[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

ORMISTON
SWB
ACADEMY

OUR VISION

The SWB vision is very simple:

'All SWB students will be respectful, responsible learners experiencing a first class education'.

MISSION

At Ormiston SWB Academy, we value **manners, kindness and celebrate diversity**.

We believe through **nurture** and **hard work** that every child has the potential to **succeed** and **be the best** that they can be.

We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities

Our students will be able to **make informed choices** in both their **personal and work lives.**

Students will gain **mental strength** and **be strong characters**, which will enable them to lead **secure successful futures**, giving them a **distinct advantage in life**.

C.O.R.E VALUES

All students and staff will value our **C.O.R.E.**

- **Character**
- **Organisation**
- **Resilience**
- **Excellence**

The 4 main priorities for 2021-22 are:

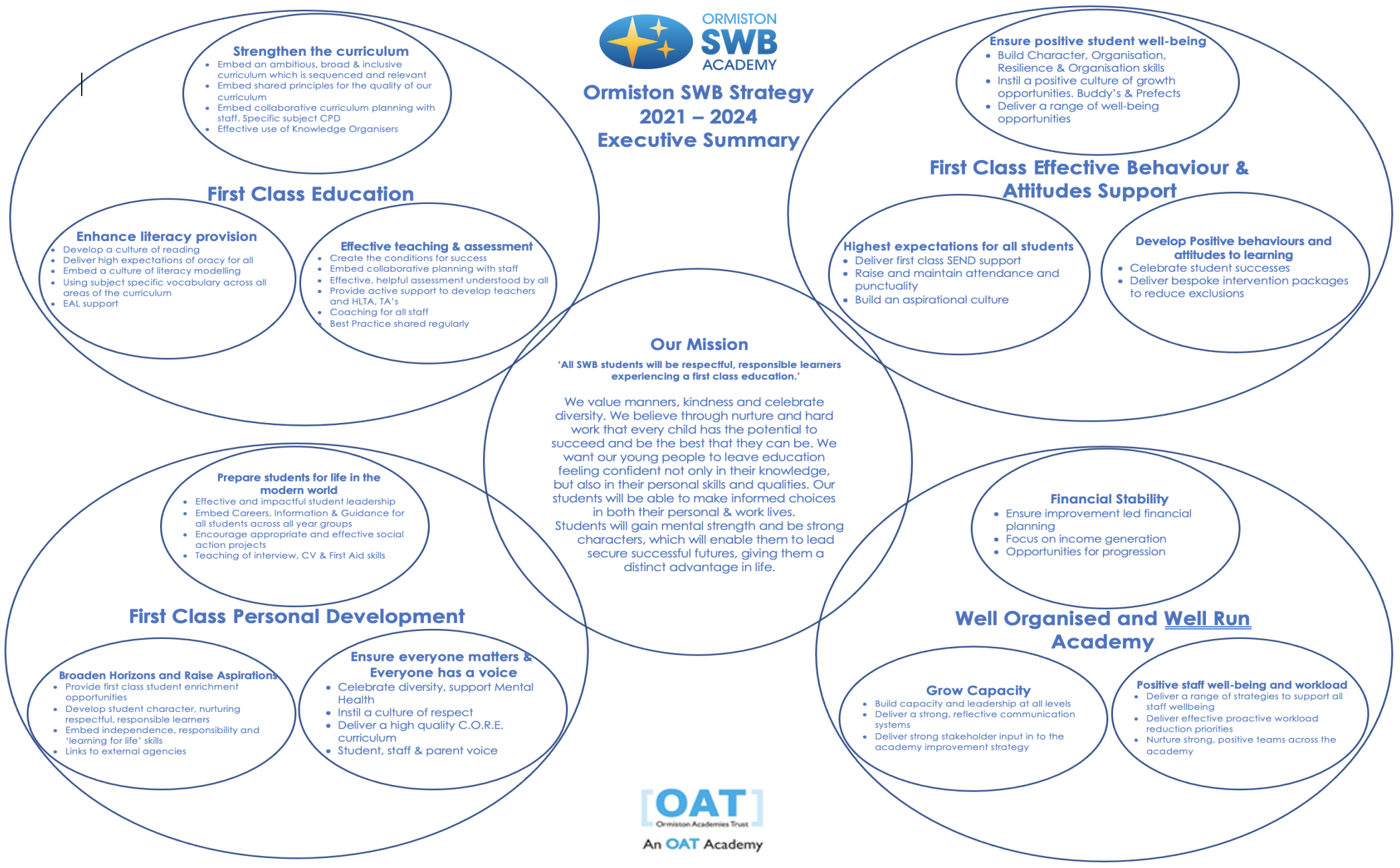1. Effective & Responsive Curriculum Delivery

   (Including COVID-19 recovery, appropriate assessment & feedback and RSHE)

2. Knowledge and Retention. (All students Knowing more and Remembering more)

3. Removing any barriers to learning for our students

4. Further embed and enhance our Inclusion, Social, Emotional and Mental Health (SEMH) and Special Educational Needs and Disabilities (SEND) practices.

Character | Organisation | Resilience | Excellence

[OAT] Ormiston Academies Trust — AN OAT ACADEMY

ORMISTON SWB ACADEMY

Ormiston SWB Strategy 2021 – 2024 Executive Summary

First Class Education

Strengthen the curriculum
- Embed an ambitious, broad & inclusive curriculum which is sequenced and relevant
- Embed shared principles for the quality of our curriculum
- Embed collaborative curriculum planning with staff. Specific subject CPD
- Effective use of Knowledge Organisers

Enhance literacy provision
- Develop a culture of reading
- Deliver high expectations of oracy for all
- Embed a culture of literacy modelling
- Using subject specific vocabulary across all areas of the curriculum
- EAL support

Effective teaching & assessment
- Create the conditions for success
- Embed collaborative planning with staff
- Effective, helpful assessment understood by all
- Provide active support to develop teachers and HLTA, TA's
- Coaching for all staff
- Best Practice shared regularly

First Class Effective Behaviour & Attitudes Support

Ensure positive student well-being
- Build Character, Organisation, Resilience & Organisation skills
- Instil a positive culture of growth opportunities. Buddy's & Prefects
- Deliver a range of well-being opportunities

Highest expectations for all students
- Deliver first class SEND support
- Raise and maintain attendance and punctuality
- Build an aspirational culture

Develop Positive behaviours and attitudes to learning
- Celebrate student successes
- Deliver bespoke intervention packages to reduce exclusions

Our Mission

'All SWB students will be respectful, responsible learners experiencing a first class education.'

We value manners, kindness and celebrate diversity. We believe through nurture and hard work that every child has the potential to succeed and be the best that they can be. We want our young people to leave education feeling confident not only in their knowledge, but also in their personal skills and qualities. Our students will be able to make informed choices in both their personal & work lives.
Students will gain mental strength and be strong characters, which will enable them to lead secure successful futures, giving them a distinct advantage in life.

First Class Personal Development

Prepare students for life in the modern world
- Effective and impactful student leadership
- Embed Careers, Information & Guidance for all students across all year groups
- Encourage appropriate and effective social action projects
- Teaching of interview, CV & First Aid skills

Broaden Horizons and Raise Aspirations
- Provide first class student enrichment opportunities
- Develop student character, nurturing respectful, responsible learners
- Embed independence, responsibility and 'learning for life' skills
- Links to external agencies

Ensure everyone matters & Everyone has a voice
- Celebrate diversity, support Mental Health
- Instil a culture of respect
- Deliver a high quality C.O.R.E. curriculum
- Student, staff & parent voice

Well Organised and Well Run Academy

Financial Stability
- Ensure improvement led financial planning
- Focus on income generation
- Opportunities for progression

Grow Capacity
- Build capacity and leadership at all levels
- Deliver a strong, reflective communication systems
- Deliver strong stakeholder input in to the academy improvement strategy

Positive staff well-being and workload
- Deliver a range of strategies to support all staff wellbeing
- Deliver effective proactive workload reduction priorities
- Nurture strong, positive teams across the academy

[OAT] Ormiston Academies Trust — An **OAT** Academy

Ormiston SWB Strategy 2021 - 2024 – Executive Summary

First class education: Why is this a priority?

One of our core purposes is to provide a first class education. We know that the most important thing is getting the basics right. **'Creating the Conditions'** to enable teachers to teach and students to learn must be our focus.

Every child has the right to acquire knowledge, skills and understanding in every subject before they leave education. The actions within this priority area are about making sure all students across all Key Stages receive their full entitlement. We want to create greater consistency and alignment across the academy so that every classroom can share in our collective knowledge of what makes for the best curriculum and the best teaching.

What will success look like?

- The curriculum must provide a **map that directs what knowledge should be taught and when it should be taught**.
- A **spiral curriculum** which must be taught in a **coherent and step-by-step sequence** that allows for the incremental development of knowledge within each subject/topic.
- When possible, each new unit of learning should **build upon the previous** units/learning.
- Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
- Learning and performance should not be confused. **Curriculum design should support real learning**, which requires **durable changes to long-term memory.**
- Our curriculum is a **live document,** continually reviewed flexible and around the needs of students. **Teachers use ongoing formative and summative assessments** to guide future planning and delivery.
- Teacher and support staff understanding of our curriculum and their subject is consistently strengthened through a high quality CPD programme, bespoke around need.
- Our curriculum, teaching and assessment will reflect shared principles about quality.
- There will be active support, materials and collaborative planning available for our teachers.
- Our curriculum will be inclusive, enabling **all** students to thrive enhancing their literacy provision.
- All students achieve at least in line with other students nationally with similar starting points
- Maximising student progress for all students. Ensuring that all sub groups make as much progress as possible. Aspiring to achieve zero difference between any subgroups. Ensure any gaps are reduced
  SWB target subgroups: SEND, DISAD & HATs,
  SWB target subjects: English, Maths, Science and Humanities

What are we going to do?

- Continually review our teaching and curriculum so we know in detail where our strengths & weaknesses lie.
- Agree shared principles for quality for/of teaching, curriculum and assessment.
- Decide what knowledge and skills students are entitled to in each subject.
- Deliver high quality CPD to all staff and support them to ensure all staff develop their practice.
- Review our curriculum offer so that every programme of study and enrichment activity has a strong rationale for inclusion.
- Improve the levels of literacy and develop oracy across the academy
- Consistent meaningful and motivating high-quality and constructive feedback (and student response) from all teachers is evident across the academy. Embedding a rigorous and robust assessment system, which is manageable for staff
- Improve knowledge & retention by embedding the effective use of knowledge organisers into the curriculum

What our students say.
"Can we have?"

- Extra tutoring and support for anyone who is struggling
- Additional languages to study
- More PE Options and different sports to try
- More helpful displays
- Faster computers and laptops
- Clearer homework timetable, so it is not all on the same night

What our parents/carers say
"Can we have?"

- Support with how to use the knowledge organisers at home
- More parental involvement to support our children

First Class Behaviour & Attitudes: Why is this a priority?

SWB staff have a strong sense of moral purpose and have chosen to work in our academy to make a difference to our community. We understand our context, but we do not let it limit our expectations for our students. SWB staff want to support in raising aspirations and transforming lives of our young people. We need to ensure that our students all receive the support they require to excel.

We want our students to get the help they need; it is vital we have an understanding of the support required for our young people in managing their behaviours, attitudes and responses. Therefore, we will ensure that our students have access to the high quality levels of support they require. We must ensure that all staff are ambitious for all pupils with SEND and that pupils with SEND are included in all aspects of academy life.

What will success look like?
- Students demonstrate positive behaviours, attitudes, responses and aspirations to learning as the norm.
- Students taking 100% responsibility for their own actions and their own learning
- Consistently low levels of absence across the academy.
- We will deliver well-being and positive mental health support for students both through our C.O.R.E. curriculum and through bespoke packages.
- Students make excellent progress regardless of their background, needs or starting points.

What are we going to do?
- Invest in the SEND, pastoral and inclusion areas of the academy to expand expertise and increase the availability of support for students.
- Continue to develop the range of SEND support available to students using a child-centred approach.
- Further reduce exclusions through personalised behaviour intervention packages & in house AP.
- Ensure students have access to professionals that can offer specialist help in a way that is timely, expert, and appropriate to their needs.

What our students say.
"Can we have?"
- More responsibilities for Prefects
- More debates in class
- More lessons on how to build relationships
- More detailed feedback from Student Voice suggestions
- More Mental Health support for us

What our parents/carers say
"Can we have?"
- More parental involvement to support our children
- Even more of the C.O.R.E. that programme that promotes a greater understanding of diversity

First Class Personal Development: Why is this a priority?

One of the important factors in our theory of change is the positive difference that exceptional personal development makes. We aim to level the playing field by building cultural capital and character through high quality enrichment opportunities and the explicit teaching of personal development through our C.O.R.E. curriculum.

At SWB we believe academic success is really important, but we don't think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities.

Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

The CORE curriculum is organised into 5 parts:
1. **C.O.R.E Futures Programme** – Through Years 7 to 13, students will study and take part in an enrichment programme including visits, courses and activities alongside their timetabled lessons.
2. **C.O.R.E Timetabled Lesson** - Weekly 1-hour lessons in which students experience a comprehensive and progressive PSHE/Careers Programme.
3. **Personal Tutor time** – all students have a Personal Tutor who they meet daily during PT time.
4. **Subject Links** – when and where appropriate students develop their CORE within normal timetabled lessons.
5. **CORE Extra** – supporting all students by daily reinforcing essential skills and habits (numeracy, reading and knowledge retention). This is an addition to the curriculum in light of school closure and will be reviewed on a ½ termly basis.

What will success look like?
- Students will experience activities and memorable moments that they may not normally experience. The C.O.R.E. curriculum will deliver a universal offer for all students which encourages exceptional personal development, and which includes high quality careers support for every year group.
- Enrichment will not be a bolt-on but will be seen as the informal element of our wider curriculum.
- The C.O.R.E. curriculum will make a measurable contribution to all aspects of the whole student: knowledge, skill, social and emotional development, life skills and experiences.

What are we going to do?
- Develop and deliver a high quality C.O.R.E. curriculum which encourages exceptional personal development.
- Seek external funding and internal investment to expand the enrichment offer.
- Record and analyse participation in enrichment activities.
- Undertake research with parents and students to understand why students do not take up the enrichment/learning that is on offer.
- By completing our C.O.R.E. programme, students will graduate from the academy with essential life and employability skills. Our students will be able to make informed choices in both their personal and work lives. In addition, students will have the mental strength and strong characters, which will enable them to lead secure successful futures, giving them a distinct advantage over other students their age.

What our students say.
"Can we have?"
- More lessons on life skills. (Real world finance, money management, bills and taxes)
- More enrichment activities. (Drama, singing, cooking, sports)
- More Careers trips to employers and universities
- More trips and visits, once it is safe after COVID
- More Fitness activities and clubs

What our parents/carers say
"Can we have?"
- More social, emotional and mental health support for students
- Signposting where parents/carers can seek support for their own children
- An improved phone system at reception, sometimes it is difficult to get through

Well Organised & Well Run Academy: Why is this a priority?

Our core purposes depend on having a strong organisation to support how we deliver our educational aims and to achieve this we need the right people in our academy. If we are to become a top-performing academy we will need the people, technology, estate and information that are among the best in education.

There are some staff groups that face particular recruitment challenges. Nationally, fewer teachers are being recruited and there are increasing numbers leaving the profession. Research tells us that an important factor in excellent education is that educationalists can focus on the business of curriculum, assessment, teaching and pedagogy. In order for this to be consistently the case, we will need to invest in those people, systems and processes which support our educationalists and ensure that our staff leaders enable staff from across the academy to keep motivated and committed even when under pressure.

What will success look like?

- Teachers and classroom leaders are able to concentrate on the management of teaching and school improvement because they are backed by support functions that run smoothly and efficiently.
- All staff and students benefit from high-quality learning environments and facilities.
- Our staff feel like they are part of an inclusive family where the culture of collaboration means all understand and are committed to what we want to achieve.
- Our support staff are well trained and qualified to perform the roles that we need them to do. Those who want to can develop and progress further within the academy and Trust.
- The level of staff turnover will be healthy, with systems in place for talent spotting and we will reliably attract high quality candidates.

What are we going to do?

- Invest in support, training and development for all roles.
- Use the OAT Institute of Education that will facilitate privileged access to graduates and newly qualified teachers from the UK and worldwide.
- Continue to work in partnership with the outstanding providers, to provide support for ECT's and continuous professional development.
- Support all staff well-being, through our staff charter and consider workload as a key aspect of academy decision making.
- Use the academy's finances efficiently, effectively and economically.
- Direct employment of staff i.e. catering, cleaning, letting and grounds.
- Listen to all stakeholders to plan collaboratively and hear the voices of all.
- Ensure governors have a secure knowledge of the academy holding leaders to account guaranteeing the highest standards
- Ensure Curriculum Development enables the progress and development of all students through:

Intent: Clear curriculum framework for setting out our aims, including the knowledge and skills to be gained at each stage

Implementation: the translation of our curriculum framework over time into a structure and narrative, within our context

Impact/Achievement: the evaluation of what knowledge and skills learners have gained against expectations

In the short term, to achieve our goals, (Creating the Conditions), through careful management of our budget, any additional or excess funding will be spent on:

- We will prioritise specialist teachers for high quality subject delivery, particularly in English and Maths – To enable intervention and support in these key areas
- Extensive Pastoral and Specialist support – To nurture and develop our students on their journey
- Recruitment and retaining members of the Lead Practitioner L&T team, with succession planning
- Academic Coaches – University graduates in place to enable intervention and support
- Refurbishment and replacement of ageing equipment:

WiFi system/ Server/ Staff laptops/ Installation of a fitness suite for SWB students, staff and community use/ Safety fencing/Learning wall displays

How will we know we have succeeded?

Our Key Performance Indicators

Key Performance Indicator		2019 Validated	2020 COVID	2021 COVID	2022 TARGET
First Class Education	% KS4 pupils 4+ for both English and maths	46%	54%	54%	Target 60%
	% KS4 pupils 5+ for both English and maths	25%	27%	34%	Target 40%
	Progress score for all students	-0.12	+0.18	+0.24	TBC
	Progress score for disadvantaged students	-0.23	-0.15	-0.05	TBC
	Progress score for students with low prior attainment	+0.06	+0.40	+0.60	TBC
	Progress score for SEN K pupils	-0.67	-0.09	-0.02	TBC
	Progress score for boys	-0.17	-0.18	-0.03	0
	Post 16 A level A*-E	93%	100%	100%	100%
	Post 16 Applied Attainment	28.7 / Merit +	35.3	30.3	TBC
	Post 16 Academic Attainment	22.9 / D+	28.7	31.11	TBC

		2019	2020 COVID	2021 COVID	2022
Exceptional Personal Development	% pupils sustaining a place at university	78%	69%	86%	> 85%
	% pupils sustaining an apprenticeship after KS5	2%	14%	9%	
	% pupils gaining a place at a Russell Group university	6%	0%	14%	20%
	% of pupils not sustaining any education, employment or training after KS4 (NEET)	1 student	1 student	1 student	0

		2019	2020 COVID	2021 COVID	2022
Highly effective support	% overall attendance	94.1%	94.8%	89.1%	96%
	% pupils with persistent absence	12.3%	11.7%	22.4%	< 10%
	% pupils entered for the EBacc				

	Key Performance Indicators	2020 - 21	2021 - 22	2022 - 23	2023 - 24
Secure Staffing	Total Staff Costs (£)	7,005,949	7,037,046	7,294,526	7,394,494
	Total Staff Costs to EFA Revenue Income (%)	86%	84%	86%	85%
	Total Staff Costs to Total Income (%)	79%	78%	80%	79%
	Total Staff Costs as Proportion of Total Expense (%)	81%	79%	81%	81%
	FTE Teaching Staff	84	83.3	82	78.8
	FTE Support Staff	62.8	62	61.5	61.5
	Total FTE	146.8	145.3	143.5	140.3
	Total Pupil Numbers by Lagged Pupil Numbers	1,138	1,155	1,155	1,179
	Pupil Teacher Ratio as per Lagged Pupil Numbers	13.55	13.87	14.09	14.96
	Average Teacher Cost (£)	58,674	58,487	62,055	65,026

Curriculum Vision, Narrative & Journey

Curriculum Vision & Narrative

- Our core purpose is to provide a first-class education. Every child (regardless of starting point, disadvantage or SEND need) has the right to acquire knowledge and skills in every subject before they leave SWB.
- We want to create consistency and alignment across the academy so that every classroom can share in our collective knowledge of what makes for the best curriculum, the best teaching and valuable assessment.

We want our curriculum to be inclusion and challenging in its depth and breadth so that it will:			
	Challenge all students to be the best that they can be		Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners
	Provide students with **knowledge** required to be successful		Provide **deep learning** that accelerates our students understanding of the world around them
	Equip all our students with the fundamental literacy, numeracy and digital skills enabling them to strive in the modern world.		Equip our students with **ambition** and aspirations so that they become happy and successful members of society
	Provide then with the skills to **retain** and **apply** knowledge		Enables students have a range of qualifications that facilitate their **next steps** in their education and career

In order to achieve this, we have been developing a set of curriculum principles to drive our work:

1. The curriculum must provide a **map that directs what knowledge should be taught and when it should be taught**. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
2. We have a **spiral curriculum** which must be taught in a **coherent and step-by-step sequence** that allows for the incremental development of knowledge within each subject/topic.
3. When possible, each new unit of learning should **build upon the previous** units/learning.
4. Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
5. Learning and performance should not be confused. **Curriculum design should support real learning**, which requires **durable changes to long-term memory.**
6. Our curriculum is a **live document,** continually reviewed flexible and around the needs of students. **Teachers use ongoing formative and summative assessments** to guide future planning and delivery.
7. Teacher and support staff understanding of our curriculum and their subject is consistently strengthened through a high quality CPD programme, bespoke around need.

Curriculum Implementation/Impact Road Map: Our curriculum intent will be fully realised by our phased/flexible Curriculum Development Plan
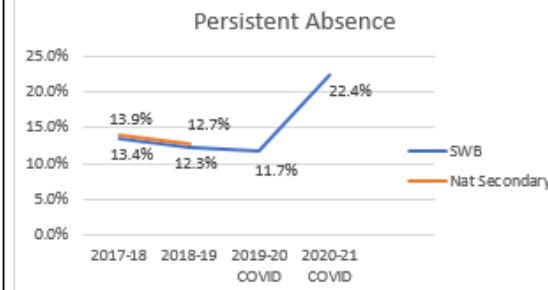
Curriculum Development Actions 19-21
Reflect – Develop - Strengthen

Whole Academy Curriculum Review
• Internal and external review of curriculum
• Reviews lead to strategic Whole Academy and Subject based action plans to strengthen curriculum and staff expertise.

Whole Academy Developments
• Clear vision & expectations supported by OAT/Senior teams
• Introduction of CORE Curriculum 7-13
• Change to 3 year KS3

Subject Area Developments
Within curriculum planning docs each subject area has mapped:
• A spiral curriculum which identifies knowledge (& skills) that should be taught and when it should be taught in step-by-step sequence
• Planned formative and summative assessments to review the durable changes to long-term memory.
• Developed teacher resources to support efficient delivery of curriculum.
• Created student resources (including knowledge organisers) to enhance knowledge retention
• Key curriculum documents are centralised and made available for all.

Staff CPD
Classroom staff understanding of our curriculum and their subject is consistency strengthen through a high quality CPD program, bespoke around academy, subject and individual needs. CPD included:
• Curriculum Sequencing and Development
• How students retain knowledge.
• SEND strategies to reduce the barriers to learning.
• Literacy & Reading Strategies
• Effective routines for learning

Covid Response
Our Recovery Curriculum

Home learning During Lockdowns
• Normal Timetable of learning was delivered (virtual lesson via teams started June 2020)
• 2020 lockdown curriculum adapted to focus on activating and motivated learning via knowledge and retention activities (including CORE and PE activities). From Sept 2021 wherever possible home learning match in school curriculum. From Jan 21 all lessons were virtual
• Students supported by weekly contact home, Home Learning Guidance packs, CORE activities, stationary & IT provisions/support were appropriate

Reopening September 20
• Bridging Curriculums across all years and subjects. LTP & MTP's were continually reviewed, flexible and around the needs of students. Teachers used ongoing formative and summative assessments to guide future planning and delivery.
• CORE Curriculum adapted to focus on the knowledge and skills students most needed. This allowed the focus to be around securing the skills to restart, alongside Positive Health & Wellbeing
• Knowledge organisers launched to staff, students and parents
• Weekly CPD focused on strengthening staff understanding on how to deliver their subject curriculums and remove barriers to learning (especially literacy, numeracy, SEND, disadvantaged, mental health)
• Targeted Intervention was put in place for students most adversely affected by lockdown. These students accessed a series of high quality additional interventions to assist students regain study habits and close gaps in learning.

Reopening March 21
• Remapped a flexible 20/21 Curriculum with the aim of re-routing by Summer 21. Used formative and summative assessments to gain a clear picture of students learning
• Raised teaching knowledge of student's needs (especially SEND and PP) and successful strategies to us via a series of ongoing CPD session throughout the Spring/Summer term. This will include the launch of provision mapping tool in the Summer term
• Individual teachers used enhanced knowledge to plan sequence of learning and seating plans
• Trained middle leaders to deliver effective co-planning. Weekly co-planning sessions used to support the effective implementation of the intended curriculum.
• New behaviour curriculum with 3 Routines for Learning. Launch involved training for students and staff, followed by supportive learning walks to help staff embed routines

Curriculum Development Actions 21-23
Embedding Our Curriculum

Embed intended curriculum across the academy. Includes:
• Relaunch SWB Learning Approach: defining what teaching looks like at SWB (including strengthening Routines for Learning)
• CPD across the year reinforces the learning approach
• SEND & literacy is incorporated
• Effective assessment, feedback & tracking systems support responsive teaching
• Drive engagement in Home Learning

Developing staff expertise:
Senior level – develop understanding of curriculum via CPD and guided line management, enabling them to confidently question leaders and diagnose the kind of support/challenge and lead purposeful engagement debates about overall purpose and ambition of curriculum as a whole
Learning level – develop whole staff bodies understanding of science behind learning and barriers to learning (especially SEND and Literacy)

Subject level – developing subject expertise via:
• Weekly co-planning of enactment of the curriculum
• Access to a range of subject based professional learning opportunities
• Training to effectively review curriculum implementation (internal and external)
Instructional Coaching -for staff not yet consistency securing learning in their classrooms

Monitor and Evaluate Quality of Education: analyses the intend v enacted curriculum and review the impact of a SWB education. Throughout all M&E sub group provision/progress will be reviewed (especially SEND & PP) ensuring all students are receiving their full entitlement. The analysis will be used to strengthen the curriculum provision. QA will include:
• Reviewing intended curriculum v enacted curriculum via Curriculum Reviews. overview collated by KEL to inform next steps and curriculum support
• Interval verification of Assessments papers prior to setting
• Data Analysis of Curriculum Impact – used year group overviews track an overview of the impact of the curriculum
• Monitoring Routines for Learning
• SLT QA Focus Reviews (linked to ADP)

Cross Curricular Connections –bridge knowledge and skills across the curriculum so that relevant knowledge or skills taught and sequenced in different subject areas are taught at the same time (including literacy, and numeracy). Over the academic year this will start in KS3 with - DT & Maths & Science; English & History/RE & Drama; Geography & Maths

Communication of our Curriculum – ensuring parents and externals can gain a real understanding of the quality of our first-class education

---

IMPACT
• Well sequence Curriculum planning documents across all subjects with resources that support teaching planning all uploaded to Staff portal area
• Staff and students could clearly articulate learning journeys in individual subjects resulting in visible improvements in students' knowledge retention which led to some improvements in internal assessments (support by external visitors).
• Improved Staff Retention

	2019 Validated	2020 COVID	2021 COVID
Outcomes	• 46% KS4 Students 4+ Eng & Maths • 25% KS4 students Eng & Maths • -0.12 P8 (Average) • -0.23 disadvantage P8 • -0.91 SEND P8 • A*-E 87%/App 31.2/Acad 25.2	• 54% KS4 Students 4+ Eng & Maths • 27% KS4 students Eng & Maths • +0.18 P8 • -0.15 disadvantage P8 • -0.21 Send P8 • A*-E 93%/App 28.7/Acad 22.9	• 54% KS4 Students 4+ Eng & Maths • 34% KS4 students 5+ Eng & Maths • +0.24 P8 • +0.02 disadvantage P8 • 0.00 SEND P8 • A*-E 100%/App 35.3/Acad 28.7
Attendance	94.1%, (PA = 12.3%)	94.8% (PA = 11.7%)	89.1% (PA = 22.4%)
Behaviour	Fixed term Ex = 28% Reflects = 5847	Fixed term Ex = 9.7% Reflects = 751 (6 months in school)	Fixed term Ex = 10.3% Reflects = 949 (9 months in school)

TARGETED IMPACT
• Behaviour Curriculum has lend to a every classroom enabling learning to flourish
• 100% Strong or better teaching
• Progress 8 score +0.1
• Students make rapid progress across all subjects because the curriculum & teaching is meeting their individual needs. This is a direct result of a more knowledgeable staff body

Attendance

Attendance

Legend: SWB, National

- 2018-19: 94.1%
- 2019-20 COVID: 94.8%
- 2020-21 COVID: 89.10%

- A clear change in whole school ethos to make attendance a collective responsibility – clear guidance and raising awareness of all staff, from the initial call to reception to SLT weekly agenda item
- Clear messages to parents: expectations of attendance – messages regarding attendance are clear and low attendance is challenged
- Targeted interventions and new processes have been implemented rigorously
- Clear accountability: from individual cases to whole school
- Identification of subgroups and analysis to ensure targeted groups for maximum impact on data
- SEND and Disad are key target groups with leads in these areas providing specific targets and actions
- The use of early interventions (EHAs) by attendance officer and EWO
- Identification of potentially problematic attenders identified
- EWO and attendance intervention staff attend meetings with parents at progress day to challenge/support parents
- Parental support through Class Charts
- Primary school data is gathered prior to students starting – this is used to support individuals with attendance concerns
- SEND students attendance is improving Above Nat Av for last two years
- **There is convincing evidence that attendance is an improving trend over time**

Persistent Absence

Persistent Absence

Legend: SWB, Nat Secondary

- 2017-18: 13.9% / 13.4%
- 2018-19: 12.7% / 12.3%
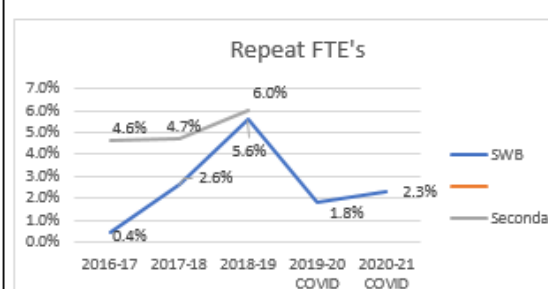- 2019-20 COVID: 11.7%
- 2020-21 COVID: 22.4%

- Individual students have been targeted, supported and EHAs have been opened: a holistic process has been followed involving Safeguarding, SEND and behaviour – this has allowed an identification of need and appropriate support to ensure needs are met
- Students are less persistently absent at SWB than schools nationally
- EWO now become involved early and we have lowered the threshold to 95%.
- Accountability: SENDCO are tasked with applications of EP involvement and EHCARs when need involves a SEND issue
- **There is convincing evidence that Persistent Absence figures are an improving trend over time**

Fixed Term Exclusion Rates

Fixed Term Exclusions

- 2018-19: 28.0%
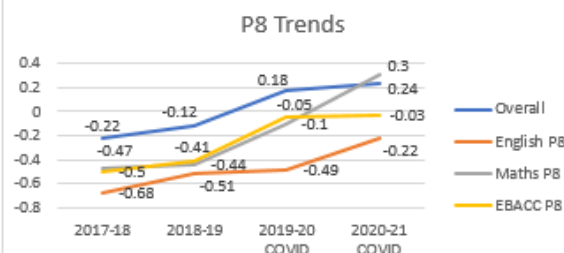- 2019-20 COVID: 10.0%
- 2020-21 COVID: 10.0%
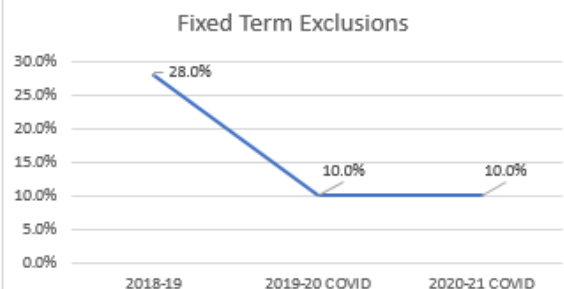
- A new more stringent and consistent behaviour policy was introduced in September 2018.
- The number of exclusions rose initially, due to changes in enhanced routines for learning and improved student routines.
- The new drive for higher expectations and consistent application of sanctions has resulted in dramatically improved behaviour for learning and improved attitudes.
- Students (and staff) are embracing clearer more consistent sanctions and rewards
- 2019/20 data indicates FTEs are reducing steadily to 10% including SEND & DISAD
- 2020 saw much COVID-19 restrictions in external support that had been successful in 2019/20 with aspects such as managed moves, external professionals and managed isolations unable to occur. Even without this, our FTE figures have remained at 10%
- **There is convincing evidence that reducing the number Fixed Term Exclusions is an improving trend over time**

Repeat FTE's

Repeat FTE's

Legend: SWB, (orange), Secondary

- 2016-17: 0.4% (SWB); 4.6% (Secondary)
- 2017-18: 2.6% (SWB); 4.7% (Secondary)
- 2018-19: 5.6% (SWB); 6.0% (Secondary)
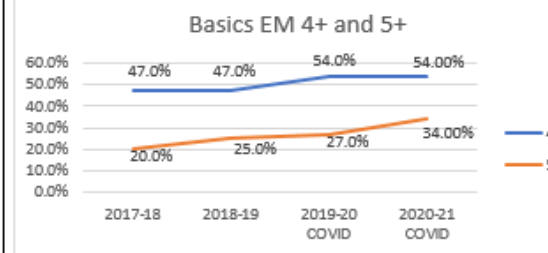- 2019-20 COVID: 1.8%
- 2020-21 COVID: 2.3%

- As a result of a strategic action planning, targeted interventions and key pastoral appointments the total number of FTEs has begun to reduce from 5.6% to 1.8% and the gap between national has been substantially reduced and looks to have been eliminated for 2020.
- The quality of education has improved and systems for reducing FTE have now become embedded.
- Data shows an improving trend, despite COVID restrictions.
- **There is convincing evidence that reducing the number Repeat Fixed Term Exclusions is an improving trend over time**

Progress 8 Trends

P8 Trends

Legend: Overall, English P8, Maths P8, EBACC P8

- 2017-18: -0.22 (Overall); -0.47 (English); -0.5 (Maths); -0.68 (EBACC)
- 2018-19: -0.12; -0.41; -0.44; -0.51
- 2019-20 COVID: 0.18; -0.05; -0.1; -0.49
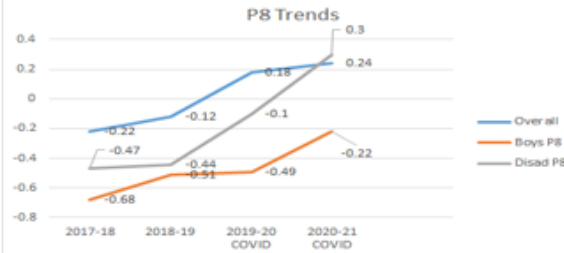- 2020-21 COVID: 0.3; 0.24; -0.03; -0.22

- As the curriculum and leadership of key departments has improved, the quality of education has improved.
- Overall P8 has improved from -0.22 to +0.24 and is was classed as average when validated in 2019.
- Based upon the 2019 FFT education data lab 'Schools Like Yours' (50 schools with the most similar FSM6 %, KS2 Prior Attainment) SWB is placed as the 15th best school of 50 most 'similar schools'
- The average P8 for similar schools is -0.35
- Progress rates for Maths, EBACC, Boys and Disad have also improved.
- **There is convincing evidence that student progress is an improving trend over time**

Basic EM Measure

Basics EM 4+ and 5+

Legend: 4+, 5+

- 2017-18: 47.0% (4+); 20.0% (5+)
- 2018-19: 47.0%; 25.0%
- 2019-20 COVID: 54.0%; 27.0%
- 2020-21 COVID: 54.00%; 34.00%

- As the leadership of key departments has improved, the quality of education has improved
- G5+ EM Basics improved by 5% from 2018 to 2019
- Predictions indicate the trend will continue for the "Class of 2021"

Boys & DISAD Progress 8

P8 Trends

Legend: Overall, Boys P8, Disad P8

- 2017-18: -0.22 (Overall); -0.68 (Boys); -0.47 (Disad)
- 2018-19: -0.12; -0.51; -0.44
- 2019-20 COVID: 0.18; -0.49; -0.1
- 2020-21 COVID: 0.3; -0.22; 0.24

- Progress rates for Boys and Disadvantaged students were key academy focus areas for 2019
- Boys progress improved from -0.56 (2018) to -0.17 (2019)
- Disadvantaged students progress improved from -0.43 (2018) to -0.23 (2019)
- **There is convincing evidence that Boys & Disadvantaged students P8 scores are an improving trend over time**

EBACC Growth

EBACC Growth

- 2017: 2.0%
- 2018: 5.0%
- 2019: 11.0%
- 2020 COVID: 15.0%
- 2021 COVID: 10.90%
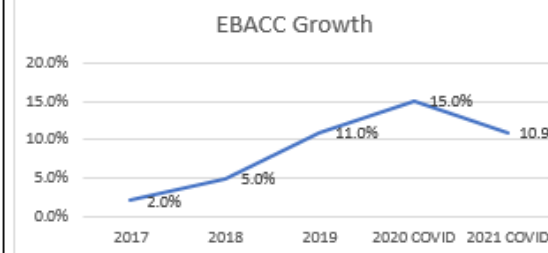
- Due to changes in the curriculum offer, bringing a widened curriculum for all learners EBACC entries have increased from 2% to almost 15%
- We have successfully grown the MFL team with two further members (native French speakers)
- We have consolidated our curriculum offer. From September 2020 Year 7, 8 & 9 will all study French