

SEF Summary – John Whitgiff Academy

Sections		Summary Evaluation	
1	Introduction	The academy was judged as having Serious Weaknesses in May 2016. The new and current principal was appointed for June 2016. There are 435 students on roll. 52% are eligible for disadvantaged pupil funding, 10% SEND and 6 CIC.	
2	Current areas for whole academy development	<p>Results 2016 with APS of 24.5 : Progress 8 : 82% which is a higher score than that of 20.9% of Outstanding schools, 59.4% of Good schools, 82.1% of schools that Require Improvement, 96.4% of Inadequate schools. 5 A*-C including English (Language and Literature) and maths : 37% A*-C in English : 47% (English Literature : 59%) 3LoP : 81% (Language + Literature) A*-C in maths : 42% 3 LoP : 49%</p> <p>To improve outcomes and accelerate progress across all subjects for all students, diminishing differences for PP and boys to National 'other'.</p> <p>Eradicate inadequate teaching and increase the proportion of good and better teaching, making sure that teachers equip students with the ability to work on difficult concepts for lengthy periods of time and ensuring that questioning challenges students to think more deeply about their work.</p> <p>Ensure that accurate assessment is consistent across the curriculum and leads to well-targeted intervention and planning.</p> <p>Improve the teaching of science and ICT at a pace.</p> <p>To develop leadership at all levels across the academy to ensure maximum impact on attainment and progress and to ensure that middle leaders have access to appropriate training and support.</p> <p>Ensure that Pupil Premium funding and Year 7 Catch Up funding are used effectively.</p>	
	Progress in previous inspection key areas	<p>Key Issue</p> <p>To improve outcomes and accelerate progress across all subjects for all students, diminishing differences for PP and boys to National 'other'.</p> <p>Eradicate inadequate teaching and improve the teaching of Science and ICT.</p> <p>Ensure that accurate assessment is consistent across the curriculum and leads to well-targeted intervention and planning.</p> <p>Continue to develop leadership and management.</p> <p>Ensure that Pupil Premium funding and Year 7 Catch Up funding are used effectively.</p>	<p>Progress</p> <p>There is a strong focus throughout the academy on diminishing differences for PP and boys to national other. The Provision Map addresses these groups as well as high ability students, PP students who are high ability students with SEND and those students who are not at age related for literacy and numeracy on arrival in Year 7.</p> <p>Teaching overall at the academy is improving rapidly with the academy adopting a highly effective CPD programme which focuses on collaborative learning techniques. There is a clear strategy to address under-performance in Science and ICT. Two scientists have been appointed for January including a new Assistant Principal for science.</p> <p>The new RAG system demands that teachers and middle leaders provide concrete evidence for all data entries. Targeted intervention is provided on a graduated basis. This includes, extra lessons in English, maths and science as well as small group tuition : ratio : 1:3. Delta subject directors moderate assessments.</p> <p>The new leadership team has clearly identified the areas needing improvement and is acting swiftly to address these. Middle leaders form part of the School Improvement group and meet with senior leaders every 3 weeks. Two additional governors with an educational background have been appointed.</p> <p>Pupil Premium and Year 7 Catch Strategies are in place.</p>
3	Overall Effectiveness	Judgement: 3	
Leadership & Management	Strengths Identified		GRADE 3
	<p>The Principal and the Senior Leadership Team are driving improvements. Recently appointed senior leaders and middle leaders have established a compelling vision for school improvement. (Ofsted, May 2016).</p> <p>Self-evaluation is becoming more accurate with the leadership team and EAB more fully involved in compiling and assessing standards. Leaders now have an incisive understanding of the strengths and weaknesses of the academy. They are honest and sincere in their analysis and understand what needs to be done to improve outcomes for students. (Ofsted, May 2016)</p> <p>Robust, rigorous and consistent monitoring is in place with swift action taken to address and improve areas identified. Under the leadership of the new principal, the academy has been much more effective in challenging under-performance. (Ofsted, May 2016)</p>		<p>Continue to develop the wider leadership team and middle leadership roles and their impact on academy improvement.</p> <p>Performance Management systems to be made more robust.</p> <p>Line management to be extremely robust and to focus on outcomes for students.</p> <p>Further refine and develop the effectiveness of the EAB and ensure continued challenge and support leading to greater impact on academy improvement.</p>
Quality of Teaching & Assessment	Strengths Identified		GRADE 3-
	<p>A new Teaching and Learning Policy has been introduced and non-negotiables are in place and are understood by all staff. Consistency of teaching is improving through the introduction of the collaborative learning techniques.</p> <p>Planning and marking are greatly improved and are impacting on progress and outcomes. The school has worked hard to raise standards considerably in the quality of pupils' work in their books and files. Pupils are now required to complete work fully and teachers do not accept poorly presented or inaccurate work. As a consequence, books and files are of a much higher standard than those used by pupils in the previous academic year. (Ofsted May 2016)</p> <p>The accuracy of assessment data is improving due to the scrutiny and evidence meetings conducted following each data cycle by SLT and HoD. Weekly RAG meetings are in place for English and maths and Progress RAG meetings take place every 3 weeks in all subjects.</p>		<p>Continue to improve and develop teaching in all areas, ensuring that more is consistently good and that collaborative learning techniques are embedded. Weekly CPD to be consistently focused on teaching and learning.</p> <p>Ensure that teacher assessment across all subjects and all year groups is accurate and robust.</p> <p>The Behaviour Policy must be fully embedded and ensure that low level disruption is at a minimum and that passivity is challenged consistently.</p>
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Personal Development, Behaviour and Welfare	Strengths Identified	GRADE 3	Next steps
	<p>Behaviour has improved considerably in lessons and at social times and the ethos and learning environment have altered significantly. 90% of staff feel that behaviour has improved since June 2016. (Staff questionnaire : November 2016).</p>		<p>Consolidate and further develop behaviour for learning so that low level disruption is eradicated and passivity is addressed.</p> <p>Continue to improve behaviour for small minority of children where this is needed. Ensure careful tracking of students vulnerable to exclusion and implement a Provision Map to ensure and monitor interventions for impact.</p> <p>Inclusion managers and the Educational Welfare Officer to continue to monitor attendance and punctuality carefully and address persistent absentees. There is a specific emphasis on Disadvantaged students and those with SEND.</p>
	<p>The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is diminishing. Behaviour around the school site is good. Pupils are well supervised and move sensibly and courteously between lessons. (Ofsted, May 2016)</p>		
	<p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</p>		
PupilOutcomes 7	Strengths Identified	GRADE 4	Next steps
	<p>Progress 8 in 2016 with the APS at 24.5 was 0.08 and above the Floor Standard and a higher score than that of 20.9% of Outstanding schools, 59.4% of Good schools, 82.1% of schools that Require Improvement, 96.4% of Inadequate schools.</p>		<p>Consolidate and continue to improve outcomes to ensure National expectations are reached.</p> <p>Continue to accelerate progress to counter previous under-achievement in ALL subject areas but specifically in science and for those with high prior attainment in mathematics.</p> <p>Evaluate and improve strategies for the promotion of attainment and progress for disadvantaged students, boys and those Year 7 students who enter Year 7 below the expected standard.</p>
	<p>In 2016 the following curriculum areas achieved success in external examinations : English Literature, Music, Art, Business Studies, Health and Social Care, P.E., French.</p>		
	<p>Low ability students, both other and disadvantaged scored above the national average for progress in mathematics.</p>		

KEY: Quotes from external validation (BSQM, SPTA day review, behaviour review, LA moderations) – green

Current year academy data – bold blue FFT and RAISE (historical) data – bold purple Historical academy data – bold black