

SEF Summary – John Whitgift Academy 17-18

Sections	Summary Evaluation																					
1	Introduction	The 2017 outcomes were transformational compared to historic outcomes at the Academy. Progress 8 scores for the past two years are above national*. Leaders are ambitious and have demonstrated the capacity to improve standards. At the previous OFSTED inspection in May 2016, the Academy was rated as Inadequate/Serious Weaknesses. There are 441 pupils on roll. 51.3% of pupils are eligible for disadvantaged funding, 12% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behavior and T&L that are having a positive impact and are well supported by the trust (Delta).																				
2	Areas for whole academy development	Senior Leaders and EAB continue to drive improvements at a rapid pace																				
		Continue to ensure that teaching and learning is consistently good or better																				
		Improve outcomes for students in terms of attainment and progress																				
		Improve progress in English Language and English Literature																				
		Continue to narrow the gap in attainment and progress between disadvantaged and other students																				
		Continue to improve overall attendance for all students																				
		Improve teaching and learning and outcomes in History																				
		Narrow the gap in attainment and progress for high ability students																				
3	Progress in previous inspection key areas	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Key Issue</th> <th style="background-color: #d9ead3;">Progress</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Improve outcomes for students in terms of attainment and progress</td> <td style="background-color: #d9ead3;">% students achieving grade 4+ 60% including English and Maths from 39% A*-C in 2016 % Students achieving grade 5+ 40% including English and Maths Academy overall P8 2016-17 is 0.22 (unvalidated)</td> </tr> <tr> <td style="background-color: #d9ead3;">Eradicate inadequate teaching and increase the proportion of good and better teaching</td> <td style="background-color: #d9ead3;">1 inadequate teacher placed on support plan: One teacher made improvements but is being supported further on an informal support plan whilst we secured a resignation from the other. 1 teacher put onto a support plan for marking- passed 1 Middle leader put on leadership support plan-passed</td> </tr> <tr> <td style="background-color: #d9ead3;">Senior leaders and Governors drive improvements at a more rapid pace</td> <td style="background-color: #d9ead3;">EAB members have embedded the process of inviting middle and senior leaders to their meetings to be held accountable for standards, predictions and outcomes. 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4. Leadership and management	Strengths	2	Next steps																			
	Demonstrated capacity to drive significant change with 2017 improvements. An effective and driven team who are improving the Academy with relentless urgency. Remodeled SLT sharply focused on standards and progress with the addition of Delta Subject Directors having a key role in driving standards and in improving outcomes		<ul style="list-style-type: none"> Ensure that the Academy effectively adapts to the national changes in Accountability and Assessment (new specs/9-1) with second wave qualifications. Continue to be ambitious for our students and raise the aspirations of students for their own learning and progress in order to better their life chances. Continue further development of leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on middle leaders. Continue to use a robust model of governance to support academy improvement and improve recruitment strategy. 																			
	The leadership team has an accurate view of the academy's strengths and areas for improvement. In 2016/17 the improvements in Maths were transformational with an improvement of 33% (42% C+ 2015-16 and 75% 4+ 2016-17). Overall attainment improved by 21% (in Basics 4+)																					
	Since the last inspection, leadership is now distributed and all leaders drive forward Academy improvement and are actively involved in monitoring, reviewing and evaluating progress.																					
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5. Teaching learning and assessment	The quality of teaching, learning and assessment has improved rapidly. The majority of teaching is highly effective. The improved profile of achievement across all measures indicates that teaching is having a significant impact upon learning and student outcomes within the academy. Recruitment has had a positive impact on teaching profile.		<ul style="list-style-type: none"> To ensure an enhanced programme of internal professional development to accelerate the improvement in the profile of teaching from 'good' to 'outstanding' capitalising on best practice. To effectively embed the academy wide approach to T&L pedagogy through the academy Collaborative Learning Structures approach. To use weekly CPD to drive improvement in T&L (QA impact). 																			
	The introduction of collaborative learning, improved behaviour and weekly 2 hour CPD (in-line with all Delta academies) is having a significant impact on learning and achievement.																					
	Students are informed about the progress they are making as part of the new academy policy on assessment and feedback. Standards are continually monitored and challenged through calendared work scrutiny. 96% of students feel that teaching is now having a positive impact on learning.																					
6. Personal development,	Strengths	2	Next Steps																			
	Attendance (95.8%) is above national average and PA (10.8%) is below national average. The Academy staff are relentless in their pursuit of improving attendance towards the 97% target. The recently introduced behaviour for learning and consequences policy has had a significant impact on improving student outcomes, reducing in lesson disruption and FTE's significantly reducing over time.		<ul style="list-style-type: none"> To continue to increase attendance with a higher focus on disadvantaged and more-able students. 																			

	<p>Student, Staff and Parent voice all strongly indicate that behaviour has improved significantly since the introduction of the new behaviour for learning and consequences policy. Over 96% of students feel that SLT have set high expectations and challenge poor behaviour and the policy is significantly reducing low level disruption. 97% of staff feel that the new policy will have a longer term positive effect on attainment and progress</p>	<ul style="list-style-type: none"> • To ensure attendance is consistently above national average, including the key cohorts. Whole school attendance target of 97%. • To continue to lower the numbers of PA students in the Academy. Target of 30 students (6.8%) • To ensure students fully understand the importance of safety inside and outside of the Academy • To reduce FTE further now that the behavior for learning and consequences policy is embedded. 	
7. Outcomes	2		
	<p>Overall progress and attainment has improved. Basics measures have improved from 39% to 60% in one year. Maths attainment is now above national. Sciences improved by 43.7% (from 18% A*-C in 2015-17)</p> <p>The progress for disadvantaged students has significantly improved from 0 in 2016 to 0.17 in 2017. Students have a below national APS of 27.7 but have exceeded national expectations in English and Maths. Disadvantaged student progress 2017 is +0.17 (0 in 2016).</p> <p>Improved teaching and learning is now having a positive impact on progress in all year groups. We are predicting a year on year improvement in progress and attainment and current Year 11 outcomes are predicted to be very strong and exceed national averages with Key stage 3 data from English and Maths also showing strong progress being made</p>	<ul style="list-style-type: none"> • Continue to support and challenge disadvantaged and more - able students to exceed national progress measures • Ensure that attainment and progress improves in History and progress improves in English Language/Literature • Sustain and improve outcomes in English/Maths/Science for all groups of students • Further develop literacy and numeracy across all year groups and across all curriculum areas 	
	8.	Overall effectiveness	2