19,297

Behaviour points key: Low Level behaviour = 1 point,

Medium Level behaviour = 2 points,
High Level Behaviour = 3 points

The analysis of data does not, in and of itself, provide a truly accurate picture of school behaviour. Over the last two years disruptions to learning have taken a considerable toll on staff and learners (Keele 2020-21 confirmed that only 33% of staff were satisfied with pupil behaviour). Many of our most vulnerable have disrupted learning histories and the addition of the Covid dynamic made it more difficult to establish and maintain school routines. Added to this, many of our pupils arrive with fractured social care relationships and a reluctance to engage with professionals that perpetuates high levels of absenteeism. An annual influx of new learners in the autumn also places new pupils in classrooms where they have yet to build relationships and learn the routines that allow them to recover quickly when dysregulated. The resultant level of learning anxiety triggers behaviour that can be extremely difficult to manage, particularly after unstructured periods of the day.

In response we have revisited expectation where behaviour is concerned and built a new process for transition and behaviour support designed to limit anxiety and minimise negative responses. (**Transition Plan**). An updated **Behaviour Procedure** requires staff to 'protect the learning situation' and makes better use of restorative processes through the use of a dedicated behaviour support team that provides a 'reset' opportunity outside the classroom door or in the inclusion space. Once a learner is reset, they are required to repair damaged relationships and revisit any work they might have missed in order to return to the classroom. Where pupils are repeatedly unable to engage, the therapy team has designed the **Curious Conversation** to allow everybody who works with the pupil to provide input that can be used to design an agreed approach to supporting the child.

These systemic changes are now routinely and explicitly taught to pupils to help them understand school responses to behaviour and to provide predictable consequences to actions. Historically, the high frequency behaviours we witnessed involved physical aggression towards staff & other learners; there were also high levels of 'out of class' behaviour. Since the introduction of new routines, the most prevalent behaviours are low-level: ignoring instructions or refusing to learn. Inappropriate physical behaviour is still part of school reality but the improvement is a reflection of our focus on learning and the impact of the restorative interventions. More sophisticated use of our therapeutic specialism in the classroom and the inclusion space will allow us to further improve high-level behaviours and the associated risk.

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)

Attendance has improved significantly since academy conversion and is much closer to expectation as a result. That said, there are still too many pupils for whom persistent absenteeism has a negative impact on learning. Headline figures confirm that attendance is strongest in the primary school (95.5%) and that improvements in other phases justified the decision to normalise attendance regardless of the lockdown status of the country.

The significant minority of learners arrive with a history of absenteeism or school refusal. Many have inconsistent patterns of attendance because of exclusion or school related anxiety. There are often gaps of at least a term and in some cases there is more than a year of missed education in advance of arrival. The breakdown of previous placements creates a pattern where school refusal and other related behaviours become embedded habits over time. This is a cycle that is difficult to break and the challenge is exacerbated by inconsistency where parental engagement is concerned. Pupils often report being 'sent home' or 'collected' when incidents of extreme behaviour have provided challenge that mainstream schools have found themselves ill-equipped to deal with. Emotionally dejected, worried and often worn down by the challenging behaviour, linked to attendance, many parent/ carers look to the school for solutions as poor ongoing relationships with social care and education welfare make them increasingly reluctant to engage with the professional agencies charged with providing support.

Attendance monitoring and intervention processes are well established, including daily text and follow-up call protocols, letters, parent meetings and Education Welfare referrals. Clearer reporting and review systems are managed by phase and senior leads and individual class teams routinely share data with pupils as part of the whole school approach to supporting attendance. The appointment of an attendance LSP provides the capacity needed for early identification and intervention before absenteeism becomes

entrenched. In addition, the therapy team plays a key role in supporting pupils where anxiety is the main barrier to attendance. Home-visits and online counselling sessions have enabled the return of 11 pupils this year.

The pandemic has had a significant impact on attendance. Our initial response to lockdown was successful in terms of the logistics with equipment and contact made quickly available through MS Teams. Live video lessons were also piloted in the primary phase. It quickly became apparent that online learning presented a particular challenge for families; pupil engagement was very low. We moved quickly to a 'full-attendance' strategy following COVID-19 safety and risk reduction planning. Staff vaccination was negotiated with the local authority ahead of the national rollout and was the enabler for this change in approach.

Having put in place individual plans for the small number of vulnerable/ shielding pupils we were quickly able to return to 'near normal'. We have consistently out-performed similar institutions since academy conversion where attendance is concerned but attendance is not yet where it needs to be. Figure 6 details headline numbers.

Figure 6: Annual Attendance

Academic Year	School Roll	% Attendance*	>10% PA		>15% PA	
			No.	%	No.	%
2015-2016	88	76.8 (66.1)	53	60.2 (72.5)	32	36.4
2016-2017	78	83.7 (66.8)	34	39.5 (73.9)	15	17.4
2017-2018	97	85.9 (64.7)	29	29.9 (76.1)	23	23.7
2018-2019	106	88.8 (64.7)	42	39.6 (74.6)	32	30.2
2019-2020	106	82.2 (^)	50	47.0	37	34.9
2020-2021	117	85.1 (68.3)	35	28	29	23.2

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

Source: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2020-to-2021>

(^) 2019-20 statistical data not released due to COVID-19

Priorities for improvement in this area

- Ensure persistent absence and lateness are challenged and supported so that attendance in all secondary year groups & 6th form improves. School attendance to meet the national minimum standard of 90% attendance and persistent absentees to be reduced by at least 25%.
- Intervene for every learner with attendance below 85% using
- 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 is good. To meet the expectations of Personal Development in the new OFSTED framework, the school has done a complete overhaul on the values and vision of the school. Phase Leaders have worked together in order to create a new mission statement

Nightingale Community Academy aims to provide consistent and nurturing support that mitigates barriers to learning in order to create independent, empathetic, healthy and ambitious young adults who make a positive contribution to their communities.

The statement was developed by the principal with support from phase leaders. It was then used to review and develop the school's values and vision, ultimately creating the acronym "NCA WISE":

- N:** Nurturing
- C:** Consistent
- A:** Accountable
- W:** Well (Being)
- I:** Independent
- S:** Successful

E: Empathetic

These values have been further developed to match and extend existing behaviour expectations and updated posters appear across classroom and corridors to allow for regular use of the associated scripts by staff and pupils.

Key to the improvement of Personal Development this academic year has been the appointment of Head of Personal Development and CPD, Mr Mark McKenna. The appointment enabled us to create a comprehensive three-year plan, which has the school well placed to meet new statutory expectations. The team has developed over 15 long-term whole school projects, which will enhance existing SMSC processes as well as help pupils recognise their potential through engagement in cultural activity.

The driver for this success has been a complete overhaul of the PSHE curriculum. A September audit identified structural weakness in the curriculum; it was not clear how the content of curriculum was mapped across each phase and there were a number of significant gaps in the SMSC curriculum. With support and resourcing from external partners like The PSHE Association & Coram, one of the UK's largest children's charities, we were able to revisit resources deemed underdeveloped and fill gaps with individual lesson plans and activities, once long and medium-term plans were put in place. This has proved to be an arduous task and there is work to be completed. That said, the Autumn term curriculum is in place across every phase and capacity has been identified to enable the completion of the work in advance of spring.

The Learning Environment has been significantly enhanced in the last academic year. Ongoing restoration of the site laid bare a number of areas, including some teaching spaces. A member of staff has been appointed to lead Learning Environment improvements. Miss Kirsty Williams has redeveloped standards and conducted audits to ensure that the school is an aspirational environment for every pupil. Each department now has curriculum and careers-based displays across the school. School values are also signposted across the building and Miss Williams has led an audit of every teaching space as part of the Summer TES to ensure that statutory displays are in place and that staff create high-quality displays that support learning.

In order to embed the updated behaviour expectations and school values, assemblies occur each Friday at which one value or behaviour expectation is chosen as a focus, alongside nationally recognised themes and celebrations. Where historically phase leaders were responsible for implementing school assemblies, all staff members now take part in presentations, through a rota system to enhance community accountability and cohesion. Where possible during Covid, guest speakers from the local community have been invited to help pupils understand connections between the school and British values. Additionally, rewards certificates and prizes for Pupil of the Week are also presented, whereby pupil's share and celebrate short- and long-term successes.

WOW! days and trips have been an unfortunate casualty of Covid restrictions. In response we have developed Drop-Down days to provide pupils with termly, non-academic days of activity with the aim of developing pupil aspirations, behaviour regulation and community spirit. Opportunities to team build and develop cultural capital are themed in tandem with a school value, which guides the activities on the day. These days have been proved popular among pupils and as a result we plan to continue termly Drop-Downs throughout the next academic year. Prevent teaching featured prominently during Drop-Down days this year and was delivered on a rota basis. Long-term structures ensure pupils at every phase receive the full menu of prevent activity as they navigate their way through the school. This academic year, prevent training on Gangs and Extremism has been provided to every pupil in response to extended periods of lockdown and the increased risk of exploitation in cases where attendance has been sporadic.

As COVID restrictions are lifted, WOW! days will resume. These days are being enhanced to ensure that all academic interests are covered, with every subject in each key stage providing at least one external trip or guest speaker in order to best develop aspirations and cultural capital among pupils.

Pupil voice has met termly despite disruptions to the school year and Pupils have been encouraged to voice their views on improving the school by implementing changes to the rewards system, the canteen lunch menu and the activities available during unstructured times. The learner council has created a formal conduit between pupils and the leadership group with a number of meetings and informal discussions occurring across the year.

Clubs and extra-curricular activities have been curtailed by our Covid reality but two residential experiences and limited off-site enrichment have been successfully delivered. On site, a number of permanent enrichment processes have been embedded and are popular with pupils. For example, Video Games club, Basketball club, Chess club, and ICT club are available during unstructured times and gym

activities are provided before and after school. A Dungeons Dragons club, led by our business lead and supported by the therapy team has enabled pupils to develop characters that enable them to socialise in a safe space where they communicate about the challenges they experience more widely. D&D was also successfully used to support the transition of one child for whom developing friendships in the secondary phase was causing heightened anxiety.

Personal Development is not yet outstanding because PSHE programme is still in an improvement phase and structures linked to CIEAG and RSE are not yet fully embedded. Similarly, improvements to the learning environment, pupil voice and drop-down days that connect to our school values require more investment to become fully routine. Finally, we recognise that our personal development does not yet allow every pupil to explore interests, build cultural capital and enhance careers aspirations without high levels of staff intervention. Our Personal Development roadmap now signposts the opportunities pupils are provided with in each year group. Meta-cognitive and Mindfulness practices will be implemented in order to deliver the roadmap and a Personal Development Passport will be provided to pupils to encourage them to take risks with new cultural ventures.

Priorities for improvement in this area

- Complete NCA MIND protocols match the ethos work completed on NCA WISE
- Build therapeutic capacity to allow continued response to COVID mental health impact
- Complete the PSHE curriculum, ensuring that all gaps and statutory requirements are covered in regard to CIEAG & RSE; Fully embed the SCARF programme at Primary & KS3
- Complete the Pupil Voice SPD projects and enhance communication between SLT and student councillors. Create new roles and responsibilities for pupils, including prefects and Head boy
- Continue to enhance the Learning Environment, including pupil led projects
- Ensure that Drop-Down and WOW! days directly link to school values and cultural capital
- Embed NCA WISE across the school through regular discourse, ensuring that all pupils are aware and reflect upon the behaviour expectations within
- Launch the Pupil Passport programme to create independent opportunities for pupils to engage with cultural capital
- Launch meta-cognitive and mindfulness opportunities for pupils within subject areas

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)

Since academy conversion Nightingale Community Academy has delivered a range of professional development changes to build leadership capacity at every phase. Routine Performance Management (PM) procedures deliver a detailed SIP that drives continued improvement underpinned by a clear evaluation cycle. PM targets have been centrally drafted to ensure that improvement objectives are the focus of every staff member. The Teacher Evaluation Schedule (TES) is used to review and analyse performance; capturing evidence that enables leaders to provide the challenge where, for example, teaching quality, progress and parental engagement are concerned. Staff capture their PM evidence in our school-wide online development-planning solution and routine CPD opportunities are provided in response to the review of improvement objectives every term. These processes have driven improvements in the capture and use of inclusion information, the update of the personal development curriculum, the introduction of Evidence for Learning and the use of updated assessment procedures to name but a few. Critically, the delivery of these 'projects' has been managed by a wider leadership group. The middle leadership group, in particular, is now well established at phase level and takes responsibility for day-to-day operational delivery; reporting to the senior team on school-wide strands of improvement activity as required (e.g., Evidence for Learning and Assemblies/ Rewards; led by Primary and KS3 phase leads respectively). Historically, the reality of single teacher subject areas made it difficult to structure routine improvements across the curriculum but senior leaders now work to deliver Curriculum 'Projects' from the SIP by recruiting staff outside the senior group to take responsibility for key areas of work. For example, a trainee teacher leads environmental monitoring processes as part of our Teacher Evaluation Schedule; a primary teacher leads on the delivery of spelling and gaps assessment procedures; capacity for delivery of EHCP protocols is improved following the accredited training of two new SENDCo; every annual review

is scheduled in line with the updates **Inclusion Procedure**. Routine CPD is structured so that staff have time to deliver on the activities identified in the SIP. All of these structural changes provide senior leaders with opportunities to monitor progress towards SIP goals and time to deliver the teaching and curriculum improvement in those plans.

The recruitment of a Personal Development lead has provided the capacity required to deliver improvement in this area as evidenced by successful 'drop-down' days where pupils engaged in lessons about updated Behaviour Expectations whole school and year 11 pupils worked with the school chef to agree changes to lunch arrangements as part of their citizenship offer. Take up of school lunches is now routine for all but a handful of pupils and ten boys achieved a 9-1 grade in the Citizenship examination. Improvements in behaviour and engagement have continued and although there has been a slight decrease in overall attendance, this is reported in the context of the global pandemic. For the majority school remained open throughout and for those that could not attend, a mixture of live online lessons and remote access was always available. The nature of the cohort meant that online access to learning was always going to be a challenge and we took an early decision, during the first lockdown, to pursue a 'normal attendance' agenda. Attendance, as might be expected, was strongest in the primary phase but our focus on year 11 learners yielded positive attendance outcomes which in turn supported improvements in attainment.

Figure 7: Year 11 % Attendance

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
88.4	79.8	1.4	82.9	98.6	87.2

There is continued progress towards improvement goals in the quality of teaching, the standard of behaviour and learner outcomes and plans to improve curriculum have a clear and positive trajectory in almost every area. There are still challenges where teaching consistency was undermined by sickness absence but a plan is in place to bring mechanics and science into line with the improvement trajectory of other curriculum areas. There were no inadequate lessons observed during the last inspection and leaders have scheduled CPD across the year to ensure that consistency improves and that this remains the case following the latest update to inspection protocols. An expected dip in observations outcomes in the autumn term has been reversed and staff typicality was measured at 2c by the summer term. This is a reflection of the improved structures and a pragmatic approach to the challenges presented by the global pandemic. Informal learning walks have been used to provide challenge where the security of curriculum expectations was seen to be at risk. Supportive CPD, paired observations with senior colleagues and additional directed-time are the tools with which staff have been enabled over the last year.

Accreditation outcomes have improved significantly since academy conversion and almost 40% (5) achieved GCSE grades 9-4 or equivalent in at least five subjects. (See **Results Analysis 2020-21**) These outcomes were largely based on mock examination performance and of the 6 grades that were altered following exam board moderation, 4 were increased.

Governance portfolios provide routine challenge for leadership and ensure that key areas remain high on the performance agenda. Portfolio holders visit termly (where necessary this has been completed remotely) and provide written feedback. The overall effectiveness of leadership and management is not outstanding because outcomes for *all* children, whilst vastly improved, are still not good enough. Curriculum knowledge and assessment systems are not yet fully embedded (and do not therefore enable swift intervention to tackle underperformance) and improvements made in teaching quality require further work; as to procedures to tackle persistent absenteeism.

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
- At every level of leadership, improve the analysis of available evidence when evaluating the effectiveness of the school; ensure that the information is shared with governors to allow them to test the accuracy of leaders' evaluations

Evaluating Strengths and Weaknesses

- Accountability meetings take place at least half-termly 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 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. We recently completed the annual safeguarding CPD with all but 2 staff in attendance; both will receive training at a later date.

Safeguarding cases are reviewed at least weekly by the 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. Leaders risk-assess 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. This has recently been complicated by the COVID dimension, so issues around family safety related to non-attendance during the pandemic have been added, allowing us to give these families specific attention.

Up-to-date Child Protection (CP) lists are maintained, including the information of the learner and their social worker, this extends to Child in Need (CIN), Children Looked After (CLA) and those families accessing early help services through the social care team. All agency professionals with links to individual learners and their families are captured in the management information system. Contact details are immediately available to all but categories of care are shared on a need-to-know basis. The CP list is updated monthly and reports are shared with OHCAT every 6 weeks; including tracking those that have been on CP for more than 6 months. We have more families who are accessing Early Help through social care and are asking for support in these times. This is a direct result of our work with the Wandsworth Social Care team and the **Social Worker in Schools pilot**. A named social worker has been attending weekly since May, working alongside the DSL and Deputy DSL to identify families and learners who would benefit from direct help. The engagement has allowed us sign-post families to available services, deliver direct work with learners and to provide a powerful conduit to other professionals in order to provide the best care possible before families reach crisis. The response from parents and learners has been positive and a number of critical interventions have been made. For example, one family has been rehoused following months of uncertainty.

Reported online bullying is captured and monitored under the SIMS behaviour heading 'Electronic device violation': 19 incidents were recorded in the academic year; 27 in 2019-20. Similarly, 4 incidents were recorded in response to 'Misuse of social media' (usually incidents outside of school); 10 incidents recorded the year before. This is an area where additional work is required as the occurrence and impact of inappropriate online activity is still largely hidden.

There were 10 Referrals to the LADO over the course of the year, compared to 8 referrals 2019- 2020. Two referrals were made in response to allegations against transport staff and in order to support parents we arranged personnel changes with providers. Four referrals were made in response to parental complaints following physical handling of children. On every occasion the allegation was unsubstantiated and the force used was seen to be reasonable and measured. Clear training protocols and transparent communication with the LA safeguarding group (including invitations to attend CPD sessions) Where allegations (2) have been substantiated additional training and dismissal proceedings were exercised in line with advice from the Trust and the LADO.

We know that parents feel able to communicate with school as 96% of survey respondents confirmed that they are treated like a partner in their child's education all or most of the time and 92% agree that the school is a safe and secure environment for pupils (Keele Parent Survey 2020-21)

Overall Effectiveness: Sixth Form

Overall Effectiveness of the 6th form good. There have been a number of significant changes made to the curriculum that have allowed us to personalise the offer for each student and provide them with a direct pathway to further education or work-related training. We now deliver industry recognised qualifications in selected vocations alongside English and maths qualifications at level 2, driving experience and/ or CSCS accreditation.

The City and Guilds offer, which was first introduced in Land-based studies in 2019-2020, yielded very positive outcomes with three students completing the level 1 diploma at the end of KS4. One student has opted to continue the qualification at Level 2 (C&G Animal Care) in order to pursue a career in the veterinary industry. This qualification has a UCAS tariff of up to 112 points (a C/ C grade profile at A-level). Following the successful introduction of City and Guilds on the farm, we have extended the offer to Construction this year. The qualification provides a multi-skilled approach with opportunities for bricklaying, carpentry and painting & decorating.

Outcomes in core subjects have improved since the curriculum rebuild in 2019 and a full summary of accreditation and destinations can be found in the **Progress and Attainment Report, 2021-21**. This year we have ensured that every student (9) achieved level-1 English Language accreditation during their time at NCA; 9 (75%) achieved level 2. As a result, of the boys who entered the 6th form since 2019 only 2 require additional input to reach the level two threshold. Similarly, in Maths every child achieved level 1 accreditation and a further 8 (69%) achieved at level 2 meaning only 3 boys will continue with level 2 study. In Vocational subjects, 6 (66%) students achieved level 1 qualifications and the one child studying the level 2 course successfully completed the animal care accreditation. Two students were reintegrated to the mainstream and both successfully completed L1 qualifications. They have now transitioned fully from the NCA roll to study level 2 specialisms. Two of our most vulnerable students transitioned to apprenticeships in Hospitality and Animal Care, delivered by our highly skilled Chef Educator and our nationally recognised Farm manager. These apprenticeships will take between 18 months and two years to complete and represent an exciting development where our work offer is concerned.

Attendance remains the biggest barrier to learning in the sixth form. Progress has been made over the last five years with attendance figures rising from 57% (2015-16) to 71% in 2020-21. The upward trajectory peaked in Autumn 2020 where we registered 99% attendance for the first half term. Covid restrictions have no doubt had an impact but our 'open as usual' response yielded 76% attendance in 2019-20 suggesting it is possible to do better, even with restrictions in place. A detailed summary can be found in the Progress & Accreditation 2020-21 report.

Destination tracking confirmed that 2 of our 15 students were NEET at the end of the school year. One refuses to engage with school and the other is working with school to find employment in hairdressing. Figure 7 details the full range of destinations.

Figure 8: 6th Form Destinations

Year	NOR	PPG	NCA	College/ Work	NEET	Custody	Other Medical
2015-2016	23	3	22% (5)	39% (1)	34% (8)	13% (3)	0% (0)
2016-2017	18	3	33% (6)	44% (8)	17% (3)	6% (1)	0% (0)
2017-2018	16	5	38% (6)	50% (8)	0% (0)	12% (2)	0% (0)
2018-2019	15	11	20% (3)	20% (3)	27% (4)	27% (4)	7% (1)
2019-2020	15	6	47% (7)	27% (4)	20% (3)	6% (1)	0% (0)
2020-2021	15	9	46% (7)	40% (6)	14% (2)	0% (0)	0% (0)

Quality of Education: Sixth Form

The Quality of Education in the 6th Form is good. In 2019 TES typicality amongst staff teaching in the 6th Form was 3a and largely reflected the challenge faced school-wide. Unstable staffing undermined improvement in some subjects and the structural changes to a number of the BTEC qualifications made them inaccessible to many of the students we serve. Construction was a department with particular issues including inconsistent staffing, a culture of low expectations and a restrictive and inappropriate offer. This service had been contracted to Road 2 Success a local AP provider but outcomes had failed to improve since academy conversion. We terminated the partnership and appointed a specialist teacher to lead the subject in September. As a result, we have captured the necessary evidence to complete the attainment

cycle following City & Guilds moderation in October. Every student will have formally completed the level-1 certificate at that point and we expect them to complete the diploma award before the end of the 2021-22 academic year. The decision to extend our capacity and launch the City and Guilds Diploma in Construction was made in response to a successful City and Guilds pilot in Land-based studies. Mr Brian Murray has led curriculum development and was appointed precisely because of his experience delivering City and Guilds to students with SEND. The result is an engaging and successful offer of Bricklaying and Carpentry, improved attendance by almost 10% in the first term and accelerated progress for all students in years 12, 13 and 14 all of whom completed the Level 1 Certificate in a single academic year. This offer will broaden to include Painting and Decorating in 2021-22 and offer progression to a Level 2 Bricklaying Diploma.

School-wide changes to planning and delivery protocols saw teaching typicality rise to 2b across the vocational piece and 6th Form learners have benefitted from the better teaching. All of the permanent staff in the vocational team were graded as good or better in lesson observations, both drop-in and announced; the related improvements in accreditation outcomes are detailed in the **Results Analysis 2020-21**.

Historical attendance patterns were exacerbated by Covid made it difficult to close gaps in students' basic literacy and numeracy skills. In the first three years after academy conversion performance in English & Maths improved but low numbers achieved the 4/5 grades at GCSE at year 11 and the 6th Form did little to improve the situation. We appointed a Sixth Form Learning Support Professional (LSP) which gave us dedicated capacity to support students across the curriculum and to deliver small group English and maths teaching. As a result, 2 students were able to improve their grades to a 4 in maths; 3 in English.

The 6th Form LSP also allowed us to introduce the Construction Skills Certification Scheme (CSCS) for those studying construction. Completion of this work-related Health and Safety qualification is a requirement for students to work on building sites; both for work experience and paid employment. This course was delivered from April 2021 and (3) 75% of students had passed by July 2021.

Behaviour & Attitudes in the Sixth Form

The sixth form cohort has historically displayed learning attitudes that impact negatively on their readiness for engage. This was reflected in the high proportion of students who failed having returned to mainstream colleges (17 between 2016 & 2020) and the small numbers who improved their outcomes having chosen to stay at NCA (5 between 2016 & 2020). The current cohort of students has, despite Covid, been in receipt of a more positive educational experience, with significantly better preparation for the next stage. Key stage 4 outcomes have impacted positively on their willingness and capability to engage in sixth form studies.

Pupil Attitude to Self & School (PASS) data reveals a clear trajectory: General work ethic - 92 (77 in 2019-20), Attitude to teachers - 84 (64 in 2019-20) and Feelings about School 79 (68 in 2019-20). The picture is not all positive and NCA learners have not been immune to national challenges. Self-regard as a learner scored at just 14, significantly lower than the previous year (59) and suggesting a real lack of belief in their ability to be successful, is likely to be a reflection of successive lockdowns and the subsequent impact on self-esteem. This highlights a need for further work on personal development in our Covid recovery response.

One of our successful responses to low self-esteem has the added benefit of proving students with access to a key life/ work skill. Driving lessons resumed when Covid 19 restrictions allowed and continued to be very motivating for students. Lessons are an integral part of a reward system for positive attendance to lessons and have enabled us to give students experience of the kind of administration they will meet in adult life.

Behaviour data reflects the continued improvement in attitudes and abilities of this phase. High-risk behaviours are rare, (e.g., 5 instances of fighting in the last year (15 in 2019-20) and 3 of physical aggression towards a staff member; all from one student (65 in 2019-20)) Bullying is now rare (2 recorded incidents (22 in 2019-20)) as are health and safety violations (3 recorded; 57 in 2019-20). Low-level behaviours, whilst more common, are relatively infrequent and, as a result, fewer lessons are disrupted.

Personal Development: Sixth Form

Redesigned vocational pathways in the sixth form enable students to gain industry-recognised, work-related qualifications alongside with level 2 accreditation in English, Maths and ICT. Timetables are created

now created for individuals in response to the outcomes they achieved in KS4 and their personal preference. Opportunities to prepare for adulthood, such as driving lessons for the over 17s and access to bank accounts are delivered as required. Good quality work experience was planned with the local community providers but this stalled as a result of Covid. That said, contacts with large construction sites, and a local plumbing firm are now in place and will be exploited shortly. The introduction of on-site Apprenticeships for our most vulnerable students in Hospitality and Animal Care now provide experiential, paid learning that they would otherwise be unable to access and the staff leads exploit opportunities to give real-world experience (e.g., Event catering and County Show competition entry) whenever possible.

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.
- Fully embed the City and Guilds offer in Land Based Studies & Construction
- Improve work-experience opportunities for our main cohort to allow for routine application of skills learnt
- Deliver school-wide Personal Development offer in line with NCA WISE protocols
- Fully embed the NCA Way using CPD and curriculum support resources in line with school improvement planning
- Deliver interventions in maths and English to meet 85/20 threshold in line with the rest of school