



NEWMARKET ACADEMY

Newmarket Academy  
Self-Evaluation Form  
2015-16

<b>School Context</b>	<b>Revision date: September 2015</b>	<b>Author: NFY</b>
<b>Students</b>	<p>The school has 664 students on role. Cohorts are approximately 120 apart from year 9 (88) and sixth form (33 and 27). 24% of students are entitled to PP funding. 12.35% of students are designated EAL learners, with a higher percentage in year 7 and 8. 0.6% of students have EHC plans or SEN support.</p>	
<b>Staffing</b>	<p>There are 40.58 full time equivalent teaching staff. Turnover was relatively high as a result of the new direction in which the school has travelled. From Easter 2015 turnover has been low and the school is now able to attract high quality applicants. The recruitment policy during the School Organisation Review has resulted in a high percentage of UPS 2+3 FTE. We experienced very high levels of cover in the academic year 2014-15, but are now fully staffed</p>	
<b>Curriculum and Timetable</b>	<p>All lessons are 60 minutes. Students in years 7+8 are organised into aspirational and support groups based on prior attainment data supplied by the feeder primary schools. All students in years 7+8 learn at least one language and computer science. We introduced a three year key stage IV in September 2015. Students were again banded based on KSII prior attainment data and the curriculum offer adapted to reflect both historic outcomes data and Progress 8 and EBac recommendations. Students are set in English and Maths in all years and in Science in KSIV able students based on prior attainment are offered the opportunity to take triple science options. The majority of all other students take Double Science and a small support group take a Btec L2 course. All students are required to choose an "Enrichment" activity which is a Period 6 offer.</p>	
<b>Other features</b>	<p>The school has a Montessori Nursery within site which has a "Vatican City" status. We also provide facilities for the West Suffolk College Animal Care course. There are 43 students currently on this course – all of whom are on WSC role (all wear red lanyards to denote that they are WSC students). These students are bound by our rules with regard to appearance and regulations but are not taught by NA. A small group (4) students study Academic subjects at our fellow trust school – Samuel Ward Academy.</p>	

1 Overall Effectiveness	D. Overall 2- :	F. Last revision date: September 2015	G. Author: NFY
<b>Summary</b>	Outcomes for all students have improved (GCSE + 9 percentage points (54% A*-CEM and VA = 1004, as well improvements in outcomes for post 16 learners) These are the product of improved teaching and learning, leadership and behaviour and attendance. Our tracking was extremely accurate and thus we are confident that our target of 60% A*-CEM and a P8 score of +0.5 is achievable.		
<b>Sub-criterion</b>	<b>A. Judgement from other sections</b>	<b>2</b>	<b>B. Brief summary of main strengths and areas for development<sup>2</sup></b>
<b>Leadership and management</b>		2-	Leadership is a growing in capacity and capability. Significant gaps in key middle leadership roles have now been filled (English, Science and PE). Our main focus is on developing middle and senior leadership to ensure sustainable improvement over the next two years. We have with the support of the Trust planned a series of training sessions for all MLs to develop skills in accountability, pedagogy, data-tracking, monitoring etc.
<b>Quality of teaching, learning and assessment</b>		2	Over 90% of lessons observed last year were good or better, but our analysis suggests that only 75% of learning was good due to high levels of supply teaching. A successful recruitment strategy and development of existing staff through our Senior Lead Practitioner role has eliminated any inadequate teaching and raised the overall quality of learning. We have adopted a clear and effective learning and teaching policy and identified three key areas of focus this year (see T+L record). Marking and feedback is now a strength which underpins more accurate assessment.
<b>Personal development, behaviour and welfare</b>		2	Students feel safe at the Academy. Attendance has risen sharply from 92% in October 2013 to finishing the 2014-15 year at 95.4% and beginning 2015-16 at 96.3%. The improvements are the product of the new house system introduced in September 2014, which supports and challenges each student and ensures their progress through the academy is tracked and prepared for the challenges and opportunities ahead. Our priority is ensure even greater levels of consistency and higher levels of active engagement in lessons. (see Attendance pack)
<b>Outcomes for pupils</b>		2-	Outcomes have risen – see above. Our headline figures have improved in most measures (especially in Maths). These results should be considered against the starting point of the cohort (-1.7 APS below National Average). Work on raising aspiration and self-esteem amongst boys had some impact last year. Results for post 16 learners have improved in all measures but remain below target. Our main focus lies in three areas; narrowing the gap between PP and non PP students (-36 percentage points), boys vs girls (-20 percentage points) and achieving a positive VA for post 16 learners (see results analysis).
<b>16-19</b>		3	PPS and PPE rose in A Level, Academic and Vocational courses and VA narrowed in A Level and Academic subjects. New leadership in the Sixth form has ensured that IAG supports students to sign up for appropriate courses. Tracking is now more accurate and robust. Our priorities are to further improve outcomes and increase recruitment to post 16 learning at the Academy.

<b>SMSC and Physical Wellbeing</b>		2	A new SMSC strategy has been introduced in which SMSC strands are promoted both in the curriculum and in Meeting time. This is supported by the content of assemblies. Students are aware of the Academy values and recognise the importance of upholding these values. All students are provided with a varied sporting curriculum.
<b>Safeguarding</b>		2	All staff have had safe-guarding training and our PREVENT training shows good levels of awareness and confidence in the policy and the required actions. All AHoS have had appropriate training to deal with all safeguarding issues.

<b>2 Leadership &amp; Management</b>		<b>D Overall 2 - :</b>	<b>F. Last revision date: September 2015</b>	<b>G. Author: Nick Froy</b>
<b>Summary</b>	Leadership and management is developing quickly. We now have MLs in post who have a clear understanding of their role and accountability. We have a clear monitoring process through which we can QA all aspects of leadership. Support from the Trust has clarified the role of middle and senior leadership and given staff greater awareness of the role.			
<b>Even Better....</b>	<ol style="list-style-type: none"> <li>1. More regular and rigorous QA</li> <li>2. More ownership of Academy key values</li> </ol>			
<b>Sub-criterion</b>	<b>2</b>	<b>B. Main strengths and areas for development</b>		
<b>Impact on outcomes; students' progress</b>	2-	Improvements in outcomes are evident in 18/28 subjects where there is comparable data. EFG vs actual data has improved in most subjects which shows that our tracking is improving. Conversion rates for higher, middle and lower ability students has improved in most subjects. The main areas for development are to narrow the gap for PP and Non PP students, boys and girls and improve sixth form outcomes. English are focused on improving outcomes and LoP to exceed levels achieved in 2014.		
<b>Impact on teaching and learning PA and PD</b>	2-	The Academy has overhauled the PA process. All staff are now on the same annual cycle. All appraisers have been trained by an outside provider on the elements of successful PA. Our PD process has been refined and focuses on fewer key elements and builds in time for embedding new ideas. The SLPs have been critical in providing teachers with bespoke support – especially for those graded as “RI”.		
<b>Curriculum</b>	2+	MLs have adapted well to the decision to introduce a three year KSIV PoS All departments are prepared for the demands of the new courses at both KSIV and V. We are working towards readiness for Life without Levels. All departments have revised their SoL for the current term and these are stored centrally		
<b>Self-evaluation</b>	2	All MLs have updated their DIPs and completed rigorous analysis of outcomes. All HoDs have had to meet the HoS or DHoS to review results and agree foci for the year ahead. This process is repeated after each data drop throughout the year. MLs are asked to revise DIPs after each data drop and after departmental reviews. Members of the SLT have prepared termly plans to reflect on progress and actions towards agreed priorities.		
<b>Expectations, culture and behaviour</b>	2-	The Academy has embedded a clear set of values and uses these to promote good behaviour around the school and in class. In September the principle of “meeting time” was relaunched to promote the ideas of talking about learning, discussing issues with each other in a respectful and productive way and being aware of issues beyond the immediate world of the Academy.		
<b>Governance</b>	2+	Governance is strong at the Academy. The Governors are very active in the school and provide constant challenge. Governors carry out monitoring visits and meet staff and students to gauge the progress the school is making.		
<b>Promotion of equality of opportunity</b>	2	The Academy has a clear policy of promoting equality of opportunity and is rigorous in its efforts to eliminate any prejudice, stereotyping or discrimination. All appointments are made by staff and governors who have successfully completed the safer-recruiting course.		

<b>Protection from radicalisation and extremist views</b>	2+	Our senior safe-guarding member of staff has trained all staff on the PREVENT agenda and has audited the school's provision. The use of "meeting time" is specifically designed to ensure that the key Academy values of respect and integrity are held at the core of the Academy. All classrooms have the "Britishness" poster prominently displayed and opportunities to protect students from extremist views are integrated into SoL
<b>Safeguarding and care</b>	1-	Safe-guarding is strong in the Academy. Staff have been trained and are aware of the requirements to reports concerns. Our Heads of School have all been trained on safe-guarding and on "Signs of Safety. Our record-keeping of all safe-guarding is excellent.

<b>3 Quality of Teaching, learning and assessment</b>	<b>D. Overall 1234 +/- :</b>	<b>F. Last revision date: September 2015</b>	<b>G. Author: NFY</b>
<b>Summary</b>	Teaching, Learning and assessment has improved significantly in the last year despite significant staffing issues. Publication of the T+L policy and use of the “grid” to assess T+L have made substantial impact on the day to day learning experiences of the students. 90% of lessons observed last year (see spreadsheet) were judged good or better. 75% of learning is good or better. We have established key foci for the entire year; AfL, progress over time and tailoring.		
<b>Even Betters....</b>	<ul style="list-style-type: none"> <li>• Regular coaching for all staff</li> <li>• Paired observation</li> <li>• Promotion of student voice in assessing learning</li> </ul>		
<b>Sub-criterion</b>	<b>2</b>	<b>B. Main strengths and areas for development</b>	
<b>Learning</b>	<b>2</b>	Teachers are clearly planning learning to meet the needs of all learners in the classroom. Students are making progress as evidenced by the improving results and from the transition matrices. Further improvement is required in the challenge for boys, and implementation of strategies to narrow the gap between PP and non PP students. Students are reporting that they are both enjoying their learning more and more confident in the teachers.	
<b>Teachers’ expectations</b>	<b>2-</b>	Teachers’ expectations are rising. The entrenched ideology has disappeared and this resulted in the improved results in 2015 have given teachers confidence which is being transmitted to students. The expectation that each member of staff contacts 3 parents/carers is also driving up expectations.	
<b>Teachers’ expertise, planning and strategies</b>	<b>2-</b>	Teachers now work in teams to reflect on their teaching. At the Sharing Good Practice sessions each week staff explain to colleagues ideas, approaches and strategies that have been successful in their classrooms. SLPs work with individuals to improve their practice and colleagues from the Trust have been significant in supporting improving practice across the Academy.	
<b>Equality and diversity</b>	<b>2</b>	Learning promotes opportunity, respect and tolerance. Key issues are also developed in meeting time and supported by our SMSC calendar	
<b>Teaching of RWCM<sup>3</sup></b>	<b>2-</b>	The Academy has a clear Literacy policy and tracks literacy in years 7-9. We have made use of the Accelerated Reader programme to promote reading and all students are required to have a reading book at all times. Reading is a requirement in Meeting Time at least once a week and also as a starter activity at the beginning of lessons. All SoL are being updated to ensure that Literacy and Numeracy is embedded. Our marking policy is explicit about the importance of marking for literacy. We need to provide bespoke support to colleagues who are still not meeting our expectations regarding literacy marking, and also to promote Mathematics across the curriculum. We believe the focus on effective communication in meeting time will promote higher level reflection of progress and the strategies to accelerate progress.	

<p style="text-align: center;"><b>Assessment</b></p>	<p style="text-align: center;"><b>2+</b></p>	<p>Assessment is both summative and formative. We record progress at DPs throughout the year which is then analysed by HoDs, ALs and Heads of School. We standardise all our assessments particularly in KSIV with colleagues from within the Trust. The key area of focus is embedding high quality AfL in lessons to ensure that there is evidence of progress in lessons and over time.</p>
<p style="text-align: center;"><b>Marking, homework, reports to parents</b></p>	<p style="text-align: center;"><b>2+</b></p>	<p>A new homework policy has relaunched homework in response to students and parent expression of concern. We now have a homework calendar which proscribes the amount, duration and expectations surrounding homework. Summative outcomes are recorded in Data Points and these are discussed with students and sent home to parents as well as the annual written report. Improvements will come with the monitoring of the new homework policy and embedding the Academy values in written reports</p>



<b>4 Personal development, behaviour and welfare</b>	<b>D Overall 2+/- :</b>	<b>F. Last revision date: September 2015</b>	<b>G. Author: Nick Froy</b>
<b>Summary</b>	This is an area of rapid improvement. The introduction of the House system and a new Behaviour for Learning policy has improved students' attitudes to learning. We actively promote our core values and challenge and support students throughout their time at the Academy. The House system is built around supporting the whole child and works with students, parents, teaching staff and outside agencies to ensure that all students can achieve our three aims: Successful learners, responsible citizens and confident individuals. A comprehensive and cohesive CEIAG plan supports progression		
<b>C. Even Better....</b>	<ul style="list-style-type: none"> <li>• Consistent delivery of the BfL policy</li> <li>• Increased support and engagement with vulnerable groups</li> <li>• Further development of CEIAG</li> </ul>		
<b>Sub-criterion</b>	<b>1234</b>	<b>B. Main strengths and areas for development</b>	
<b>Engagement in Learning</b>	<b>2-</b>	Students are engaged in their learning. Punctuality to lessons is good and students are generally positive about their learning. They are aware of the changes in ethos and purpose of the school and the number of high profile students who regularly disrupt learning has diminished sharply. The number of exits from learning has also decreased significantly (evidence BfL log and student voice lunches). We have introduced and now need to embed "meeting time" to support the development of deeper reflection on learning. We will use the new student council project and on-going student voice lunches to measure engagement.	
<b>Citizenship and SMSC</b>	<b>2+</b>	One of the key aims of the school is the development of "responsible citizens". Students are actively raising money for a wide range of charities. We promote SMSC and Britishness through the curriculum and in our Meeting Time activities (SoL and SMSC calendar). The school actively promotes its values in all aspects of the school and these we believe prepare students to be good citizens.	
<b>Behaviour</b>	<b>2</b>	Behaviour is good. A very clear and effective BfL policy is more consistently implemented. The development of the "House system" has promoted calm and positive attitudes. High profile students have modified their behaviours and are engaging with our support and the number of exits is down sharply on this time last year.(BfL log). Students treat each other and adults with respect and consideration. Parents have commented on improvements in focus and the level of support. Our main area for development is to develop student ownership of behaviour.	
<b>Pupils' attitudes</b>	<b>2-</b>	Students are increasingly resilient (one of the Academy values) and able to discuss challenging issues in a constructive and respectful way (meeting time observations). Student voice lunches show a positive attitude to the development and values of the school (student voice summaries)	
<b>Safety and mutual support</b>	<b>2</b>	The House system has promoted a supportive and caring approach to all students. Students feel safe. All students are clear where to go to secure support and are confident that they will be supported (student voice lunches)	
<b>Bullying</b>	<b>2+</b>	All incidents of aggression and derogatory behaviours are carefully recorded and dealt with robustly. The students are aware that the school takes behaviours of this nature extremely seriously and will support the victim and challenge and support the aggressor. Incidents of this nature are rare and quickly dealt with	

<b>Attendance</b>	<b>2</b>	Attendance is improving rapidly. At 95.4% at the end of 2014-15, and 96.3% (8/10/15), we have seen significant improvements in attendance. This is the product of robust and rigorous monitoring of attendance and the work of the houses to support students and challenge poor attendance. Our next step is to focus on vulnerable groups, early intervention for students coming to the Academy with poor attendance records and introduction of “attendance days” each term
<b>Health and well-being</b>	<b>2</b>	We actively promote both Health and well-being. We provide individual plans for students and recently upgraded our care facilities. The PE department is active in promoting health beyond the PE classroom, most recently organising a KSIII 5 mile walk along the Devil’s Dyke to raise money for Great Ormond Street Hospital, and cycling with over 100 students to Cambridge to watch the Tour de France.
<b>Guidance</b>	<b>2-</b>	We have recently appointed a CEIAG co-ordinator and we are working with WSC and the LA to improve our CEIAG. We have audited our provision and the appointments above are indication of our commitment to provide excellent guidance to all our students (see CEIAG audit and action plans).

<b>5 Outcomes for pupils</b>		<b>D. Overall 2-</b>	<b>F. Last revision date: September 2015</b>	<b>G. Author: Nick Froy</b>
<b>E. Summary</b>	Outcomes are improving. The headline figure of 54%A*-CEM represents a significant improvement on previous years. Our VA figure of 1004 is also pleasing. These results should be seen against the backdrop of very challenging staffing issues in 2014-5 and also evidence of an accurate tracking system which predicted 53%.			
<b>C. Even Betters....</b>	<ul style="list-style-type: none"> <li>• Our main focus must be on improving English results to exceed levels in 2014 (73% 3 LoP, and 46% 4LoP).</li> <li>• Narrowing the gap between boys and girls (- 20 percentage points) and the gap between PP and non PP students (-36 percentage points)</li> <li>• Earlier intervention to ensure all students are making the expected levels of progress in years 7-8.</li> </ul>			
<b>Sub-criterion</b>	<b>2</b>	<b>B. Main strengths and areas for development</b>		
<b>Pupils' progress</b>	<b>2</b>	Pupils are making good progress and more progress than in previous years in most subjects. Our cohorts are sig- on entry to the Academy, and achieved a VA figure of 1004 in 2015. (See exams analysis summary for governors and data analysis by department). EAL students are making good progress and students are making more than national average levels of progress in _____ number of subjects. Our identified priorities are narrowing the achievement gap for PP and non PP and boys and girls.		
<b>Disadvantaged pupils' achievement</b>	<b>3</b>	The improvement in outcomes of the whole cohort did result in the gap in achievement narrowing for disadvantaged students but by significantly less than we had hoped. We have significantly altered our strategy to support disadvantaged students with the Head teacher taking the lead on this issue and developing a "disadvantaged" student group including the heads of School and a lead on data analysis		
<b>Subject progress</b>	<b>2</b>	Progress was above national averages (2014) in _____ subjects. New MLs have been appointed to address poor progress in ICT, French and Business Studies. New Heads of department in Science, English and PE have already had a significant impact on achievement and our tracking systems (see Exams Results analysis) . We have introduced Data drop analysis meetings to review progress in each subject (see summary notes). Our main area for development is to support the development of new HoDs in departments where progress was not yet good.		
<b>Skills - RWCM<sup>1</sup> across the curriculum</b>	<b>2-</b>	Regular reading opportunities are created across the Academy, in Meeting Time and as a starter in lessons. A literacy policy is focusing on developing literacy and oracy across the school. The Accelerated Reader Programme is in place in Years 7+8.		
<b>Attainment</b>	<b>2-</b>	Attainment has been low – see Dashboard 2012+13. It is improving in all areas and VA is now positive. Key measures are close to or above national averages (2014). Our conversion rates for low achievers needs to improve and the new SEND strategy embedded.		
<b>National benchmarks: Expected progress Floor standards</b>	<b>2-</b>	The school has exceeded all floor levels. Progress in Maths is close to national averages (63%) and also in English (73%). Our VA figure is 1004, and draft Progress 8 score is 0.08_. Our key focus is to narrow the gap between disadvantaged and all other students (see PP plan)		

<b>Progression</b>	<b>3</b>	Our support and guidance in all years is developing well. We are now able to be confident that students will be well-informed about the progression pathways and can now make the right choices We now have a coherent and comprehensive CEIAG plan for all year groups and are working with WSC to support and enhance our provision (see CEIAG plan). Retention into our sixth form is a key focus (currently 24%) as is training for staff to be able to deliver IAG and early intervention to support potential NEETs
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<b>6 16-19 Provision</b>		<b>D. Overall 3- :</b>	<b>F. Last revision date: September 2015</b>	<b>G. Author: Nick Froy</b>
<b>Summary</b>	Achievement has improved in all but one key measure (see PPE and PPS data and VA figures). The very small cohort ( ) sizes makes achievement very vulnerable to individual performances. All measures remain below target and below national averages.			
<b>Even Betters....</b>	<ul style="list-style-type: none"> <li>• Active intervention to support students</li> <li>• Careful attention to progression pathways</li> <li>• Recruitment into sixth form.</li> </ul>			
<b>Sub-criterion</b>	<b>3</b>	<b>B. Main strengths and areas for development</b>		
<b>Leadership</b>	<b>2</b>	A new Head of Sixth Form (an ex Head teacher) is rigorous and relentless in challenging underperformance. Difficult decisions have been made to end post 16 offers in underperforming subjects (Biology and Maths). The culture of the sixth form is changing and students are showing higher levels of resilience. A detailed self-reflection programme delivered through Meeting Time is delivering greater progress. We are optimistic that the current year 12 students are responding well to the new ethos (student voice lunches)		
<b>Student outcomes</b>	<b>3</b>	Outcomes are have improved and all students who applied to higher levels were successful in securing place to study at their institution of choice. Students did not achieve a positive VA. A new offer based on prior data will ensure that all current students achieve a positive VA, based on promoting already good teaching in these departments and rigorous and robust monitoring of students' progress.		
<b>Retention and Progression</b>	<b>3</b>	Retention rates are improving (78% year 12 to13), but remain very disappointing for 11 to 12 (24%) All students have gone onto further study, employment or training.		
<b>Teaching, learning and assessment</b>	<b>2</b>	Learning and teaching is generally strong. The QA process is clear and regular (see Head of Sixth Form monitoring file.) All teachers have standardised monitoring folders which are QA'ed regularly.		
<b>Guidance</b>	<b>2-</b>	Guidance is improving rapidly (see CEIAG plan). The support of WSC and appointment of Careers co-ordinators (KSIII and KSIV). All students have access to Level 6 one2one CEIAG (through our partnership with WSC), and support with UCAS applications		
<b>Students' attitudes</b>	<b>2+</b>	A significant change of ethos is already evident in the sixth form, especially in year 12. Students have higher expectations and greater sense of responsibility. Students are accepting greater leadership roles and understand their position as leaders in the school.		
<b>Safeguarding</b>	<b>1</b>	Students feel very safe and well supported by the sixth form team. They understand the importance of a healthy life and support the development of this in others. The meeting time for post 16 learners promote active discussion of topical issues as well as the SMSC agenda and a deeper understanding of the world around them.		

<b>8 SMSC<sup>1</sup></b>	<b>D. Overall 2 :</b>	<b>F. Last revision date: September 2015</b>	<b>G. Author: Nick Froy</b>
<b>Summary</b>	The Academy has a coherent and comprehensive SMSC policy which ensure that key issues are delivered through SoL and meeting time. Assemblies actively promote SMSC issues		
<b>Areas for Development</b>	<ul style="list-style-type: none"> <li>Embedding and monitoring delivery of SMSC calendar</li> </ul>		
<b>Sub-criterion</b>	<b>A/B. Brief summary of main strengths and areas for development<sup>2</sup></b>		
<b><i>Personal insight and spiritual development</i></b>	2	Where pupils already have religious beliefs, the staff respects, supports and develops these beliefs in ways which are personal and relevant to them. Teachers use teaching styles which: value pupils' questions and give them space for their own thoughts, ideas and concerns enable pupils to make connections between aspects of their learning encourage pupils to relate their learning to a wider frame of reference – e.g. asking 'why', 'how' and 'where' as well as 'what' .	
<b><i>Moral understanding and relationships</i></b>	2	Moral understanding and relationships We provide the opportunity for pupils to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful. In meeting time and assemblies students explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives. Students consider their feelings and emotions and are encouraged to consider the likely impact on others of the expression of these.	
<b><i>Social development and skills; values; tolerance and respect</i></b>	2	Social development and skills; values; tolerance and respect Through our SMSC provision the Academy encourages students to develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour. In meeting time students are encouraged to express their values and beliefs openly and honestly, and are encouraged to demonstrate respect for the values and beliefs of others. Students are encouraged to show courage and resilience in defence of their aims, values, principles and beliefs.	
<b><i>The school's promotion of SMSC tolerance and community cohesion</i></b>	2	The school's promotion of SMSC tolerance and community cohesion The Academy accommodates difference and respect the integrity of individuals. The school has a climate and ethos within which all students can grow and flourish, respect others and be respected. Students are encouraged to respect themselves and others. Through meeting time and assemblies students are helped to develop an ability to think in terms of the 'whole'- for example, concepts such as harmony, interdependence, scale, perspective.	