

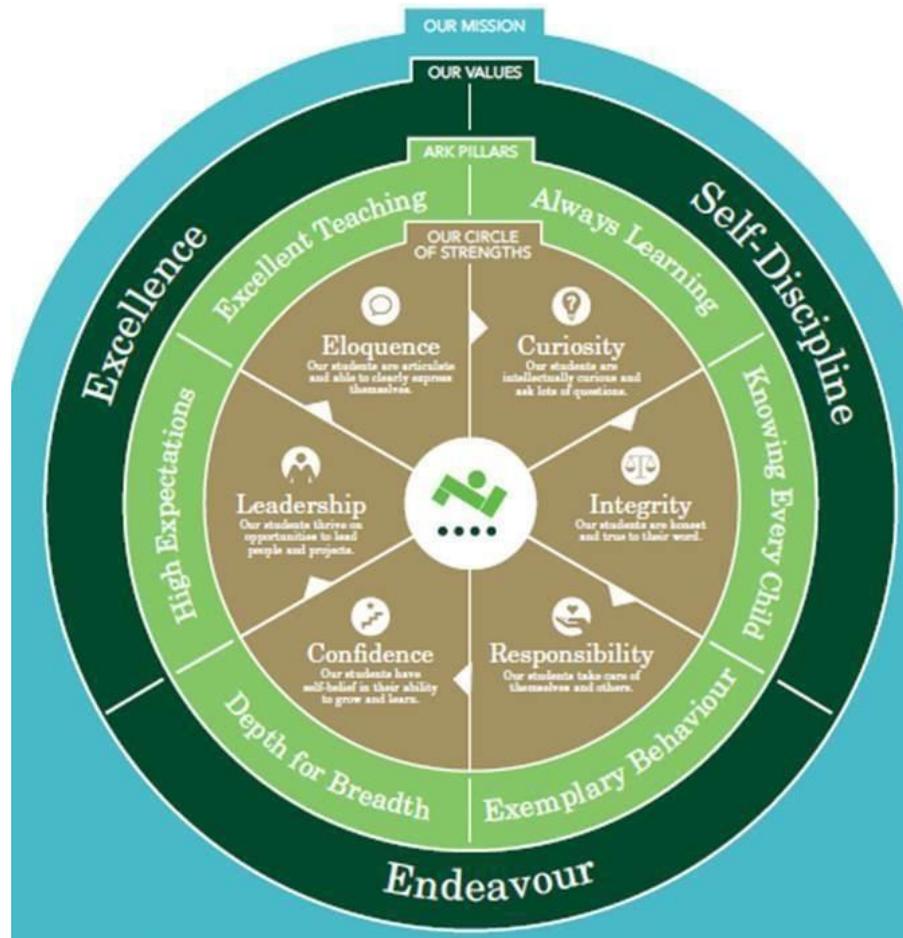


# Ark Schools Self-Evaluation Summary

September 2022

Ark Evelyn Grace Academy

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



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## 1. 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, **59%** of students are entitled to **‘PP’** funding and **50% FSM**. The academy opened in 2008 and moved to its award-winning building in 2010. It 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 (**22%**), Black African (**25%**) and Mixed Black and White Caribbean (**5%**) heritage. The proportion of students who speak English as an additional language is very high (**46%**).

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**.

<b>Updated:</b> <i>[Insert date]</i>	<b>Number</b>	<b>%</b>		<b>%</b>
Number of pupils on roll	464		Attendance: YTD Statutory (previous year)	89.9
Boys	246	53	<i>National average</i>	<i>(TBC)</i>
Girls	218	47	Persistent absence: YTD (previous year)	32.3
Pupils eligible for FSM	252	54	<i>National average</i>	<i>(TBC)</i>
<i>National Average</i>		<i>22.32</i>		<b>Number</b>
				<b>Rate</b>
Pupils who are eligible for Pupil Premium funding:	290	54	Number of fixed term exclusions: YTD (previous year)	71
<i>National Average</i>		<i>26.92</i>	Number of permanent exclusions: YTD (previous year)	1
				0.2
Pupils with SEND	62	13	<i>National average</i>	
			Budget surplus (deficit) for end of previous year	137K
<i>National Average</i>		<i>11.92</i>	Cumulative surplus (deficit) at end of previous year	90K
Pupils with EHCPS:	9	2	Number of all staff (teaching staff)	

National Average (TBC)		2.15		
Pupils with EAL	226	49		
National Average		17.5		

## 2. Achievement

	2019	2022
En & ma 9-4	41	58
En & ma 9-5	18	34
En & ma 9-7	2	4
Attainment 8	35.1	40.1
Progress 8	-0.49	TBC
EBACC % entry	43.4	36.8*
Staying in education	92%	TBC

\*EBACC entry for 22.23 Y11 is 55%, Y10 is 95%

### 3. Self – Evaluation Summary

#### Quality of Education

**The academy's vision for the curriculum is clear and aspirational.** The curriculum is ambitious as it maps the National Curriculum so all students at KS3 study English, Maths and Science as well as 3 humanities subjects, a language, Art & Design, drama, PE and music as well as a weekly enrichment session of their choice. Students are taught PSHE and RSHE through tutor time and drop-down days and sessions 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 as citizens in modern Britain. In KS4 the students choose a humanity and then 2 options of their choice at GCSE. In 2022.23 95% of students in Year 10 will study the English Baccalaureate and 55% of Year 11. There is an equally challenging vocational options for students, if they choose to take it, for music or PE. All subject curriculums have been developed and sequenced in line with our curriculum intentions so that progression and success at GCSE and beyond planned for. 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 curriculum overviews outlining the sequence of each curricula and these are glued into student books. Department all have their own intent statements about how the academy vision for the curriculum is implemented within each department. Our teaching and learning model is clear and rooted in cognitive science around retrieval & deliberate practice creating increasingly rigorous lesson planning with matching objectives and independent learning tasks.

When I first became Principal in 2017, the quality of education was inconsistent and insufficiently rigorous. Teaching was largely didactic and students were often passive. There was limited retrieval questioning and independent learning and deliberate practice were rare. There was little clarity on the objectives and core knowledge students needed for each lesson. The quality and consistency of planning was very inconsistent and that is why I introduced a four-part lesson with a retrieval Do Now and an independent learning task that matched a single measurable objective. There was a huge amount of work done to train staff on the function and features of each part of the lesson and these are now embedded across every department in the school, though the level of challenge in some departments needs to be increased. Both challenge, support and systematic checking of understanding are now a strength of the English, Maths and PE departments. As a consequence, outcomes have now risen substantially since 2019 GCSEs. 58% of students secured 4+ in both English and Maths and this is the best outcome the academy has secured since its opening. Each of the triple sciences rose to **100% 9-5** in 2022. This is a significant rise from 2019, where outcomes were 43% 9-5 in Biology, 46% in Chemistry and 50% in Physics. However, whilst an entire revision of the science curriculum saw combined science results rise by 20%, they are still not yet strong. Internal data for the current year 11 indicates this will rise again this academic year. Improved behaviour and increased challenge in these subjects and many more make us confident that our current Year 11 are likely to see the strongest outcomes yet in Maths, English, Science, History and Geography. Year 10 summer 2 data from 2022 indicates that this is likely to be the case. WE also benefit from adapting high quality curriculums from the ARK network for all core subjects. Comparing 2019 with 2022, PE GCSE rose from 30% to **75% 4+**; photography rose from 50 to **60%**; Music rose from 13 to **50%**. French rose from 57 to **100%** and Business rose from 17 to **51%**. The attainment 8 grade also rose by **half a grade up to 40.1**. However, whilst attainment has risen, we are not yet satisfied.

Each lesson now 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 students to build understanding through string behaviour for learning, thus supporting all students to learn in each classroom. We also have a clearly set of lesson and academy routines, clearly defined in our 'A Day in the life of

an EGA student' handbook. 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 times a year and once they have an age-appropriate reading age, they graduate from the intervention so that any disruption to the full curriculum is minimised. Reading and literacy is supported across the academy through the **'Inside Outside, and Beyond'** & 'Guided Annotation' strategies. CPD on these strategies have begun and will be a continued focus for further training and monitored during learning walks. DEAR sessions take place each week in years 7-10 and act as another to use class readers to develop reading across the academy. All lessons are expected to explicitly teach vocabulary and require students to write and say these words in application. The impact of 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, Pair, Share' Strategy. 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)**. As a result of the inclusion work we have done, we have been awarded **flagship status** over the past 3 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. Furthermore, 22.9% of all students in 2021.22 were reading 2 or more years below chronological, but this had reduced to 15.4% by Spring 2022. 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.

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 shared subject expertise, construct models, plan questions and agree the single measurable objective which will be demonstrated in the Independent Learning Task (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 ARK's Great Teacher Rubric are widely adhered to and students are all required to independently write and achieve the lesson objective. Monitoring of the cognitive engagement of our students **moved from 41% proficiency in January 2022 up to 68% in May 2022**, following CPD, feedback from learning walk and coaching. 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. Seating plans (SEN & Low Literacy) are having their independent work checked and the necessary feedback to improve is provided. Recent monitoring indicates that the time and quality of Independent Learning has increased (GTR Summer 2 2022), however, there is more work to be done in this area and cognitive engagement is a focus for 22.23. To be precise, planning which centres on rigorous outcome has improved when comparing the two Great Teacher Rubric evaluations **(68.9% proficiency+ in round 1 and 82% P+ in round 2)**. However, the level of rigour and challenge is still inconsistent, where it is best in English, Maths, PE and some RE lessons, students make good progress in lessons. This is emerging in History and Science but now stronger than previous years.

We have seen improvements in English 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 independent work completed on SPARX (a software programme) to support them with their maths. In science, the retention of essential knowledge and skills has been supported with Seneca homework and a heavily mapped spiral curriculum. Each of the triple sciences rose to **100% 9-5** in 2022. This is also a significant rise from 2022.23, where outcomes were 43% 9-5 in Biology, 46% in Chemistry and 50% in Physics. Nonetheless, there is still much to do as whilst progress in triple science is strong **(+1, +1, +0.75)** combined science is still far too low (-0.85). Internal mock data for year 10 Summer 2 (55% 4+ AR) indicates this number will rise in 2023, however and the challenge is emerging across lessons with a new lead in the science department. The challenge in geography and history lesson planning is emerging. Geography, in particular benefits from the ARK mastery curriculum at Key Stage 3. There is strength in planning in PE and lessons have high expectations of students. As a consequence, GCSE outcomes have risen significantly

since 2019. The leader of the department is well focused on outcomes and is now taking a lead on the year 11 strategy to drive up outcomes across the academy.

In 2017, the evaluation of teaching and learning was not strong. Some HODs were able to diagnose and improve planning, but there were no whole school systems in place. In the years since then, much work has been done around learning walks and the focused monitoring of the implementations of strategies trained and coached on. However, until this year, much of this work has been driven by senior leaders. In 2022.23, we have clear guidance and documentation on how all middle leaders will evaluate the quality of education with their own subjects. All activities involving learning walks, books looks checking formative assessment and presentation, along with student voice and summative assessment analysis is calendared for each short term. We are confident this will drive outcomes and improve planning and its implementation. Co-planning take place in all subject areas every week and senior leaders will evaluate the implementation of these sessions and the impact they have on the level of challenge and support given to students in all subjects.

In 2017, behaviour in lessons and around the academy was very inconsistent and often relied on the relationships of teachers. Learning could not always take place because there was lack of clarity about expectations. There were no whole school routines or behaviour management strategies. Since then, clear systems and routines have been introduced and are now consistently implemented. These signature strategies are based on Teach Like a Champion and are: What to Do; 100%; Do it again; Cold Call; Positive Framing; Strong Voice, to ensure learning is positive in every classroom. Training and coaching on these strategies have been on-going for several years and are now common across the academy and routinely used. As a result, students are compliant and behave well. These are trained on, practised, monitored and learning steps set where improvement is required. These clear routines on transitions to silence or writing, using red pens or entering and exiting the classroom are now clear to staff and students. As a consequence, leaders have created the conditions for learning to take place across the academy. Students behave well and are compliant and increasingly confident in lessons.

Outcomes at GCSE have risen in many subjects when comparing 2022 and 2019. The percentage of students achieving 4+ in English and Maths in 2019 was 41%. This has risen **17% to 58%** in 2022. The percentage achieving 5+ in English and Maths has risen from 18% to **34%**. 46% of students achieved a grade 4 in Maths in 2019, whereas this rose to **64%** in 2022. The percentage of students who secured a grade 4+ in English Literature rose from 58% in 2019 to **67%** in 2022. In English language the percentage rose from 46% to **64%** in 2022. Other subjects also saw rises in the percentages of students securing a 4+ between 2019 and 2022: PE rose from 30% to **75%**; photography rose from 50 to **60%**; Music rose from 13 to **50%**. French rose from 57 to **100%** and Business rose from 17 to **51%**. The attainment 8 grade has also risen by **half a grade** up to **40.1**. The following subjects had strong progress scores: Art & Design (+0.27), Physics (+1) Chemistry (+1), Biology (+ 0.7), Drama (+0.67), RE (+0.07), Spanish (+0.75). The quality of provision in combined science and history is emerging and will be an area of focus in 2022.23.

The marked improvements in outcomes in English and Maths prove that what we focus on we improve and for 2021.22 it was these subjects that were the unrelenting focus for senior leaders. Similarly, the marked improvements in the behaviour management of staff have been a result of focused training, monitoring and coaching. These improvements are what leave us confident that we can now build the capacity of all middle leaders in driving improvement across subjects and secure planning and implementation that provides the necessary support and challenge to drive outcomes up across the EBacc and open bucket subjects.

In summary, the progress we are most pleased with has been made in the last two years. We have done significant work on the re-writing of curricula and its intentions and implementation. We have used the Great Teacher Rubric to precisely diagnose and evaluate the quality of our teaching and this has given rise to carefully constructed CPD and improvement plans which centre on the climate and rigour in all our classrooms. Continued coaching and feedback has allowed planning and delivery to improve in a sustained way. The work on developing our teachers craft has had impact. Outcomes have risen and we are very proud to say that the English and Maths results in 2022 are the strongest the academy has ever seen. With real confidence, we are developing our middle

leaders so they can effectively evaluate their own curriculum areas, increase challenge for all and drive outcomes up across both core and foundational subjects.

### **Areas of development and summary of how these are being addressed**

#### **Priority 2: Develop the curriculum to secure strong outcomes (See AIP for Further details)**

Objective 1: Map the core knowledge and skills and support students to retain and master it

Objective 2: Use assessment to provide 100% students with feedback that supports rapid progress

Objective 3: Ensure co-planning is used to plan lessons that close gaps in knowledge and skills for all learners

#### **Priority 3: Plan and deliver lessons that ensure students are thinking hard and making excellent progress (See AIP for Further details)**

Objective 1: Signature strategies create a strong climate that allows for effective cognitive work

Objective 2: CPD improves planning and delivery of lessons that places the cognitive load on students

Objective 3: Improve teaching and learning through responses to systematic monitoring and evaluation

#### **Priority 4: Develop students as readers so they can access learning and enjoy reading (See AIP for further details)**

Objective 1: NGRT testing informs effective interventions

Objective 2: Improve the teaching of reading

Objective 3: Promote a love of reading

### **Behaviour and Attitudes**

At the beginning of our journey of improvement in 2017, there was no coherent behaviour system in place or a clear rewards and sanctions system. Behaviour was down to individual staff and their ability to secure good relationships. Teachers were left to set detentions on their own and there were no clear whole school routines or behaviour management strategies. Uniform had been poor with many students wearing either incorrect items or not wearing it professionally. The use of mobile phones in lessons and around the academy was common. I set up a centralised daily detention system with clear expectations about acceptable behaviour and uniform and rewards were clearly linked to these values and our expectations. Students were inducted on these expectations and initially this had a strong impact on the behaviour of Key Stage 3 students, however Key Stage 4 students reacted against these stricter measures and so there was both a spike in suspensions and permanent exclusions in that first year.

Five years later, we now have a strong culture, as expressed through our culture wheel. Each morning, our students stand in unison and say our academy pledge as an expression of their commitment to our values, character strengths and daily motto of becoming cleverer and kinder every day. Staff have six clear strategies about how we set high expectations for behaviour. Routines are clearly defined in our 'Day in the life of an EGA Student and our weekly individual behaviour reports allow all our students to continuously reflect on their reward, negative behaviour points, lateness and attendance. These same reports are also sent to every parent each week. The vision of high expectations for student behaviour is clear. 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 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. The impact of this is work and the increased number of merits issued can be in the ratio of rewards to sanctions in 2021.22 which was 5:1.

Should a student fail to meet our behaviour expectations regularly, support options are explored in our Inclusion Meetings and tutor team meetings. 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 1:1 support and mentoring by safeguarding or inclusion team. 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. There was also just one in 2021.22. Nonetheless, following the return from lockdown there was a spike in suspensions as some vulnerable students struggled to acclimatise to school life following their return to school. Therefore, work to reduce suspensions and engage specialist agencies to support our most vulnerable students continues into 22.23. We now have a cumulative response table in place for 2022.23 where students accruing too many negative behaviour points are given appropriate interventions. WE also now have a weekly 90 minute senior teacher detention on a Friday for any student who gets 15 negative behaviour points in the week prior. In 2021.22, students were collected and taken to detention. In 2022.23, we have systems in place to ensure students are responsible in taking themselves to detention, with clear escalated consequences for students who lack that necessary discipline. The impact is that attendance to detention is still high, behaviour for lessons has improved and the rate of suspensions have decreased when comparing the same time last year.

Our 'Day in the life of an EGA student' clearly defines 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. 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 have a calm start after break and lunch. The academy is now very orderly and safe. Relationships with staff are strong. The students tell us they have people who they can rust and speak to. This is evidence by the logging of disclosure and consent on our safeguarding software. For example, climate was noted as a strength on the ARK monitoring visit (7th 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". It has been noted again as being calm and safe in the most recent ARK monitoring visit in September 2022. Students and staff are generally kind and students repeatedly tell us how much they value the improvements to behaviour that have been seen in their school.

Our rewards system is a strength - pupils gain merits for demonstrating our values and character strengths, further reinforcing the values of the school and enabling us to better understand which aspects pupils find easier or more difficult to demonstrate. We also reinforce these messages with a Half Termly Rewards assembly where we give students awards of they have accrued the most merits amongst their peers. In Tutor time every Monday, students reflect on their rewards and think about which strength or value they should work on that week.

Our six signature behaviour strategies are clearly defined, monitored, and trained on. Teachers are given regular action steps on how to improve following learning walks 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 ARK school reviews and monitoring visits. 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 1 ATT, 6 ECTs and 2 ECT+1, all of whom are coached and mentored on a weekly basis so that they are at least foundational in these strategies).

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)

Attendance remains an area for development. Despite attendance remaining above the National average during COVID (90.8% in 2020/21), it is below our expectations as a school (target 93%). We have robust tracking in place which includes early intervention through to attendance contracts. This year, we have taken the decision to include tutors in early intervention to strengthen relationships with families. We have also introduced a cycles of attendance data analysis for year group teams. So far in 2022/23, attendance is higher than the same time last year (91.8% vs 92.9%) and a significantly higher proportion of pupils have had 99%+ so far this year (70%).

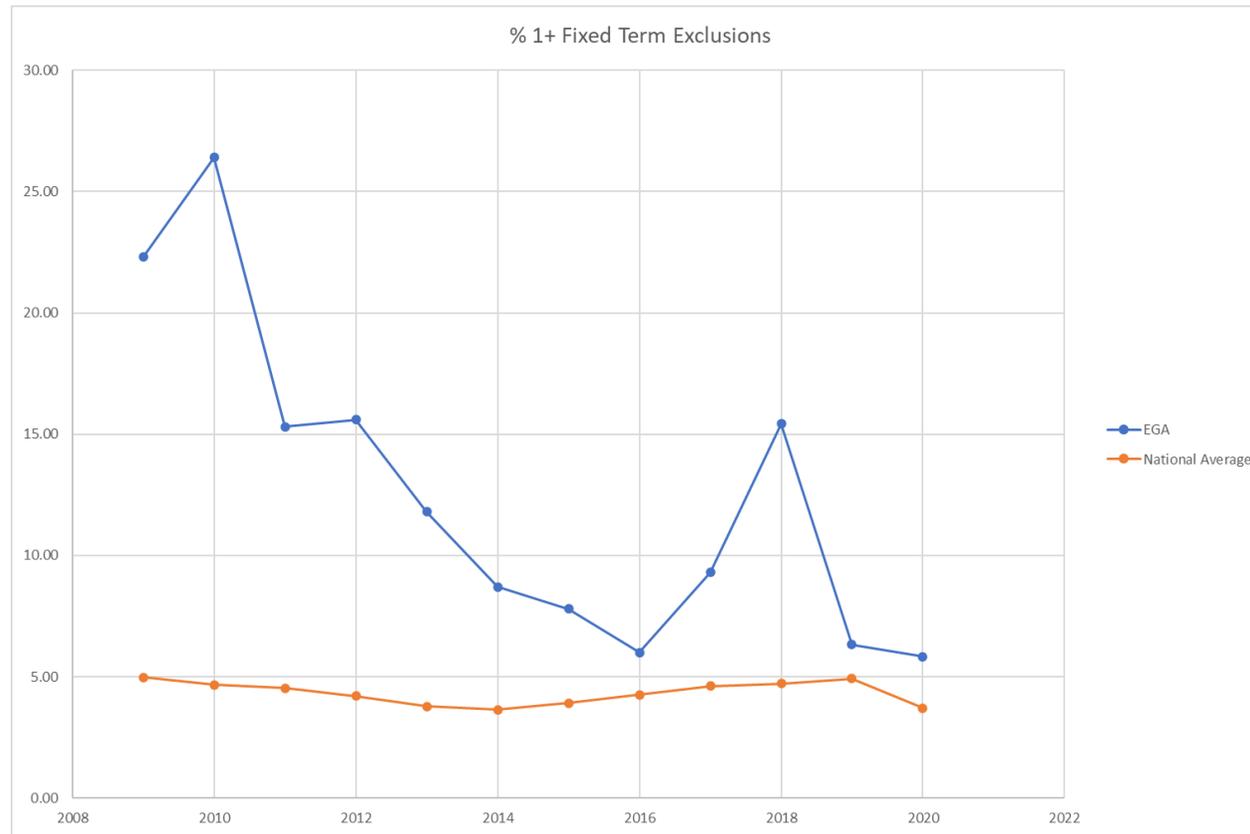
Leaders, teachers and students have created an environment where bullying and peer on peer abuse of discrimination is not tolerated. Anti-bullying assemblies and tutor sessions along with a specific anti-bullying school email address have supported a no-bullying culture. Leaders, teachers and students 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 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 led by the DSL to raise awareness and encourage students to speak out where they have a concern about themselves or other young people.

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.

Suspensions and permanent exclusions have declined significantly over time as the quality of our systems, staff training, student induction and personal development programme has markedly improved. In 2017.18, the first year of the Principal's Headship, the rate of permanent exclusion was high (1.4) in order to establish high standards of behaviour. This subsequently declined to 0.1 in 2019.20 and has stayed at 0.2 (1 PEX) in 20.21 and 21.22. In 2009 22.3% of students had at least one suspension and this has declined to 13.9% in 2021.22.



### Areas of development and summary of how these are being addressed

#### Priority 1: Secure excellent behaviour and attendance (See AIP for Further details)

Objective 2: Develop systematic and cumulative behaviour systems which sustain a consistently calm & purposeful learning environment

Objective 3: Develop and sustain an excellent attendance system to improve the level of attendance across the academy

#### Personal Development

Students now have a strong personal development offer with good careers guidance. The planning for this has been long in the making and we now have a strong lead for both personal development and careers. These areas of strength were recently noted in the ARK monitoring visit in September 2022.

Our 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 improved standards in both music and drama, with an excellent whole school production of Bugsy Malone in 2022. This enrichment offer is being extended from September 2022 to include weekly after school clubs, that all students can access. Students will be encouraged to attend at least one after school activity, ranging from sports, to homework support clubs, cookery club and music composition club. The attendance of students will be monitored through form tutors.

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’ is our talent show where we have rock bands, performance poets, soul singers, drumming – a real range! We have had cake sales, speakers on feminism, football tournaments, table tennis championships, and also 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 another 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 earn house points for their relative houses.

Students are prepared for life in modern Britain and developing their British values, along with appreciation of diversity and respect for different protected characteristics. An overview of the curriculum can be found on our website here. Assemblies and character sessions are the means by which this is taught. Our school’s values and Character strengths support British Values, and students are rewarded for demonstrating these qualities in their school day. As a result, tolerance and mutual respect are taught by all staff and developed in students at all times. There is specific focus given to tolerating the cultures and beliefs of others at whole-school events such as LGBTQ+ History Month, Black History Month, and International Evening. The latter celebrated cultures from around the world, and staff and students attended wearing examples of traditional dress from their own cultures. RE also allows students to study the main similarities and differences between the six major world religions as well as by allowing them to draw on what has been said and written within these religious traditions that relate to moral questions and ethical decisions making.

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. Inclusion of family types is also embedded in our curricular, with references to single parent families, LGBTQ+ families and multi-generational families appearing in places such as MFL lessons.

The second tutor time session in the week is part of the Character curriculum, 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, as we are an inclusive school proud of its cultural diversity. The Lambeth prevent team have come in to deliver assemblies on radicalisation (Spring 2 2022). Our police liaison officer has also delivered assemblies on drugs, their effects and the law around them. First Aid and CPR sessions are all delivered to years 7-10, Year 11 having had these sessions last year. As a school we liaise with local youth groups and outreach programs, such as Spiral, in order to support our students in the wider community as well as in school with being able to assess risk and to be able to promote and sell themselves.

There are two means of delivery of the RSHE content. Firstly, this is delivered by tutors during the character sessions each week. Secondly, there are extended workshops run by Revolution Hive who are focused on healthy relationships; consent, online safety and wellness. The revised policy and curriculum were consulted on when shared with parents in Autumn 2 2021. The policy which contains the curriculum map can be found here. Students were surveyed (Sum 1 22) about their learning from the consent workshops and demonstrated that students overwhelmingly what consent meant but also how to respond appropriately if someone failed to acknowledge when consent had not been given.

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 students' growth mindset and self-belief and this being connected to career aspiration will be a focus going into 22.23.

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 fair 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.

### **Areas of development and summary of how these are being addressed**

Priority 1, objective 1: Implement a substantial extra-curricular offer that nurtures talent & self-confidence **(See AIP for Further details)**

### **Leadership and management**

Lambeth has a declining roll in both its secondary and primary schools. Indeed, there were only three secondary schools with a PAN over 120 in 2019. That picture is getting worse as many families have left the borough as a result of Brexit and the pandemic. Lambeth is in the bottom three performing local authorities in London and so competition for students is a challenge. Despite these challenges, I have led two restructures since I began in 2017. Despite this,

my school is on a clear upwards trajectory with improved behaviour, teaching and learning, outcomes and personal development. I now have a team of strong and experienced senior leaders with increasing capacity at middle leadership level. Trainees now thrive at my school, where once, behaviour was often too challenging for them to succeed. Indeed, in the last year alone, I have given additional responsibilities to three teachers who started their careers as Ark Teacher Trainees.

Both myself and the governing body are very well supported and held to account by the ARK schools 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 me 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 school visits allow the LGB to interrogate the impact of our plans.

All leaders are involved in the development of the 'main thing' and are involved in all practices centered 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.

Leaders have worked together to create the conditions where staff can teach effectively with little 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 routines 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.

The development opportunities for teachers and leaders are a real strength. The CPD provided is well planned and delivered and is having impact on how we embed the intentions for our curricula. This is developing student knowledge and vocabulary through inter-leaved knowledge quizzes, vocabulary and reading strategies in our lessons.

Leaders take advantage of the NPQML and NPQSL courses provided by ARK schools, 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 conducted by ARK schools. The quality of middle leadership has also improved, and this is seen by the significant revision and improvements made to all curricula 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.

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 Great Teacher Rubric 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)

All off-rolling is tracked and only implemented following close consultation with the local authority. We know their destination and school and work closely with our most vulnerable students so that they stay in school and do not continue to repeat patterns of mobility. One child with SEN in Year 9 has now stayed with us since the beginning of Year 8 and this is the longest period she had in school since starting formal education. In total 17 students were taken off-roll last year with 31 joined.

In 2022, we completed a strategic needs analysis for our pupil premium students. The results were as follows:

Literacy		Interventions for 22.23
What number and percentage of the students whose reading age was 2 years below chronological were PP?	63 of the original 110 who were 2 years below chronological were PP, increasing to 68 students with in-year admissions (68/115 then 2+ years below CA = 59.13%). By March, we had 44 PP students remaining (reducing by 24 students). <b>21.3%</b> of PP students are two or more years below their chronological age	Fresh start and EAL withdrawal for all students with a literacy of 2+ years below chronological
What number and percentage of the students whose reading age was below chronological were PP?	Those below chronological age (6 or more months below): 120/319 <b>37.62%</b> of PP students are at any level below chronological reading age	
Attendance		Interventions for 22.23
What number and percentage of PP students have an attendance rate below 90%? How does this compare with Non-PP?	115 PP students have an attendance rate of under <b>90%</b> in comparison to 28 Non – PP students. Therefore, <b>79%</b> of all PAs are PP.	SOL attendance to create tracker for al students and their discrete groups WPN education welfare services Revised attendance and behaviour policy for 22.23
What is the average rate of attendance for PP Vs Non-PP?	Average Attendance for PP is <b>90.11%</b> whilst Non-PP is 90.12%	
Exclusions		Interventions for 22.23
What is the total number of exclusions YTD?	87 Exclusions YTD	There have been a programme of interventions to develop social and emotional skills. We have a cumulative response table which highlights what interventions need to be put in place where students are gaining negative behaviour points.
What number and percentage of these exclusions were issued to PP students?	60 Exclusions were issued to PP students. <b>69%</b> of all exclusions are for PP students which is only slightly above the PP rate for the academy.	
Wellbeing		Interventions for 22.23

<b>Of the 59 students who have either received CAMHS or Place2Be support this year, how many are PP?</b>	<b>92%</b> of all students receiving therapy are PP. Only three attending PLace2Be are not PP and only 2 attending CAMHS are not PP.	CAMHS therapy and Place2Be therapist
<b>GCSE outcomes</b>		<b>Interventions for 22.23</b>
<b>What percentage of PP and Non PP students secured 4+ in EM?</b>	<b>68.4% (Non-PP) and 53.2% (PP)</b> <b>(In 2019 PP was 39.4%)</b>	Targeted Maths, English and Science Mastery lessons during period 7
<b>What was the average progress 8 scores for PP and Non-PP students?</b>	<b>PP (-0.3) and Non-PP (-0.3)</b>	Targeted intervention in foundational subjects Focused LWs and monitoring for climate and cognitive engagement for Year 11 lessons

Currently only two students are educated offsite. One who is having a personal tutor arranged, as he was unable to attend the identified PRU for safety reasons and one who does a vocational college course in Lewisham for 3 days a week. Attendance and progress are tracked. We also have an arrangement with other Lambeth schools to use their internal exclusion rooms as an alternative to a suspension. Again, attendance and progress is monitored and tracked.

Safeguarding systems, governance and network support are all strong. We now have a safe and harmonious 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. I am a member of the Lambeth Board for youth justice and is well-informed about issues relating to serious youth violence in the local context. I am also one of the chairs of the SAFE task force which is commissioning interventions using government funding to targets students and families so that violence is reduced. 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 2022 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. Staff are vigilant and extremely caring about our student's welfare. 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)

Drop down days for all students around consent and healthy relationships as part of the RSHE delivery. Students are spoken to through safeguarding assemblies so that they understand who they can speak to about any matters that concern them. Sexually inappropriate behaviour is dealt with very seriously and students are aware of this, which is why suspensions for this sort of behaviour are at a relatively low rate. The victim is at the heart of decisions about reparations and sanctions. We investigate all reported concerns about online abuse and again treat it with the utmost seriousness. We also use safeguarding software to monitor and report on any misuses of the chrome books we loan to staff.

Parental and community engagement is rapidly improving. Leaders work hard to engage parents and the wider community through regular parent forums, information evenings 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. Parents now receive a weekly behaviour and attendance report so that have clarity

about their on-going progress. Our events for community engagement are now highly regarded and enjoyed (400 attendees at our most recent Brixton Connects event on a Saturday in Summer 2022).

I am currently being trained as an executive coach through a partnership between ARK & CPQP. This has changed the way I approach management. I now am ever thoughtful about not only what actions are agreed but how someone is left feeling after speaking to me about their own goals. I am using the T Grow Model to practise coaching my staff and build their capacity.

We benefit from being a part of the ARK network and all the support that brings. We have a Regional Director, Sian Maddrell, who is responsible for the performance management and achievement reviews of all Principal's in the South London Region. In addition, we benefit from an Executive Principal, Matt Jones, OBE, who is on site one day a week working with me, providing coaching and line management. Furthermore, we have additional capacity from Ark Globe Academy, as Una Sookun, Associate Principal, is also on site one day a week, working with the Vice Principal responsible for behaviour and attitudes to ensure that behaviour is enabling learning to go uninterrupted and students who require additional support have it. Furthermore, we have a senior team with three Vice Principals, each with their own remits of teaching & learning, curriculum and assessment and behaviour and attitudes. Finally, we have two further leaders who have responsibility for personal development and the year 11 strategy and ECTs. Heads of department lead on the evaluation of their own curriculums and the processes involved in this cycle are shared by the Vice Principal responsible for Teaching and Learning. MLT, department meetings and CPD happens every Monday and staff briefing take place every Monday (Teaching & Learning) and Friday (Pastoral) Morning. Our coaching briefing each Thursday morning is an opportunity to share best practice and review videos of teaching and coaching amongst our team of 10 coaches.

Our staff are aligned to our mission and believe the supportive staff culture is a real strength (Staff voice Nov. 22) Ark Evelyn Grace was the only school in the ARK network to see a rise in the percentage of staff giving positive views across all areas of the survey (Spring 22). Furthermore, we care about workload and their views on school improvement. Our marking policy was revised last year, so that work load was reduced but impact of feedback was increased. The monitoring of that feedback is now part of the calendar of monitoring undertaken by middle leaders. At the end of 2021.22, all staff were involved in a review of the year following impact presentations from SLT. It was this feedback that informed the academy improvement planning for 22.23. That strategic planning is detailed and clear with barriers, models, monitoring, interventions and measurable success clearly defined. It is the implementation of our plans that we know have the greatest impact on improvement and that is why we now have agreed reports for all priority areas and we review the AIP regularly in SLT meetings.

#### **Areas of development and summary of how these are being addressed**

**Priority 5: Secure excellence and consistency of all leaders in their leadership, monitoring and evaluation of their work and teams (See AIP for Further details)**