


January 2017 – Ofsted Actions for Improvement	Ofsted	ACTIONS & IMPACT EXECUTIVE SUMMARY
<p>This is a school that requires improvement Pupils' current progress in key stage 3 and 4 in English, mathematics, science and some other subjects is not consistently strong because the quality of teaching is variable.</p> <p>Standards in modern foreign languages remain low.</p> <p>The most able pupils, including those who were disadvantaged, left Year 11 in 2016 having made weak progress.</p> <p>At key stage 4, too few of the most able are on track to fulfil their potential.</p> <p>The work set for the most able pupils is often insufficiently challenging, so that they do not make the progress they should.</p> <p>Teachers' questioning often fails to establish how well pupils understand their work.</p> <p>Teachers seldom encourage pupils to think really hard and deepen their understanding.</p> <p>Teaching rarely requires pupils to reason and explain how to apply their mathematical knowledge to new situations.</p> <p>What does the school need to do to improve further? Improve the quality of teaching and pupils' progress in key stages 3 and 4 by: ensuring that teachers consistently set work for the most able pupils which provides an appropriately high level of challenge making sure that teachers probe and deepen pupils' understanding, providing pupils with frequent opportunities to develop their abilities to reason mathematically.</p> <p>Raise standards of achievement in modern foreign languages by ensuring that work set for pupils is based firmly on what they already understand and enables them to make consistently strong progress.</p> <p>Further improve leadership and management by ensuring that all teachers have a full understanding of strategies to stretch the most able pupils, and checking that teachers implement them effectively.</p>		<ul style="list-style-type: none"> ✓ Variability in teaching reduced, due to rigorous QA, new curriculum, specialist teachers and high quality CPD ✓ New leaders and Lead Practitioners in place for English, Maths and Science ✓ New leadership, new curriculum, new specialist native speaking specialists ✓ 2018 results and 2019 results show improving trend for HAT students ✓ New curriculum, 3 year Key Stage 3 in place ✓ New leadership of L&T. High quality CPD and learning routines now embedded ✓ New leadership of L&T. High quality CPD and learning routines now embedded ✓ New leaders and Lead Practitioners in Maths. High quality CPD. New curriculum ✓ New leadership of L&T. High quality CPD and learning routines now embedded ✓ Support from OAT ✓ New leadership, new curriculum, new specialist native speaking specialists ✓ New leadership of L&T. High quality CPD and learning routines now embedded
LEADERSHIP ACTIONS		IMPACT
<p>LEADERSHIP AT ALL LEVELS</p> <ul style="list-style-type: none"> ✓ Significant changes in leadership at all levels <ul style="list-style-type: none"> ✓ New Principal from September 2018 ✓ Two VP's replaced for Learning & Teaching and Behaviour and Attitudes ✓ Three AP's replaced ✓ SENCO replaced with new AP Executive SENCO and two operational SENCO's in post ✓ New Directors for English, Maths, ICT & Business, MFL, ✓ New Heads of Subject in RE, History, Geography, Design & Technology, Business and Health & Social Care ✓ New Lead Practitioners in Literacy, Science, Humanities ✓ New attendance officer and key pastoral staff ✓ New L&T group in place embedding expectations and supporting curriculum delivery ✓ MLT and SLT have received training on data and the use of, including subgroup analysis and vulnerable groups ✓ Restructure of all SLT (and some MLT) roles to increase accountability through clearer understanding ✓ All staff, students, parents and governors involved in collaborative and inclusive approach to SWB 2020 -2024 vision 'All SWB students will be respectful, responsible learners experiencing a first-class education' <p>DEVELOPING THE CURRICULUM</p> <ul style="list-style-type: none"> ✓ Removal of three year Key Stage 4 ✓ Built a knowledge rich, spiral curriculum which maps essential knowledge & skills in a coherent and step-by-step sequence ✓ Huge focus on developing the curriculum. Work with senior / middle leaders and all staff focusing on planning a 'first class' education ✓ Comprehensive audit of schemes of learning against the National Curriculum with training and support for staff in development of these, following the audit ✓ Within all department the curriculum has been codified through long, medium and short-term planning ✓ Rigorous and constant training for all staff on curriculum expectations, including the importance of retrieval and recall activities to embed key components ✓ Ongoing Curriculum Reviews across all subjects (internal and external) ✓ Faculty Based CPD Programme – massively increasing co-planning the implementation of the curriculum ✓ C.O.R.E. programme introduced, and this provides the intrinsic thread that runs through the SWB curriculum. Daily Personal Tutor sessions, dedicated weekly ✓ C.O.R.E. lessons and 5 drop down 'experience days' all link to provide the C.O.R.E. rounded curriculum offer to provide opportunities to give SWB students a distinct advantage in life. <p>TEACHING AND LEARNING and QUALITY ASSURANCE</p> <ul style="list-style-type: none"> ✓ Since January 2017 over 40 teachers have left the academy ✓ Support and training plans have been used to monitor underperformance ✓ Staff receive personalised CPD plans and individualised appraisal targets ✓ Established clarity re expectations for teaching ✓ Programme of learning walks with live instructional coaching set up to ensure policy is followed and feedback / support given where required ✓ Increased focus on our SEND cohort to increase expectations and ensure needs are fully met ✓ Extensive training to develop staff understanding of SEND needs. Quality Assurance of staff accountability for SEND now in place 		<p>LEADERSHIP AT ALL LEVELS</p> <ul style="list-style-type: none"> ✓ Clear structure in place ✓ Consistent approaches ✓ Increased accountability ✓ Enhanced staffing profile ✓ Better collaboration with all stakeholders <p>DEVELOPING THE CURRICULUM</p> <ul style="list-style-type: none"> ✓ Fully rewritten QA'd 3-year Key Stage 3- and 2-year Key Stage 4 curriculum in place ✓ Curriculum overviews and long-term plans are in place, ensuring requirements of national curriculum are met and that teachers have high expectations of what pupils can achieve <p>TEACHING AND LEARNING and QUALITY ASSURANCE</p> <ul style="list-style-type: none"> ✓ QA shows quality of teaching has improved as underperformance is tackled and weaker teachers improve or leave ✓ Improved sharing of best practice, through co-planning ✓ Progress data shows marked improvements across: English; Maths; EBacc and the open basket – Trend is an upward one.

TEACHING AND LEARNING and QUALITY ASSURANCE

- ✓ CPD and whole school initiatives focussed on action-based research
- ✓ Introduction of a more developmental QA programme – including instructional and live coaching
- ✓ Raising Achievement Planning (RAP) meetings introduced to hold Directors and teaching staff directly accountable for their students and offer support

ASSESSMENT

- ✓ Removal of flight paths
- ✓ Whole staff training sessions to hold staff to account on validity and robustness of assessment data
- ✓ Subject CPD focused on moderation / standardisation of assessments to ensure accuracy
- ✓ Revised and relaunched Assessment and feedback policy to share expectations.
- ✓ Lesson drop-ins and student voice feedback to monitor impact and implementation
- ✓ Ongoing curriculum development work includes reviewing quality of the assessments at each key stage and revising to meet the requirements of the new 3 year KS3.
- ✓ Reviewed assessments at KS4 in English, Maths Science / EBacc subjects and ensure external examiners support with moderation

IMPROVING EXPECTATIONS & STUDENT ATTITUDES

- ✓ Internal and External QA of behaviour policy implementation and impact through lesson drop ins
- ✓ Revisited behaviour policy, reviewing rewards, sanctions and CPD
- ✓ New VP in post to lead on behaviour and interventions
- ✓ Review of Behaviour for Learning Policy with streamlined systems in place. Constant and consistent training for all staff
- ✓ Implementation, review and refinement of Class Charts – Parental access and engagement very successful
- ✓ Review and refinement of Class Charts to streamline the way behaviours are recorded / sanctioned / praised
- ✓ Continued training for all staff around supporting specific needs
- ✓ Increased expectations for all students to attend at +95%. Clearer, simpler model with attendance meetings, phone calls and expectations now understood by all.
- ✓ Lesson learning walks, led by L&T team to QA implementation and impact
- ✓ Student Leadership roles and Student Council introduced across the academy
- ✓ Review and relaunch of Behaviour Policy – including guidance on peer-on-peer abuse, HSB, as well as guidance re reasonable adjustments for SEND pupils.
- ✓ Introduced Routines for Learning for all including: Meet & Greet, Ready To Learn/Leave expectations. Live coaching, walkthroughs used to embed

SHARING BEST PRACTICE

- ✓ Increased the opportunities for MLT/SLT to experience good/outstanding practice in other academies
- ✓ Open door timetable offer from staff identified as being consistently strong or better
- ✓ CPD programme of 3 layers (Whole academy, department and individual) focused on – Raising the quality & consistency of T&L in line with academy policy, Effective Curriculum and removing barriers to learning.
- ✓ Co-planning sessions increasing the opportunity to co-plan the implementation of the curriculum
- ✓ MLT Handbook with clearer expectations and half termly QA activities in place
- ✓ Jan 2021 INSET – focus on resetting expectations, re-embedding consistent routines for learning
- ✓ Consistent messages and sharing of classroom strategies in staff briefings
- ✓ Learning & Teaching library including our own virtual CPD library, giving staff access to the best CPD in the country
- ✓ Comprehensive new staff induction with walkthroughs, mentoring and coaching support

EXTERNAL SUPPORT

- ✓ Intensive T&L Support in English/ Science and Humanities led by an external consultant
- ✓ On site social worker as part of pilot project. Attendance at Wolverhampton Fair Access Panel and support from Wolverhampton ISAPP Panel
- ✓ Aspire to HE – Support for KS4 disadvantaged pupils
- ✓ West Midlands Police – support for PSHE / SRE curriculum
- ✓ Brilliant Club / Unversify – for more able pupils
- ✓ All members of SLT completing the TEACH FIRST 'Leading Together' programme
- ✓ Members of Wolverhampton Primary Heads group
- ✓ Safer school App, Kooth, Base 25, Community Church, LA Educational Psychologist and specialist teachers, Counsellors, on site social worker, EWO and Gazebo charity used to support stakeholders
- ✓ Increased contributions from all stakeholders. (Staff, student, parent voice in action. 'You said, we did'), plus Primary links and support for primaries in place
- ✓ All staff have access to National College CPD materials, and We are Beta training materials

OAT SUPPORT

- ✓ Participation in OAT West Advancing Teacher Expertise programme. OAT West joint training day July 2019 including subject specific CPD
- ✓ Subject specific CPD and leadership support. OAT West short courses. OAT LP's in several curriculum areas, Post 16, attendance have supported SWB staff
- ✓ External curriculum reviews in English, Humanities and Science
- ✓ Safeguarding support from OAT consultant. OAT Annual Safeguarding Review. National SEND Network & OAT SEND Network. OAT Annual SEND Review
- ✓ Staff are completing a variety of NPQH/NPQML / NPQSL/ NPQEL with OAT support. OAT Aspiring Leaders and Lead Practitioners Training completed
- ✓ OAT Raising Achievement Network & OAT Behaviour and Attendance Network
- ✓ Team Teach Train the Trainer training completed by pastoral members of staff

ASSESSMENT

- ✓ Validation of improvements in Q of E and consistency through external reviews
- ✓ Prediction accuracy has improved year on year following the focus on moderation
- ✓ Knowledge Organisers embedded and used to support low stakes tests

IMPROVING EXPECTATIONS & STUDENT ATTITUDES

- ✓ External reviews have been positive about pupil behaviour and engagement
- ✓ Reflect and IE figures reduced
- ✓ FTEs have reduced
- ✓ Repeat FTEs have reduced
- ✓ Attendance improved
- ✓ PA reduced
- ✓ EHE students reduced
- ✓ AP students reduced from 30 in 2017 to 2 in 2021

SHARING BEST PRACTICE

- ✓ Much enhanced consistency and quality of leadership at all levels
- ✓ Positive OAT SEND & Safeguarding reviews
- ✓ Positive OAT Attendance reviews
- ✓ Live instructional 'learning walk' coaching introduced in September 2021

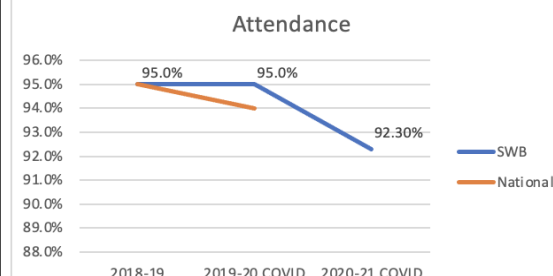
EXTERNAL SUPPORT

- ✓ Fully QA'd curriculum in place
- ✓ Enhanced opportunities for students
- ✓ Better collaboration with all stakeholders
- ✓ Staff benefit from much wider training opportunities
- ✓ Closer links with primary schools, increased first, second and third choices in Year 7

OAT SUPPORT

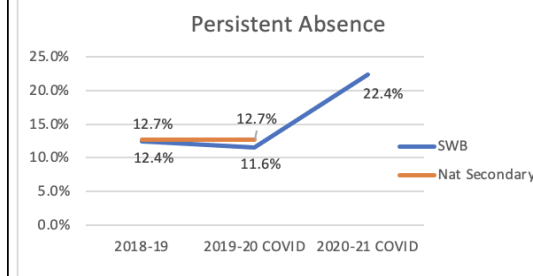
- ✓ Sharing of best practice has supported our inclusion, attendance and L&T provision

Attendance



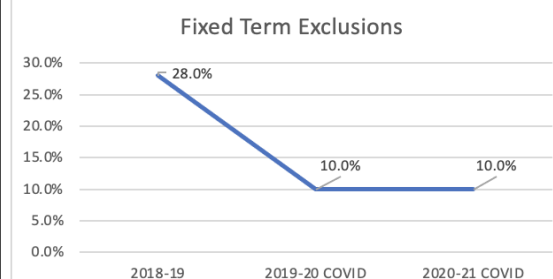
- A clear change in whole school ethos to make attendance a collective responsibility – clear guidance and raising awareness of all staff, from the initial call to reception to SLT weekly agenda item
- Clear messages to parents: expectations of attendance – messages regarding attendance are clear and 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 live 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



- 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's 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



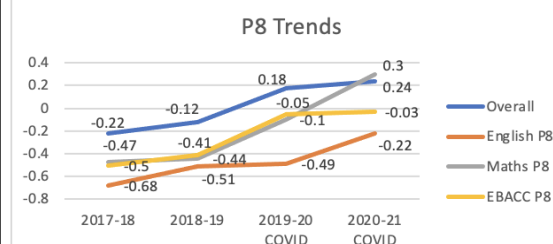
- A new more stringent and consistent behaviour policy was introduced in September 2018.
- The number of exclusions rose initially, due to changes in enhanced routines for learning and improved student routines.
- The new drive for higher expectations and consistent application of sanctions has resulted 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**

FTE's

	2018-19	2019-20	2020-21	2021-22 (HT1)
Amount of days in school	195	123	155	35
Number of fixed term exclusions	290	110	119	17
FTE's per day	1.48	0.89	0.76	0.48

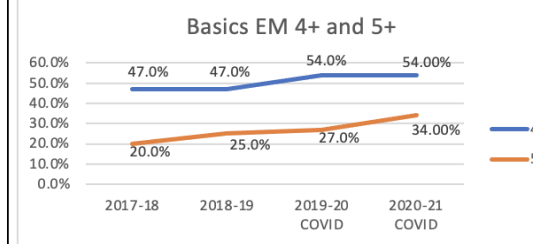
- As a result of a strategic action planning, targeted interventions and key pastoral appointments the total number of FTEs has begun to reduce substantially.
- The gap between SWB and national has been substantially reduced and looks to have been eliminated for 2020 and 2021.
- The quality of curriculum and 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 of Fixed Term Exclusions is an improving trend over time**

Progress 8 Trends



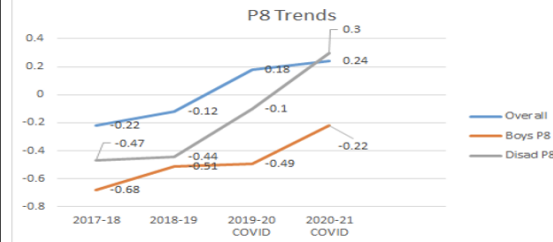
- As the curriculum and leadership of key departments has improved, the quality of education has improved.
- Overall P8 has improved from -0.22 to +0.24 and is is was classed as average when validated in 2019.
- Based upon the 2019 FFT education data lab 'Schools Like Yours' (50 schools with the most 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



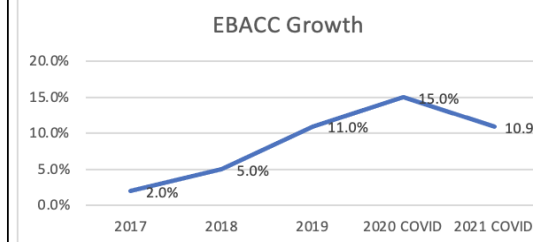
- As the leadership of key departments has improved, the quality of curriculum and education has improved in these core departments
- G5+ EM Basics improved by 5% from 2018 to 2019
- Predictions indicate the trend will continue for the 'Class of 2021'

Boys & Disad Progress 8



- 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



- Due to changes in the curriculum offer, bringing a widened curriculum for all learners EBACC entries have increased from 2% to almost 15% in 2020.
- 80% of students now study either History or Geography in Key Stage 4
- Remote COVID restricted options resulted in a low uptake of MFL
- We have successfully grown the MFL team with two further members (native French speakers)
- New leadership in MFL from September 2021
- We have consolidated our MFL curriculum offer. From September 2021 French and Spanish will be offered in Key Stage 3.