

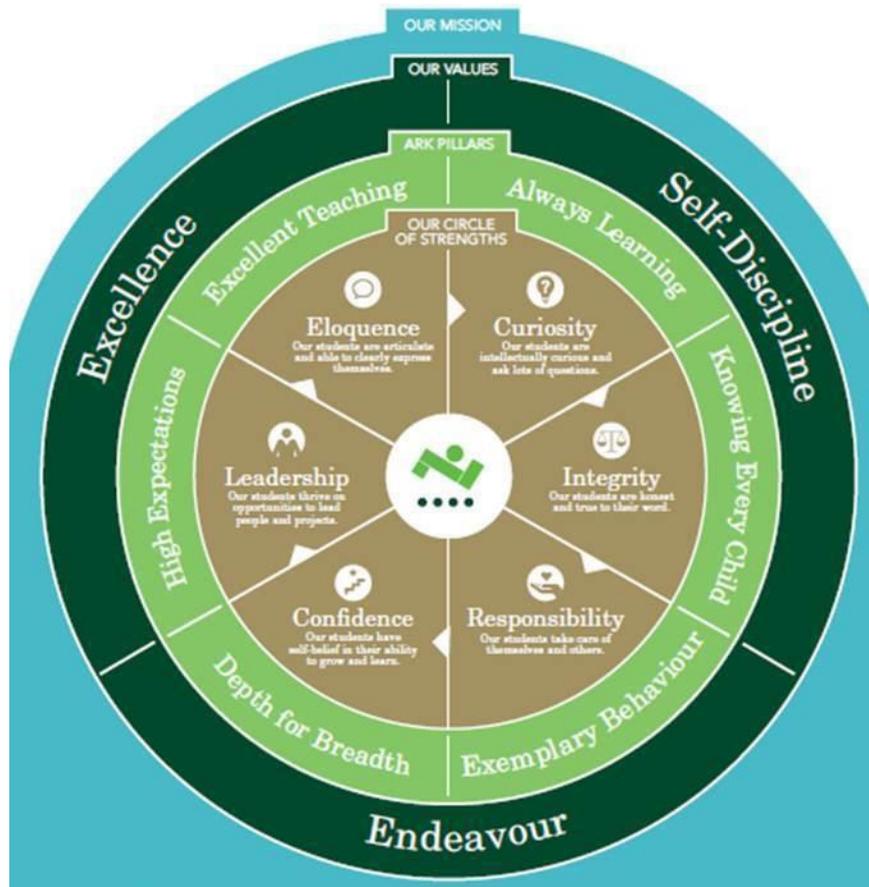


# Ark Schools Self-Evaluation Summary

## January 2022

### Ark Evelyn Grace Academy

*“Nurturing Talent for Life-Long Happiness & Success”*



## Context

Our mission is *“Nurturing Talent for Life-Long Happiness & Success”*. That is realised by our knowledge and character curricula, designed to enable our students to become *‘Cleverer and kinder every day’*. We are a community school proud of its diversity. Our core values of Self-Discipline, Endeavour and Excellence provide a map for personal and academic success. The Academy’s “Circle of Strengths” form the basis of our character curriculum and our House system creates a sense of competition and pride across our year groups.

In 2021.22, **65%** of students are entitled to ‘PP’ funding and **51% FSM**. The academy is located in the Coldharbour Ward in Brixton, which has one of the highest rates of serious youth violence and homicide in the country and this impacts on many of our student’s daily lives. It is also one of the 10 most deprived wards in England and Wales as measured by the Census deprivation score. Students are mainly drawn from the local housing estates.

We have a high proportion of students from minority ethnic backgrounds, particularly of Black Caribbean (25%), Black African (26%) and Mixed Black and White Caribbean (5%) heritage. The proportion of students who speak English as an additional language is very high (**49%**).

Many of our students have low reading ages with **53% in 2021.22 below actual age** Y7-11 and **33%** with a reading age of **2+ years below chronological**. Our reading interventions and vocabulary strategies are centred on giving the vocabulary and literacy skills necessary to overcome these barriers and allow them to access the curriculum and flourish.

The Academy was rated **"Good"** by Ofsted in March 2017. In Summer 2021 the Academy was awarded the **Flagship school** status as part of the Inclusion Quality Mark, as we have secured **excellence** for **5 successive years** in the area of **provision for our SEN students**.

Updated:	Number	%		Number	%
Number of pupils on roll (excluding nursery):	480		Pupils with EAL:	235	49%
Boys:	267	56%	<i>National Average:</i>		
Girls:	213	44%	Attendance: previous year/national/YTD:	92.1/85.9/91.8	
Pupils eligible for FSM:	242	51%	Persistent absence: previous year/national/YTD:	25.5/25/25.7	
<i>National Average:</i>		16	Number of fixed term exclusions: previous year/national/YTD:	124/-/35	
Pupils who are eligible for Pupil Premium funding:	311	65%	Number of permanent exclusions: previous year/national/YTD:	1/-/0	
<i>National Average:</i>		27	Number of teaching staff	36	
Pupils with SEND:	62	13%	Number of other staff	28	
<i>National Average:</i>		12.1	Budget surplus (deficit) for end of previous year	£24K	
Pupils with EHCPs:	6	1%	Cumulative surplus (deficit) at end of previous year	(£70K)	
<i>National Average:</i>		3.3			

Overall Effectiveness Judgement	
Current overall	Good
Most recent Ofsted	Good - June 2017

2017_2018	4+	5+	7+	Avg Grade
English	44%	25%	8%	3.8
Maths	49%	30%	14%	3.6
Ebacc	16%	9%	4%	3.9
All Subjects Taken (Attainment)	32%	19%	3%	3.4
English & Maths (Combined)	42%	24%	7%	3.9

2018_2019	4+	5+	7+	Avg Grade
English	49%	21%	2%	3.7
Maths	46%	22%	5%	3.2
Ebacc	14%	5%	2%	3.8
All Subjects Taken (Attainment)	37%	10%	1%	3.3
English & Maths (Combined)	41%	18%	2%	3.7

2019_2020	4+	5+	7+	Avg Grade
English	68%	43%	16%	4.7
Maths	58%	28%	10%	3.8
Ebacc	31%	16%	2%	4.4
All Subjects Taken (Attainment)	50%	34%	8%	4.2
English & Maths (Combined)	56%	28%	9%	4.5

<b>2019_2020</b>	<b>4+</b>	<b>5+</b>	<b>7+</b>	<b>Avg Grade</b>
English	68%	43%	16%	4.7
Maths	58%	28%	10%	3.8
Ebacc	31%	16%	2%	4.4
All Subjects Taken (Attainment)	50%	34%	8%	4.2
English & Maths (Combined)	56%	28%	9%	4.5

<b>2020_2021</b>	<b>4+</b>	<b>5+</b>	<b>7+</b>	<b>Avg Grade</b>
English	64%	40%	13%	4.6
Maths	61%	39%	12%	4.3
Ebacc	8%	7%	5%	3.7
All Subjects Taken (Attainment)	52%	30%	11%	4.5
English & Maths (Combined)	58%	37%	11%	4.4

## Quality of education

**Grade: Good**

**The academy's vision for the curriculum is clear and aspirational.** The curriculum is ambitious as all students at KS3 study English, Maths and Science as well as 3 humanities subjects, a language, DT, drama, art, PE and music as well as a weekly enrichment session of their choice. Student are taught PSHE and RSHE through tutor time and drop-down days and session with external providers. Our digital strategy and provision of chrome books to any students without a device allows our students to extend their independent learning and facilitates the computer science curriculum which is delivered through a series of drop-down days. More time is devoted to English and Maths to provide 'depth for breadth'. The school day is structured with six 55-minute lessons plus a 20-minute tutor time at the beginning of the day designed to build their character, develop their values and prepare them for life in modern Britain. In KS4 the students choose a humanity and then 2 options of their choice at GCSE. At present 55% of students in Year 10 study the English Baccalaureate and next year we will meet the target of 75%. There is an equally challenging vocational pathway for students, if they choose to take it, for music or PE as well as students that we apply to do the Princes Trust, which develops their life skills and is more appropriate for students who are low attaining on entry. All subject curriculums have been developed and sequenced in line with our curriculum intentions so that progression and success at GCSE and beyond is secured. The ambition and vision for the curriculum is articulated through its intentions of being - knowledge rich; vocabulary rich; planned for progression; and centred on mastery & enrichment. All departments have well-sequenced curriculums with their own intent statements about how the academy vision for the curriculum is implemented with each department. There is real strength in curriculum planning, especially in Maths, English and Science which all benefit from adapted ARK mastery network curriculums and related support from subject specialists. Our excellent teaching and learning model is clear and rooted in cognitive science around retrieval & deliberate practice creating consistently good quality lesson planning with matching objectives and independent learning tasks. Consequently, all students are enabled to build and accrue the knowledge and skills they need to succeed in life.

**The curriculum has been constructed to provide all learners, particularly the most disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life.** The academy supports a Quality First teaching approach in the planning and delivery of each lesson in each subject. Each lesson consists of four parts: Connect, activate, demonstrate and consolidate. Students with SEN have their own pupil passports which identify their needs and suggested strategies teachers can use to meet their needs. We use provision mapping software to track how we meet the needs of our SEN students. The structures, routines and consistency around each lesson provide an effective framework for learning to take place for each student in the classroom. Furthermore, our 6 signature strategies for managing behaviour allow for students to build understanding through improved behaviour for learning, thus supporting all students to learn in each classroom. 33% of our students have a reading age of 2+ years below chronological and all are receiving at least one weekly high-quality intervention (Fresh Start, Lexia). These students have their reading ages assessed three time a year and once they have an age-appropriate reading age, they graduate from the intervention so that their entitlement to the full curriculum is not disrupted. We are also now using provision mapping software to track SEN student needs, suggested strategies and interventions. This is a more comprehensive tracking and recording system that will leave our staff better informed to make appropriate adjustments to their planning. As a result of the inclusion work we have done, we have been awarded **flagship status** over the past 2 years as part of the **Inclusion Quality Mark**. The evidence of the impact of our work is seen in the NGRT data, where one year 7 Fresh Start group made 1 chronological year of progress in their reading in just one term of receiving the fresh start module in 2021. SEN students with SLCD benefit from speech and language therapy to support them with their communication. Place2Be is working with students with social and emotional difficulties and our school social worker also works with students who are struggling with home life and other difficulties in order to support them in staying in school and succeeding in lessons. The impact of our work to develop our curriculum so that the disadvantaged are developing the necessary knowledge is seen in our most recent mock exam data for year 11, where there was no gap between **PP (61.3%)** and **Non PP (60%)** for EM 4+ AR.

**Heads of department have a clear vision for their curriculum areas which are detailed in their intent statements and curriculum overviews.**

Department plans tie into the impact of the subject and how each subject plans to improve year on year ensuring improved outcomes for our students. Heads of Department work collaboratively with Ark Schools to develop common curricula through the Ark common curriculum. Heads of Department are responsible for their curriculum, it's sequencing, content and implementation across the classrooms. This ties into their long-term and medium-term plans ensuring it is knowledge rich and students have the time to develop the skills for mastery. All Heads of Department use key strategies from cognitive science theories for knowledge retention, in retrieval practise, homework and assessment strategies. Inter-leaved Knowledge retrieval (Do Now) starts every lesson so that knowledge can stick and grow over time. Now all lessons are expected to explicitly teach vocabulary and require students to write and say these words in application. The impact of all this work is that

student talk has increased in quantity and quality, especially use of Tier 3 language. Student talk is developing and learning walks indicate that our vocabulary strategy is increasingly present in lessons along with paired conversations as part of our 'Think or Write, Pair, Share' Strategy.

Middle leaders are actively engaged in the school wide development of the curriculum through our MLT meetings and weekly department co-planning, which allows teachers to do the necessary intellectual preparation to ensure share subject expertise, construct models and agree the single measurable objective which will be demonstrated in the independent writing activity (ILT). The quality of this planning is monitored in line management and through continued learning walks. The **impact** of co-planning is seen through learning walks where the alignment to the requirements around rigour found in our lesson planning model and ARKS' GTR are widely adhered to and students are all required to independently write and achieve the lesson objective. **Monitoring of the quality of exposition, modelling and questioning found a 65% proficiency + rating Jan 2022.** (A slightly higher standard than OFSTED good). However, whilst the activation section of the lesson is more consistently and effectively planned, time allocated to independent practice needs to be consistently planned for and insisted on, in order that all students in all subjects are mastering the knowledge and skills required and therefore make the progress expected. Recent training on live and prepared modelling supports this work and will be further supported through training on intentional monitoring in the second half of this academic year, so that we can ensure the students on well-worn paths (SEN & Low Literacy) are having their independent work checked and the necessary feedback to improve is provided.

Our curriculums are well sequenced, ordered and shared with students and are seen in the curriculum overviews. HODs monitor books through book audits. These are then also audited by SLT. These indicate that the quality of work being produced is improving and becoming more consistent. Leaders have also monitored the independent learning section of the lesson and the level of cognitive engagement in lessons, using rubrics which lend from the ARK tool of the Great Teacher Rubric. Book audits show the impact of the planning of single measurable objectives and related independent writing activities, with 90% of books showing independent writing tasks in each lesson (Summer 2021). The quality and consistency of this independent work is improving. Teachers take ownership of checking this work and using re-teach to ensure students understand before moving on. In the Do Now activity all questions are interleaved to ensure knowledge sticks over time. Teachers are consistent in the Cold Call questioning that reviews DN answers, but teacher skill in reframing questions and offering alternative explanations and examples to close gaps in understanding is a continued area for development. Revision lessons are within the sequence of our curriculums and knowledge organisers are used by a number of departments at these key points. Network wide diagnostic assessments are now completed across a range of subjects. The results are used to identify network and academy wide gaps and this informs planning and re-teach. The quality, rigour and consistency of lesson planning has seen significant improvements in 2021.22 with far greater alignment to the shared four-part planning model. This has allowed teachers to develop their 4-part lesson to include activities that allow students to chew on content before doing their independent written task at the end, or in a practical where they perform their required piece to demonstrate and apply their learning. Line management minutes show the detail of planning lessons. **It is evident from our internal learning walk data that the four-part lesson is embedded and now the common pedagogy of all staff. Furthermore, it is having impact on outcomes, with an increase of a grade for average GCSE attainment between 2019 (3.3) and 2021 (4.3)**

We have seen improvements in science and maths through a consistent approach to curriculum sequencing and lesson planning as a result of strength in leadership of those curriculum areas. In maths, the quality of curriculum planning has improved greatly as the HOD has introduced an effective 'your turn, my turn' modelling tool, along with the use of lesson-by-lesson diagnostics and a fluency section of the lesson where students apply and independently apply what they have learnt. This has been coupled with high levels of Hegarty maths engagement (often in the top ten for answer completion when compared with thousands of other schools). In science, the retention of essential knowledge and skills has been supported with Seneca homework and a heavily mapped spiral curriculum. **The impact of these changes is seen in the student CAG results of 2021 as compared to those of 2019, seeing an increase of 17% of students securing a grade 4 in both English and Maths. Science results have risen to 50% combined and 100% for Triple in 2021.**

Leaders and teachers have created an environment that allows all our students to focus on learning. Consistent behaviour strategies are clearly defined and common across the school and ARK network. These are trained on, practised, monitored and learning steps set where improvement is required. These 6 signature strategies are: What to Do; 100%; Do it again; Cold Call; Positive Framing; Strong Voice, to ensure learning is positive in every classroom. They are all based on those exemplified by Doug Lemov's 'Teach Like a Champion' This allows teachers to apply consistent techniques across the school so that behaviour for learning is good or better. Training for staff and students on our expectation for behaviour and the associated rewards and sanctions begins every term. **Our learning walk data indicates that there is 74% proficiency+ rate (a higher standard than OFSTED good) in all 6 signature strategies. (Jan 2022)**

**There is a rigorous approach to reading. 53% of our student are below their chronological reading ages, with 33% 2+ years below**, which reflects the highly disadvantaged context of our school. Students complete the NGRT to assess reading ages of the students in September and June. Students receiving an intervention (2+ yrs below chronological) are assessed three time a year. Impact data for Spring 2022 is being collected at present. However, the impact of the Fresh start intervention was seen with the Year 7s in 2021. 67% of our year 7 students, who were reading under their chronological age, were re-grouped to do 4 lessons a week of Fresh start, as an alternative to the English Mastery curriculum. **These students made an average of 1 year's progress with their reding in one term.** (Summer '21). In addition, all year groups (7-10) follow a shared reading programme (DEAR) with prescribed novels that are reflective of our local context by either being written by Black Authors or relevant to the urban context. This promotes reading for pleasure and is designed to develop reading proficiency. Struggling readers have 1:1 reading during this slot. A vocabulary strategy has been developed to increase student's cognition of words in each lesson. Staff have also been trained on 'Think, Pair, Share' to use in lessons and this is being implemented to increasingly good effect and thus placing the cognitive load on all students. However, collaborative learning is not yet a consistent strength of teaching across the academy and remains a focus. Academic reading has been brought into all lessons. We have used research to drive the way we deliver reading successfully in all disciplines. Reading surveys tell us that students recognise they are doing more reading in every lesson and **90% of students told us they were enjoying this. (Summer '21).** In addition, two lots of training have been delivered to staff on a network wide signature strategy called 'Inside, Outside & Beyond' which allows students to decide the meaning of unfamiliar words. Roll out of this will begin through Summer 2022 and into 22.23.

**We address the digital disadvantage that exists within our community by ensuring that every child gets a device, and that they have the skills and knowledge to use IT effectively in and out of school.** Our vision is for every student to have the technology needed to access a broad, academically rigorous, enriching programme of online learning, revising and developmental projects. Alongside access, our objective is that every student knows how to engage fully with this offer, from the basics of being able to log-in to various platforms successfully, to receiving and sending emails, to uploading work that demonstrates engagement and progress. This vision will be enacted through a 5-year spiral digital literacy curriculum that is delivered through the character programme in tutor time as well as within the curriculum itself and on drop-down days. We have administered 66% of our students with a chrome book to support their learning.

**Leaders understand the limitations of assessment and use it in a way that is supportive for staff, students and parents.** Whilst schemes of work have a clear end at each of the three Assessment Points across a year, Heads of Department have planned through a progression model towards what makes a great geographer at the end of KS4, or a great artist at the end of KS3. This means that whilst assessments are used as check points for a students' progress, we are embedding a love of learning that allows students to carry on that subject at the next level of education if they choose to. We also use online platforms such as 'Eedi Diagnostic Questions' and 'Show My Homework' to assess students at the formative assessment point so that the marking is completed automatically and trends and gaps in knowledge are clear. This again feeds into planning for the next unit of work to address these gaps. For parents, this is reported back to them termly along with their merits data. **The impact of this** is seen in the increased percentage of students who secured a grade 4 in both English and Maths in Summer assessments and GCSEs grades between 2018.19 and 2020.21. At the end of Year 9 maths and English results rose from 53% (18.19) to 73% (20.21); at the end of Year 10 results rose from 55% (18.19) to 66% (20.21) and the CAGs and GCSE results for Year 11 have risen from 41% (18.19) to 57% (21.22).

**HODs used an appropriate balance of evidence to determine CAGS were awarded consistently and fairly and teachers consistently applied the assessment criteria.** Heads of Department used evidence collated from assessments sat in class in exam conditions and assessments sat in the sports hall, again in exam conditions. The assessments that students sat were taken from the November 2020 secure exam series or created using a range of questions from 2018-2019. Heads of Department also used November mock exams sat in a sports hall in exam conditions as part of their evidence base. Where subjects had NEA, they used that as their primarysource of evidence. The raw scores from these assessments were put into a data tracker, then students were ranked in order and the 2019 grade boundaries were used to give students indicative grades. Heads of department then compared the work of students who were on the borderline of each boundary to the JCQ grade descriptors and exemplification materials provided by the exam boards to adjust the boundary of each grade. Finally, the grade distribution was quality assured by the senior team. Heads of department had training on how to effectively standardise and moderate assessments. They completed standardisation and moderation within their departments and with other local schools or schools within the Ark network to ensure that there was consistent application of the criteria. Heads of department were asked to provide evidence of their experience assessing work and, where there was less experience, heads of department used their line manager on the senior team and heads of department from other schools to support their judgements. All teachers had training on unconscious bias to support them in consistent application of the assessment

criteria. Staff were introduced to the seven most common types of bias and applied this information to the process of marking. 75% of staff identified with Halo bias and HODs were able to implement the strategies discussed in their marking consistently. As a means of counteracting any possible bias students only wrote candidate numbers on their scripts rather than their names, so staff did not know which student was being marked.

Work to improve the quality of teaching & learning (the main thing) is our unrelenting focus and driven by our robust CPD programme. This includes: two annual GTR evaluations; a comprehensive PD programme based on educational research and the gaps in teacher quality identified in our monitoring; a weekly TL briefing; weekly learning walks using a rubric that updates based on PD; weekly coaching for key teachers using the scope and sequence document shared across the ARK network. We also work with Transforming teaching to develop the capacity of others to develop and coach other teachers as well as improve the quality of planning. We have a termly training calendar that focusses on key priorities where we have assessed that we need development. The Great Teacher Rubric is a framework where we can evaluate and develop the quality of teaching. Staff are given time to self-evaluate their practice alongside an in-depth planning and feedback conference with a trained SLT member and set meaningful goals towards reaching at least proficient practice. The judgements of all evaluators are quality assured in two ways: paired observations and online training involving the watching and evaluation of teacher videos from across the ARK network. Staff surveys tell us they value the opportunity to grow and develop through the varied CPD programmes and are receptive to the varied means of CPD. However, the quality of CPD in 2020.21 was judged to be variable by staff and this was at least in part due to it happening too often for all staff, which is why this was reduced for 2021.22. **Surveys from 2021.22 indicate that the quality of training has improved. For example, 97% of staff judged our November 2021 INSET day as being at least 'good'. Coaching briefings were judged to be of value ( 88% good+ Nov 2021)**

In a continued effort to embed strategies shared in PD, SLT and MLT monitor the development of the provision. Our weekly lesson visits (from September 2020 at 42%-April 2021 at 92% proficiency), coaching (all teachers have progressed on climate and rigour on the scope and sequence) and lesson observations in December using the 'Great Teacher Rubric' (GTR) (68% of our staff were proficient and exemplary including NQTs). All these monitoring tools support our teachers and allow developmental conversations to help improvement and give them ownership of their own professional development. As it is developmental, none link to performance management, however we know that it does link to them being effective teachers and therefore having a greater impact in implementation and impact. Teachers tell us, through staff surveys, that training holds value for helping them engage and develop their expertise with curriculum and planning. Our internal results over the last 2 years, tell us that this has had an impact on students' progress across the year groups. The average grade in English rose from 3.7 in 2019 to 4.7 in 2021 and from 3.2 in Maths in 2019 to 4.4 in 2021.

The education we provide means **our students are ready for the next stage of their education, employment and training** as seen in our 2021 destinations data which shows **98% of students went onto their chosen post-16 pathway**. The impact of the work to develop the quality of teaching and learning is that **our students are developing more detailed knowledge and skills**. This is seen in how student achievement in our 2021 CAGs improved significantly since the last public examinations in 2019, with **76% of students securing a 4+ in English literature, 63% in Maths and 62% in English Language**.

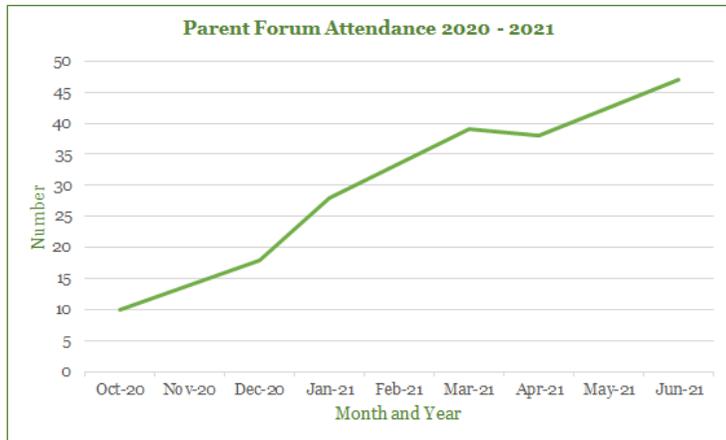
**Behaviour and attitudes**

**Grade: Good**

**Impact:**  
**The vision of high expectations for student behaviour is clearly communicated to staff.** We have culture and ethos induction training at every inset across the year along with weekly inputs during staff briefings. This training ensures that staff are clear on just how high our expectations for behaviour are and how to support students to meet them. We focus on the rationale behind our expectations for uniform and equipment so that teachers and students are clear that they help to ensure that we are being professional and ready to learn. Students are given these messages in assemblies and in tutor time, along with every tutor time having an equipment check slide to ensure that our expectations are consistent. They are also supported to be dressed professionally and ready to learn as the pastoral member of staff on the gate welcomes students and checks their uniform there. We have a uniform and planner check at line-up, too. By ‘sweating the small stuff’ on uniform and equipment, we have created a calm start to the day and students take pride in being ready to learn and dressed professionally, as confirmed by our regional Director, Sian Maddrell, when she has completed her regular visits. Students also receive a responsibility merit (data on this) each morning to reward them for being well organised. The impact of this is work and the increased number of merits issued can be seen below. Furthermore, we have made further revisions to our rewards policy to increase the amount of rewards our students are being awarded.  
**The ratio of rewards to sanctions in January 2022 was 5:1.** Our cumulative rewards system has also seen **235 students achieve Bronze or silver commendations.** All of which goes some way to building their character and live by our values, to which all our rewards are attached.

2019/2020		2020/2021	
Year	Responsibility Merits	Year	Responsibility Merits
7	328	7	3043
8	534	8	7313
9	218	9	3819
10	215	10	3158
11	135	11	1622
<b>Grand Total</b>	<b>1430</b>	<b>Grand Total</b>	<b>18955</b>

Parents are informed of these expectations by letter which supports us to have successful conversations where students need support to meet these expectations. Parents also attend our regular parent forums where they can ask questions and get further clarity on expectations. Parents attending Parent’s forum have increased from 3 or 4 once a term to those detailed below when comparing 19.20 and 20.21.



Should a student fail to meet our behaviour expectations regularly, support options are explored in our Inclusion Meeting, weekly with the wider pastoral team. The student in question will either receive a 1:1 intervention, a group intervention, a one-off intervention, or a series of interventions to help better support them. The intervention could be a referral to Place 2 Be, a 1:1 intervention with our school's Police Liaison officer, CAMHS, or a group intervention with our School's social worker. Because of this work, we have worked very hard to avoid permanent exclusion and as a result, there was only one PEX in 20.21. To date, there have been none in 2021.22. Nonetheless, following the return from lockdown there was a spike in exclusions as some vulnerable students struggled to acclimatise to school life following their return to school. Therefore, work to reduce exclusion and engage specialist agencies to support our most vulnerable students continues into 21.22. Pastoral leaders are now planning interventions for students with social and emotional difficulties which will be run by them.

**Our culture plans clearly define and script all the key routines of the day to ensure everyone in the academy has consistently high expectations.**

Teachers practise the various routines and scripts with one another in our regular training sessions on culture and ethos to ensure that they are embedded and consistent across the school. These scripts and timings are collated in our 'EGA Culture Plan' so that teachers have clarity, and we build consistency across the school. Students are taught why our routines are important and how they support their progress. Students also complete 'walk-throughs' of the routines with their tutors and the pastoral team to train them so they have clarity and understand exactly what is expected so that we set them up for success. The impact of this is that lessons start on time and have had a particularly marked impact on creating a calm start to lessons after break and lunch. The impact of these routines and expectations is that the academy is orderly and safe. For example, climate was noted as a strength on the ARK monitoring visit (7<sup>th</sup> Oct '21). ***"The school has high expectations of behaviour around the school and in lessons and have invested significantly in climate for learning. Signature strategies are typically observed in lessons and pupils expect teachers to use them"***.

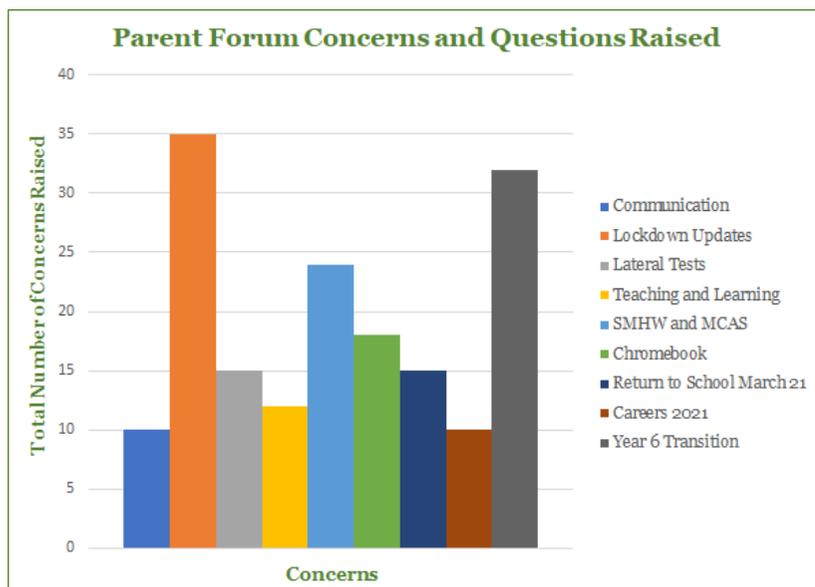
**Our rewards policy asks that teachers give daily merits to students that demonstrate our values and character strengths.** Staff are trained on the specific 'proxies' that lead to merits – this specificity ensures that merits are given regularly. We have a staff merits league table that is shared each week in Monday morning briefing to keep the SEE values and CIRCLE of character strengths part of our shared language. Students are trained on the proxy behaviours that lead to SEE and CIRCLE merits, which then go towards rewards given out in half-termly commendations assemblies along with texts and emails home for students that receive more than 20 merits in a week. In commendations assemblies, students are quizzed on how to demonstrate the character strengths so that they are clear on exactly how to develop their character (and achieve more merits along the way!). Teachers award SEE merits in a systematic way: if a student has followed instructions 100% and spoken at the right time throughout the lesson, then they achieve a self-discipline merit. If a student completes the demonstration phase of the lesson silently and to the best of their ability, then they achieve an endeavour merit.

**Our six signature behaviour strategies are clearly defined, monitored, and trained on.** Teachers are given weekly action steps on how to improve. These create a much stronger climate for learning as they are least-invasive interventions that ensure that students follow 100% instructions 100% of the time. For students where they are unable to meet expectations despite the teacher's use of the 6 signature strategies, we have a very clear process: warning; 15 -minute teacher detention; relocation until ready to re-join lessons. This has led to a climate of compliance and increasing engagement across the academy as seen in recent visits in Summer 2021 from the following senior leaders from ARK: Sian Maddrell: Regional Director, Jerry Collins: Director of Secondary Education and Lucy Heller: CEO. The CPD on our signature strategies was highly regarded by staff (**83% judged it to be good or better – Autumn 2021**) and learning walk monitoring indicates that the strategies are common across the academy with an average of **74% proficiency+**. Nonetheless, **the consistent and fair application of these expectations remains a continued focus**, especially for new staff and the trainees (of which we currently have 5 ECTs and 4 NQTs, all of whom are coached and mentored on a weekly basis so that they are at least foundational in these strategies, which all are, bar two who are both on a support plan).

**Relationships among our students and staff reflect a positive and respectful culture.** Staff are constantly reminded that we are the weather and positive framing is one of our constant foci for behaviour management monitoring and coaching. In a recent staff voice group, the Principal was told that one of the greatest **strengths of the academy were its staff, their support of one another and their alignment to the mission. (November 2021**

**Leaders, teachers and students have created an environment where bullying and peer on peer abuse of discrimination is not tolerated.**

**Anti-bullying assemblies and tutor sessions along with a specific anti-bullying school email address have supported a no-bullying culture.** Leaders, teachers and students create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. Our assemblies support with this, along with very visible anti-bullying posters on our monitors placed around the school. Tutors review the sanctions received by students each Monday in tutor time and can have conversations with students who are the perpetrators or victims. They log these concerns on Bromcom or Impero and Directors of Learning follow-up in all instances. We have a parent forum that meets regularly where parents can raise concerns, and this has led to their children being supported, where appropriate.



We also have Place 2 Be, where students can write a ticket to request to talk to our in-house counsellor if they are feeling bullied. This again has had impact, uncovering issues (8 issues of bullying were uncovered in May 2021, which allowed us to address, sanction and stop bullying) that have since been dealt with through parental meetings and monitoring/mentoring of those students involved.

Over 90% of students have rated the experience of learning more about racism, social injustice, and inclusion as being good or above for their understanding of the world we live in. Furthermore, only 5 students were excluded for either bullying or sexually inappropriate behaviour in 2020.21.

**We provide a bespoke programme of support for Vulnerable and SEN students.** Weekly inclusion meetings attended by everyone in the pastoral team that have a rolling agenda to ensure that everyone contributes to the safety and well-being of our vulnerable and SEN students. DOLs bring attendance concerns and actions. The attendance officer and social worker are there to ensure that we look at always support the child. Actions are logged on our safeguarding software: Impero Edaware and reviewed each week and followed up within 24 hours. This is a comprehensive and robust tracking system, which includes pastoral issues, such as bullying, as well as First aid, child protections issues and mental health concerns. Our DSL is experienced in this role and works closely with the network lead for safeguarding who provides thorough and robust monitoring, auditing and support of the measures we have in place. A series of safeguarding assemblies for all years were recently led by the DSL to raise awareness and encourage students to speak out where they have a concern about themselves or other young people.

**Attendance was above national levels in 2020.21 at 90.8%** and remains above national levels in 2022, including for vulnerable groups. YTD attendance (Sp.1 2022 is above national **(85.9% v 90.74%)** for the whole school as well as for **EHCP (81% v 91.1%) & FSM (82% v 88%)** who are 51% of our school population. However, this rate

of attendance is clearly below that before the pandemic and remains an area of focus for our improvement planning. Our tracking has been set up by SOL attendance consultancy. All drops in attendance have related actions which are also tracked. We work with EWS and social care and conduct our own home visits. At present all pastoral leaders in holding 16 parental meetings with Persistent absentees and their parents. Attendance contracts will be signed and attendance monitored closely. We also have a reward scheme, providing hot chocolate for all 100% attendees in Spring 1 2022.

### Personal development

**Grade: Good**

**Our curriculum extends beyond academic and vocational as it helps them develop their interests and talents.** Our mission is to ‘Nurture talent for life long happiness and success’ and in a bid to achieve this we run an extensive enrichment programme with 100% of students taking part in one enrichment activity every week. These are selected and change every term. There is a broad variety of choices including boxing, cookery, hospital heroes, latin American dancing and many more. The school supports the personal development of students consistently and comprehensively through the character programme run through tutor time, where our CIRCLE of strengths are learnt about and developed. Character is taught in tutor sessions as part of a five-year spiral curriculum that supports students to develop and recognise risks to their well-being.

The first tutor session of the week is a ‘SEE values reflection’, where students tally up their merits, sanctions and attendance and reflect on successes and action needed to improve. This is also an opportunity to reflect on their well-being and link their rewards to their levels of self-discipline and endeavour across the previous week.

The second is Character, where students discuss topics such as finance, FGM, knife crime, drugs, extremism, healthy eating, the political system and how to stay safe online. These are high-quality lessons that ready students for life in modern Britain, supporting them to discuss opportunities, dangers and what it means to be responsible citizens. As a result, students show respect for one another and we have a low number of discriminatory incidents.

The third session is ‘Drop Everything and Read’ where students read a novel together as a class to develop their literacy. We have included this as it supports our drive to improve literacy based on reading age data showing that students need to spend more time reading in order to be at or above their reading age.

Finally, students finish the week by reading a news story on current affairs from a website called ‘The Day’ and discussing that article. The articles chosen are ones that support our teaching of British values and the political system, as well as important national and global issues. The discussions that these sessions generate are good and we have begun to embed the use of sentence starters to support students to engage more effectively with one another’s ideas by countering points or building on each other’s points.

Students regularly receive rewards for demonstrating our character strengths and have clarity on the specific behaviours that support them to do so. A series of ‘proxy’ behaviours have been shared with all staff and students. Staff award students these merits systematically at the end of lessons or a marking cycle, along with whenever the student demonstrates them in lessons or around school such as in performances or enrichment activities.

The impact has been clear. The school is very calm and orderly. Most students show good levels of self-discipline when completing routines and during transitions. Students speak respectfully and show responsibility by being professionally dressed with increasingly consistent levels of organisation of their equipment so that they are ready to learn. Our next step is to work more on leadership and curiosity, encouraging teachers to build on the excellent self-discipline to push students to show more leadership and be ever more curious and engaged in their lessons.

Ratio of awards and sanctions is above 3:1 in all year groups:

Year 7	18	:1
Year 8	9	:1
Year 9	7	:1
Year 10	6	:1
Year 11	4	:1

Comparison to academic year 2019-2020 (September to May):

Year 7	3	:1
Year 8	3	:1
Year 9	1	:1
Year 10	1	:1
Year 11	1	:1

Our assemblies promote an inclusive environment that celebrates our ‘beautiful multiculturalism and diversity’. Every assembly is centred on one of our SEE values or CIRCLE strengths, along with a form champion – one of the multi-cultural role models that we name our tutor groups after.

The assembly calendar ensures that students receive assemblies at key times to support their development. Close to exams, assemblies will be centred on responsibility and revision. At the start of each half-term, they are centred on leadership and what it takes to be successful, giving students ‘the why’ behind our high expectations for their conduct, equipment and uniform and linking it to leading successful and happy lives when they leave us.

We have several guest speakers come into the school to support us in delivering assemblies that are inspiring and impactful. We have assemblies delivered by DASH on drugs awareness; Place 2 Be deliver assemblies on mental health and well-being; our community liaison officer speaks to students about the role of the police.

Again, the impact has been clear. Students go to our Place 2 Talk sessions to share concerns and ask questions which has allowed us to then put actions in place to support them and address their concerns. Larissa, our Place 2 Be counsellor sees 12 students weekly for 1:1 on sessions (lasting 10 weeks) and sees 20 students weekly for drop-in sessions.

Below are the numbers of students receiving a certificate for one of our SEE Values or CIRCLE of character strengths in each year group across the academic year so far:

	No. of students	No of certificates: Autumn	No of certificates: Spring	% increase
Year 7	60	121	152	25%
Year 8	90	96	205	105%
Year 9	120	142	163	13%
Year 10	120	112	158	27%
Year 11	120	105	192	85%

Our House system promotes community, pride and competition amongst staff and students. The house system encourages students to develop their leadership and their curiosity. It gives them a space to be creative and nurture their talents. We have had ‘EGA MasterChef’ where students photographed or filmed themselves creating dishes, usually ones that represented their cultural heritage, which celebrated our diversity as a school. ‘EGA’s Got Talent’ was a talent show where we had rock bands, performance poets, soul singers, drumming – a real range! We have had cake sales, speakers on feminism, football tournaments, table tennis championships, and most recently a ‘Cook-along’ with Levi Roots coming into school to lead and judge the 150-strong participants’ efforts who all cooked along at home on zoom, with food provided for free by Tesco’s. Sports Day is a house event, with students from across the year groups seated in a stand for each house and wearing their house colours.

The impact is clear, with students keen to be involved in these creative acts and ear house point for their relative houses. See below for increased house points per pupil in 2020-2021 compared to 2019-2020



**Students are provided for life in modern Britain and developing their British values, along with appreciation of diversity and respect for different protected characteristics.** Assemblies, tutor sessions and enrichment activities are used to create a diverse and inclusive climate. LGBTQ+, Anti- Racism, Empowering young girls all lead to building an inclusive culture amongst staff and students. During LGBTQ+ month in 2021 the school received over 4'000 hits on twitter for the series of assemblies that were delivered to all year groups as part of developing our students understanding of our diverse society. Anti – racism assemblies have been delivered by our middle leaders and students from year 10 to all year groups as part of developing leadership amongst our student population and providing all students with the opportunity to engage with social justice. All year 7 students in 2021 were provided with the opportunity to write a letter to students in a school in Jamaica and a select few were chosen. This was part of developing student awareness of Windrush Day and to support the continued engagement with differing cultures and how our lives are enriched through these experiences.

**At each stage of their education, students are prepared for their future success in their next steps.** Students receive good quality careers information, advice, and guidance. All students receive careers advice and guidance from year 7 through to year 11. This is built into the 5-year character curriculum so that it is delivered through tutor time, tailored for the year group to suit their needs. Alongside tutor time, every year group has 6 speakers a year from a range of industries visiting every year group every half-term for question-and-answer sessions to inspire our multicultural cohort in each year group to aspire to achieve great things. We have had a female professor from the Natural History Museum, an Iraqi-English female speaker from Credit Suisse, an Afro- Caribbean male defence lawyer, amongst others. Students plan questions in advance of these sessions and write them in their planners and then ask them in the assembly, developing their confidence, curiosity and leadership as well as their aspirations. Nonetheless, much more needs to be done to develop student's growth mindset and self-belief and this being connected to career aspiration will be a focus going into 21.22.

We have several visitors from and visits to a range of companies for our students, such as JP Morgan, Goldman Sachs, Spiral, Ark Alumni Mentoring and Into University. These links are ongoing and so students are supported to continue to aspire rather than them being one-off visits.

Year 10 and 11 have annual work-related learning days, which involve external agencies working with our students on CV writing, summer programmes, networking, interview skills and next steps. Alongside these are a careers fare and speed networking event which feature over 30 external visitors from a range of industries for our students to talk to and ask questions of to help them to aspire. Alongside this, to support students in KS4 to make good decisions around their next steps, every student is given a 1:1 careers interview in Year 11, with those that would benefit from earlier intervention around careers and aspirations receiving one in year 10 or receiving multiple interviews.

As a result, we have had great success getting students into level 3 and level 2 courses at post-16.

#### School Leavers into...

		Total	
Post-Compulsory Education	FE College	79	59%
	Repeating Year 11	1	1%
	School Year 12 - sixth form	28	21%
	Sixth Form College (6th Form only)	20	15%
	<b>Total</b>	<b>128</b>	<b>95%</b>
Training	Traineeship	1	1%
	Training - Other (EFA funded) - NOT EMPLOYED	1	1%
	<b>Total</b>	<b>2</b>	<b>1%</b>
NEET	NEET - Not work ready	1	1%
	NEET - Unemployed	2	1%
	<b>Total</b>	<b>3</b>	<b>2%</b>
Not Known	~School Year 11 Transition	1	1%
	Moved Away - Cannot be Contacted	1	1%
	<b>Total</b>	<b>2</b>	<b>1%</b>
<b>Total</b>	<b>135</b>	<b>100%</b>	

The enrichment programme allows students to develop a broad range of interests and talents and helps support our mission to “Nurture Talent for Life-long Happiness & Success”. All students in years 7-10 have enrichment as part of their timetable each week. They are offered over 20 different enrichment activities to choose from, ranging from Black Lives Matter, Be Her Lead feminist club to Magic Tricks, Chess and Photography, along with many sports options (table tennis, trampolining, football, boxing). We have taken part in competitions including Schools Challenge for Science and athletics events. KS4 students are also offered sports, music and politically orientated enrichment activities, so students continue to nurture their talents alongside their academic studies. We have 70 students who take weekly instrumental lessons, and 60 students are in one of our different music groups in the school. The impact is clear, with performances at lunchtimes or after school along with excellent attendance across enrichment activities. Through student voice we have been able to introduce new enrichment opportunities that have further engaged our students and created greater links with the community. Boxing has had 100% attendance and has supported the climate in year 9 to reduce the number of students who have been placed in internal exclusion. Cooking and Dance have been excellent outlets and have been an excellent chance for some of our most vulnerable students to display their skills and be successful. Our enrichment offer has also had a positive impact on our grades in both BTEC music (83% 4+) and drama GCSE (90% 4+) in 2021.

## Leadership and management

Grade: Good

**Leaders are extremely aspirational and aligned to the mission of the academy of ‘nurturing talent for life-long happiness and success’. They are committed to providing a high-quality, inclusive education and training for all.** Every week, leaders are involved in continuous monitoring for both climate: through our culture walks and rigour: through our learning walks. The Principal develops and holds leaders to account through daily operational meetings and leadership development activities. Leaders are jointly accountable for the quality of education and the behaviour of students across the academy. This has been achieved through a variety of training on leadership development. (‘Lencioni - ‘TheAdvantage’, Successful Difficult Conversations’ by ‘Heads Up’.) Leaders are clear on the priorities of the school and relentless in the pursuit of improvement of our provision.

The mission, motto, values and character strengths are widely known and clearly articulated by the Principal and leadership Team. Teachers have a genuine moral purpose in transforming the lives of the students in our school, by helping them become ‘cleverer and kinder every day’. The quality of our work to improve our school has been documented as an example of **best practice in the 2021 edition of the ‘Parliamentary Review’**.

**Leaders are intent on improving staff’s subject and pedagogical knowledge to enhance teaching and the appropriate use of assessment.** This is seen through the work of middle leaders with PTI. The science department were recently awarded a curriculum award for this work. Network INSET days are centred on subject specialists meeting together from across the network to develop curriculums and the network are involved in developing and enhancing their mastery curriculums. The latest of which is the Geography curriculum which we have adapted for use in our academy. Furthermore, co-planning is a weekly activity undertaken by middle leaders which is a key driver for planning, modelling and ensuring that all teachers have done the necessary intellectual preparation for each lesson and unit of work.

**The development opportunities for teachers and leaders are a real strength** The CPD provided is generally well planned and delivered and is having impact on how we embed the intentions for our curriculum intentions and lesson model. This is developing student knowledge and vocabulary through inter-leaved knowledge quizzes, vocabulary and reading strategies in our lessons. Senior and middle leaders, along with main scale teachers are involved in the delivery of the programmes. Leaders take advantage of the NPQML and NPQSL courses provided by ARK, along with the network meetings for Curriculum & Assessment and Teaching & Learning. As a result, behaviour across the academy has improved with minimal disruption observed in learning walks and school visits from our Regional Director. The quality of middle leadership has also improved and this is seen by the significant revision and improvements made to all curriculums so they align with ARK curriculums and the academy Intentions. This is evidenced by the increased number of middle leaders who led Teaching & Learning CPD for all staff last year (7) and the alignment with our lesson planning model when Line Managers have quality assured resources and schemes of work.

### **Staff well-being is a continuous priority**

The work of staff is celebrated continuously through the shout outs in briefings and Hero of the week. Well-being has been given a voice through language from the ‘zones of regulation’ and a staff working party led by a senior leader. Kindness week and activities including Master chef and house quizzes have done a great deal to unite our highly supportive community of staff. Leaders have worked to reduce workload by launching a fast feedback model and a centralised approach to display, along with the use of diagnostic assessments. A staff voice group of volunteers met with the Principal to discuss what was going well and what could be improved in November 2021. This resulted in an action plan that was shared with staff in January 2021. One action was around making further improvement to the quality of tutor time and character sessions. When surveyed, staff 75% of them either agreed or strongly agreed that this goal had been achieved.

### **The quality of education has significantly improved and is now good.**

All leaders are involved in the development of the ‘main thing’ and are involved in all practices centred on the evaluation and improvement of the quality of education. Work has been done to ensure that both pastoral and curriculum leaders have a shared understanding of the standards of teaching and learning and the necessary actions required to diagnose and improve it through video and shared discussion and quality assurance exercises. Leaders have provided a clear framework for curriculum and lesson design through the creation, monitoring, training and coaching to our curriculum intent, lesson model and various guidance notes (WTDs) for the strategies our teachers employ. Leaders observe teachers on weekly basis and provide single action steps and coaching conversations to consistently improve quality of teaching. The ‘See it, Name it, Do it’

model of coaching is adopted by the team and used to good effect to support new staff and those that are identified as requiring further support. Subject specific knowledge and curriculum design are well supported through CPD and network subject meetings, along with our work with PTI. The science department was recently awarded by PTI for the quality of their curriculum planning. We also benefit from common high-quality curriculums developed and shared across the ARK network. The impact of this is seen in the increased attainment in GCSE English & Maths, (41% 4+ 9-4 in 2019 and 57% in 2021), Science (Combined was 21% 4+ in 2019 and 50% 4+ in 2021, with Physics 100% 5+, Chemistry 100% 5+ & Biology 100% 6+ in 2021) and Spanish (73% 4+ in 2019 and 92% in 2021). However, there is still poor performance in some subjects with the percentage of students securing a 4+ in other subjects being a concern in 2021 (Geography: 48%, History: 32%, Business 47%, D&T: 37%). A change of leadership in geography and Business will help, but additional support is in place for teachers and leaders in geography and history. We have now run exams analysis meetings for all departments following both 2021 CAGs and Autumn 2021 mocks. Actions are agreed and then monitored in order to hold middle leaders to account.

#### **Leaders have worked together to create the conditions where staff can teach effectively without disruption.**

Behaviour routines are scripted and systems are clear and regularly trained on. Staff know what to do if students are not meeting our high expectations. This has been achieved through senior team culture walks, transition duties and clear and scripted culture plan so that all staff know how we maintain the highest standards of behaviour throughout the day and during key routines. Senior & pastoral leaders are on hand throughout the day to support teachers. The consistency of expectation has improved but not all staff have the same high expectations. However, learning walks in September 2021 indicate that climate and consistency of expectations has improved as evidenced by the reduction of relocations when comparing September in 2020 and 2021, which saw a reduction by two thirds. Nonetheless, there has been an increase recently as we have decided that students may only use the toilets via on-call so that we can monitor the students who are missing learning time through toilet trips.

#### **Parental and community engagement is rapidly improving.**

Leaders work hard to engage parents and the wider community through weekly parent forums and house and community events. **In a recent survey, 94% of parents said they would recommend the school to others.** MCAS and SMHW software means communications about children's attendance, progress, education and behaviour is regular and detailed. As previously stated, attendance at parent forums has increased markedly from previous years.

**Inclusion and support for vulnerable students with additional needs are rapidly improving.** Vulnerable students and those with additional needs are identified and supported through our provision mapping and weekly inclusion meetings. Non-teaching pastoral leaders are available throughout the day and are ably supported by senior leaders and a social worker and schools liaison officer attached to the school. Exclusions, managed moves and alternative provision are used appropriately to provide support and maintain our high standards of behaviour and safety. We have been given 'flagship status' by the Inclusion Quality Mark awards to commend our consistently excellent inclusion provision. Students are risk of gang affiliation work with a mentor (Challenge Consult) who visits their homes and engages with the entire family. Staff are developing their ability to adjust their planning to meet the individual needs of students. Further training is being provided in the second half of 2021.22 to focus on key strategies for SEN students and those with low literacy. The culture of all teachers being teachers of SEN is developing and a very experienced SENCO was appointed in September 2021 and his work is beginning to have impact. We will connect this provision to intentional monitoring and the other SEN friendly strategies that have been trained on (Chunk, Chew, Check, Dual coding, signature strategies, Reading out loud in lessons).

#### **Safeguarding systems, governance and network support are all strong**

We have a safe school, in which students feel increasingly confident and proud. We are well supported by the ARK network lead for safeguarding who robustly audits our provision and ensures that our SCR is complete. The Principal is a member of the Lambeth Board for youth justice and is well-informed about issues relating to serious youth violence in the local context. The impact of this is that we work well with external agencies and support our most vulnerable students. However, whilst our attendance was above national for the pandemic affected year of 2021 at 90.8%, our PA rate was high at 33%. We will continue to work with our EWS and target low attendees from the beginning of 2021 by ensuring social care are engaging with parents in the family home and home visits are made by academy staff and EWS.

To log safeguarding concerns, we use a platform called Impero Edaware, which all staff in our school have access to. Safeguarding concerns are discussed at our weekly inclusion meeting attended by: DSL; DDSL/SENCO; Social Worker; Met Police Schools Liaison; Attendance and Welfare Manager; School Counsellor; Internal Exclusion

Manager; KS3 and 4 Pastoral leads. As a result, the number of safeguarding concerns increased: 122 safeguarding concerns were logged in March 2021, in comparison to 12 in March 2020.

As a result of the increased logging of safeguarding concerns we have a better response to safeguarding concerns (initial response will always happen on the day and the follow-up should happen within 24 hours). We are making many more referrals to outside agencies to provide better support to our students and their families (LA, MARFs, MASH, DASH, Evelina school nurse referrals, Early Help, CAMHs referrals, etc) In February 21, 12 referrals to outside agencies were made, whereas in February 20, 3 referrals were made.

The Principal and Governing body are very well supported and held to account by the ARK network through the Governance team, Executive Principal and Regional Director. The Executive Principal spends one day a week at the academy and the Regional Director is in weekly contact with the Principal to offer challenge and support in equal measure. There is a relentless focus on improving the quality of education and building a great school. Four annual LGB meetings provide an opportunity to question senior leaders on the strategy and impact of their work. LGB visits prior to lockdown allowed the LGB to interrogate the impact of our plans.

### Overall effectiveness

**Grade: Good**

Work to improve the quality of education has had a marked impact and the model for teaching and learning is detailed and clear, as is the Academy Intentions for our curriculum. Departments are consistent and effective in planning lessons that offer challenge and access and effectively employ reading and vocabulary strategies and work is being done to share good practice and further develop the quality, rigour and consistency of curriculums across the academy. The academy has ambitious intentions for the curriculum and departments are aligned. For the quality of education to improve further, all students in all subjects must be stretched and challenged, whilst continuing to develop our carefully planned opportunities to improve their reading and vocabulary.

Behaviour and attitudes are good. This is due to the level of compliance and engagement as a result of set of behaviour expectations, rewards and sanctions. This picture has been helped by our behaviour strategies (six signature strengths) being clearly defined and scripted, trained on, monitored and action steps set where 'gaps' are seen. This means that lessons flow well and are rarely impacted by low level disruption. There is a culture of set routines and high expectations shared by all staff and valued by students. Teacher skills are developing well to promote behaviour for learning and consistent actions exist to tackle and change off task behaviours. Our range of interventions have broadened, and our identification of need has improved, and this is impacting on students at risk of under-achievement or exclusion. Staff and students enjoy positive working relationships. Attendance is above national but the pandemic had had impact and systematic work is being done to track and improve the attendance of Low attendees.

Personal development is good because our Character Curriculum gives weekly learning opportunities to all students to practise and improve these soft skills and is a strength of our academy and a feature of personal development. The themed assembly programme and House system encourage aspiration, appreciation of difference and tolerance within collaborative and competitive settings. Our enrichment programme is broad and exciting. It offers all our students an opportunity to identify and develop their talents and interests. The careers programme is strong and offers every individual bespoke guidance on future study and work. All students, including the most vulnerable students are supported and guided so they can succeed and be ready for the next stage in their education.

Leadership and management have rapidly improved and as a consequence behaviour and teaching are now consistently good. There is a sharp focus from leaders on the daily operations of our academy along with a shared objective of further improving the quality of teaching and learning. The strategic plans to move the academy forward are strong and the impact of key initiatives such as those around improving teaching and learning are being seen in outcomes for students, with marked improvements, especially in English and Maths. All leaders, including middle leaders share a strong belief in the academy's mission. All leaders are committed to the quality of learning in the classroom and share a common approach to planning, teaching and learning. As an inclusive school, all students can select and study challenging GCSE subjects. There is a culture of safeguarding where adults in the academy are highly tuned to warning signs. The leadership of the academy is transforming its culture for the better with more students expressing increasing pride in their school. We are confident, that our plans and the addition of stronger and more experienced leaders to our senior team will ensure that the overall quality of our provision remains consistently good and soon becomes outstanding.