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| Ofsted Area and overall effectiveness  | Quality of Teaching (Requires Improvement; November 2018)Achievement of Pupils (Good; March 2018) |

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| Ofsted Priority:  | N/A |

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| School Priority:  | At least 66% (4/6) pupils accessing an Alternative Provision to secure at least expected progress from baseline entry into school (or EKS3 assessments) in English and Maths. |

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| Impact:  | All 4 Alternative Providers have completed and actioned recommendations from their H&S and Safeguarding Self-Reviews. Acting Headteacher has completed observations during SpT regarding T, L & A (NT & AS – complete their own obervations through QTS Manager). Observations have provided recommendations to support pupil outcomes and teaching *(judgements have been made against the framework and the Teaching Standards regardless if they hold QTS / QTLS).*EDS – 22/1/19 Elite Training Ltd – 4/4/19Alpha Academy – 9/4/19The investigation regarding suitable baseline assessments for those attending Alternative Providers are shared and centrally held – progress measures are the same as within school (1APS every term). School have been responsive to meet the needs (if placement breaks down). The identified 5 pupils (AAh; NDS; BRe; CCl; TGo) highlighted that 3/5 (60%) of pupils had an improved attendance from AuT1 to AuT2, with a positive sway as a group of 61.19%. The average attendance for this group of 5 pupils for Autumn Term is: 39.55%There have been some changes to the group: AAh has left roll so those pupils who are accessing Alternative Provision are NDS; BRe; SUR; CCl & TGo. 80% of pupil’s engagement has maintained with BRe’s relationship starting to break down from 25/3/19 due to rejection from Post 16 destination. This has been rectified through a focus on securing Level 1 Functional Skills in Maths and English. The average attendance for this group of 5 pupils for Spring Term is: 71.25% Use of the AQA Entry Level 3 (Gold) within English and Maths; OCR Functional Skills Level 1 English and Maths and NOCN in English and Maths. These are delivered by the respective Alternative Providers and registration and moderation also occurs within the respective sites. NDS; BRe are making progress from baseline with CCl and TGo completing their baseline during this term. AAh was working above expected progress from baseline in English and Maths. This means a judgement of good progress (100% working at or above expected progress with 20% working above expected progress).NDS; CCl; TGo are all making expected progress; SUR is working above expected progress with BRe working below expected progress. This means a judgement of outstanding progress (with 80% working at or above expected progress with 25% working above expected progress). We have also been accepted as the examination centre for NT&AS. |

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| Ofsted Area and overall effectiveness  | Leadership and Management (Requires Improvement; November 2018)Quality of Teaching (Requires Improvement; November 2018) |

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| Ofsted Priority:  | N/A |

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| School Priority:  | Further widen curriculum design / opportunities for pupils to achieve appropriate accreditations and enhancing the schools “local offer”, supporting significant change for 2019/2020. |

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| Impact:  | Curriculum Leads (core and foundation) have been provided with a Performance Appraisal target to review their curriculum offer. Perspective reviews indicate that all of these targets are “in progress”. Progressing and will be reviewed during 3/7/19 Appraisal directed time and to complete a reflection on Teaching Standards / TA Standards & SLT Standards. KS4 options to be changed to include BTEC Travel & Tourism (as ASDAN WKS is disbanding in December 2019). Cognition & Learning KS4 curriculum is developing and will be presented to SLT during SuT2. Specification changes in BTEC Home Cooking Skills; Performing Arts and Sport have all occurred this year. PSHE curriculum is under development with a move of being an “early adopter” in September 2019.Student Survey 2019 completed which highlighted that pupil perceptions are regarded as at least good with the following areas for development:• Enjoyment in English isn’t as high as Maths and Science. • Knowledge of belt assessment system not as strong in Maths compared to English and Science. This information will be shared with Curriculum Leads and School Council SuT1. SCl successful transition to Barr Beacon (BTECH Health & Social Care L2) has caught up year 9 work and is on track with her peers in year 10 to complete 2020. Also looking at collaboration with Shepwell and DfE regarding the use of robots to support HNi with curriculum enhancement, due to him being socially unable to access a mainstream curriculum.SCl progress remains strong at Barr Beacon, with 100% attendance and engagement. This will be discussed on 27/6/19 EHCP will formally highlight progress and re-challenge the need for Band 2 funding to support this enhancement of the curriculum. There has been no further development with the DfE project with Shepwell. However, 16/5/19 HNi review an application for additional funding to support 1-1 Business Studies tuition (in school) to support his Post 16 aspirations. We have secured BTEC Level 2 Home Cooking Skills to enable curriculum time. HNi is working above expected progress in English, Maths and Science with SCl working above expected progress in English and Science and at expected in Maths. SCl has also been identified as Gifted, Talented and More Able within Maths and Science.13/17 (76%) year 8 EHCP reviews have been completed where their views have been sought. Of the 13 reviews that have taken place the attendance rate for these has been: 8/13 (62%).C Bowen (Curriculum Lead for English) has completed first draft of the provision map for the Cognition and Learning cohort and projected Alternative Providers who will enhance the curriculum offer for them in 2019-2020.Rodbaston has confirmed 1 day a week provision during year 10 and this has been included to the Alternative Provision budget for 19/20 financial year. The final programme design will be presented during SuT2. The school’s new Local Offer *(draft)* has been sent to Denise Lowther-Pope to consult with the SEND Lead @ LA. The % of need is highlighted within the school. Currently 21% of KS4 pupils are identified as Cognition & Learning (secondary need) within English and 13% within Maths. In KS3 19% have an identified Cognition & Learning secondary need within reading, 13% within writing and 4% in maths. The school has also contributed towards the Green Paper (2018) within Mental Health which is done through the work within the AWG (BBa is the chair) The SEND Area Inspection report has been released identifying additional priorities. There still remains 21% in KS4 identified as having Cognition and Learning as a secondary need, and 26% within KS3 (this is an increase of 7%). SLT have been involved in new funding formula for 19/20 but this wasn’t approved by Special Heads at School Forum and will be foci for 20/21. |

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| Ofsted Area and overall effectiveness  | Leadership and Management (Requires Improvement; November 2018)Quality of Teaching (Requires Improvement; November 2018) |

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| Ofsted Priority:  | N/A  |

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| School Priority:  | To build leadership capacity and effectiveness within specific roles & responsibilities to support change. |

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| Impact:  | National Lead for Governance attended the SpT LGB and provided guidance to DCa and TBr regarding potential changes. This feedback hasn’t been formalised.LGB have completed an audit of need. The appointment of Vice Chair has added rigour to discussions through Scrutiny Panel and Safeguarding Link visits *(an area identified by the Local Authority)* There have been some changes from working groups to committee’s (Curriculum) and a proposal to change the LINK governor responsibilities based on the schools areas of need / Post Ofsted Action Plan and skills audit (aligned to the governance review). There has been 20 visits (involvement) from LGB members during the AuT. Communication between SLT, Teachers and Governors is more frequent and e-mail conversations are occurring frequently. Scrutiny Panel is adding challenge and is validating impact of SLT’s work. There has been 26 visits (involvement) from LGB members during the SpT. Governance construction is still needed to clarify roles and responsibilities more clearly (especially around core subjects). This will be a focus during Curriculum Committee where Pupil Outcomes including Disadvantaged pupils will be discussed alongside the need to develop the curriculum to meet the needs of the pupils. We have had two leadership’s reviews and there are key recommendations to look at extending the responsibilities within the interim leadership team and a drive for creating a middle leadership team. The Acting headteacher’s Performance Appraisal has focussed on this task. The Post Ofsted Action Plan also addresses this objective. This interim leadership team is placing additional financial pressures on the school.Successfully welcome back the substantive Headteacher further developing leadership capacity, which has reduced the financial pressure on the school. There have been some resignations of key middle leaders (Science and English) which is disappointing. However, we have secured TLR2b for curriculum leads moving into September 2019 showing the commitment of extending leadership capacity across the school. We are also going to interview for an Assistant Headteacher (L4) to join from September 2019 with a focus on Curriculum Development and Gifted, Talented and More Able. Aspiring leaders have been developed professionally (which has supported promotion).Curriculum Leads have been provided greater opportunities to lead on the scrutiny programme, creation of their own method of work regarding assessment and contributing towards the whole school’s Teaching, Learning and Assessment Policy. They also experienced the Section 8 and 5 Ofsted Inspection. They are delivering departmental training every ½ term and whole school training (as part of the CPD calendar). The curriculum Lead in English and Maths are also applying to become SLE’s. Progress within KS3 and KS4 in English, Maths and Science are outstanding (see headline figures Autumn Term 2018.doc).Interview for Assistant Headteacher (L4) internal candidate to support retention of staff. However, we have lost Curriculum Lead in Science (journey and husbands work commitments have proven too difficult to overcome) and Curriculum Lead for English (promotion to Assistant Headteacher at large Special Academy in Shrewsbury (relocation). Curriculum data still indicates outstanding progress across all core subjects at KS3 and KS4 (see headline figures Spring Term 2019.doc). They have also completed joint observations (SpT1) with SLT. CWh is completing her NPQML and CBo and GFr were successful in securing SLE status. They have also lead on work scrutiny at a department level and received feedback from SLT. Initial discussions around CADMUS – Family of Schools have provided an opportunity to work with Year 6 moderators in Year 6 to quality assure our assessment within KS3.There has been a Post Ofsted Curriculum Leads meetings (December 2018) and a Curriculum Leads Meeting (January 2019) to look at data and required levels of intervention (enable and extend).Secured 6 SLE’s across the school and have marinated outstanding progress in KS3 and KS4 for core subjects. Curriculum Lead meetings identify recommendations and actions to support those who are not making expected progress. PDa has also completed additional training with KS3 on Literacy Planet (16/5/19) this is to support staff in the delivery of the programme to support accelerated progress in reading. SLT have agreed that the Chris Quigley – Bin the SEF product is no longer a priority within the school due to the introduction of CPOMS (inc Team Teach Interventions) and new methods of work within SIM’s meaning we didn’t want to change another method of recording impact. The training will support CPD methodology though and SLT will utilise Perspective SEF BUT will be more evaluative than descriptive when making judgements. The new EIF has been launched and we are waiting for this to be included within the Perspective programme to support Self-Evaluation in preparation for September 2019. This is predicted for SuT. However, due to the Post Ofsted Action Plan and Raising Achievement Plan the school and Governors have a good understanding of the school.  |