

Intermediate Self Evaluation Framework

1 Summary of Overall Effectiveness	Judgement 1234 +/- : 2+	Last revised: September 2020	By: N Froy
The main reasons for choosing this 1234 are..... (if + or -, explain why)	Much work has been undertaken to address the weaknesses identified in the last Ofsted report, in-trust review, and by internal scrutiny by school leaders. Rapid improvements are being made, but there is not yet sufficient consistency across all areas of the school to confidently say that it is a good school.		
Sub judgements			
Quality of Education: 2	Behaviour & Attitudes: 2+	Personal development: 2+	
Leadership & management: 2+	Sixth form: N/A	Early Years: N/A	

Note on Ofsted judgements. In order to be judged outstanding schools must meet all good criteria 'securely and consistently' and then meet the outstanding criteria on top of that. In order for a school to be judged outstanding overall it must have outstanding quality of education. In order to be judged good overall schools must have at least a good quality of education.

What is it like to be a student at this school? (approx 200 words)?

Our students come to a school which is a value driven school where relationships are strong and we recognise their own and each other's achievements. Students here have good experiences which prepare them very well for their futures. The teaching is good, and in places outstanding. The curriculum is strong, with programmes of study designed to build on prior knowledge and provide breadth as well as depth. Further significant improvements have been made to the Key Stage III curriculum in partnership with Sybil Andrews Academy, and the transition to a three-year Key Stage III has been completed. They behave well in lessons and around the school, speaking very politely to each other and to staff. They appreciate that behaviour systems are applied with consistency by the staff. Instances of unkind behavior are infrequent and are dealt with very effectively when they arise.

Students wear their uniforms with pride and are pleased to welcome guests to their school. The students are proud of their contribution to the local community and equally appreciative of the benefits of the strong relationships the school has with local businesses and groups

There are many opportunities for students to enrich their education, in leadership, sports, academic subjects and other varied activities. Elevator speech

2 Quality of Education	Judgement 1234 +/- : 2	Last revised: September 2020	By: N Froy
<p>Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<ul style="list-style-type: none"> • Our curriculum is ambitious and increasingly designed to give all groups of students the cultural capital they need to succeed • Our curriculum is based on the principle of “National Curriculum or better” and based on clear intent and sequencing • Progress is achieved through curriculum development • The transition to a three-year Key Stage III curriculum has ensured that we are able to offer a fully broad and balanced curriculum • Our curriculum is increasingly coherently planned towards the accumulation of knowledge both in preparation for KS4 but also in the wider sense that we want our student to develop increasingly complex schemata. • Our teachers’ subject knowledge is good. A significant number are trained examiners and 24 are on the Upper Pay Scale. Few teachers. We are often able to provide effective support on the rare occasions when teachers are teaching out of subject. • Evidence from the QA process and Learning Walks suggests that teachers present information clearly and check understanding systematically. • Teaching is in some areas explicitly designed to promote retention and low stakes quizzing is now a strong feature of most subjects. Assessments are not yet checked centrally and are not yet necessarily cumulative, though both of those things are documented actions for this year • Our EBac entry policy leads to 70% entry • We are in Year 2 of a planned Teaching and Learning strategy based on embedding understanding of metacognition • Whole class feedback is being introduced but is not yet used as frequently as we would like it to be in all areas • Reading is prioritised in many areas of the curriculum and access to the new library is a strong feature of the curriculum planning P • Students do now yet all develop the skills and knowledge they need to be as successful as similar students nationally • Our students are well prepared for the next stage of education (0 NEET 2019) though poor results limit their choices in some cases • Presentation of students’ work across the curriculum is increasingly good quality. Boys’ presentation is still too often weaker than girls’. • Students read more widely and are able to apply numerical concepts appropriately for their age. 		
<p>Strengths.... Our strongest features and the improving areas are....</p>	<ul style="list-style-type: none"> • Changing the curriculum at KS4 has had a positive impact on the engagement of Y10 – more students are selecting appropriate courses for the right reasons • The introduction of a sequenced curriculum in KS3 has had a positive impact on students’ engagement across the curriculum • The appointment of a Director of Teaching and Learning and Lead Practitioners has increased the capacity of leaders to further develop teaching and utilise strong teaching to share best practice • Whole class marking has reduced workload and sharpened feedback • Expectations of teachers has raised standards through a clear and comprehensive CPD programme • We have employed a member of staff on 0.50FTE to focus on literacy catch up for Key Stage III • We have opened a MLD unit (Polaris) which will support the needs of a very small number of existing students, and the ability of staff to provide a more appropriate learning environment for these students 		
<p>Even Better.... To reach the next grade or to continue to be outstanding we need to....</p>	<ul style="list-style-type: none"> • Increase our focus on reading (see new Literacy policy) • Introduce a new assessment strategy focused on knowledge acquisition where the curriculum is the progression model • Increase our focus on vocabulary acquisition and usage • Ensure that staff all model high levels of spoken communication • Ensure that we challenge all students to achieve in lessons, especially the most able 		
<p>Coverage aide memoire: content, coverage, sequencing, knowledge & skills, KS3, subject expertise, use of assessment, ‘knowing more & remembering more’, fluency, reading, achievement (results), readiness for next stage, SEND, disadvantage, EBacc,</p>			

3 Behaviour & Attitudes	Judgement 1234 +/- : 2+	Last revised: September 2020	By: N Froy
<p>Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<ul style="list-style-type: none"> We have high expectations of behaviour including engagement, effort, manners, uniform, and movement around the site We are a values driven school and familiarisation and reference to those values is embedded in the school Behaviour in lessons continues to improve and is now very good Low level disruption is very rare and dealt with effectively through a consistently applied behaviour policy Leaders support staff well in managing behaviour <ul style="list-style-type: none"> Pastoral leaders work with students in Year 6 to facilitate a smooth transition Bullying is not tolerated. Aggression, discrimination and aggressive language are dealt with quickly and effectively. Boys, SEND ad PP get higher levels of C points and lower levels of R points, which is a focus for CPD this year. Exclusions are used reluctantly and effectively. Because of the nature of a small number of repeat offenders, vulnerable groups are disproportionately represented in FTE figures. Students are reintegrated effectively on their return to school. PEX are used appropriately as a last resort, and are always completed in consultation with trust executive team members Attendance is significantly better than the national average despite being in a semi-rural location. <u>NEED more here</u> Students' attitudes to work are good. Presentation in books still needs to be better still and more consistent. This is one of the themes for QA this year Relationships amongst students and staff are strong and getting stronger – students are confident with visitors and speak confidently about the experiences in school and the opportunities in the community say hello to staff around the site this year. A significant number of staff give up time to run interventions and enrichments Students are respectful of staff Expectations are higher and we continue to be explicit about the ways we expect students to address adults Students are very safe in school and student surveys confirm this 		
<p>Strengths.... Our strongest features and the improving areas are....</p>	<ul style="list-style-type: none"> Behaviour systems are used very effectively meaning that lessons are conducted in a very calm, purposeful atmosphere. Visitors often remark on how calm the school is There is a wholesale improvement in behaviour across the school but the impact of Covid 19 is being seen in Years 7 and 8 who have not had the Academy's values embedded One of our Academy priorities this year is Relationships and Well-being Staff are very positive about current standards of behaviour on the part of most children, but the general upturn has exposed the poor behaviour of the most recalcitrant students, which is still improving 		
<p>Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> Our increased capacity in AP has the expected impact on the support for students in need of additional support Interventions with the small number of children whose behaviour is below our expectations need to have more impact We need to share the approaches and skills from Polaris across the school to ensure that we are recognised as a centre of excellence for with regard to inclusion and supporting students with moderate learning difficulties We ensure that all of year 7 and 8 adopt our values 		
<p>Coverage aide memoire: consistency, respect, environment, dealing with bullying & harassment, self-control, support, high expectations, routines, improvements, attendance, Students' attitudes, FTE & permanent exclusions, relationships, safety, leaders' actions, dealing with discriminatory behaviour</p>			

4 Personal Development	Judgement 1234 +/- : 2	Last revised: September 2020	By: N Froy
<p>Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<ul style="list-style-type: none"> • Our curriculum clearly extends beyond the academic into SMSC – see SOWs for RSHE and PD • Something about coherent PD programme in tutor time • Our curriculum and wider work supports students to become resilient, independent and confident – see PD, enrichment, ambassadors • We provide outstanding pastoral support • There are many opportunities to develop and nurture talents and interest – see NAGBP programme • We prepare students effectively for life in modern Britain – PD programme, votes for schools, ambassadors • We promote equality and diversity • Our school is built on a set of values which underpin everything we do • Discrimination is not tolerated – bullying and racist incident logs – • We provide students with meaningful ways to debate and understand their roles as citizens in society – ambassadors, votes for schools, house charities • We are doing exceptionally well in delivering the Gatsby benchmarks (evidence from advisor) – <i>Governor monitoring visit (RHL)</i> • Careers guidance is good. (less than 1% NEET) • Engagement with the world of work is good and targeted to those who most need it • Our students make a significant contribution to our community (YOPEY Befriender programme, Skate park) • We have been short-listed for the TES Community and Collaboration Award 2020 • We have a strong partnership with Abbeygate Sixth Form where we are a foundation partner school 		
<p>Strengths.... Our strongest features and the improving areas are.....</p>	<ul style="list-style-type: none"> • The new PD programme is offering a lot of new depth and breadth • RSHE is now delivered using a programme constructed in partnership with SAA and is largely taught by a subject specialist • There is support in place for some aspects of the programme from external agencies • There is very good engagement from visiting speakers – see NAGBP programme • We have a one trained ELSA practitioners • There is a Pastoral officer in every house and a new role has been created to support further personal development • The Internal Exclusion room and AP gives us excellent capacity for inclusion 		
<p>Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • The school council needs to be higher profile and allocated a budget– notice board, member's photos, agendas and minutes published • We need to have a greater focus on healthy eating and nutrition • Numbers of FTE need to reduce • The representation of vulnerable groups in school leadership positions needs to be in line with other students 		
<p>Coverage aide memoire: opportunities, extra-curricular, take up of provision, coherently planned experiences, character development, SMSC, resilience, pastoral support, healthy lifestyles (physical & mental), preparation for life in modern Britain & fundamental British values, equality and diversity, respect for difference, responsible respectful active citizens, Gatsby benchmarks</p>			

5 Leadership & Management	Judgement 1234 +/- :2	Last revised: September 2020	By: N Froy
<p>Summary The main reasons for choosing this 1234 are.... (if + or -, explain why)</p>	<ul style="list-style-type: none"> • Leaders have a clear and ambitious vision for the future of the school. The AAP is extensive, detailed and has challenging success criteria. There is a balance of emphasis on improving existing practice and introducing new practice • School improvement continues at a rapid pace, but with discipline and a measured approach reflecting the pressure placed on schools by Covid 19. Leaders are aware of the need to take parents, students, staff and governors with them • There is a clear focus on improving pedagogy and subject knowledge through weekly “Teaching and Learning” briefings and focused CPD provided in partnership with SAA. Drop in, QA processes and Learning walks ensure that Leaders are clear on typicality and have confidence in the impact of intervention strategies • New staff and NQT induction is effective • Senior leaders engage well with staff and understand the pressures on them. They work to reduce workload where appropriate (See staff survey) • Performance appraisal is now very strong and an effective tool for continuing school improvement, a huge achievement given that 80% of staff not being entitled to increments. All staff have challenging targets against which performance can be measured. Moderation by the Headteacher ensures parity of challenge in line with JD and pay grade. Staff who are underperforming are challenged and support appropriately • The quality of middle leadership is a strength (Science and SEND). New appointments in English and Maths are making significant contributions to continuing school improvement (curriculum and aspiration). The school leaders’ meetings (agreed proforma) are focussed increasingly on improving the quality and consistency of middle leadership • Leaders ensure that students complete their programmes of study. Our interventions for students in years 7 – 11 is effective and ensure students reach or exceed their academic potential. Interventions for students who are face significant challenges is more complex and more varied • As a values driven school we do not game or off-roll, or use “banker” qualifications • We have rewritten the curriculum significantly to facilitate better engagement and success for all students • Leaders engage effectively with the community including parents, employers and local services. (Parents’ Forum, NAPA, TES Award shortlist, NAGBP) • Governors are very effective and hold school leaders to account through governor visits (Covid, Careers, PA and H + S). There is training planned to support further improvement • Governors are effective in monitoring statutory duties, though there have been challenges in H&S which are currently partially resolved • Safeguarding is very effective • Staff files are excellent, gaps have been risk assessed and the SCR checked regularly 		
<p>Strengths.... Our strongest features and the improving areas of our outcomes are....</p>	<ul style="list-style-type: none"> • SLT are well established, and are frank and honest and support each other • The SLT know their school well and can assess the strengths of the schools and where it can improve further • Members of the team have engaged with educational research to accelerate the progress of the school • Leadership of Ebacc subjects is a strength • Safeguarding is a strength – all teachers have had appropriate training and have Prevent and FGM, County Lines and Online safety training • Our leadership is used to support other schools in the Trust (SAA partnership) and we know when to ask for additional support • Our staff support the vision and values • Our partnership and collaboration with the local community is a strength 		

<p>Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • More evident student leadership • More training to develop our Middle Leaders to enhance the leadership elements of middle leadership • Improved use of data to inform actions and to assess impact • To facilitate leaders to be more experimental and innovative •
<p>Coverage aide memoire: safeguarding (identify/help/manage), professional development, workload, support from leaders, ambition, values, inclusivity, parent & community & local services engagement, protecting staff from bullying & harassment, effectiveness of governors/trustees, statutory duties (e.g. Prevent), capacity for improvement</p>	

School Context	Revision date: September 2020	Author: N Froy
<p>Students <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.</i></p>	<p>The student population is predominantly white British. Minority ethnics groups make up 15% of the school population. We have a number of students who speak English as an additional language – 14%. The percentage of BAME students is now 10% and has risen over the last few years. Students are drawn largely from urban settings within the town of Newmarket but increasingly from the more rural settings in the villages around Newmarket. The students from urban settings are much more likely to be eligible for pupil premium and to have no family history of tertiary education. The proportion of students eligible for PP is 24% which is in line with national averages at 20%. The proportion of students with SEND is below national averages at 13%. The ratio of boys to girls is 55%:45%.</p>	
<p>Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence, extent of supply cover. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<p>The school has a very low turnover of staff. We have employed 15 new staff over the last two years, largely to reflect the growing role in the school. Recruitment is less difficult but still challenging. There are three vacancies to fill for January in a staff of 66.75 FTE. The overwhelming majority of teachers are subject specialists. A small number of teachers teach a second subject outside of their area of specialism. There is one NQT. Staff morale is high although the challenges of Covid 19 are putting strain on all staff. We have an excellent Well-being support programme which has been very well led by a member of the SLT and now includes a governor with medical experience</p>	
<p>Other features <i>Any unusual organisational features of the school. Any other issues which affect your school but which are largely outside your control.</i></p>	<p>The school has established very strong links with the community resulting in fantastic opportunities for students and curriculum development. A massive building programme and sponsorship opportunities have completely transformed the fabric of the school and funds exchange programmes and out of school programmes. We have good relationships with the primary schools in the area and have stemmed the tide of students applying to schools in BSE or Cambridgeshire.</p>	