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1) The School Context

Branston Community Academy is an 11-19 academy serving young people of all abilities from a large area to the south east of Lincoln.

Our prime objective is to exemplify that high standards can be achieved for students of all abilities within a nurturing, caring, environment. We promote and celebrate personal ambition and kindness, “say kind things to each other or nothing at all” is a mantra, so is ‘standards with a smile’. These are sound bites but we believe our community reflects and projects those values.

Attainment of our students on entry is very similar to the national norm. To a large extent we serve a mono-cultural community. Only 2.5% of our young people are from ethnic minority backgrounds and a similar percentage has a religion that is not Christian. The percentage of students on entry in the ‘high’ attainment band (see RAISE 2016) is below the national average. The percentage of ‘disadvantaged’ students is below the national average.

We are the first academy converter school in Lincoln. We are one of the original cohort of Business and Enterprise schools established in 2002. We were designated a High Performing Specialist School in 2008.

We are a true community school. We have established and manage businesses on site - a Nursery and a community gym and a leisure facility (Herons). There is a library on site used by the wider community and our students.

We are proud that we have sustained a broad and balanced curriculum despite the extreme national focus on English and Maths, particularly in the last 5 years. Excellent student progression is achieved across the curriculum.

The Academy is a key partner within the Lincolnshire Teaching Schools Alliance (currently 20 secondary schools across the county) which delivers teacher recruitment and training, high quality professional development programmes and school to school support projects.

Key issue from previous inspection	Actions	Impact
Ensure that the most able pupils in key stages 3 and 5 make the same consistently strong rates of progress as pupils in key stage 4	See ADP 2016/17 – objective 2 for full details. Actions include: a) Academic mentoring b) Whole school monitoring c) Department monitoring d) Intervention e) Extension and enrichment f) Pedagogy: questioning g)	2016 KS5 value added – most able =+0.1 Departmental Evaluation Reports /MSRs in 2016 clearly illustrate actions relating to improving outcomes for most able as highest priority
Improve the sixth form by: –ensuring that a greater proportion of students achieve the highest grades in their subjects – reducing the remaining inconsistencies in students’ achievement by ensuring that the quality of teaching at key stage 5 is consistently outstanding.	See ADP 2016/17 – objective 3 for full details. Actions include: a) Introduce ERs for 6 th form b) Academic mentoring - Matched time challenge c) Jan 2017 training day – most able/6 th form weighted d) Use of LTSA school to school support systems	2016 – improvement in % of students achieving A/A/B in facilitating subjects: x to y

Overall Effectiveness

Self-evaluation: against all key criteria the effectiveness of the school is never less than good and more frequently it is outstanding.

Revision date:
Jan 2017 (PB)

Student outcomes

- a) In 2016 P8 = +0.45 (10th percentile), A8 = 55.9, Basics = 75%, Ebacc = 43%
- b) In 2016 Maths P8, EBacc P8, Open P8, Science VA, MFL VA and Humanities VA are all significantly positive, English P8 is positive.
- c) In 2016 progress of students overall in non EBacc GCSE courses (DT, Food, Performing Arts, PE and RE) – all significantly positive
- d) Disadvantaged students - in 2016 P8 = +0.21 (P8 for non- DS nationally = +0.09). Maths P8 = +0.05 (non-DS nationally =+0.11) EBacc =17% (non-DS nationally =29%) A8 = 45.0 (non-DS nationally =52.5)
- e) Current students (predicts): Y11 2017 – Basics = 72%, EBacc = 44%, C+ Eng = 87%, C+ Maths = 73%, A8 = 52.4 (*Progress estimates compromised by national data set changes = however attainment estimates well in excess of national averages with a below national average ability cohort). Students' progress in Y8-10 is good and more often outstanding against aspirational progress targets.
- f) Current disadvantaged students: Y11 of 2017:Basics = 54%, EBacc=29%, Eng = 75%, Maths = 54%, A8= 44.1. There was **little or no gap** for disadvantaged students beginning Y8 and Y9 in Sept 2016 across the curriculum as a whole.

Leadership and Management

- a. Student outcomes – approximately 20% of schools rated outstanding. Key performance indicators for 2016 showing student progress well into the top 20% of schools (percentile for 'P8 = 10th
- b. *"The school's leaders are a unified and coherent team. Their relentless determination has brought about many improvements to the school, particularly to those areas identified as requiring improvement at the previous inspection. Leaders set very high standards for the school's performance, and rigorously evaluate how well they are doing against these standards"* (Ofsted – 2016)
- c. Views of all key stakeholders, students, parents and staff show good and more frequently outstanding levels of satisfaction - (Parent survey, 2015 – 'Quality of School Management = outstanding, Staff survey 2014 – 'Communication between SMT and staff', 'Vision of Headteacher, 'Professional development opportunities - all 'outstanding')
- d. Leadership has established an ethos that generates a very high quality learning environment (*"A clear set of values informs the school's work. Relationships across the school are positive because they are rooted in a simple motto of 'kindness or nothing'. Pupils are happy to be here, and so are the staff."* – Ofsted - 2016)
- e. The progress of disadvantaged students has improved and gaps have closed in key indicators in 2015 and 2016. Gaps are closing for current students (except Y10 of 2016/17)

Teaching, learning and assessment

- a) Teaching promotes student outcomes that are good and far more often that are outstanding
- b) Ofsted 2016 – *Teachers use their excellent subject knowledge and passion for their subjects to enthuse pupils with a love of learning.*
- c) Ofsted 2016 *"Teachers and teaching assistants consistently model the school's values in their classrooms. Learning is consistently well planned to meet pupils' needs.*
- d) Ofsted 2016 - *The outstanding leadership of teaching means that teachers receive all the support they need and are held to account well for their work. Teachers work closely together to share best practice and reflect upon one another's teaching. This approach has been a key factor in improving teaching and outcomes for pupils.*
- e) Lesson observations indicate that teachers have addressed extremely well any 'areas for improvement' relating to teaching (planning ,written feedback and now questioning).

Personal development, behaviour and welfare

- a) Responses from students, parents and staff to key questions about personal development, behaviour and welfare are collectively good and more frequently outstanding'
- b) Evidence from lesson observations show that student attitudes towards learning are purposeful and proactive - incidences of low level disruption are extremely rare.
- c) Evidence from inspection: 2016: *The school's work to promote pupils' personal development and welfare is outstanding. The behaviour of pupils is outstanding. The school's values encourage pupils to develop an understanding of the impact of their actions on others. Attitudes to learning are extremely positive. Pupils take interest and pride in their work, and rarely lose focus.*
- d) Quantitative evidence from fixed term exclusions and other indicators shows low levels compared to national. There are low rates of permanent exclusion. School has taken positive action via introduction of the inclusion pod from September 2016
- e) Attendance is above the national average, persistent absence is below it.

Improvement priorities

- a) Most able students – see Ofsted 2016 "Ensure that the most able pupils in key stages 3 and 5 make the same consistently strong rates of progress as pupils in key stage 4.
- b) 6th form – Ofsted 2016 Improve the sixth form by ensuring a greater proportion of students achieve highest grades and by reducing remaining inconsistencies in achievement
- c) Progress in English and particularly for disadvantaged students needs to improve in line with the improvements seen for other key indicators

Leadership and Management		Revision date: Jan 2017 PB
Summary	<ol style="list-style-type: none"> 1. Student outcomes have been outstanding over the totality of the student body for a number of years (approximately 20% of schools rated outstanding – key performance indicators for 2016 showing student progress well into the top 20% of schools) 2. Leadership evaluated at category '1' (Ofsted – 2016) 3. Views of all key stakeholders, students, parents and staff show good and more frequently outstanding levels of satisfaction 4. Leadership has established an ethos that generates a very high quality learning environment (see Ofsted 2016) 5. Leadership has generated a vibrant 'talking about teaching'/CPD culture. Ofsted 2016 "Teachers work closely together to share best practice and reflect upon one another's teaching. This approach has been a key factor in improving teaching and outcomes for pupils." 6. Leadership has created and tailored an appropriate and successful curriculum. Ofsted 2016 "The curriculum is highly effective in allowing pupils to excel academically, while encouraging them to develop other skills." 7. The progress of disadvantaged students has improved and gaps have been closed in most key indicators – however the progress of DS in English is still not good <p>Parent survey (2015) – 'Quality of School Management = outstanding Staff survey (2014) – 'Communication between SMT and staff', 'Vision of Headteacher, 'Professional development opportunities': all = 'outstanding'</p>	
Sub-criterion	Key Phrases from the criteria	Commentary
Learning culture	Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	The governors and senior leadership team are totally committed to being a centre of excellence, by identifying and implementing the very best of existing practice from other schools and institutions. Parents survey 2015 – Quality of academy management = outstanding Staff survey 2014 – 'vision of Headteacher', 'overall sense of common purpose', 'school ethos' = all 'outstanding' Ofsted 2016 - Pupils are happy to be here, and so are the staff. From Y7, teachers set high expectations for what pupils' can achieve. We believe that a critical mass of our teachers inspire students. They develop the confidence and capacity of young people through high expectations, clarity of purpose, encouragement and good judgement. We demand the highest possible standards from our students . Ofsted 2016 "The school promotes a 'can do' culture that encourages and celebrates success".
Improving outcomes	Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	Student outcomes are, in totality, outstanding – P8 2016=+0.44, Student progress in Maths, EBacc and non-EBacc course are all sig positive. For student outcomes to be so strong for an extended period of time is strong evidence for the relentless focus on excellence in all aspects of provision. Current students' progress (Y11 of 2017)are estimated again to be significantly beyond expectations (* see note on p3) Gaps for disadvantaged students in 2015 and 2016 are very good and are excellent for current students (except current Y10)
Improving progress for disadvantaged students	The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	Progress for disadvantaged students is very good in totality (P8 = +0.21 2016). It is not good in English (P8). It is good and occasionally outstanding in Maths, Science, Languages, Humanities, DT, Performing Arts, PE and RE Area of focus: Progress in English
Governors challenge leaders so that resources are employed to secure excellent outcomes	Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	An additional tier of governance meetings (Standing committee) increases the capacity of governors to offer rigorous and robust exploration of all key strategic issues including the efficient and effective deployment of resources. This has been an outstanding strength and evidence for that includes the fact that we were one of the very first academy converter schools. There is a standing item at Standards committee on all matters pertaining to the pupil premium including feedback from the Vice Chair of governors reporting his QA work in this area. Standards committee are presented with reports on the progress of all groups of current students (Governors' Executive Reports) and there is a separate report on the progress of current disadvantaged students (Governors' Executive Report – pupil premium) Principal's Performance Management includes detailed targets for student outcomes including progress of disadvantaged students. Ofsted 2016: Governors are highly effective in supporting and challenging school leaders.
Leaders	Leaders and governors have a deep, accurate understanding of	Student outcomes are consistently significantly beyond expectations over a sustained period of time.

understand school's effectiveness	the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	There is a wealth of evidence from students, parents and staff over a number of years across all aspects of provision in the school – moreover evidence that is benchmarked so that the views of stakeholders is compared to peers nationally answering the same questions. Ofsted 2016: Leaders at all levels have a clear sense of the school's priorities and are motivated by the challenge of ensuring that all pupils reach consistently outstanding outcomes. Middle leadership in particular has significantly improved since the previous inspection. Middle leaders now have a very positive impact on the areas they lead. They are very positive about the direction that senior leaders set for them, and enjoy being able to challenge each other, as well as the staff they lead.
Performance Management	Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.	Performance management for student progress has used 'value added' analyses for many years to ensure equity and enable judgements about performance to be made from the best possible evidence base. Performance management includes statements on 'totality of performance' to ensure that performance across all professional practice is evaluated and not just named objectives. Teaching and learning objectives relate to teachers' standards and inform school CDP programme and personalised teacher CPD programmes (2016/17 focus = student response to feedback or Branston teaching principles) Evidence from student outcomes and lesson observations indicate that performance management supports teachers' improvement and that it is highly effective.
Leaders promote excellent teaching	Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways right for their pupils.	Almost all teaching observed is good, it is increasingly evaluated as outstanding. Leadership has established and continues to develop a culture where high quality practitioners want to get better and discuss how to get better. In-house CPD for T+L is very strong and improving Ofsted 2016 - The outstanding leadership of teaching means that teachers receive all the support they need and are held to account well for their work. Teachers work closely together to share best practice and reflect upon one another's teaching. This approach has been a key factor in improving teaching and outcomes for pupils. CPD programme is designed so that teachers reflect upon their teaching practice ie it is class focused Any teaching observed where totality of performance is not good triggers an established action plan We are an active partner in LTSA (see section 2b) which supports high quality local CPD opportunities across 20 schools. Area of focus: see Ofsted action plan for 'quality of questioning, particularly to stretch and challenge the most able'
Leaders develop appropriate curriculum	The broad and balanced curriculum inspires pupils to learn. The range of courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	The KS4 curriculum is diverse and rich and delivers extensive personalisation via a flexible pathways model that promotes challenge, engagement and inclusion for all. It is a major driver in the high levels of student achievement. (Staff rate organisation of curriculum as outstanding). Breadth and diversity is illustrated in Table 2 - the vast majority of traditional academic option subjects have greater than national average entry proportions. The curriculum is regularly reviewed and refined – eg KS4 options for 2017/18 include significant revisions – amongst other features this will enable History and Geography to set students by ability The quality of outcomes across the curriculum is a fundamental strength of the school (see Table 5) Ofsted 2016 "The curriculum is highly effective in allowing pupils to excel academically, while encouraging them to develop other skills."
Leaders promote SMSC and British values	Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	Parents rate 'developing moral values' within the schools as outstanding. Staff rate school ethos as outstanding Values of compassion, tolerance and aspiration are at the heart of that ethos and are promoted with conviction by leaders of the school. Quality of assemblies underpinned by those values those values are a great strength of the school Curriculum areas such as RE and History are centres of excellence within a high performing school. The number of students gaining a GCSE in RE is well above the national average and despite this students VA in GCSE is outstanding in 2016. Ofsted 2016: The school promotes pupils' spiritual, moral, social and cultural understanding extremely well. Teachers make the most of opportunities to encourage pupils to debate, discuss and reflect on issues of interest.
Leaders promote equality of opportunity and diversity	Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	See student, parent, staff views about developing moral values and school ethos. Boys and girls both achieve outstanding levels of progress. Low ability and SEN students achieve good and more frequently outstanding levels of progress Disadvantaged students achieve good and sometimes outstanding progress (progress in English is still not good) Ofsted 2016 - In class, pupils enjoy discussing and debating ideas with each other and their teachers. Such opportunities ensure that they are well prepared for life in modern Britain. As one pupil explained, 'You have to understand different points of view, and respect the fact that people think differently'.
Safeguarding	Safeguarding is effective. Leaders	Students are safe from disruption of their learning, bullying and unsafe practices – see all survey information, lesson observation evidence, previous

<p>including prevention of radicalisation</p>	<p>and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are subject of a multi-agency plan. Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.</p>	<p>inspection evidence.</p> <p>There are clear management responsibilities for child protection (CP) and safer recruitment. A safeguarding team audits provision against defined criteria to ensure that those responsibilities translate into effective practice, this is monitored and reviewed by the safeguarding governor. The academy has worked with consultants to ensure that the single record and other key measures are robust, extensive and provide safeguards beyond minimum requirements.</p> <p>Incidents of racist, homophobic or intolerance of minorities bullying are rare and are dealt with rigorously by senior pastoral staff and senior leaders. They are recorded and show low frequencies and positive trends (see spreadsheet records). Similarly with incidents relating to child protection. Where it is deemed necessary the DP informs social services and other agencies. Increased delegation to support more widespread monitoring of CP cases has been implemented effectively following a constructive suggestion during the Ofsted 2016 inspection.</p> <p>All staff receive safeguarding training (in addition to generic input all staff are engaged in online training modules as part of in-house CPD). All staff have received Prevent training</p> <p>Tutors deliver pastoral curriculum, including that relating to British values, extremism and radicalisation which means that adults who often know individual students best are working closely with students as these issues are explored.</p> <p>Ofsted 2016 - The arrangements for safeguarding are effective. Leaders are well versed in the risks that pupils are vulnerable to, and have been proactive in seeking advice from external agencies when they have had concerns. The school promotes an open culture, where staff and pupils are comfortable in discussing issues and raising concerns. Pupils who spoke with inspectors confirmed that they feel safe at school, a view shared by their parents.</p>
<p>Improvement priorities</p>	<p><i>Implement successfully action planning to meet the defined areas for improvement:</i></p> <ul style="list-style-type: none"> • <i>Ensure that the most able pupils in KS 3 and 5 make the same consistently strong rates of progress as pupils in KS4</i> • <i>Ensuring that a greater proportion of students achieve the highest grades in their subjects post 16 and therefore reduce remaining inconsistencies in students' achievement</i> 	

Teaching, learning and assessment		Revision date: Jan 2017 PB
Summary	<p>1. Typicality - almost all teachers are delivering lessons rated good/outstanding; lessons are challenging, well planned and focused on progress. Ofsted 2016 – Teachers use their excellent subject knowledge to ensure that pupils know how to succeed in their subjects.</p> <p>2. Teaching is well planned and focused on progress (Ofsted 2016 – “Learning is consistently well planned to meet pupils’ needs.”</p> <p>3. Relationships between teachers and students are a great strength and promote engagement and resilience in learning (Ofsted 2016 – Teachers enthuse pupils with a love for learning.</p> <p>4. Teachers have very high expectation and are highly motivated professionals: Ofsted 2016 “</p> <p>5. Students and parents rated teaching quality as ‘good’ and ‘outstanding’ in benchmarked surveys</p> <p>Where teaching isn’t good we have individual action plans for staff concerned supported by strong professional development programmes – both ‘in-house’ and as part of our Teaching school alliance.</p>	
Sub-criterion	Key Phrases from the criteria	Commentary
Teachers’ knowledge and understanding	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.	<p>Ofsted 2016 - Teachers use their excellent subject knowledge to ensure that pupils know how to succeed in their subjects.</p> <p>Lesson observations indicate that teachers collectively have excellent subject knowledge and curriculum expertise.</p> <p>Lesson observations indicate that the use of questioning is sometimes outstanding but on a number of occasions limits an otherwise outstanding lesson – this is a whole school CPD priority 2016/17.</p> <p>The quality of student outcomes indicates that common misconceptions are identified and corrected.</p>
Planning and behaviour management	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.	<p>Ofsted 2016 - Learning is consistently well planned to meet pupils’ needs. This allows teachers to see at a glance who is making accelerated progress, and who is falling behind.</p> <p>Ofsted 2016 - From Year 7 upwards, teachers set high expectations for pupils’ behaviour, and what they can achieve.</p> <p>Lesson observations, including learning walks and sampling, indicate that teachers plan lessons conscientiously, with rigour and often creativity.</p> <p>Almost all lessons observed have pace, purpose and quality resources to support learning.</p> <p>Behaviour management is a very significant strength as confirmed across a range of indicators and observers.</p>
Teaching meets range of needs and abilities	Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.	<p>Ofsted 2016: Pupils who have special educational needs and/or disabilities receive excellent support in class, because teachers and teaching assistants plan their support effectively. Teachers ensure that these pupils receive the right balance of challenge and support, enabling them to make excellent progress.</p> <p>The quality of student outcomes across the ability range provide a wealth of evidence to illustrate that teachers support students to embed knowledge, skills and understanding.</p> <p>There are co-ordinated, extensive and successful literacy and numeracy support programmes for students in need throughout lower school.</p> <p>Lesson observations indicate that teachers check students’ understanding systematically and effectively and offer excellent support. In a small number of lessons observed lack of high quality AfL has limited a potentially outstanding lesson. This has been addressed in written feedback and CPD where necessary.</p>
Feedback	Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	<p>Ofsted 2016: Pupils value the feedback, both verbal and written, that their teachers give them. They know what is required to do well in their subjects, because teachers consistently show them what they need to do to succeed.</p> <p>We have evaluated written feedback in a number of areas (Art, English, Maths, History, PE and RE) as very good or outstanding for many years. It is precise, constructive and personalised.</p> <p>Work scrutiny since the 2014 inspection indicate that significant improvements have been made (see work scrutiny records) in areas of the curriculum that were less strong.</p> <p>QA documentations (team development plans, lesson feedback sheets, evaluation of teaching overviews) in addition to CPD evaluations and planned programmes illustrate its continuing very high profile and the significant progress being made.</p> <p>Big Task 3 has been a whole school priority since 2016 – “written feedback is incisive not extensive”. This direction of travel was supported by the 2016 inspection team.</p> <p>Jan 2017 – CPD ‘menu’ day – for all staff</p>
Homework	Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of	Parents rated the school as outstanding for ‘tailoring workload to meet child’s needs’ (2015)

	pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	There is a planned programme of 'extended homework' activities that promote student resilience, project management and learning skills Ofsted 2016: The school is particularly effective in building resilience and enjoyment in learning. Pupils become skilled in finding the answers for themselves and struggling with more difficult tasks.
Skills - reading, writing, communication maths skills	Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.	Staff work hard with students to raise the status of reading and promote reading as a joy in itself as well as a fundamental component in educational progression. Students record their progress with 'Branston Skills' (in student planners) and then receive recognition for their achievements Curriculum time has been allocated to 'Reading' in Y7 Disadvantaged students meet with the SSOs and as a component of those managing learning meetings choose books and have their progress with reading monitored. Ofsted 2016, "Those who enter the school with low levels of literacy and numeracy receive effective help to catch up, and are set the same challenging targets as others. This accounts for the very fast progress that these pupils make. Ofsted 2016, The school encourages a love of reading; for example, teachers post what they are reading on their classroom doors. Pupils are quick to pick up on this enthusiasm, and enjoy opportunities to read and to discuss reading in class.
High expectations	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectation.	Teachers have very high expectations of students. Student outcomes could not be so consistently strong without a culture of high expectations. Relationships between students and staff is an outstanding strength of the school Our ethos celebrates ambition and achievement (Student and parent surveys 'celebrating and rewarding achievement' = outstanding). Ofsted 2016: Teachers and teaching assistants consistently model the school's values in their classrooms. This contributes to the very strong ethos of respect and encouragement that characterises learning in this school.
Student resilience	Pupils love the challenge of learning and are resilient to failure. They are curious, learners who seek out and use new information to develop, consolidate and deepen knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Pupils love the challenge of learning.	In almost all lessons observed/sampled students are engaged, interested and committed to learning. Students rate 'developing student confidence' and 'happiness' highly in student surveys Extended homework activities present learning challenges that are more open requiring students to use a greater range of learning skills Ofsted 2016: The school is particularly effective in building resilience and enjoyment in learning. Pupils become skilled in finding the answers for themselves and struggling with more difficult tasks. Ofsted 2016: Pupils' experiences are enhanced by a wide range of extra-curricular clubs, activities and trips on offer. Pupils take part in sporting, artistic and cultural activities as well as charity work.
Communication with parents	Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to standards expected. Parents are given guidance about how to support their child to improve.	Parents rated the school as 'outstanding' for 'explaining to parents how to help their child' and for the quality of written reports (2015) Parents are informed of student progress against expectations/targets at four assessment points each academic year A 'Parents For Learning' newsletter focuses on curriculum, assessment, teaching + learning and reporting matters. Parents have good awareness of the learning web and its value and potential for students' independent learning.
Teaching values diversity	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.	Parents rate 'developing moral values' as outstanding (2015) The quality of provision in areas of the curriculum with a greater focus on diversity and citizenship (RE, History) is outstanding (lesson observation and student outcomes). The number of instances of unacceptable behaviour involving the use of derogatory language aimed at minorities and/or vulnerable groups is small . The few instances are dealt with rigorously and there is little or no 'repeat offending'. Ofsted 2016: A clear set of values informs the school's work. Relationships across the school are positive because they are rooted in a simple motto of 'kindness or nothing'. Pupils are happy to be here, and so are the staff.
Improvement priorities	<ol style="list-style-type: none"> 1) Improve the quality of questioning so that is always good and outstanding by sharing best practice, coaching, mentoring and a tailored programme of targeted professional development sessions. 2) Improve the consistency of teachers' written feedback by sharing best practice, coaching, mentoring and a tailored programme of targeted professional development sessions. Reduce written feedback that is 'extensive/bland but not incisive (Big Task 3) 3) Assessment - Big Task 1= Matching Branston Level criteria to GCSE grade criteria (A*-G), Big Task 1 version 2 = Matching Branston Level criteria to GCSE grade criteria (9-1) 4) T+L in 6th form promotes progress – particularly amongst most able 	

Personal development, behaviour and welfare		Revision date: Jan 2017 PB
Summary	<p>All references to the views of students, parents and staff are from benchmarked commercial surveys (ie views are compared to those expressed nationally to the same questions and then categorised as outstanding, good, requires improvement or inadequate).</p> <ol style="list-style-type: none"> Responses from students, parents and staff to key questions about personal development, behaviour and welfare are collectively 'outstanding'. Evidence from lesson observations, learning sampling by SLT show that student attitudes towards learning are almost always purposeful and proactive Evidence from inspection: The school's work to promote pupils' personal development and welfare is outstanding – Ofsted 2016 Quantitative evidence from fixed term exclusions and other internal systemic indicators shows low levels compared to national norms and a positive trend. There are low rates of permanent exclusion. Attendance is above the national average, persistent absence is below it. The academy implements a proactive, highly valued positive achievement framework that comprehensively recognises and celebrates student success, good attitudes and kindness. Behaviour management practice is coherent and consistently applied. All of this prevents poor behaviour including bullying by creating a culture that stigmatises unkind, macho, aggressive and ill-mannered behaviour. The broad, inclusive curriculum, particularly at KS4 and KS5 has a positive impact on student engagement and motivation. There is outstanding provision in Food Technology and PE; the school has a pool and manages its own community gym – all contribute towards a culture that promotes understanding and informed choices relating to health and well-being. Students gain an excellent understanding of the safe practices required when using social networks and mobile technology through high quality delivery in ICT and pastoral curriculum. Students access work experience in Y10 and in Y12. We commission substantial professional Careers guidance support. Provision from B+E specialism (enrichment days include Careers preparation and Learn to Earn days, we host an Apprenticeship fair for 6th form students. 	
Sub-criterion	Key Phrases	Commentary
Attitudes to learning	<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and their school.</p> <p>Pupils discuss and debate issues in a considered way showing respect for each others' ideas and points of view.</p>	<p>Staff rated students' attitudes to learning' as outstanding (2014)</p> <p>Parents rated the development of students' potential, confidence and moral values as outstanding (2015)</p> <p>Observations/sampling of teaching and learning regularly show students working with great enthusiasm and self-reliance - the school is particularly effective in building resilience and enjoyment in learning (Ofsted 2016)</p> <p>The positive achievement culture is a major strength of the academy - The school promotes a 'can do' culture that encourages and celebrates success (Ofsted 2016)</p>
Careers guidance	<p>High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p>	<p>The school chooses to employ external careers adviser who works in particular with students aged 14-19.</p> <p>There are two very successful work experience opportunities – one in Y10 and one in Y12 - for all students.</p> <p>The school organises a Careers preparation Day for Y10 and an Apprenticeship fair for 6th form (attended by other local schools)</p> <p>The school offers a broad curriculum including highly successful vocational courses with progression into the 6th form</p> <p>Students and parents rated the schools as outstanding for Careers advice</p> <p>6th form – Brook Payne project, all Y12/13 students participate - one of 60 schools in country selected to be part of programme</p> <p>The school offers a Learn to Earn day (curriculum enrichment) for all students in Y9</p> <p>The school has a wealth of curriculum/business links (supported in particular by a large local employer – Lincolnshire Co-op)</p> <p>The school has kept up links with local businesses and provides a range of opportunities for pupils to develop workplace and entrepreneurial skills – Ofsted 2016</p>
Attendance and punctuality	<p>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p>	<p>Attendance in 2015 was 95.5% (national average = 94.8%). Persistent absence is low 3.1% (national average = 5.6%)</p> <p>Attendance for groups including disadvantaged students is below the national averages (Disadvantaged students = 6.5% cf 7.3%)</p> <p>The Academy has robust attendance strategies and we are prepared to 'ruffle feathers' to insist on high standards.</p> <p>Recognition of good attendance is built into our positive achievement systems and emphasises the responsibility of the individual to the collective.</p> <p>Working team review meetings following improved monitoring information → identified and implemented improvements in monitoring and intervention systems with students/families (from Sept 2016) MJ/FE leading.</p> <p>Focus: Attendance of disadvantaged students and persistent absentees was less good in 2015/16 after having improved significantly in the previous 2 years. A review of monitoring and communication with students and parents has generated additions and refinements to systems for 2016/17</p>

Behaviour	Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.	Parents rated 'student discipline', school uniform' and 'celebrating and rewarding achievement' as outstanding. Staff rated students' respect for others as outstanding There are numerous examples each year of students' challenging behaviours and attitudes improving through sustained high quality, care and teaching, an appropriate curriculum, high expectations and celebration of achievement – evidence for this can be seen in 'effort improvement' letters on file, records of academic mentoring meetings and generally very strong outcomes. Implementation of inclusion pod from September 2016 – significant impact on learning for individual students involved and in KS4 classes, Ofsted 2016: The behaviour of pupils is outstanding. The school's values encourage pupils to develop an understanding of the impact of their actions on others."
Bullying – instance and awareness	Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	Parents both rate 'control of bullying' as outstanding Pastoral leaders, other staff and systems act powerfully to prevent bullying by creating an ethos that stigmatises unkind, macho, aggressive, ill-mannered behaviour and celebrates the positive; respect, courtesy, kindness, good manners. Ofsted 2016 All the pupils who spoke with inspectors confirmed that there is very little bullying in the school, and they are very confident that teachers would deal with it instantly and effectively. Focus: There are still very occasional instances of behaviour from students that deliberately intends to hurt and humiliate. We want every student in the school to feel safe from bullying or the prospect of it.
Student welfare and safety	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.	Staff rate students' respect for staff/others as outstanding Ofsted 2016 – “Pupils know how to keep themselves safe in a range of situations. They appreciate the opportunities they get in assemblies and form time to learn about and discuss issues such as healthy relationships, ‘sexting’ Students have access to 'Confide' for an alternative means of communicating concerns that they may have. Parents rated school security as outstanding Ofsted 2016 – “Pupils who spoke with inspectors confirmed that they feel safe at school, a view shared by their parents.
Health and well-being	Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.	The Food Technology and PE departments at the school provide an outstanding quality of provision (see student outcomes, lesson observations, Ofsted subject report) Active tutorial work includes health education modules and is delivered very effectively by tutors. There is a successful Health and Social Care 14-19 curriculum Students access the school swimming pool as part of curriculum provision and older students can access Herons gym onsite Parents rated 'developing moral values' as outstanding
E-safety	Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.	E-safety is an effective part of curriculum provision and is delivered by high quality teachers, particularly in lower school ICT lessons. Assemblies relating to online and social media dangers are clear, challenging and systematic The network manager is scrupulous about ensuring that the network is a safe environment. Confide and other systems promote student safety and monitor student any abuse of e-communication very effectively
SMSC + Citizenship	Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.	See above for parent ratings on 'developing moral values', 'community spirit' and developing confidence' as outstanding The quality of provision in RE is outstanding. RE has high status in the school and promotes reflection on 'the big questions' across the age and ability range. The quality of assemblies and the pastoral curriculum and students' attitudes to them are exemplary and promote social justice, emotional maturity and a moral compass Ofsted 2016: Pupils' spiritual, moral, social and cultural development is very well provided for. The school's emphasis on developing the whole person helps pupils mature into thoughtful, considerate young people.
Improvement priorities	<ul style="list-style-type: none"> Attendance of disadvantaged students Number of persistent absentees Reduce number of fixed term exclusions for disadvantaged students 	

Outcomes for pupils		Revision date: Jan 2017 PB
Summary	<p>Student outcomes has a 'best fit' of outstanding over the student body as a whole for these reasons:</p> <p>1) P8 2016 = +0.44 (10th percentile), Basics = 75% EBacc = 43%, A8 = 55.7, Eng VA, Maths VA, Sci VA, Lang VA and Hum VA are ALL better than expectations; 4 out of 5 are significantly positive.</p> <p>2) We evaluate progress of students in GCSE Art, ICT, DT, Food, Performing Arts, PE and RE as outstanding (FFT value added data – see Table 5)</p> <p>3) All of these attainment indicators: a) Basics, b)A8, c)% students achieving EBacc, are far in excess of national averages according to Raise Online. Attainment in almost all GCSE courses is well above the national average (see Table 2).</p> <p>4) Disadvantaged students in 2016 P8 =+0.21 (national average for non-disadvantaged students = +0.09) Maths P8 = +0.05, English P8 is not good = -0.33</p> <p>5) Predictions for current students: Y11 2017 – Basics = 72%, EBacc = 44%, C+ Eng = 87%, C+ Maths = 73%, A8 = 52.4 Students' progress in Y8-10 is good and often outstanding against aspirational progress targets.</p> <p>6) Predictions for current disadvantaged students: Y11 2017 - Basics = 54%, EBacc=29%, Eng = 75%, Maths = 54%, A8= 44.1. There was little or no gap for disadvantaged students beginning Y8 and Y9 in Sept 2016 across the curriculum as a whole.</p>	
Sub-criterion	Key Phrases	Commentary
Current pupils	Throughout each year group and across the curriculum pupils make substantial and sustained progress	Progress of Y11 of 2017 is estimated to be significantly beyond expectations (*progress estimates compromised by national data set changes, however attainment estimates are well in excess of national averages with a below national average ability cohort). Students' progress in Y8-10 is good and more often outstanding against aspirational progress targets. Disadvantaged students Y11 of 2017::Basics = 54%, EBacc=29%, Eng = 75%, Maths = 54%, A8= 44.1. There was little or no gap for disadvantaged students beginning Y8 and Y9 in Sept 2016 across the curriculum as a whole, though a big gap for Y10 students.
Pupils' progress in English and Maths	From each different starting point the proportion of pupils making expected progress and exceeding expected progress in E/M are high cf NA. For Disadvantaged students the proportions are similar to or above those for others or are rapidly approaching them.	Progress in English and Mathematics is beyond expectations in 2016 and significantly beyond expectations in Maths. A8 in English = 10.99 national average = 10.41), A8 Maths = 10.51 (national average = 9.71) The Y11 of 2017: Students in English and Maths are estimated to make progress significantly beyond expectations In 2016 there was no gap in P8 between our disadvantaged students and national achievement of non-disadvantaged students for Maths. There is a significant gap in English. Areas for focus: Progress of disadvantaged students in English and progress in English generally to return to 2015/2014 rates (ie significantly beyond expectations rather than beyond expectations)
Pupils' learning and progress across subjects	Students make rapid and sustained progress throughout year groups across many subjects, including English and Maths, and learn exceptionally well.	P8 in 2016 is significantly positive, Student progress in Science, Languages and Humanities was significantly positive in each course. The consistency of rapid progress across the curriculum is illustrated in Table 5. In Art, ICT, DT, Food, Performing Arts, PE and RE, outstanding progress is achieved despite a greater proportion of students than the national average studying those courses. Progress of current students across the curriculum is good and more frequently outstanding Observations show that students are making good and often outstanding progress in the vast majority of lessons. Areas for focus: students' progress in Music is not good.
Disadvantaged, disabled and pupils with special	The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen	In 2016 disadvantaged students made more progress than non-disadvantaged students nationally in the key indicator – P8 (+0.21 cf ?) DS P8 in Maths = +0.05 (non-disadvantaged students nationally = ?) DS P8 in English was not good = -0.33 P8 for students at SEN support in 2016 is -0.19, SEN Statement = -0.14 Predictions for current Y11 DS shows progress and attainment similar to that in 2016 generally but much better in English

educational needs	rapidly, including in English and maths.	There is currently 'little or no in-school gap' for disadvantaged students in Y8 and Y9 though a large gap in Y10 Progress of current SEND students is always good in totality and occasionally outstanding Areas for focus: P8 English for DS and SEND students
Development and application of Skills / Reading	Students read widely and often across all subjects to a high standard, with fluency and comprehension appropriate to their age.	Reading for pleasure is valued and promoted well. Highly effective strategies and activities have been embedded. A reading lesson is integrated into Y7 curriculum. Ofsted 2016: The school encourages a love of reading; for example, teachers post what they are reading on their classroom doors. Pupils are quick to pick up on this enthusiasm, and enjoy opportunities to read and to discuss reading in class. A literacy support programme (reading recovery) operates successfully in Y7-9. The Academy has identified 'Branston learning skills' and has implemented a cross curricular approach to the development of those skills. The Academy has implemented extended homework programmes in KS3 requiring students to engage in higher order thinking and learning skills.
Knowledge and understanding	Pupils are typically able to articulate their k+u clearly in an age appropriate way. They can hold thoughtful conversations about them with each other and adults	Observations and academic mentoring meetings typically show that students are committed to learning, learn very well and can discuss what they know and understand and what they need to do next accurately and articulately Teacher assessment of progress for each of the current cohorts shows progression beyond and often well beyond expectations. The rapid rate of progress across almost every curriculum area is a major feature of provision at the academy (see Tables 1-5) ie student progress in public examinations triangulates with observed teaching and learning. Ofsted 2016: Teachers make the most of opportunities to discuss and debate issues with pupils. For example, in a religious studies lesson, pupils discussed their ideas about discrimination confidently and articulately.
Learning and Progress of groups of students	The learning of groups of students, particularly those disabled, with additional needs, or for those entitled to pupil premium	Progress of boys AND girls is significantly beyond expectations in 2016 ('P8 boys = +0.24 P8 girls = +0.66). Progress of higher , middle and lower ability students is beyond expectations in 2016 (P8 higher = +0.41, P8 middle = +0.50, P8 lower = +0.10). It is significantly beyond expectations for middle and higher ability students Progress of boys in English was not as good as girls in 2016 Progress of disadvantaged students is (significantly) beyond expectations in 2016 (P8=+0.21) Progress for students at SEN support/Statement in 2016 is below that of 'no SEN' students Areas for focus: progress of disadvantaged/SEND students in English
Attainment	Standards of attainment of almost all groups of pupils are likely to be at least in line with NAVs with many students attaining above this	In 2016 student attainment in key indicators Basics, A and EBacc are ALL far in excess of national norms with a national average ability cohort Students' attainment in almost all GCSE courses is well above national averages (see Tables 1 and 2) Groups of students almost always attain beyond national averages compared to similar groups. The Y11 of 2017 - predictions: All students :Basics = 72%, EBacc = 44%, C+ Eng = 87%, C+ Maths = 73%, A8 = 52.4 Disadvantaged students: Basics = 54%, EBacc=29%, Eng = 75%, Maths = 54%, A8= 44.1. Areas for Focus: Attainment of disadvantaged students. Progress estimates are very good and this is very largely a reflection of the ability profile of disadvantaged students in this cohort.
Next stage of education	Pupils are exceptionally well prepared for the next stage in their education, training or employment. Compared with the national average higher proportions of pupils (+DS) progress to HE, FE, apprenticeships, employment or training.	Students' outcomes in Y11 are far in excess of expectations. Students' outcomes in Y13 are in line with expectations despite the very challenging targets generated by outstanding GCSE outcomes. A higher proportion of students than expected continue into the school 6 th form. Destinations data for 2014 show that 93% of BCA students were sustained in education, employment or training compared to 94% national average (84% of DS).
Improvement priorities		<ul style="list-style-type: none"> Remove the gap between the attainment and progress of disadvantaged students and national non-disadvantaged students Improve the progress of students in English (from beyond expectations to significantly beyond expectations) Improve the progress of students in Music (and Business Studies "2016 blip", same staff, same course) Improve the percentage of students in sustained education, employment or training

2f) Spiritual, Moral, Social and Cultural education		Revision date: Jan 2017 PB
Summary	<p>Local authority inspection rated the quality of RE as outstanding, self-evaluation is outstanding. There is a culture where learning about world religions, spirituality, morality, ethics, diversity and respect for different feelings and views are taken seriously and valued.</p> <p>The quality of assemblies is further evidence that we have an ethos that encourages students to reflect, empathise and develop their moral compass.</p> <p>Outstanding provision in other key areas of the curriculum, (eg Art, General Studies, Geography, History), add to students' moral, social and cultural awareness.</p> <p>Parent survey 2015; Developing moral values, Community spirit =outstanding</p> <p>Ofsted 2016: Pupils' spiritual, moral, social and cultural development is very well provided for.</p>	
Sub-criterion	Key Phrases from the criteria	Commentary
Students' spiritual development	<p>Ability to be reflective about own beliefs, that inform their perspective on life and interest in and respect for different faiths, feelings and values</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Use of imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences.</p>	<p>See above for quality of RE provision. The climate for learning in RE is outstanding.</p> <p>See above for quality of assemblies.</p> <p>Student outcomes in creative courses, Art, Performing Arts are excellent.</p> <p>Ofsted 2016: Teachers make the most of opportunities to discuss and debate issues with pupils. For example, in a religious studies lesson, pupils discussed their ideas about discrimination confidently and articulately.</p>
Students' moral development	<p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>Understanding of the consequences of their behaviour and actions</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>See above for quality of curricular and pastoral provision, in particular RE, Humanities, Assemblies, PSE.</p> <p>The relationship with Lincolnshire Co-operative offers over 20 activities emphasising the application of business ethics in a successful multi-business company.</p> <p>See above for parent views about developing moral values.</p> <p>Ofsted 2016: The school's emphasis on developing the whole person helps pupils mature into thoughtful, considerate young people.</p>
Students' social development	<p>Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p> <p>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>There is strong evidence that our students integrate very well into a cohesive community (Student and parent surveys relating to community spirit).</p> <p>Students participation in work experience (both Y10 and Y12)and voluntary activities (particularly in the 6th form) is extensive and successful.</p> <p>Feedback from adults working with our students across a wide variety of settings is remarkably positive about their social skills and social interaction.</p> <p>Ofsted 2016: Pupils take part in sporting, artistic and cultural activities as well as charity work. These opportunities ensure that they develop into rounded young people who are keen to make a positive contribution to their community and to society.</p>
Students' cultural development	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<p>We are aware that our community is not representative of national profiles and take actions to address this. Community school status and a rich vocational curriculum support engagement with the wider community.</p> <p>The outstanding provision described above (in RE, History) contribute very significantly to promoting an appreciation, understanding and embracing of cultural diversity, Britain's parliamentary system and its impact on national history and values.</p> <p>Similarly outstanding provision in Art, Food Technology, Performing Arts and PE ensure very high levels of participation, engagement and appreciation of the arts and sport/health/leisure.</p>
Improvement priorities	<p>Sustain the outstanding provision in RE, History, Assemblies, Arts and PE</p> <p>We have extended the number of students learning about different cultures through the study of MFL at KS4.</p> <p>We are extending the number of curricular and enrichment activities that celebrate diversity and cultural history</p>	

3. Further evidence

Table 1 – Attainment summary

	2016	2015	2014
Basics (C+ E/M)	75 (62)	71	59
Attainment 8/ Capped points	55.7 (49.3)	351 (308)	325
EBacc	43 (24)	34 (24)	32
KS4 A*-C English	77 (74)	74 (67)	71
KS4 A*-C Maths	85 (68)	86 (67)	70

Table 2 – Attainment in traditional GCSE courses

	2016 achieving of entry	% C+	2016 Entry as % of cohort	2015 achieving of entry	% C+	2015 Entry as % of cohort	2014 achieving of entry	% C+	2014 Entry as % of cohort
Art	70		40 (28)	84 (75)		37 (29)	83 (76)		36(27)
BSt	66		35 (15)	92 (64)		32 (15)	69 (65)		49 (14)
DT	80		52 (20)	83 (60)		49 (22)	78 (61)		46 (17)
Eng Lit	75		99 (72)	77 (75)		99 (70)	64 (76)		100 (68)
Geography	73		63 (39)	80 (67)		49 (35)	73 (67)		57 (34)
French	100		40 (23)	62 (68)		50 (25)	69 (67)		50 (26)
German	90		12 (8)	97 (73)		16 (9)	89 (72)		5 (10)
History	64		38 (42)	78 (67)		46 (38)	80 (66)		33 (39)
Music	73		7 (7)	30 (73)		5 (7)	85 (73)		7 (6)
PE	84		25 (20)	93 (69)		24 (19)	79 (70)		32 (16)
Perform Arts	95		11 (12)	95 (70)		11 (13)	77 (70)		12 (12)
RE	80		79 (46)	65 (71)		83 (45)	74 (70)		60 (42)

Table 3 – Progress (whole school, EBacc courses and groups)

KS4 Academy	2016	2015	2014
Raise Basics (prev 5A*-C) cf NA	+13	+15	+4
Raise P8 (prev 'best 8') VA	+0.44 (10)	1039(5)	1022 (19)
KS4 EBacc Subjects			
Raise Eng (percentile rank) VA	+0.08	(28) 1001.7	(26) 1001.7
Raise Maths (percentile rank) VA	+0.19	(12) 1002.9	(24) 1001.7
Raise Sci perc rank/VA	+0.26	(25) 1001.8	(32) 1001.2
Raise Lang perc rank/VA	+0.71	(48) 1000.3	(36)1001.3
Raise Hum perc rank/VA	+0.38	(12) 1003.4	(8) 1003.8
KS4 Groups			
Boys P8 (prev best 8)	+0.24	1030	1012
Girls P8 (prev 'best 8')	+0.66	1050	1034
DS P8 (prev 'best 8')	+0.21	1020	997
SEND P8 (prev 'best 8')	-0.19	1027	986
SEND Statement P8 (prev 'best 8')	-0.14	1077	1044
'High' P8 (prev 'best 8')	+0.41	1022	1004
'Middle' P8 (prev 'best 8')	+0.50	1044	1020
'Low' P8 (prev 'best 8')	+0.10	1063	1060
Subjects and Groups			
Eng P8 High (prev 'best 8')	+0.21	1001.6	1001.6
Eng P8 Middle (prev 'best 8')	+0.12	1001.9	1001.3
Eng P8 Low (prev 'best 8')	-0.44	1001.2	1002.9
Eng P8 Boys (prev 'best 8')	-0.26	1000.1	1000.8
Eng P8 Girls (prev 'best 8')	+0.45	1003.3	1002.6
Eng P8 DS (prev 'best 8')	-0.33	1000.6 (998.2)	999.2 (998.5)
Maths P8 High (prev 'best 8')	0	999.4	1002.2
Maths P8 Middle (prev 'best 8')	+0.35	1001.6	1002.3
Maths P8 Low (prev 'best 8')	-0.34	1005.8	1001.3
Maths P8 Boys (prev 'best 8')	+0.27	1001.1	
Maths P8 Girls (prev 'best 8')	+0.10	1002.5	
Maths P8 DS (prev 'best 8')	+0.05	999.7	997.5 (998.2)

Table 4a English and Maths - Expected, beyond expected progress (3LP, 4LP)

Maths	2015			2014			2013		
	No	Expected	Beyond	No	Expected	Beyond	No	Expected	Beyond
2/W/NP	7			2	50 (2)	0 (2)	3	33(18)	33(9)
3	29	63 (44)	50 (19)	29	52 (41)	21 (20)	31	55(44)	39(23)
4	85	90*/91 (68)	31 (23)	96	77 (69)	27 (21)	82	85(77)	33(26)
5	57	96 (79)	62 (48)	47	79 (78)	38 (46)	56	89(81)	57(50)
Summ	178	86*/87 (66)	43 (30)	171	72 (65)	28 (29)	175	80(70)	42(32)

English	2015			2014			2013		
	No	Expected	Beyond	No	Expected	Beyond	No	Expected	Beyond
2/W/NP	5			6	100	50	6	83(48)	17(21)
3	23	68 (62)	18 (24)	27	81 (61)	33	30	63(55)	30(21)
4	87	76 (70)	32*/33 (28)	99	77 (72)	32	99	86(71)	39(27)
5	60	84 (77)	38*/43 (38)	45	78 (78)	38	37	95(79)	24(43)
Summ	175	78 (69)	31*/34 (30)	177	79 (70)	34 (32)	174	84(69)	34(30)

Table 4b Closing the Gap - Progress

	2015			2014			2013		
	School	Nat ND	Gap to National ND	School	Nat ND	Gap to National ND	School	Nat ND	Gap to National ND
Eng P8 DS (prev 3LP) National Gap	-0.33	+		53*	74	-21	58	75	-17 (-17)
Eng P8 NDS (prev 3LP)				80	74	+6	81	75	+6
Eng 4LP FSM/CLA National Gap				29	34	-5	29	35	-6
Eng 4LP NFSM/CLA				32	34	-2	36	35	+1
Maths P8 DS (prev 3LP) National Gap	+0.05	+		76	72	+4	58	71	-13 (-23)
MathsP8 NDS (prev 3LP)				87	72	+15	75	71	+4
Ma 4LP FSM/CLA				29	35	-6	26	33	-7
Maths 4LP NFSM/CLA				45	35	+10	29	33	-4

Table 4c Closing the Gap - Attainment

	2016	2015	2014
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	School	Nat ND	Gap to National ND	School	Nat ND	Gap to National ND	School	Nat ND	Gap to National ND
BasicsE/M DS prev 5A*-C E/M 2017 predicts = 54	39			53	62	-9	42	62	-20
BasicsE/M NDS prev 5A*-C E/M				72	62	+10	62	62	0
Eng Bacc DS 2017 predicts = 29	17			21	28	-7	16	28	-12
Eng Bacc NDS				35	28	+7	36	28	+8
A8 DS Prev capped point score 2017 predicts = 44.1	45.0			312	327	-15	286	325	-39
A8 NDS Prev capped point score				356	325	+32	333	325	+8
5A*-C DS				63	72	-9	45	72	-27
5A*-C NDS				85	72	+13	76	72	+4

Table 5 - Progress in other GCSE subjects (FFT PA) – Raise Online gives no VA for non EBacc

FFT A*-C	2016 (all entries)	2015* (all entries)	2014 (all entries)
Core Science	Sig positive +0.3	Sig positive +0.3	Sig positive +0.2
Additional Science	Sig positive +0.5	Sig positive +0.4	Sig positive +0.4
English Literature	Sig positive +0.3	Sig positive +0.4	Positive +0.1
Art	Positive +0.1	Sig positive +0.5	Positive +0.4
Business Studies	Sig negative -0.5	Sig positive +0.5	Sig positive +0.5
DT	Sig positive +0.5	Sig positive +1.2	Sig positive +0.9
Computing	Sig positive +0.9		
Food	Sig positive +1.2	Sig positive +0.5	Sig positive +1.0
Geography	Sig positive +0.4	Positive +0.3	Sig positive +0.3
German	Positive +0.3	Positive +0.1	Positive +0.9
French	Sig positive +0.9	Positive +0.1	Positive +0.2
History	Positive +0.2	Sig positive +0.6	Sig positive +1.0
Music	Negative -0.5	Negative -0.9	Positive +0.3
Performing Arts	Sig positive +1.1	Sig positive +1.2	Positive +0.6
PE	Sig positive +0.9	Sig positive +1.0	Sig positive +0.6
RE*	Sig Positive +0.6	Negative -0.0	Positive +0.1

*RE enter all students for FC GCSE with less curriculum time than other GCSE courses since 2014

Table 6 - 6th form Progress (value added)

	2016	2015	2014	2013
Alis		+0.23	+0.23	+0.38
3 Year average		+0.28	+0.22	+0.18
PANDA Value added score			-0.03	+0.13
PANDA Value added (vocational)			+0.21	+0.37
PANDA 3 year trend			0	0.13
L3VA A-level + AS level		-0.02	-0.02	+0.08
L3VA A-level	+0.03	0	+0.04	+0.11
L3VA Vocational	+0.26	+0.21	+0.20	+0.40

Table 7 – 6th form Attainment

	2016	2015	2014	2013
Av pt score per entry academic (Nat Av)		221	220 (223)	230 (223)
Av pt score per entry vocational (Nat Av)		246	246 (205)	247 (214)
A* to E		99.6	99.5 (98.6)	99.5 (98.8)
A*-B		54	45.7 (50.8)	57.9 (51.2)

6 th form	Self-evaluation : 2	Revision date: Sept 2015	Author: JT/CH/PB
Outcomes: sub-criteria	Key Phrases from the criteria for outstanding	Commentary	
Leaders pursue excellence	Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.	The HoS and tutors work very closely with students, tracking their progress via 3 mentoring meetings a year. The pastoral leaders are proactive and keep parents informed about their child's progress through regular telephone conversations and face-to-face meetings. Many more parental meetings are taking place throughout the year. New documentation has been developed to mirror the progress tracking in KS3 and KS4. This allows groups of students to be analysed in detail and whilst numbers can be very small it is extremely useful to track the progress of the groups. In 2014-15 there was a CPD group focusing on sixth form teaching.	
Study programmes meet needs and prepare students for employment	Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.	Subjects leaders are kept up to date with the latest changes. New courses are being introduced across the whole range of qualifications. A work experience week is included for all Year 12 students (the only provider locally to do this) and this has allowed students to access high quality experience locally, nationally and internationally. A work experience shield is presented in recognition of outstanding work experience. As a result some students secure employment or support through degrees at an early stage. Some study programmes include a weekly work placement, particularly for more vulnerable students who will find the transition to the work placement challenging. The majority of A level students access general studies lessons which covers a rich variety of content, delivery and skills. Students also have access to the Engineer in Education and Young Enterprise schemes annually.	
Provision for students without C+ in English and Maths	Learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.	All students without GCSE C follow the appropriate GCSE English and Mathematics courses. The pass rate at the end of Year 11 is exceptionally high for those staying on to the sixth form so there is a focus on improving grades and working towards the grade C. There are 4 additional sittings offered to 6 th form students.	
High quality careers advice	High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.	Students have access to both internal and external careers advice on site. A close working relationship has been developed over the years and we have been lucky to maintain continuity through the restructuring of our external provision. The school organises and hosts an apprenticeship fair for both our own students and the other local sixth form providers. This attracts a range of employment providers and has been successful in securing employment for our non-University sixth form students. In addition, visits to our local university and one further afield have taken place to give students an insight into University opportunities. A number of students also attend summer schools at various Universities during the summer, including Oxbridge. Students also take part in the Aim Higher equivalent at a local university; there is a drive within the Sixth Form to encourage students, with no family history of accessing university, to put an application in. Students attend study days both locally and nationally. Universities and apprenticeship providers are invited in to speak to students.	
Quality of teaching and assessment promotes substantial and sustained progress	Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.	The quality of sixth form teachers is a strength. A number of individuals are involved with examination board moderation and marking, giving a valuable insight into the structures and nuances required at A level. Student progress is reviewed closely four times a year and reported to parents. Attendance at parents evenings is high. Students that fall behind are expected to attend additional sessions in their own time and close liaison with home ensures that students do generally complete the courses successfully. Students receive individual tutor mentoring after each progress check to highlight trends and offer support. Further dialogue with home occurs after each progress check, both to highlight positive achievement and deal with issues which are preventing progress.	
Students' learning and employability skills	Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their	Students are actively involved in a range of mentoring across the school, as well as the sixth form; reading mentors, circle of friends groups, buddying, transition support, subject choice, university mentoring. Students are involved with organising charity events on a large scale, presenting in assemblies and running fundraising events. The annual work experience provision for Year 12 is unusual but an important part of our study programme. Students value the chance to access high quality work experience placements.	

	needs. Attendance rates are high.	<p>Voluntary work is also highly valued. Students can build up their hours and achieve recognition for the time they give to voluntary activities. An annual voluntary work shield is presented in the summer assembly.</p> <p>Attendance rates for 2014-15 were Year 13 95.95, Year 12 95.52 – both 95.74 which is an increase on the previous year. An attendance review take place on a termly basis to monitor students who have lower than expected attendance. Low attendance is dealt with swiftly and methods to deal with attendance issues are varied. Parents are initially contacted by phone, which is then followed up by letter should the issue not improve. Parents of students who are unable to improve their attendance are asked to come in to meet and discuss. The close monitoring of attendance has led to an overall increase, which is now above 95%. A range of strategies are used to improve attendance, including mentoring and rewards.</p> <p>Individual class attendance is also monitored by the Sixth Form team. The team is in regular contact with subject staff about individual attendance, which ensures excellent attendance to lessons for students. Subject staff are able to follow the processes for referrals, which have been introduced in recent years.</p>
Safeguarding + Citizenship	Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.	<p>Students are safe from disruption of their learning, bullying and unsafe practices – see all survey information, lesson observation evidence, previous inspection evidence.</p> <p>There are clear management responsibilities for child protection (CP) and safer recruitment. A safeguarding team audits provision against defined criteria to ensure that those responsibilities translate into effective practice. The academy has worked with consultants to ensure that the single record and other key measures are robust, extensive and provide safeguards beyond minimum requirements.</p> <p>Incidents of racist, homophobic or intolerance of minorities bullying are rare and are dealt with rigorously by senior pastoral staff and senior leaders. They are recorded and show low frequencies and positive trends. Similarly with incidents relating to child protection. Where it is deemed necessary the DP informs social services and other agencies. That is recorded as is the outcome – decisions taken by those agencies and the impact of them.</p> <p>Students rate 'encouraging and listening to pupils' views' as outstanding.</p> <p>All staff receive safeguarding training (in addition to generic input in 2015/16 all staff are engaged in online training modules as part of in-house CPD). All staff have received some training (1/9/15) on 'Prevent' and following further training for the DP there will be additional training/ or information depending on the needs identified.</p> <p>The school tutor system where tutors are deliverers of tutorial work including that relating to British values, extremism and radicalisation means that adults who often know individual students best are working closely with students as these issues are explored. Issues relating to the wider contextual lives of young people are also covered within General Studies, which almost all students access.</p> <p>The school has become a major hub for the National Citizenship Scheme and work closely with the NCS team to attract students onto the scheme. A number of our students have become NCS ambassadors, representing them at other schools and recruitment events.</p>

<p>Students' progress – value added is above average in nearly all subjects</p> <p>Rates of retention for all groups are high</p> <p>Gaps are closing in progress or retention</p>	<p>Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.</p> <p>Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.</p> <p>Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.</p>	<p>Student attainment and progress is good. Our self-evaluation includes an acknowledgement that student progress to GCSE is outstanding and therefore A level targets are extremely demanding. A significant number of courses are positive for value added in 2015 over a 3 year period (Art, DT, Food, History, PE, Sociology, Performing Arts, General Studies, L3 Business, L3 H+SC, L3 ICT, L3 Science, L3 Music, L3 Sport.</p> <p>According to Alis value added for the 6th form cohort is beyond expectations in 2015 and significantly so over a 3 year period 2013-2015</p> <p>Student progress in Science and Maths is below expectations over a 3 year period.</p> <p>Rates of retention from Y12 into 13 have been increasing over the past 3 years and now stand at 65%. Year 12 into Y13 have been very strong for the past 3 years and the LA 6th form funding specialist informed us that we have one of the best retention rates in the county. This year there has been a reduction in this particular retention rate, which we are reviewing.</p> <p>Outcomes at the end of year are very positive. A large percentage of students apply to university for a range of academic and vocational courses; a large proportion of these applications are to local universities. Students often return to talk about their experiences with those contemplating accessing higher education. The apprenticeship fair has led to an increased number of apprenticeship offers, with students being more aware of the opportunities available to them. A small number of students apply for apprenticeships and they are invariably successful in their applications. Students are also encouraged into applications for the armed services, where it is often necessary to meet certain entry requirements. A number of students further their academic studies at a local college on level 4 courses, which offer a stepped entry into higher education. The qualifications students achieve invariably assist and benefit them in their next step.</p>
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