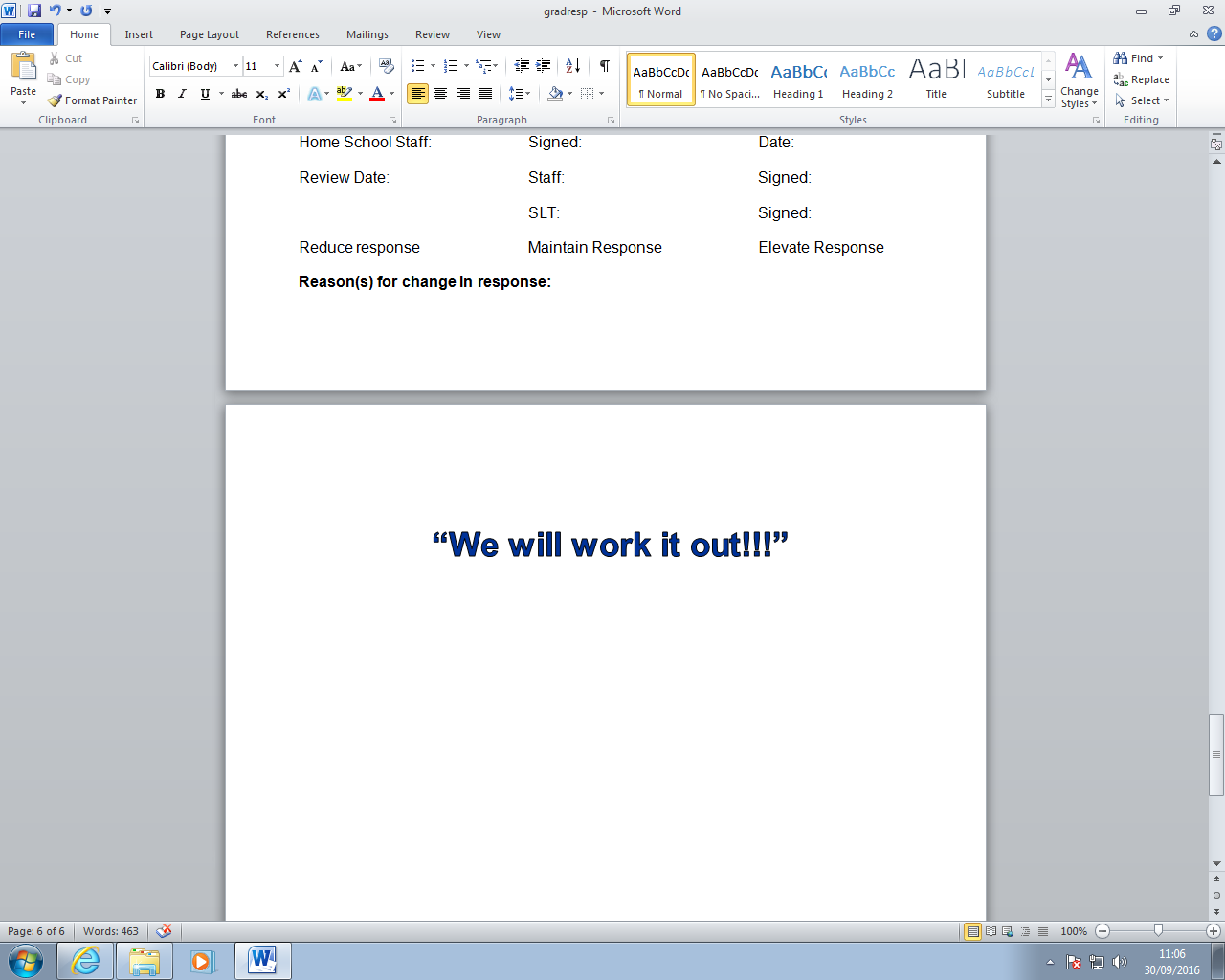
**ContinU Plus Academy Summary SEF 2016-17**

**Core Values- “We will work it Out”**

**The Context of the ContinU Plus Academy**

The ContinU Plus Academy is a very good Alternative Provision Free School. Our catchment area includes Wyre Forest, Hagley, Dudley, Bromsgrove and Redditch. We offer bespoke provision to 90 permanently excluded pupils, or education for pupils referred from high schools that require alternative education. The school is a strategic partner with ContinU Trust Schools, is very successful and now has a waiting list of referrals as we are at full capacity for the first time since opening our doors in 2014.

Our school is a happy place, successful and has an excellent reputation in the local community. Central to our ethos is the success and mental wellbeing of every child in the school, and for us this means a complete package of academic challenge, vocational opportunity, meaningful post 16 transition, a therapeutic response at point of need, with consistently improving behaviour in line with length of placement.

Our aim is to reintegrate our Key Stage 3 pupils where appropriate and to provide a stable, supportive and aspirational school base for Key Stage 4 pupils, from which they can flourish post 16/17.

The school has just finished recruitment for our first cohort of post 16 learners, in order to enhance the life chances of our most vulnerable.

For the 3 years since our conception, our learners have experienced 100% positive transition to placements post 16. It is now our intention to ensure that placements are 100% sustainable.

**Outcomes of students:**

**Grade = Good**

**Results**

The ContinU Plus Academy is celebrating this year’s GCSE results in which we have again surpassed national averages by 30%, ranking us amongst the highest achieving AP providers in the country (DFE Latest AP performance tables 2015-16).

The school is delighted that almost half (42%) of students who attended the school, sometimes for just six months to one year, have left with five GCSEs or more – with 100% achieving both qualifications and a confirmed college placement or job to go to. 61.5% of our pupils have achieved 5 qualifications or more, when including entry level and vocational qualifications.

This is an extraordinary achievement for the school considering the fact that the national average for students achieving five GCSEs or more in this sector is currently sitting at 12.3% nationally. The nature of the results is attributable to both the high quality staff at the school as well as the support of Worcestershire mainstream schools and the local authority. Students realise very quickly after arriving at our school that they can change their life chances by embracing the alternative and creative approach to learning and achievement employed at the ContinU Plus Academy. It is their determination and hard work, despite significant challenges, that is to be celebrated with these results.

In the face of a national curriculum agenda that has increased academic content in GCSE Qualifications and withdrawn coursework elements, our cohort has faced significant challenges.

The school is now focusing on the introduction of a more varied curriculum, with a wider number of qualifications, including non GCSE Level 1 and 2 Qualifications.

**Comparison of CPA Performance vs. AP Performance in England**

|  |  |  |
| --- | --- | --- |
| **Subject A\*-G** | **All England AP schools (%)** | **The ContinU Plus Academy (%)** |
| **English Language** | 87.2 | 69\* |
| **Maths** | 65.4 | 100 |
| **Science** | 81 | 95 |
| **Geography** | 74.5 | 100 |
| **History** | 61.4 | 25\*\* |
| **Health and Social Care** | 83.9 | 100 |
| **Hospitality and Catering** | 88.7 | 100 |
| **Physical Education** | 81.8 | 90.9 |
| **Outdoor Education (Level 1)** | 24.2 | 87.5 |

\*following introduction of the new English GCSE specification (9-1), first reported in 2017

\*\*GCSE History will not be a Year 11 option for the Academic year 2017/18 but will return in 2018/19.

This table takes data from the AP performance data tables for England 2015/16 and does not include dual registered pupils – these figures for England AP schools would drop further as a direct result of increased difficulty in 9-1 qualifications. The CPA is sticking to GCSEs where other AP schools are turning to alternatives that are less rigorous and reduce opportunities for positive and sustained destinations. The CPA is including increased numbers of ‘other’ Level 1 equivalent qualifications further down the school to increase outcomes without jeopardizing the future aspirations of our pupils – GCSEs will remain the focus of the Year 11 curriculum.

(<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2015-to-2016>)

In 77.8% of subjects offered ContinU Plus Academy pupils outperform the National expectations in terms of pure outcomes.

**Outcomes over time**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Measure** | **2014/15** | **2015/16** | | **2016/17** | |
| Average Qualifications | 3.65 | 4.41 | | 5.31 | |
| 5+ Qualifications (%) | 26.1 | 64.7 | | 78.9 | |
| 5+ Qualifications Level 1+ (%) | 26.1 (13/23) | 47.1 (8/17) | | 42.1 (8/19) | |
| A\*-G EMS (%) | 56.7 (13/23) | 82.3 (14/17) | | 72.7 (8/11) | |
| Entry Level English (L2/L3) (%) | n/a | n/a | | 27/73 | |
| Entry Level Maths (L3) (%) | n/a | n/a | | 100 | |
| Whole School National Progress (%) | n/a | 76 | | 77.4 | |
|  |  |  | |  | |
|  |  | **2015/16** | | **2016/17** | |
|  |  | Measure | Outcome | Measure | Outcome |
| \*SDQ tests report low stress below 17, moderate stress below 20 and severe stress if above 20 | | \*Average Stress/Anxiety | 10.3 | \*Average Stress/Anxiety | 13.9 |
| \*\* Predicted English and maths grades are based on ACCESS tests on entry | | \*\*%Predicted Grade 0 (En/Ma) | 41/53 | \*\*%Predicted Grade 0 (En/Ma) | 58/84 |
| \*\*\*’New in Key Stage 4’ could mean a January of Year 11 intake with CPA having just 5 months to address all issues (pupils entering before Year 9 show most progress) | | \*\*\*New in Key Stage 4 (%) | 47 | \*\*\*New in Key Stage 4 (%) | 78.9 |

Headlines

* Pupils are leaving CPA with increasing numbers of qualifications
* Pupils are leaving CPA with greater quality qualifications now than two years ago and are performing better in English, maths and science compared to 2015/16 despite the cascading of more difficult content in new GCSE 9-1 specifications
* Entry level qualifications have been successfully introduced and assist in reducing stress and anxiety as pupils gain confidence from successfully passing exams before the pressures of the Summer examinations
* Whole school National progress has stabilized at around 77%

Next Steps

* Away days were successfully introduced in 2017/18 in order to help reduce pupil stress – this will continue from 2018 onwards
* Psychologist support has been introduced and pupils in need regularly meet with trained support practitioners
* Pupils are completing Level 1 qualifications in careers and wellbeing to help understand and reduce stress, raise aspiration and focus attention on working towards positive destinations
* Targets have been adjusted to motivate staff towards helping pupils make further progress and expectation is that National progress will exceed 85% by the end of 2017/18
* The CPA is now at capacity meaning that no Year 11, and very few Year 10 pupils, can be admitted in year – this will facilitate longer periods of consistency in teaching, learning and pupil wellbeing support
* Additional mock exam windows for 2017/18 to allow pupils to acclimatize to examination expectations earlier, better inform progress/need for intervention, improve entry decisions and ensure that back up qualifications are completed by pupils

**2017/18 Targets;**

**85% of all CPA students to be making Nationally expected progress or better**

2015/16 – 76%

2016/17 – 77.4%

Although the numbers fluctuate according to half termly referral windows the end of year percentages of all CPA students has increased over the past two years.

**85% of CPA Year 11 leavers are to achieve 5 or more GCSE qualifications, or equivalent, including English and maths**

2014/15 – 26.1 2015/16 – 47.1 2016/17 – 42.1

**Percentage of cohort achieving 5 or more qualifications including Entry level and vocational**

2014/15 – 26.1 2015/16 – 64.7% 2016/17 – 78.9%

We have seen an increase in the number of students achieving more qualifications over the past two years when compared to the baseline data generated in 2014/15. Students are now achieving over 4 qualifications per year and our target for 2017/18 is that students achieve 5 or more. Since 2014/15 we have seen an increase in the number of students achieving 5 or more qualifications from 26.1% to over 60% with a spike of 70.6% in our strongest ever set of results in 2015/16

**80% of Year 11 students are to ‘close the gap’ in core subjects**

2015/16 – 72.5% 2016/17 – 75.7%

We have seen a decrease in the number of students closing the gap in English and science over the last two years\* and an increase in the number of students closing the gap in maths. Overall core averages show an increase in the number of students closing KS2 gaps in the core over the past two years.

**Average ‘gap close’ across the Core subjects**

**English**

2015/16 – 82.3% 2016/17 – 68.8%

\*a further 5.3% of pupils made Nationally expected progress \*a further 11% of pupils made Nationally expected progress

**Maths**

2015/16 – 52.9% 2016/17 – 81.8%

\*a further 23.5% of pupils made Nationally expected progress

**Science**

2015/16 – 82.4% 2016/17 – 76%

\*a further 12% of pupils made Nationally expected progress \*a further 15.8% of pupils made Nationally expected progress

**2016/17 Legacy Target;**

**100% of Year 11 students are to achieve a ‘pass’ grade in all of the GCSE subjects for which they were entered**

2014/15 – 78.2%

2015/16 – 86%

2016/17 – 87.3%

We have seen an increasing trend over the past 3 years with greater proportions of Year 11 students passing all of the GCSEs that they are entered for.

Improve performance of disadvantaged pupils to be in line with peers – focus on sub-groups including PP, LAC, HAD, GRT, EHCP, boys and girls

Introduce a more robust assessment and reporting system that better informsstakeholders of progress and areas for development

Remove inconsistencies between subjects and ensure that subject RAPs are robust – engagement with home schools, primary (feeder) schools and external support

Accredited courses introduced to Key Stage 3 including Entry Level (1-3), Level 1 qualifications (English, maths and science)

Technical and vocational awards (Level 1 and 2) introduced to Key Stage 4 including media studies, careers and wellbeing

Bespoke Key Stage 5 curriculum to secure positive future destinations – upgrades for subjects and introduction of new pathways

**Outcomes for Pupils**

Review IAG provision and increase students exposure to careers and aspirations through knowledge pathways – including introduction of new qualifications

Introduce a HAD policy and ensure that achievement gaps are closed leading to high level destinations

**Quality of Teaching and Learning: Grade =Good**

85% of Lessons judged to be good or outstanding.

New PM procedure in place, with rigorous triangulation of data – clear assessment and monitoring calendar issued to all staff at start of year.

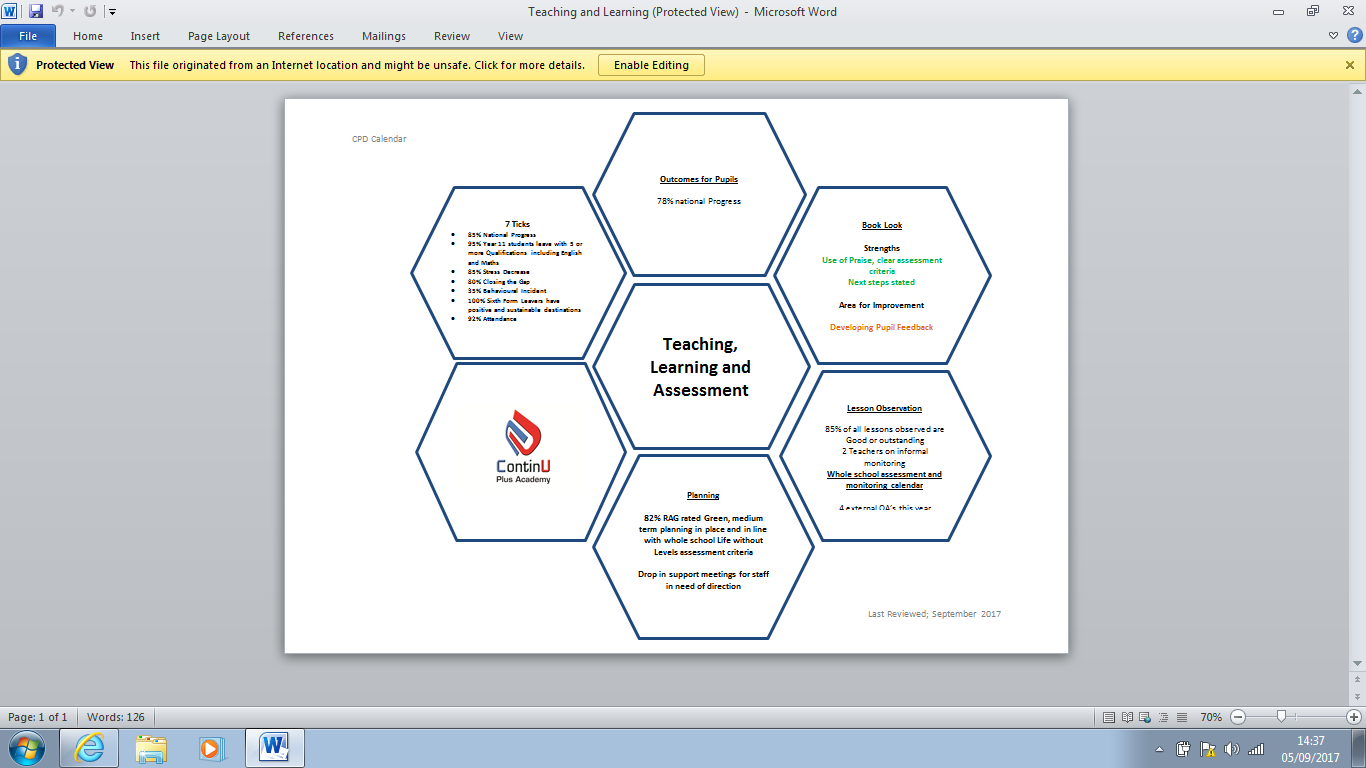
Areas of weakness addressed with replacement of weakest staff and monitoring procedures. War Cabinet SLT weekly involvement and support for underperforming staff re- progress.

73% Teachers are RAG rating Green in PM with no concerns

Support/Training in place for all teachers RAG rated Amber or red

Teacher attendance average 96.2%

Impact of Performance Management- 33% of staff on National Leadership Qualifications.



**Targets 2017/18**

1. 85% of Year 11 pupils are to achieve Level 1 passes (double award) in GCSE Science, National progress is to remain above 80% and 85% of Year 11 Science pupils should close the gap between their CPA baseline and Key Stage 2 level
2. Access a programme of external CPD to develop skills, increase progress and to reduce behavioural incidents – consider roles in Leadership and possible TLRs
3. Develop and introduce a whole school ‘big idea’ that has a measurable benefit to the school and it’s pupils

**Overall effectiveness**

**(Teacher)**

**Behaviour Management**

Lesson observation grade: 2

Incident reports: 26

Incident report RAG rating: Amber

Out of class: 12

**CPD**

Safeguarding training

Emotional intelligence and attachment training

ACCESS testing

**Attendance**

Current attendance: 98.8%

**Progress**

Expected progress: 91.3%

Year 11 ‘Closing the Gap’: 23%

Year 11 Level 1 Pass Rate: 73.5%

**Relationships**

Consistently mentioned as being strong and valued member of staff by pupils and colleagues

Willing to go the extra mile

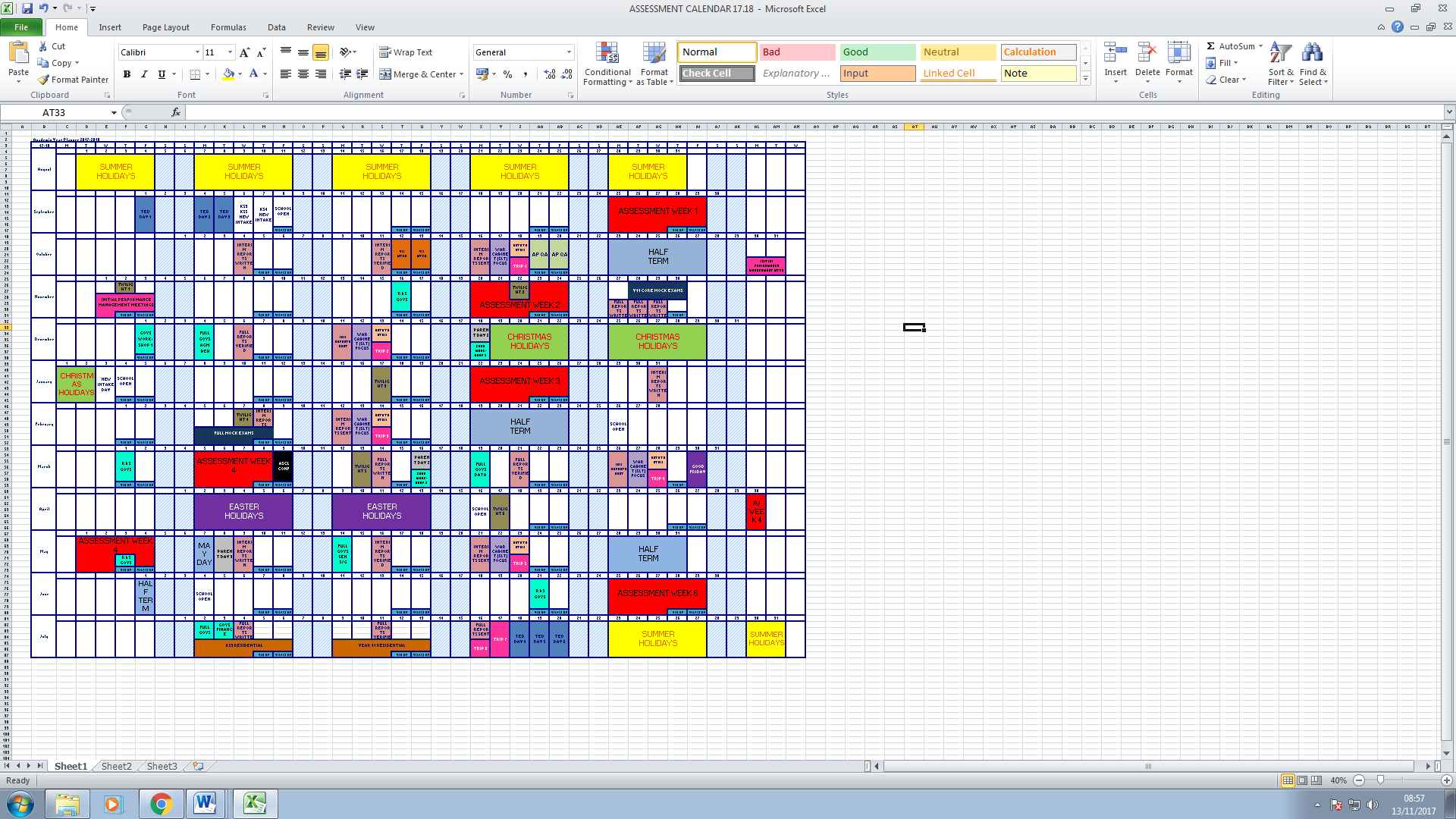
**Teaching and Learning (Planning and assessment)**

Targeted intervention sheet complete: Y

Medium term plan submitted: Y

Progress path updates in books: N

Level ladders complete: Y

**Assessment and Monitoring Calendar 2017/18**

More rigorous Performance Management with challenging targets linked to 7 ticks –accountability linked to pay progression

War cabinet to inform teachers through quadrilation of data streams leading to greater ability of teachers to plan for and address learning gaps

Introduction of subject area self-evaluation in line with whole school SEF – specific attention paid to pupil response to feedback

Increase quality and rigor of self-evaluation through use of outstanding external quality assurance – increased proportions of outstanding outcomes

SLT and key staff to visit and learn from good practice in outstanding National provision

Staff held to greater account over quality of planning, delivery and assessment according to teacher’s standards

**Teaching and Learning**

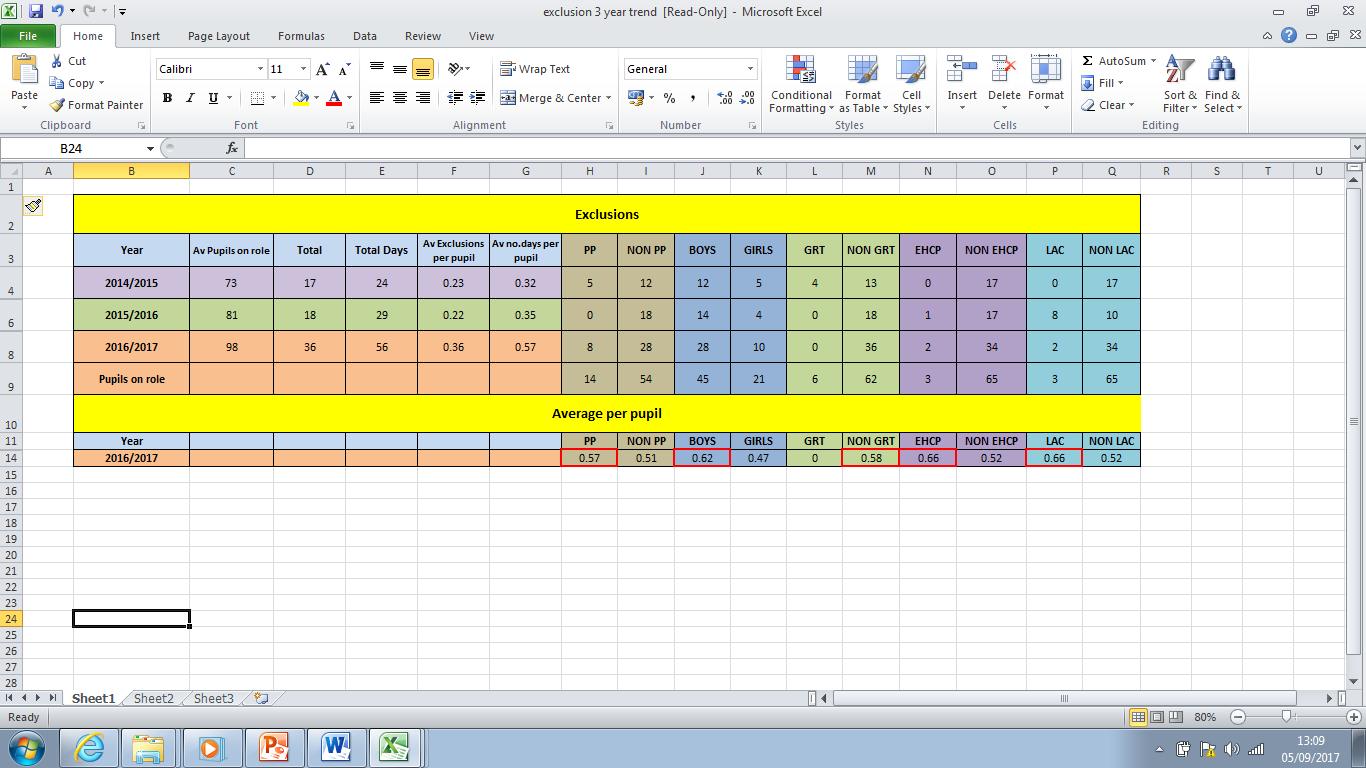
Opportunities for internal and external CPD included in PM and staff encouraged and supported to undertake further training following performance reviews with Trust school links provided

Teaching and Learning policy updated to include ‘life without levels’ approach to monitoring and assessment

**Personal development, Behaviour and safety: Grade = Outstanding**

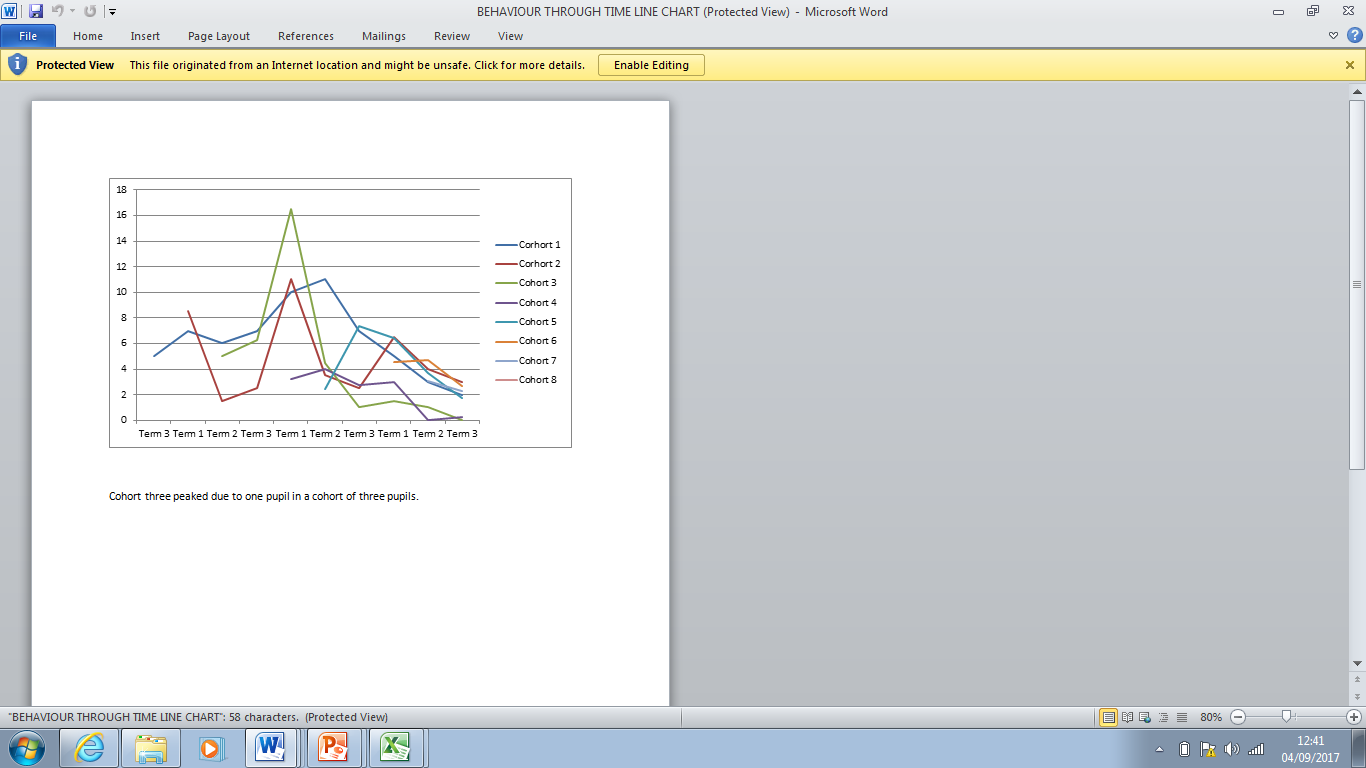
As part of whole school improvement we have significantly strengthened our behaviour management procedures and protocols, which have in turn raised expectations further regarding pupil behaviour. As was to be expected with the implementation of our new behaviour protocol, and a zero tolerance policy on drug use and physical abuse of staff/students, there has been a subsequent small increase in the number of fixed term exclusions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Average pupils on role | Total number of exclusions | Total number of days exclusion | Average exclusions per pupil | Average number of days per pupil |
| 2014-15 | 73 | 17 | 24 | 0.23 | 0.32 |
| 2015-16 | 81 | 18 | 29 | 0.22 | 0.35 |
| 2016-17 | 98 | 36 | 56 | 0.36 | 0.57 |



Boys are more likely to receive an exclusion than girls. LP (SLT), RA and AS (Governor/Ex-Police Officer) are developing a programme including ‘Call to Men’ and citizenship in order to focus on the areas of concern. Governor support is also provided via half termly schemes of work in order to support staff with their ongoing attempts to reduce the risk of exclusion. Designated Key Stage Heads are now in place to support behavior management at the ContinU Plus Academy. To reduce the risk of exclusion LAC pupils assigned a ‘go to’ mentor in order to provide sustained stability and support for them in school.

**Number of behavioural incidents over two years:**



Cohort 1 – May 2014-July 2014

Cohort 2 – September 2014 – December 2014

Cohort 3 – January 2015 – April 2015

Cohort 4 – September 2015 – December 2015

Cohort 5 – January 2016 – April 2016

Cohort 6 – May 2016 – July 2016

Cohort 7 – September 2016 – December 2016

Cohort 8 – January 2017 – April 2017

Cohort 3 (the green line) peaked due to 1 pupil in a cohort of 3 who has now been referred to alternative provision in order to better support his educational needs.

|  |  |
| --- | --- |
| Year | Average number of incidents per pupil |
| 2015-16 | 1.03 |
| 2016-17 | 0.74 |

This is a 28% reduction in behavioural incidents from last year.

**Target for 2017/18;**

35% behavioural incident reduction.

**Attendance**

Attendance grid – 3 year trend

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Number on roll** | **Percentage attendance inc authorized** | **Average PRU/AP attendance**  **(based on 2015/16 data)** |
| 2014-2015 | 59 | 88% | 67.4%  (18.6% authorized absence) |
| 2015-2016 | 61 | 88.3% |
| 2016-2017 | 78 | 89.5%  84% (5.5% authorized absence) |

**2017/18 Target;**

Attendance for 2017/18 is to be greater than 92%.

**WellBeing**

At the CPA our pupils are protected and feel safe. There is a strong, robust and proactive response from adults working with our children that reduces the risk of harm or actual harm to them. Staff know and understand the indicators that may suggest that a child, is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.

The SLT have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting. The designated lead and the deputy, play an effective role in pursuing concerns and protecting our pupils

Written child protection records are made in an appropriate and timely way and are held securely. These records are shared appropriately and, where necessary, with consent.

Any child protection or safeguarding concerns are shared immediately with the relevant local authority. A record of that referral is retained and any agreed action following the referral is taken promptly to protect the child from further harm.

For pupils who are the subject of a Child in Need plan or Child Protection plan or who are Looked After, there is a written plan in place that has clear and agreed procedures to protect them. The plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.

The DSL is aware of, and implements in full, local procedures for children who are missing from home or education.

Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the DSL and Deputy and shared with the local authority children’s social care service or other relevant agency.

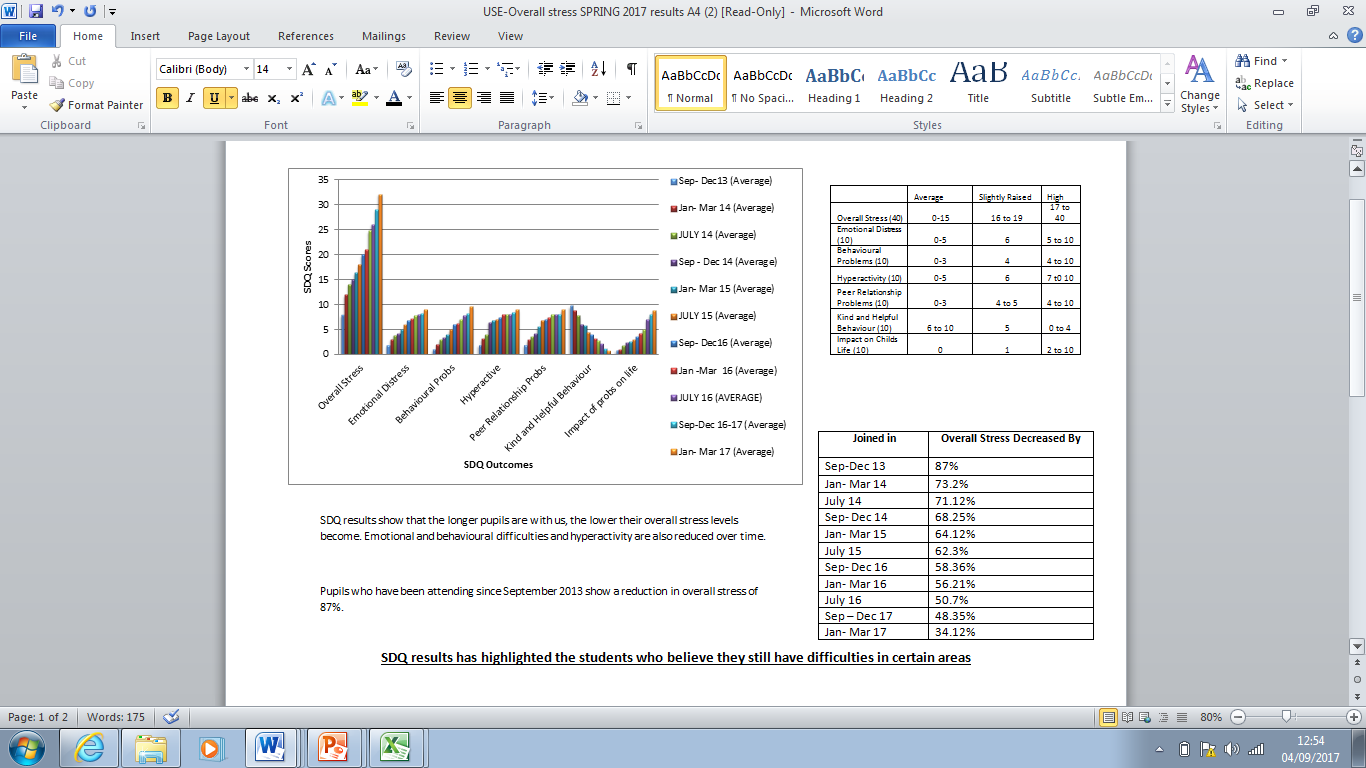
Pupils are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

Staff understand the risks posed by adults or children who use technology, including the internet, to bully, groom, radicalise or abuse children. They have well-developed strategies in place to keep pupils safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Parents can access the school website for support understanding the risks the internet poses and how they can protect their child at home.

Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. All of the SLT have had ‘Safer Recruitment’ training. Our Single Central Record is regularly inspected by the Safeguarding governor.

There are clear and effective arrangements for staff training in the Safeguarding, protection and care of our pupils.

Alleviating overall stress, anxiety and mental health issues are key priorities within our school. The Strengths and Difficulties Questionnaire is an Internationally accepted method of assessing psychological needs and is completed by parents, pupils and staff at termly intervals in order to measure progress. CAMHS use and the DfE advocate this questionnaire as a means of judging the needs of a young person and of measuring the impact of school-led intervention and support.



**Average % Reduction**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2014-15 | 2015-16 | 2016-17 |
| Overall Stress | 26 | 23 | 16 |
| Emotional Distress | 3 | 3 | 4 |
| Behaviour Problems | 7 | 4 | 3 |
| Hyperactivity | 8 | 7 | 4 |
| Peer Relationship Problems | 7 | 5.5 | 3 |
| Kind and Helpful Behaviour\* | 3 | 5 | 8 |
| Impact on Childs life | 4.3 | 2.6 | 1.5 |

\*to show improvement – figures for kind and helpful behavior should be increasing

**2017/18 Target;**

85% annual overall stress decrease

The latest available data for SDQ levels was completed across Wales, academic year 2016/17. The average SDQ score for Overall Stress in a mainstream setting was 10. This is very significant in our context and demonstrates the level of anxiety our pupils are experiencing when they start at the CPA.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Sep- Dec 13 | Jan- April 14 | May- Jul-14 | Sep- Dec 14 | Jan- April 15 | May- Jul-15 | Sep- Dec 15 | Jan- April 16 | May- Jul-16 | Sep- Dec 16 | Jan- April 17 |
| Overall Stress | 34.8 | 29.25 | 28.12 | 27.3 | 25.64 | 24.92 | 23.34 | 22.85 | 21.64 | 19.3 | 12.26 |
| Emotional Distress | 5.9 | 3.9 | 4 | 3.4 | 2.6 | 3.6 | 3.2 | 2.7 | 3.1 | 3.9 | 3.8 |
| Behaviour Problems | 9.54 | 8.22 | 7.78 | 7.12 | 6.9 | 6.21 | 5.998 | 3.455 | 2.9 | 3.4 | 2.8 |
| Hyperactivity | 9 | 8.5 | 8.12 | 8.12 | 8 | 7.4 | 7 | 6.9 | 6 | 3.8 | 3.5 |
| Peer Relationship Problems | 9.01 | 8.12 | 8 | 7.98 | 7.45 | 7 | 6.87 | 5.6 | 4.12 | 3.5 | 2.98 |
| Kind and Helpful Behaviour | 0.788 | 1.12 | 2.12 | 2.78 | 3.22 | 3.988 | 4.44 | 4.44 | 6.1 | 7.82 | 8.75 |
| Impact on Childs life | 8.78 | 7.97 | 6.988 | 5 | 4.3 | 3.6 | 2.99 | 2.544 | 2.4 | 1.85 | 1.1 |

**CASE STUDY**

|  |  |
| --- | --- |
| **Pupil** |  |
| **Date of placement at CPA** | 1/9/14 |
| **Pen Portrait including area(s) of need / barriers to learning. Their starting point.**  X X is a student from Haybridge. The Head felt that if X remained there he would be permanently excluded and confirmed he would have a place at the CPA as an alternative. The intended outcome of the ILP for X was to ensure X was fully able to access reading materials during lessons by developing his phonic awareness and literacy skills.  On arrival at the CPA X’s SDQ score revealed significantly high levels of overall stress- 25 and hyperactivity. He has a previous diagnosis of dyslexia. He has been involved with external psychologists. He has low self-esteem on account of his issues with reading and writing and is reluctant to attempt such tasks and self-sabotages in order to avoid doing them and failing. He will sometimes make good use of a scribe in lessons and does better when tasks are chunked and there is a clear writing frame to scaffold. He is aware and honest about his issues with reading and writing and the tactics he uses to avoid them. X has used a voice recognition software package to support him but prefers to use a scribe  He has responded well to a music intervention and has demonstrated that he enjoys and has a talent for drumming; he has been very positive about this and feels pride in his achievements. He has also been timetabled for Rapid Read and Work Shark interventions to improve his reading, writing and communication skills; however he often refuses to engage in these as he still associates them with failure and humiliation and experiences high level of stress. He will work independently but it is always very much on his terms.  His mother is supportive and wants the best for X. He feels that his parents are over protective and treat him like a child. He has referred to himself as the ‘problem middle child.’ He has an elder brother and younger sister, whom he both cares for and is annoyed by. He worries about his family. | |
| **External agencies who have been involved**  Learning Support Team, Educational Psychologist during years 6 and 7  Counselling Psychologist- currently | |
| **PROVISION OVER TIME / ARRANGEMENTS OVER TIME** | |
| Interventions that X has accessed over year 8 and 9  1:1 Maths intervention  Drumming intervention  Managing Strong Emotions  Rapid Read  Word Shark  Access Arrangements are in place: Eligible for 25% extra time, reader, scribe in his final examinations  No that X is older we are focusing on his use of a scribe and he is practising this with a designated member of staff in order to maximise his performance in his final examinations.  He engages well with our psychologist and has said that this intervention has sparked an interest in psychology.  X’s SDQ results have fluctuated during his time at the CPA and his overall stress score has increased towards the end of year 10. Moving from 11 to 20 which suggest significant difficulties. This was due to problems at home and we increased his interventions to include a SLT daily drop in each morning to help him settle into the day as well as weekly counselling sessions.  X has struggled to find an Alternative provision that suits him and after trying 3 different ones he has worked with staff to source a furniture design placement which he is thoroughly enjoying. | |
| **How the skills of staff have addressed pupil’s needs**  X is a visual learner and staff have encouraged him to draw his plans out for written pieces. He thinks visually and also finds tasks sheets with visual cues useful as he has said that he likes to know what’s coming next in a lesson and he can see the learning journey and see the point of the lesson. | |
| **QUANTATIVE OUTCOMES FOR PUPIL** | |
| **DECEMBER 2016**  **Attendance: 98.3%**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Subject** | **CPA Target** | **Teacher Assessment** | **Progress** | **Attitude to Learning** | | **English** | 2 | 0 | 4 | 3 | | **Maths** | 3 | 3 | 2 | 3 | | **Science** | 3 | 1 | 4 | 3 | | **Music** | Pass | Pass | 2 | 2 | | **Physical Education** | 2 | 1 | 3 | 3 | | **Alternative Provision** | Level 1 | Level 1 | 2 | 2 |   **OCTOBER 2017**   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Attendance:** | **100%** |  | |  | |  |  | |  | | |  | |  | |  |  | | | |  | | |  | |  | | **Subject** | | **CPA Target** | | | **Teacher Assessment** | | | **Progress** | | | **Attitude to Learning** | | | **Art** | | 2 | | | 1 | | | 3 | | | 3 | | | **Design Technology** | | 2 | | | 0 | | | 4 | | | 3 | | | **English** | | 2 | | | 3 | | | 1 | | | 1 | | | **Maths** | | 3 | | | 1 | | | 4 | | | 3 | | | **Physical Education** | | 2 | | | 2 | | | 2 | | | 2 | | | **Science** | | 3 | | | 2 | | | 3 | | | 3 | |   Over the year X’s attitude to learning has remained fairly steady although his progress has improved in Science and PE. His progress in English is now ‘outstanding.’  There have been a total of 4 behavioural incidents over the year and an average RAISE score of 75 | |
| **QUALITATIVE OUTCOMES FOR PUPIL** | |
| At his previous school his attendance was 75%. It is currently 100%, this is a marked improvement. X now likes coming to school.  He describes himself as sociable and says that the staff have encouraged him to develop his communication skills by challenging him in conversations but also spending time listening to him and helping him develop his self esteem by giving pertinent positive feedback.  He is interesting in pursuing a career making furniture when he leaves school and his working closely with our careers officer during his bi- weekly appointments to secure an apprenticeship. However he is also investigating pursuing and developing his knowledge of psychology. We have sources a short course for him and he is looking forward to starting this.  A recent death at home has left the whole family bereft and we have supported X and to some extent, his mother. X had been accessing our Counselling psychologist to help him cope with the impending loss of his grandmother.  He has a sometimes, volatile relationship with his mother and we have supported her in how she manages her son. She trusts us and engages well, she thinks the CPS is ‘the best thing that could have happened to X,’ | |

Continue to prioritise and promote parent and carer engagement with high level of parent satisfaction (SDQ)

Reduce FTE through the further development of internal systems for managing poor behaviour and opportunities for reflection

**Behaviour, safety and welfare**

Put in place a reviewed, regularly tracked and comprehensive interventions package for students that are not achieving targets (informed by war cabinet)

Review provision for health and physical well-being for students in light of the new framework

Promote and improve further the culture of high attendance for all groups where students value education – EWO, YAM involved with pupils under 92%

Further develop partnerships to support families and students with ensuring good mental health and emotional wellbeing

Review current behaviour and rewards systems and evaluate impact in order to reduce incidents both in number and degree of severity

Ensure that students, staff and families are aware of the dangers of gang involvement, knife crime and extremism - through the SMSC curriculum

**Leadership And Management:**

Leadership and management: Grade = Outstanding

We judge Leadership and Management to be outstanding because there is an ambitious and explicit vision for the school: senior and middle leaders drive high expectations through the CPA.

Shared Values and Leadership Standards, with a relentless focus on achieving aspirational targets for all students. include:

· Monitoring, Self-Evaluation and Review processes that ensure school systems lead to robust actions to drive school improvement by leaders at all levels.

· An achievement review cycle which ensures that assessment processes are rigorous and strategies for underachieving students tracked and measured for impact through half termly ‘War Cabinet’ meetings.

· Quality first teaching and intervention that leads to students making sustained progress compared to prior attainment.

· Trust Schools provide rigorous quality assurance of leadership and management and support staff in areas of need.

· Strong governance, that challenges, but supports the leadership of the school, and governors who are highly skilled and fully equipped for their role.

· Four members of SLT act as quality assurance reviewers for Challenge Partners in Wales and England.

· Systems to monitor, review and develop teaching and learning are in place.

· Robust and rigorous Performance Management.

· A rich, broad and balanced curriculum, that provides clear pathways, and from 2017 a 3 year accredited programme in selected subjects raising qualification quotas, engagement and quality of transitions.

· Sharp focus on English and Maths throughout the school, with Literacy Booster in KS3.

* Our reading initiative – is well embedded within school life.

· Outstanding engagement with parents and carers, evidenced by high levels of parental satisfaction (SDQ).

· Many successful partnerships with supporting agencies, businesses and charities to ensure the best possible academic and social experiences and outcomes for students such as Stonewall, West Midlands Police, Barnardos, Worcester Wolves Wheelchair Basketball Club, Wyre Forest Community Ambassadors, SELFIE, local businesses, Bluestone CIC, Live the Adventure, Archway Academy, Mikey’s Boxing Gym, Wyre Forest Leisure Centre.

· Use of external quality assurance using staff from outstanding schools within the ContinU Trust.

**Finance**

* The CPA has completed 3 successive financial audits since 2014/15 that shows the strong and growing financial stability of the school.

Work with the Governing Body to secure Multi Academy Trust position/New school bid

Continue to ensure that Governors challenge leadership to ensure excellent outcomes for all

Ensure the school remains financially secure whilst not impacting on students experiences or achievements

Ensure that our more vulnerable Key Stage 5 pupils gain access to positive destinations by upgrading qualifications, skills and experiences

Ensure our site is fit for purpose and a safer & improved learning and working environment

Review Performance Management Systems and ensure sustainability of all teams

**Leadership and Management**

Ensure the school’s progress is supported and recognised through appropriate external awards

Build a centre of excellence for behaviour management, SEN and bespoke educational packages “Closing the Gap”

**Vision:** to complete and submit a new free school bid for the Bromsgrove area. We have explicit backing from possible feeder schools and the local authority leading to the creation of a ContinU Plus MAT

|  |  |
| --- | --- |
| **Section** | **Next Steps** |
| **Outcomes of Students** | * Introduction of accredited courses in Key Stage 3 * Introduction of Technical and Vocational Awards in Key Stage 4 * Bespoke curriculum designed and implemented to support Key Stage 5 with future destinations * Continue to ensure that Governors challenge leadership to ensure excellent outcomes for all |
| **Quality of Teaching and Learning** | * Increase quality and rigor of self evaluation through use of outstanding external quality assurance * SLT and key staff to visit and learn from good practice in outstanding National provision * Staff held to greater account over quality of planning, delivery and assessment according to teacher’s standards * War cabinet to inform teachers through quadrilation of data streams leading to greater ability of teachers to plan for and address learning gaps |
| **Behaviour, Safety and Welfare** | * Continue to prioritise and promote parent and carer engagement with high level of parent satisfaction (SDQ) * Pupil council * 6th form mentors * Drug programme * Review current behaviour and rewards systems and evaluate impact. Reduce Fixed Term * Exclusions through the further development of internal systems for managing poor behaviour and opportunities for reflection Heads of Key Stages * Ensure that students, staff and families are aware of online dangers and that online safety is prioritised * Ensure that students, staff and families are aware of the dangers of gang involvement, knife crime and extremism. Continue to educate students about these dangers through the SMSC curriculum, whole school events and working with external agencies. * Further develop partnerships to support families and students with ensuring good mental health and emotional wellbeing * Relentless focus on the importance of good attendance and punctuality through assemblies, parent/carer days and the school’s reward system * Weekly meetings with Educational Welfare Officer and Year Attainment Managers focused on students with attendance below 92% |
| **Leadership and Management** | * Continue to develop and implement astute curriculum financial planning in light of national changes * Review Performance Management Systems and ensure sustainability of all teams * Work with the Governing Body to secure Multi Academy Trust position/New school bid * Continue to ensure that Governors challenge leadership to ensure excellent outcomes for all * Introduction of 6th form for Academic year 2017/18 to ensure that our more vulnerable pupils gain access to positive destinations * **Vision:** to complete and submit a new free school bid for the Bromsgrove area. We have explicit backing from possible feeder schools and the local authority leading to the creation of a ContinU Plus MAT |

**Looking forward…**

**7 Ticks for 2017/18**

* 85% National progress
* 85% Year 11 students leave with 5 or more Qualifications inc English and Maths
* 85% Annual Overall Stress Decrease
* 80% Closing the Gap
* 35% Behavioural Incident reduction
* 100% Sixth Form Leavers in Positive Destination
* 92% Attendance