



Head teacher's report to the Board of Governors

Summer Term

May 2016

Throughout this report, the following standard language is used.

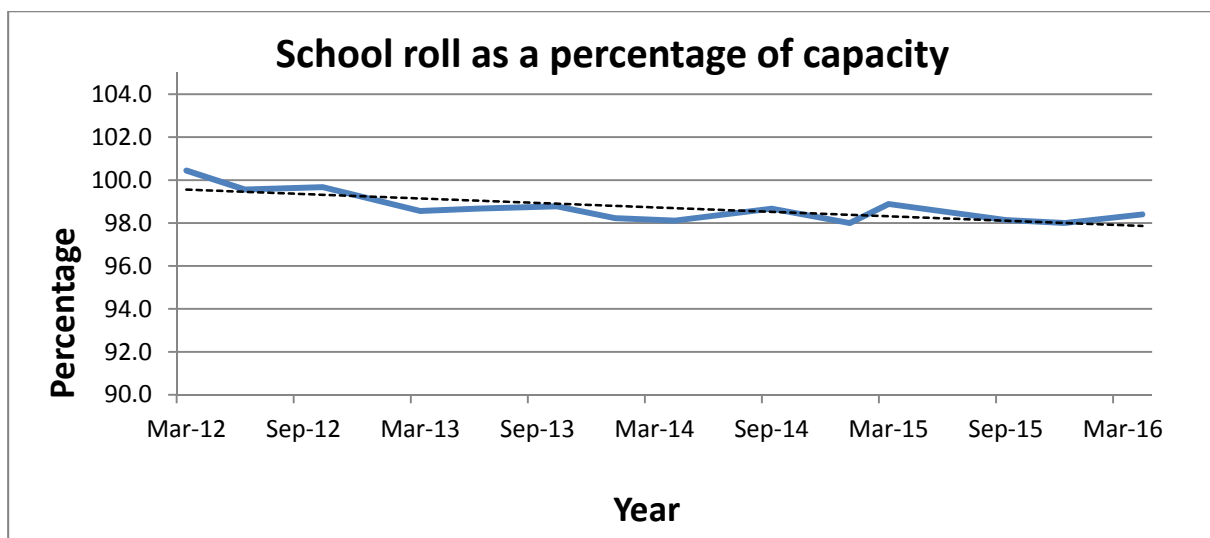
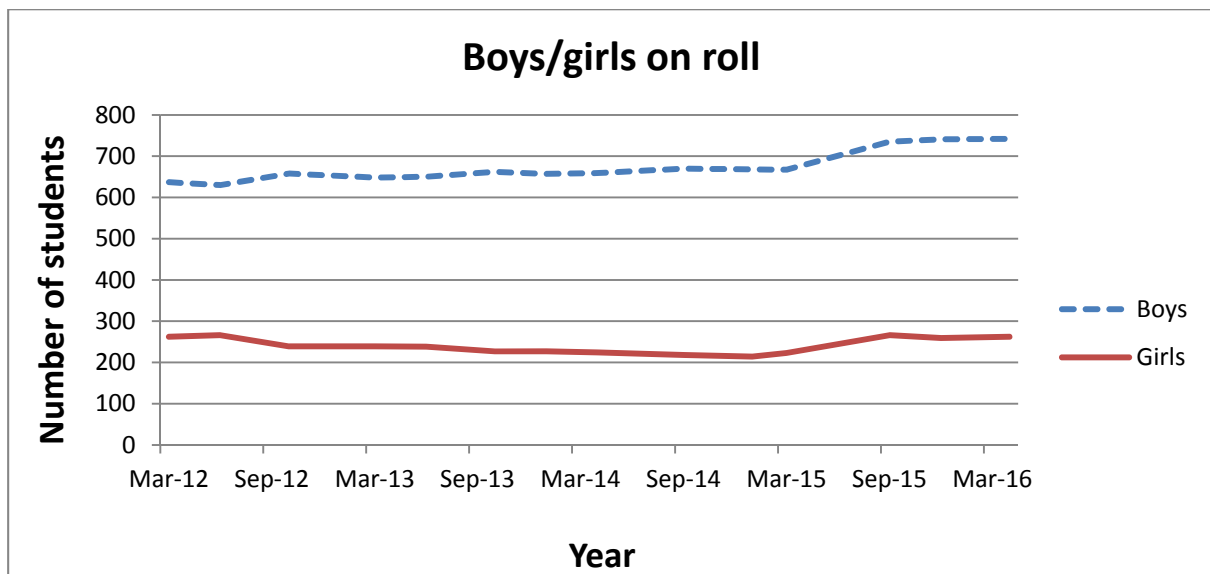
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

Quotes or excerpts from my previous report have been placed in Italics.

The school context

Pupils on roll as at 30th April 2016

Year	Boys			Girls			Total		
	Dec-15	Apr-16	Change since	Dec-15	Apr-16	Change since	Dec-15	Apr-16	Change since
Y7	196	196	0	75	77	2	271	273	2
Y8	130	130	0	52	51	-1	182	181	-1
Y9	129	130	1	54	52	-2	183	182	-1
Y10	144	144	0	38	40	2	182	184	2
Y11	142	142	0	40	42	2	182	184	2
Totals	741	742	1	259	262	3	1000	1004	4



Commentary

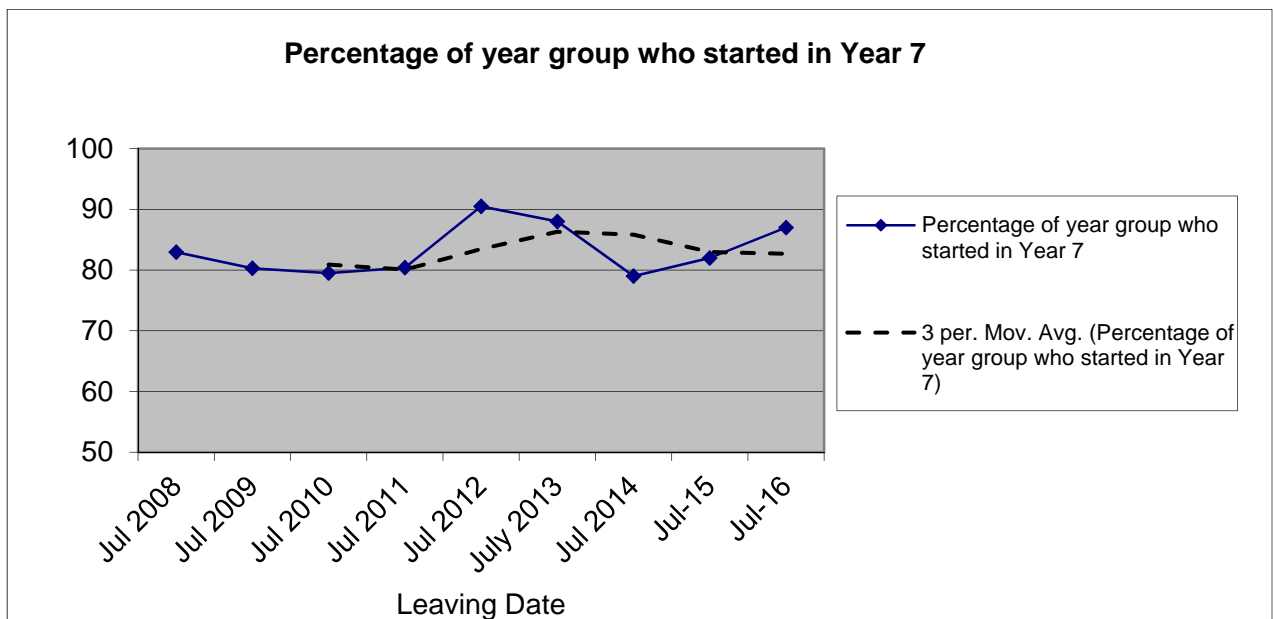
With the exception of year seven the Academy remains full.

The vacancies in year seven go back to September 2015 when the Academy offered 300 places and found only 270 turned up. This matters because each pupil is 'worth', in terms of income, just over £5,000. So when this happens to a school, that school finds itself incurring the costs of running a curriculum based on 10 classes whilst having the income from just 9 classes.

So for September 2016 the Academy has offered 330 places. Based on historic patterns of uptake we therefore expect this to mean that 300 children will arrive in September 2016.

Pupil Mobility

Year leaving	Number on roll at end of Year 11	Number of year group who started in Year 7	Percentage of year group who started in Year 7
Jul 2008	176	146	83.0
Jul 2009	178	143	80.3
Jul 2010	176	140	79.5
Jul 2011	172	147	80.4
Jul 2012	180	163	90.5
July 2013	176	155	88
Jul 2014	174	138	79
July 2015	176	145	82
July 2016	182	160	87



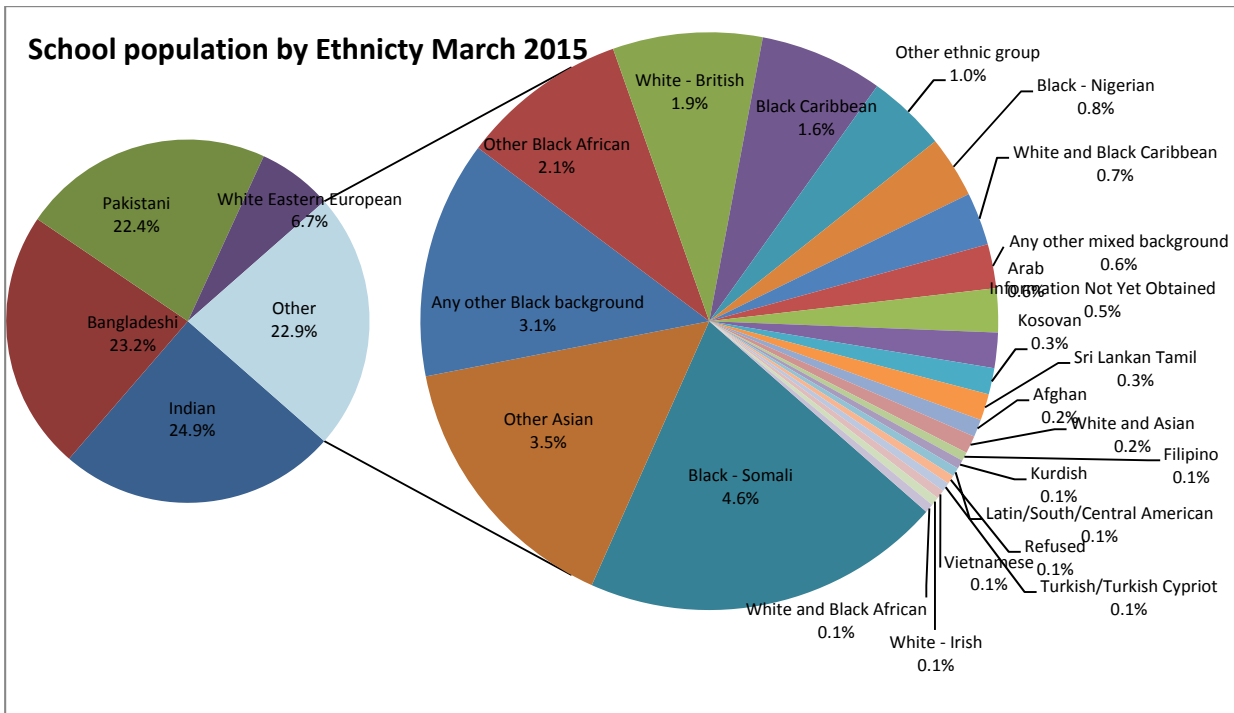
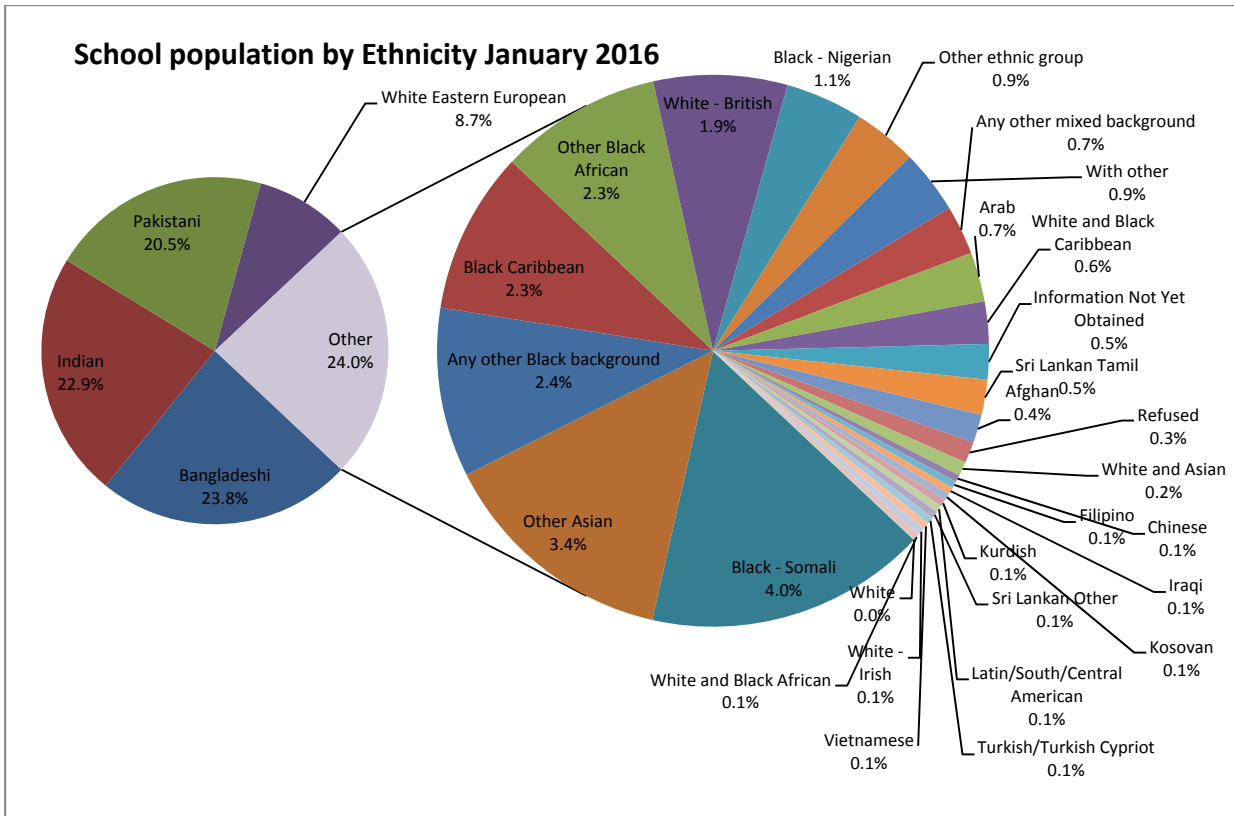
Pupil Ethnicity

Ethnic group	Jan-12	Jan-13	Jan-14	Jan-15	Jan-16
Afghan	16	1	2	2	4
Any other Black background	27	27	27	27	24
Any other mixed background	7	7	8	5	7
Arab	1	2	4	5	7
Bangladeshi	197	205	212	205	240
Black - Nigerian	9	8	7	7	11
Black - Somali	45	41	45	41	40
Black Caribbean	17	15	11	14	23
Chinese					1
Filipino		1	1	1	1
Indian	259	245	217	220	231
Information Not Yet Obtained		0	1	4	5
Iraqi					1
Kosovan	4	4	3	3	1
Kurdish		2	2	1	1
Latin/South/Central American	7	5	3	1	1
Other Asian	32	37	34	31	34
Other Black African	21	20	16	19	23
Other ethnic group	9	7	8	9	9
Pakistani	182	180	188	198	207
Refused		0	0	1	3
Sri Lankan Other		1		0	1
Sri Lankan Tamil	2	1	2	3	5
Turkish/Turkish Cypriot	3	3	2	1	1
Vietnamese	2	1	1	1	1
White	3	0	4	0	0
White - British	19	14	20	17	19
White - Irish		2	2	1	1
White and Asian	2	2	3	2	2
White and Black African	4	4	4	1	1
White and Black Caribbean	3	4	3	6	6
White Eastern European	26	41	54	59	88
With other					9

Commentary

Following changes to the DfE School Census, from which this information is drawn, there are now more ethnic groups to report. The increases in the actual numbers that are being reported is accounted for by the increasing size of the school.

Overall the picture is of a stable school population with only small shifts in the *percentages* of the various ethnic groups that comprise the school population.



Achievement (Data Dashboard Measures)

From 2016 the floor target will be based on schools' results on the Progress 8 measure, a measure of pupils' progress across eight subjects:

- Mathematics and English
- 3 EBacc subjects from science, geography, history and languages
- 3 other EBacc subjects or other approved courses

Measure	Floor targets 2014	Floor targets 2015	Floor targets 2016	2015 Actuals and 2016 Predictions		2015 and 2016 PPE Results	
				Summer 2015 Actual March 2015 [Jan 2015] (Nov 2014)	Summer 2016 Actual March 2016 [Jan 2016] (Nov 2015)	Summer 2015 PPE 3 Mar [PPE 2 Jan] (PPE 1 Nov)	Summer 2016 PPE 3 Mar [PPE 2 Jan] (PPE 1 Nov)
The percentage of pupils attaining ^[1] 5+ A*-C grades at GCSE and equivalent including GCSE English and Mathematics (5+ A* - C EnMa)	40%	40%		66.7 64.8 [56.3] (56.3)	- 70 [69] (52)	- 47.2 [43.2] (26.1)	- 51 [53] (39)
The percentage of pupils making the equivalent of 3 or more levels of progress in English K2 to 4	74%	n/a		83.1 74.1 [70.2] (70.2)	- 91 [91] (73)	- 59.1 [58.5] (38.9)	- 66 [72] (66)

^[1] The word attaining has replaced achieving, to be consistent with 'Ofsted' language.

^[2] (PPEs) Pre Public Exam is used to describe pupils sitting a GCSE exam under exam conditions. These used to be referred to as a mock exam.

^[3] Key Marginal pupils are those who are vulnerable in achieving a C grade at GCSE. This is a targeted group of pupils 10% above and 10% below the actual result of the previous years A*-C percentage in that subject.

^[4] Current predictions are based on teachers marking each other's papers, a collective agreement of data (not individual teachers inputting their own data), then rank ordering and a consideration of previous (last years) pass rates.

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Measure	Floor targets 2014	Floor targets 2015	Floor targets 2016	2015 Actuals and 2016 Predictions		2015 and 2016 PPE Results	
				Summer 2015 Actual March 2015 [Jan 2015] (Nov 2014)	Summer 2016 Actual March 2016 [Jan 2016] (Nov 2015)	Summer 2015 PPE 3 Mar [PPE 2 Jan] (PPE 1 Nov)	Summer 2016 PPE 3 Mar [PPE 2 Jan] (PPE 1 Nov)
The percentage of pupils making the equivalent of 3 or more levels of progress in Mathematics KS 2 to 4	67%	n/a		75.0 77.4 [78.2] (78.2)	- 81 [80] (80)	- 74.8 [60] (31.6)	- 55 [58] (35)
The percentage of pupils attaining A*-C in English.				74.4 72.2 [68.2] (68.2)	- 82 [82] (66)	- 58.3 [58.3] (39.9)	- 71 [67] (54)
The percentage of pupils attaining A*-C in Mathematics.				75.0 76.1 [78.4] (78.4)	- 73 [74] (73)	- 74.7 [60.8] (42)	- 64/77.6 [65] (45)
Progress 8 (estimated) Based on pupils' progress measured across 8 subjects		-0.51	-0.51	0.26 n/a [n/a] (n/a)	+0.5 [+0.5] (+0.2)	-0.1 [-0.5] (-0.7)	0.1 [0.0] (-0.1)

Governors will see that summer 2016 predictions are ahead of where they were at this time last year. We will be treating this with caution – we have been here before.

Our goal is to achieve 75% 5A*-C EnMa. If we are to do this then **both English and Mathematics** need to get pass rates of at least 75% A-C. But there are always some pupils who achieve a C or better in one but not both of English and Mathematic and so in practice we need some 'headroom' which means both English and Mathematics need to get between 80 and 85% A*-C pass rates.

An additional two columns have been added to the table. The summer 2016 PPE column reports the current Year 11 performance in their Pre Public Exams (PPEs^[2]) this academic year. The Summer 2015/16 PPE column reports previous Year 11's performance.

During 2015/16 pupils sat 3 PPEs in November 2015, January 2016, and March 2016. The GCSE grades awarded were based on mark schemes and cut offs of previous GCSE exam papers or GCSE style exam papers provided by the PIXL group.

For PPE's 1 and 3 pupils sat exams in all their GCSE subjects. In January 2015 pupils sat PPEs (PPE 2) in Mathematics and English Language. These grades were combined with the pupils' PPE1 grades and the 5A*-C EnMa pass rate was recalculated.

In January 2016 pupils sat PPE's (PPE2) in Mathematics, English and their chosen Modern Foreign Language. These grades were combined with the pupils' PPE1 grades in their other subjects and the 5A*-C EnMa pass rate was recalculated.

Following the surprisingly poor PPE3 mathematics results key marginal pupils¹ who had failed to achieve a C grade sat a further PPE. The mathematics A*-C pass rate was then recalculated and came out as 76.6%.

The Quality of Teaching

'If anyone is serious about improving the academic achievement levels for all students, then this improvement will be obtained only by reducing the likelihood that students will be assigned to relatively ineffective teachers'.

Sanders (2000): Value-added assessment from student achievement data: Opportunities and hurdles

The process the school uses to judge the quality of its teaching is consistent with the 2015 OFSTED Inspection Framework and was arrived at following consultation with its teachers. The school uses 7 metrics to derive a score equivalent to those used by OFSTED. These are:

- The achievement of classes as measured by the class residuals (How well did the pupils in this class do in comparison to their average performance in all their other classes)
- The Irving Student evaluation survey score (a survey developed by Earl Irving in order to gather the views of pupils on the performance of their teacher in relation to 12 teaching competencies)
- The quality of verbal and written feedback given to pupils and how well pupils use this feedback
- Lesson planning and in particular how well planning is aligned to the school's guidelines
- The quality and accuracy of the data teacher's produce on their pupils' achievements.
- How well pupils focus on their learning
- The extent to which the school's wider guidelines are followed

Since the last Head teachers report monitoring has focused on 4 activities, the results of which are set out below:

Activity	Outcomes, comments and findings		Proposed or current actions by school
<p>Show and Tell</p> <p>Show and Tell is used to check the quality of pupils work, the quality of marking and formative evaluation and the extent to which teachers follow other school guidelines such as the behaviour policy.</p> <p>This year Show and Tells have been scheduled by Department as part of a process of developing our Heads of Department as managers who see themselves responsible for the work of those in their teams.</p>	Department	Score	<p>To tackle this inconsistency the school is preparing new guidelines which will set out what work should be checked and assessed, how this should be done and how often.</p> <p>These guidelines will be a focus at the next teacher training day</p>
	English	1.7	
	Maths	2.0	
	Science	2.2	
	MFL	2.3	
	History & Geography	2.0	
	Humanities	1.9	
<p>Line Management Lesson observation (LMLOs)</p> <p>The purpose of LMLOs is to check to what extent teachers are developing expertise in Direct Instruction, the model of teaching all teachers at SSA are expected to use.</p>	<p>The SLT are now looking at the quality of marking and feedback in individual year groups.</p> <p>Evidence shows that marking and formative evaluation of pupils' work although good in many subjects is not consistent.</p> <p>There is no doubt that marking and providing pupils with feedback is an onerous task and, as part of the work of preparing new guidelines on checking and assessing pupils work senior managers interviewed a range of pupils to find out what they found most valuable.</p> <p>Teaching remains good overall with no inadequate lessons being observed.</p> <p>This shows that although the academy is expanding in size and is consequently expanding the size of its teaching the quality of teaching remains high.</p> <p>The number of outstanding lessons remain below our target of 20%.</p>		<p>The three main areas for development from this round of LMLOs are:</p> <ul style="list-style-type: none"> • the use of success criteria • content and presentation • feedback <p>The second and third items in this list have featured before and all teachers will be receiving training on them on the two training days scheduled for July 2016.</p> <p>And as mentioned above the school will shortly be issuing guidelines covering feedback.</p>

<p>Teacher Dashboard</p> <p>Our teacher dashboard gives us regularly updated information on a range of monitoring data including the progress pupils are making with one teacher or subject compared to the progress they are making with all their other teachers and subjects.</p>	<p>The overall performance of 5 teachers in 4 departments is showing a course for concern.</p>	<p>These 5 teachers are at various stages of performance management or capability.</p>
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Behaviour and safety of pupils

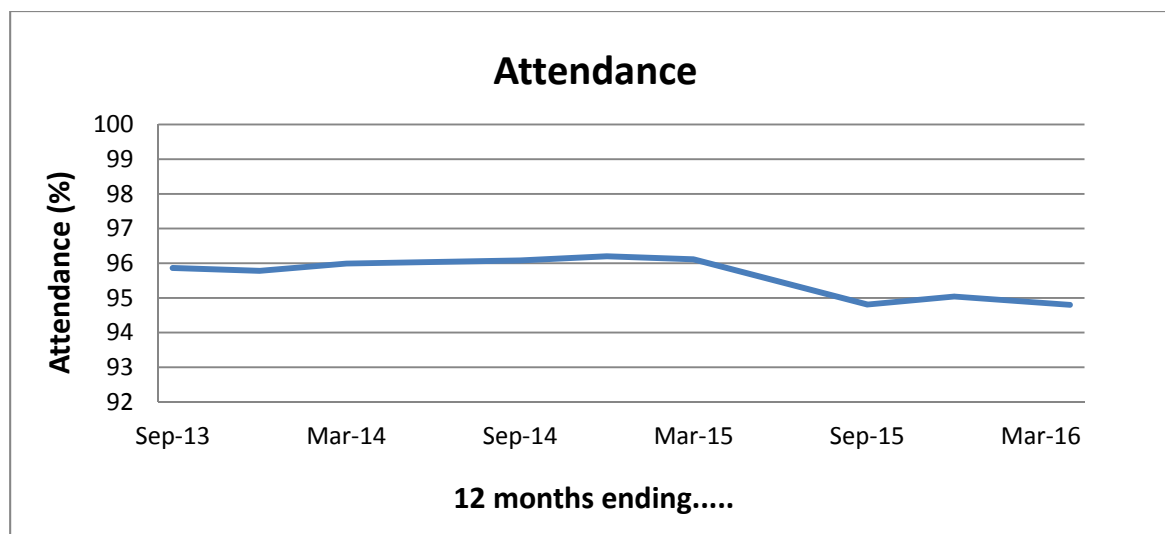
Governors will note that not all the numbers reported in this section are 'going the right way'. This is picked up in the Leadership and Governance section of this report.

Attendance

The attendance of all pupils nationally during the Academic Year 2014.15 was 94.8%¹

The schools target is 96%.

Attendance	%
12 months ending 30.09.2013	95.86
12 months ending 31.12.2013	95.78
12 months ending 31.03.2014	95.99
12 months ending 30.09.2014	96.08
12 months ending 31.12.2014	96.20
12 months ending 31.03.2015	96.11
12 months ending 30.09.2015	94.81
12 months ending 31.12.2105	95.04
12 months ending 20.4.2016	94.80



Commentary

At the beginning of February our new Education Welfare Officer started work which meant that the school once again had its full complement of staff working on attendance. However this has not resulted in an improvement in attendance: whilst the mean weekly attendance fluctuates a little the trend is neither up nor down but is 'stuck' at around 95%. There is some but not much variation between the attendance rates of the six Houses.

¹ Quoted from the (Unvalidated) Inspection Dashboard 2015

So there are two possibilities: that there has been slippage and that our systems and procedures need tightening up or that something has changed which we need to identify and then, having done that, we need to adapt our systems accordingly. Or it could be a bit of both.

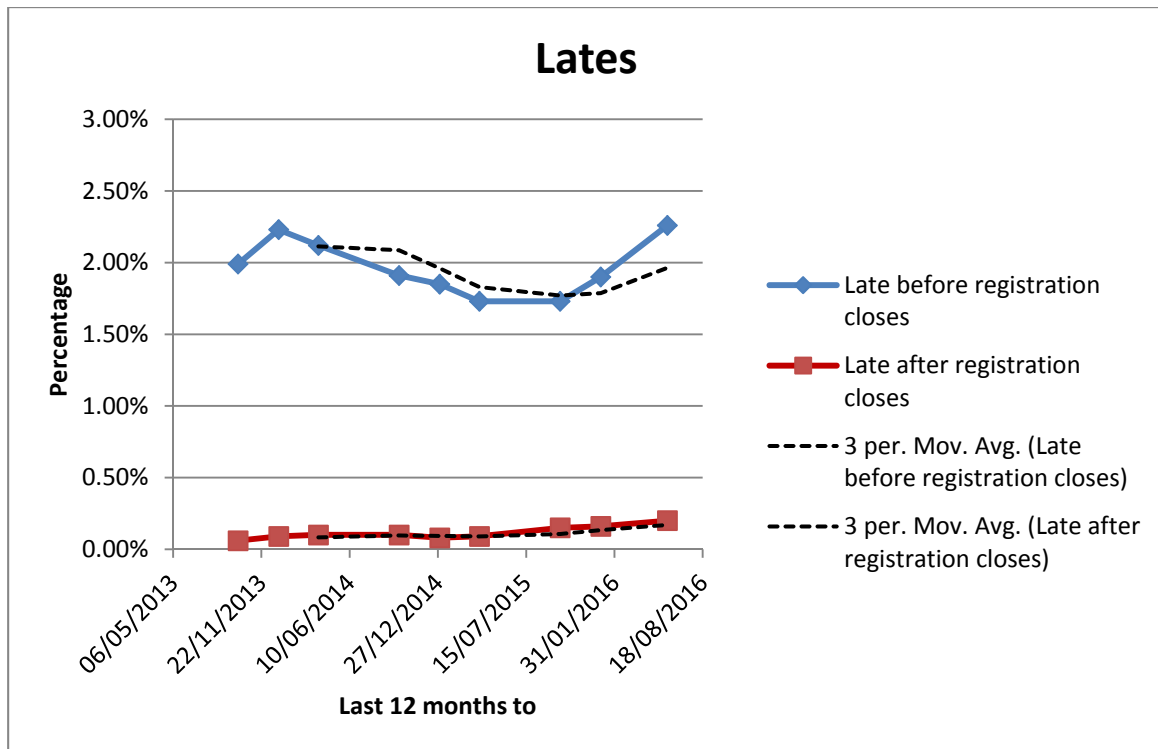
What the school does know is that it currently has more pupils with attendance less than 80% than it has in recent years and that in almost all case the families of these children are struggling or dysfunctional.

Punctuality

12 months ending	Late before registration closed ²	Late after registration closed
30 th September 2013	1.99%	0.06%
31 st December 2013	2.23%	0.09%
31 st March 2014	2.12%	0.10%
30 th September 2014	1.91%	0.10%
31 st December 2014	1.85%	0.08%
31 st March 2015	1.73%	0.09%
30 th September 2015	1.73%	0.15%
31 st December 2015	1.90%	0.16%
31 st April 2016	2.26%	0.20%

² The percentages are calculated as follows: the SIMs management software produces a report that gives the total number of sessions (half days) that all the pupils who were on roll in the school during the period selected (in this case the last twelve months) could have attended (x) and the number of times these pupils were late before the registration closed (y) or offer registration closed (z).

The percentage are simply $\frac{y}{x} \times 100$ or $\frac{z}{x} \times 100$



Commentary

Deputy Headteachers have discussed this and if the House with the worst punctuality was as good as the House with the best punctuality then our lates would make for good reading. So it seems that this is a case of systems not being applied with consistent rigour and that is something we will sort out

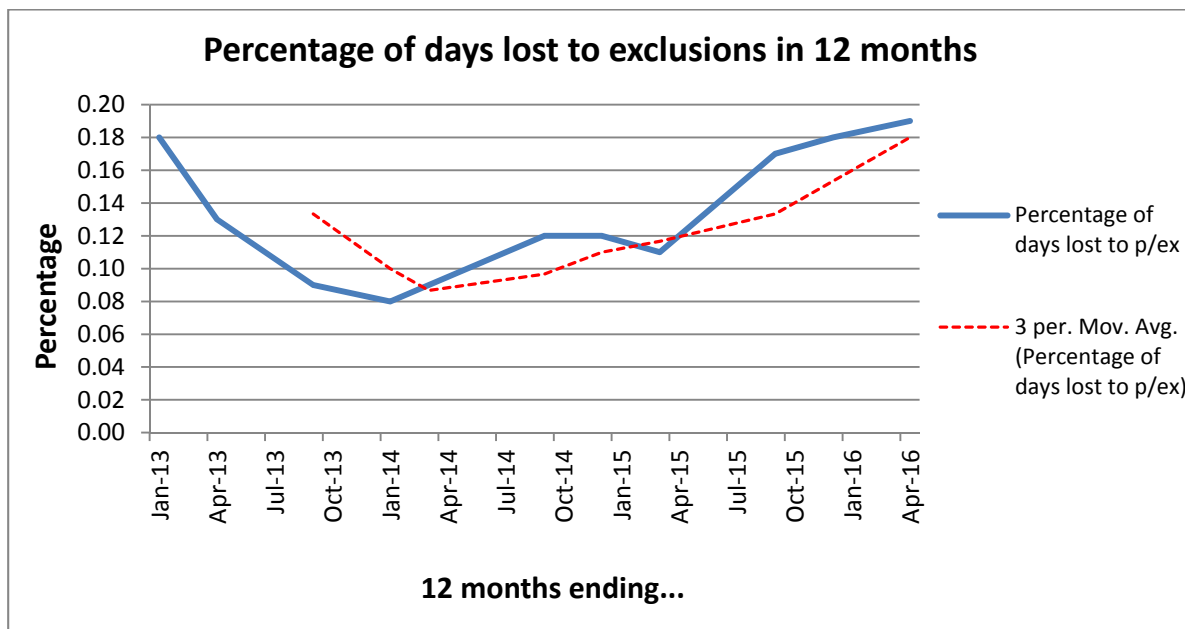
Exclusions over the last 12 months to 30th April 2016

To date this year 6 pupils have been permanently excluded, and 6 have left the school on a managed move or have moved on to a (non-mainstream) alternative education provision. This is a depressingly high number but I am satisfied that in all cases there were serious and or persistent breaches, of the Academy's behaviour policy; and that allowing these pupils to remain in school would seriously harm the education or welfare of others in the school.

Length of Exclusion ³	Frequency		Total	
	Apr-16	Change since Dec 2015	Apr-16	Change since Dec 2015
1 day	107	-7	107	-7
2 days	30	-2	60	-4
3 days	16	-2	48	-3
4 days	5	0	20	0
5 days or more ⁴	22	7	110	35
Total	180	-3	345	21

Percentage of total number of days

0.19

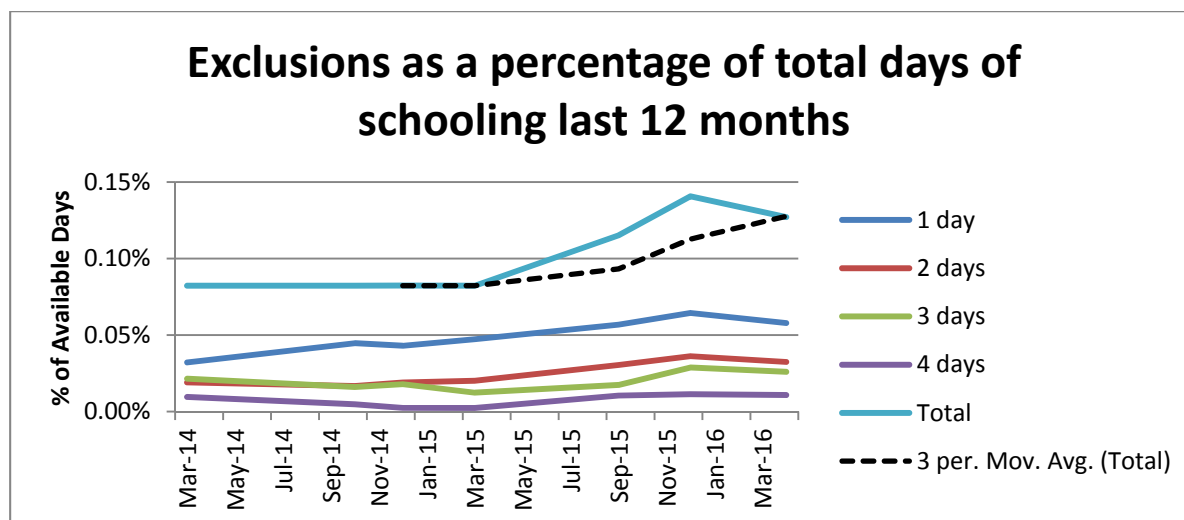


³ ½ day exclusions are counted as 1 day exclusions, 1½ day exclusions as 2 and so on. Therefore the calculated total number of days lost to exclusion is a little higher than the actual

⁴ This figure includes pupils who in the end were permanently excluded but who in the first instance excluded for 5 days and who on some occasions were then excluded for further periods of 5 days.

Exclusion of less than 5 days

Days exclusion	Mar-14	Oct-14	Dec-14	Mar-15	Sep-15	Dec-15	Apr-16
1 day	54	75	72	80	108	114	107
2 days	32	28	32	34	58	64	60
3 days	36	27	30	21	33	51	48
4 days	16	8	4	4	20	20	20
Total	138	138	138	139	219	249	235



Commentary

The situation in regard to exclusions is complex. As a school grows, all things being equal, it should expect that the number of pupils it excludes will rise, simply because there are more children in the school.

Governors will note that exclusions of five days or more account for around a third of the total days of schooling lost to exclusions in the last 12 months. In almost all these five or more day exclusions relate to children who are then permanently excluded or are managed moved to another school⁵.

The reason why such pupils often have some days exclusion prior to them being permanently excluded or managed move is that these things take time: the incidents are serious, the investigations are frequently complex, sometimes there is police involvement, and in the case of managed moves negotiations have to take place with other secondary schools. So a quick move to permanent exclusion might help the Academy's exclusion figures but would not be doing right by the children.

For this reason I have separated out these exclusions and graphed the data on exclusions of between 1 and 4 days as are genuinely 'fixed term' in the sense that the pupils will return to school. The data is presented both in terms of actual days lost to exclusions and as a percentage of the total number of days schooling in the last 12 months. This calculation

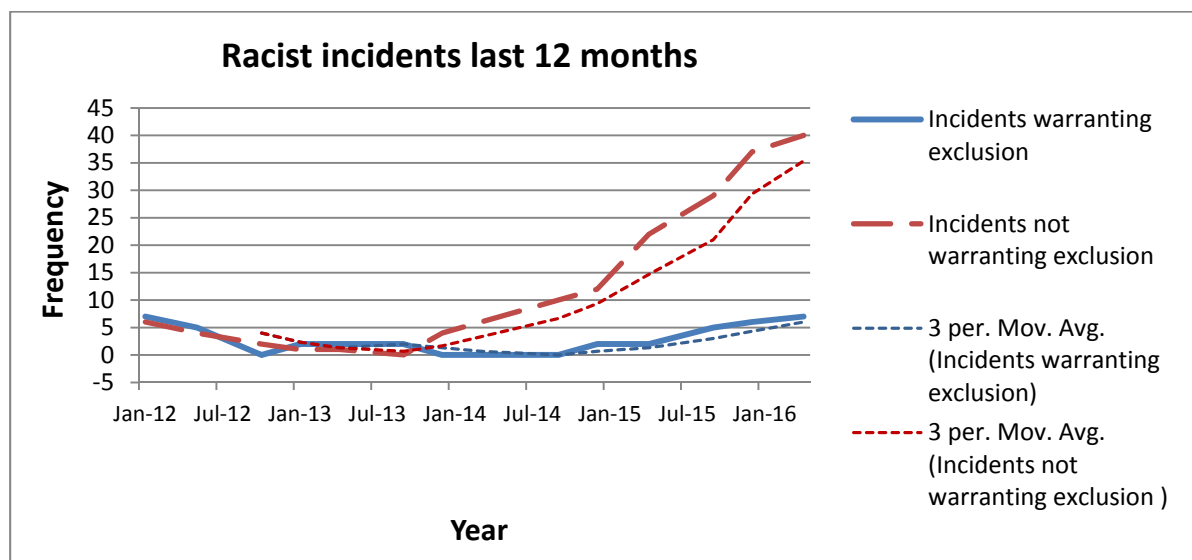
⁵ A managed move is an alternative to permanent exclusion that a school is sometimes able to use – typically when a child has committed such a serious breach of the school's disciplinary rules that they cannot return but where at the same time there is reason to think that they might be able to make a success of a fresh start at another secondary school

takes account of the increasing number of days available because of the schools expansion. The methodology is set out in the footnote.

Although the trend is still upwards, since the beginning of 2016, the point at which we introduced the no physical contact rule, the numbers and percentages of exclusions has fallen – although it is still too high and we have more work to do.

Racist incidents

Twelve months to the end of	Incidents warranting exclusion	Incidents not warranting exclusion
December 2013	0	4
March 2014	0	6
September 2014	2	10
December 2014	2	12
March 2015	2	22
September 2015	5	29
December 2015	6	37
April 2016	7	40



Commentary

I am uncomfortable with the situation and have asked for further figures and analysis and a convincing action plan to try to improve the situation.

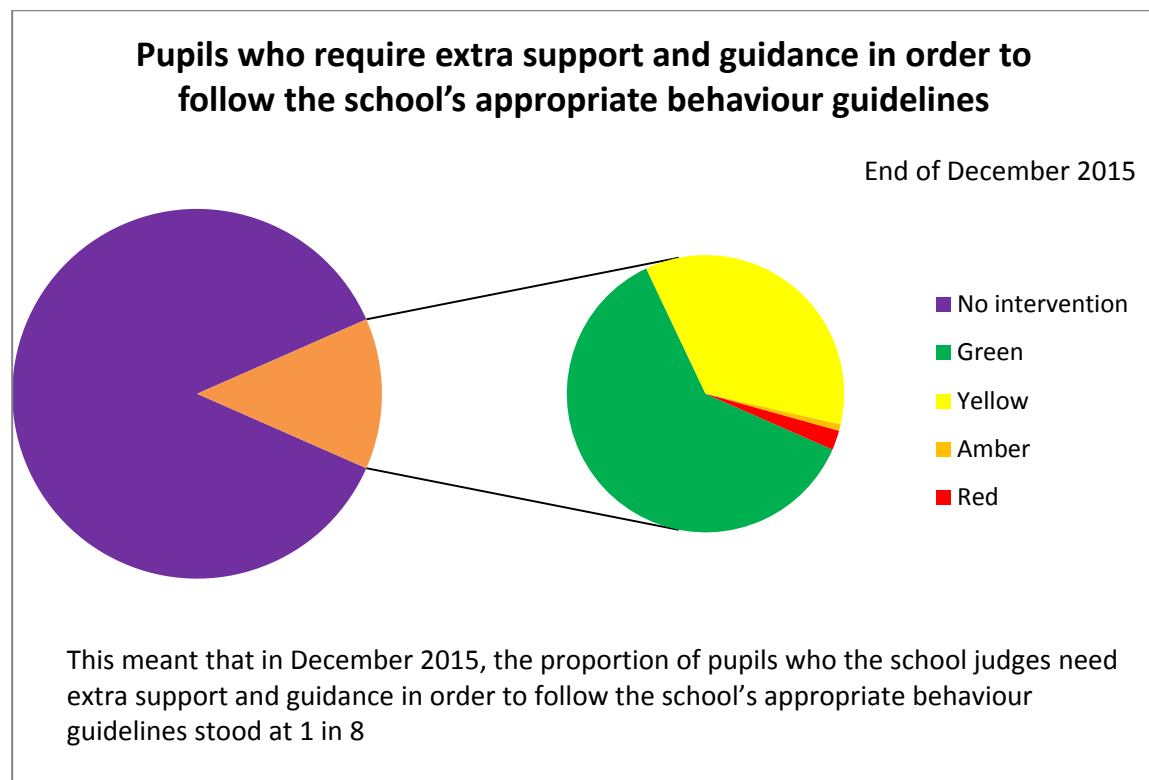
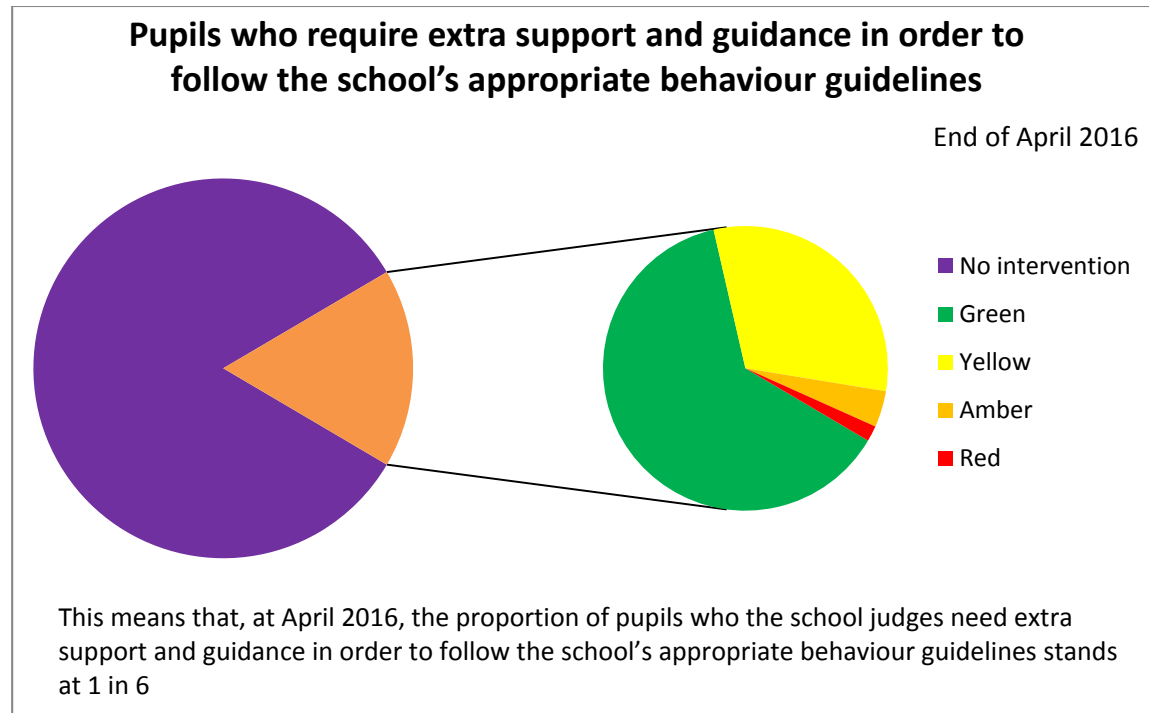
During the Spring Term there were 21 new incidents of which 20 were in Years 7 to 9. Just one incident warranted exclusion. 5 pupils were repeat offenders of whom 3 are on the school's SEND register.

There is still no pattern whereby pupils of one ethnic group being the perpetrators or victims of racist behaviour and most commonly form this incident takes is the use of derogatory terms in exchanges between pupils.

So the work we have done through assemblies and daily reflections on respecting each other's races, cultures and backgrounds has not been effective in reducing the number of racist incidents.

Pupils who require extra support and guidance (intervention) in order to follow the school's appropriate behaviour guidelines

The pie charts below show that the proportion of pupils who the school judges need extra support and guidance in order to follow the school's appropriate behaviour guidelines has increased.



Obviously there are limits to how many pupils a school can manage outside its 'universal systems': too many and resources are stretched too thinly and the school cannot apply the consistent effort required to change the behaviour of these pupils.

So we are currently reviewing and tightening up our universal behaviour management systems with the intention of drawing a greater proportion of our pupils within its purview so that we have the capacity to do the work necessary with the still relatively small number of pupils who do not cooperate with our universal system.

Leadership and Governance

'Creating a safe and orderly environment is foundational in that although orderliness is not sufficient for a high-quality learning environment, its absence makes the work of educating students practically impossible'

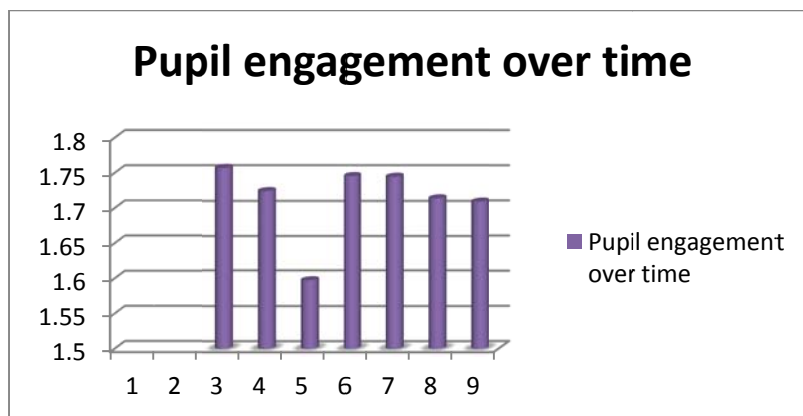
(Viviane Robinson, Student Centred Leadership p127)

As I wrote in the section on Behaviour and Safety some of the numbers are going the wrong way.

However, to put things in their proper context our weekly learning walks (which involves 2 members of the SLT checking the level of pupil engagement in a range of the lessons and the extent to which pupils are focusing on their learning) paint a different picture. We use the following definitions to grade each lesson and then derive an average across the whole school.

1. Pupils are highly focused and concentrating hard
2. All pupils are interested and engaged
3. Not 2
4. Pupils are lacking in focus and are disruptive

Therefore a low score (short bar) is **better** than a high score (long bar).



So the chart above shows that the level of pupil engagement is improving and in a growing number of lessons pupils are highly focused and concentrating hard. But it remains the case that in a small number of lessons not all pupils are engaged and this does lead to disruption of learning particularly when lessons are being covered due to teacher absence.

This is why two of the key actions in our new school development plan are

- Improve the level of pupil self-regulation so they can take full advantage of the teaching the school offers
- Ensure that the behaviour of all and not just the majority of pupils is such that all pupils are able to focus on achieving the best educational outcomes that they can.

If successful we will create have a school environment that promotes the willing engagement of students in their own learning. There are generally considered to be three dimensions to engagement: behavioural, emotional and cognitive. Attendance at school, presence in class, and participation in extracurricular activities are indicators of behavioural engagement. Students who are emotionally engaged identify with their school and like at least some of their teachers, classes, and extracurricular activities. Cognitive engagement means that students think about the concepts and skills they are supposed to be learning this includes self-regulatory strategies such as thinking about what is supposed to be learned, planning how to complete learning tasks, and checking their own work. Researchers have found, not surprisingly that in safe and orderly environments these three types of student engagement will be high, and that engagement will be associated with strong student learning.

So Senior Managers here are going to shift the focus of their work a little to make sure that we achieve the very high levels of engagement we need to achieve our 75%.

The Academy's senior managers found the Governors day very useful and, from their point of view, it seemed an effective and efficient way for Governors to see the day-to-day operation of the school and as such it justified the effort all put into the day.

Complaints

There have been no formal complaints during the period covered by this report.