

## SEF – JANUARY 2016

### Introduction

- Technology College – 1999; Foundation Trust - April 2009; Academy Trust - September 2011; Multi Academy Trust – December 2015
- Mixed 11-16 comprehensive school based in coastal town
- APS KS2 slightly below national average, 2011 intake weakest year group. 95.4% of students are White-British - significantly higher than national figures of 70.4%
- 2015-16 - 311 students eligible for Pupil Premium – 24%
- 2015-16 SEND – 170 students (13.4%), 11 of whole have a Statement or Educational Health Care Plan (0.8%) which is in line with national average. Students with S/E are well below average
- 2015-16 Looked After Children - 7 (0.5%)
- Numbers on roll - 2010 - 1200, 2011 – 1206, 2012 –1221, 2013 – 1240, 2014 – 1242, 2015 – 1262, 2016 – 1268. Numbers have risen year on year due to increase in PAN and successful admission appeals.
- Girls under-represented – 1.5% below national
- Over-subscribed for Year 7 applications for the last 5 years. 377 first preferences for 256 places for Sept 2016. Increased popularity due to rising results and Ofsted Outstanding judgement
- Regular surveys of parents and students consistently tell us that we are first choice of school.
- Key Stage 4 outcomes consistently significantly above the national average
- Wide variety of Level 1, 2 and 3 courses. KS4 covers 3 years. 2 year course in years 9 and 10, additional courses selected in year 11
- We are regularly successful in winning bids and as a result have been able to refurbish the school
- PCS Enterprises established. Running a Health & Safety business trading with 70 schools
- Undertakes a range of academic consultancy work. Two contracts in Wales (LINKS), PIXL Coastal schools, targeted schools from Regional Schools Commissioner for South West
- Work undertaken with local partner primary schools – PE in Worlebury
- Staff work at Weston College teaching Level 3 Sport and Rugby Academy alleviating staffing issues and offering high quality CPD for staff
- Priority pre-school integral part of organisation

## **Effectiveness of leadership and management**

### **Summary**

Leaders promote a vision which expresses core educational values and a strong moral purpose, relentless in their pursuit of excellence

Dialogue focuses constantly on how to achieve more for students

Our care for students all round development involvement of families perception in community relentless drive

### **Main Evidence**

Appraisal, CPD, monitoring of student progress

Impact of L&M on Value Added/Progress 8, high outcomes over time

Leadership Team reviews

Safeguarding processes

Community perception

### **Strengths**

Middle leadership strong in all areas. Clear drive for improvement in all subjects evidenced by improved outcomes in maths. Slower development is happening in other areas DT but progress being made in delivery. Impact of the support in place for less strong faculty areas is reviewed and action plans altered accordingly

Robust appraisal an important tool to drive school improvement and professional growth/development. Training targets from appraisals used to develop CPD programme. Wide ranging in-house training programme on offer monitored carefully for high quality and further monitored through lesson observations to see evidence on training on learning. Good opportunities for all staff to have experience of delivering training. In addition staff have the opportunity to support other schools in light of our outstanding status. This is carefully planned to ensure continuity of teaching and learning at PCSA whilst providing CPD opportunities. Innovative 3 year Upper School curriculum to enable students to study broad range of subjects and develop skills needed.

We are not complacent and undertake a rigorous cycle of school improvement. Wide range of monitoring activities carried out for self-evaluation/improvement. Faculty reviews carried out including views from all stakeholders.

Financial planning is robust and innovative. Sound judgements and decision making ensures students benefit. The governing body makes a significant contribution to the leadership of the school and its success. Governors are working on links to develop more strategic work with faculties

Well attended pre-school offering EYFS provision for 2½ to 5 year olds

Successful bids ACMF. SEND building (Sir Richard Branson Centre), window replacement scheme, boilers, whole-site new roofs and skylights. Fitness suite and new changing rooms open May 2014. Investment of £2.68M

### **Areas for Development**

Continued Middle Leaders development programme to support consistency of outcomes

To review how we survey Students, parent and staff surveys to ensure it leads towards more informed planning

Improve the calibre of the Governing Body through the development of the MAT

To further support the governing body in developing their skills with the ever changing demands on a GB

To ensure that the development of a MAT leads to further improving outcomes and provision for the whole learning community

To develop innovative recruitment and retention processes to ensure best possible staff in place, such as Schools Direct

## Quality of teaching, learning and assessment

The Quality of teaching, learning and assessment was judged to be Outstanding (1) by Ofsted in November 2014 and the Leadership Team and Governors consider that this is still the case.

Teaching at PCSA is stimulating and challenging, with high classroom expectations and students are engrossed in their learning. Regular lesson observations take place as part of the rigorous system of monitoring of teaching and learning, with each Faculty undergoing a review at least bi-annually and Central Leaders held to account in termly progress meetings with the Principal, the Head of School, the Raising Standards Leader and the Governors. Each faculty has a linked member of the Leadership Team and a linked Governor. 90% of lessons are graded good or outstanding for 'Quality of Teaching', with 45% being outstanding. The Leadership Team and Central Leaders undertake weekly 'Learning Walks' to be able to celebrate the learning taking place, to monitor classroom activities and to ensure day to day learning continues to be outstanding.

Action plans and targets are produced for any areas for development that have been identified during the Faculty Review process, and reviewed during the termly Central Leader review process to ensure progress is being made.

To continue to develop our classroom staff, a wide range of professional development opportunities are offered. An in-house 'Learning Forum' program is offered to all staff, with attendance being compulsory for new staff and NQTs. The program is tailored to training needs identified during the annual Performance Management cycle. The vast majority of these forums are delivered by PCSA staff, ensuring high standards and consistency across the organisation. Staff are also encouraged to act as GCSE markers to ensure that they have a thorough knowledge of how students can reach maximum outcomes.

There is an exceptional curriculum offer to students at PCSA, with a curriculum designed to be innovative and personalised, and which offers maximum opportunity to gain a broad and balanced education whilst also providing suitable qualifications to enable students to progress to Further Education, with 96.6% of Year 11 students who left in 2015 being 'In Learning', which is much higher than the England proportion of 89.6% (see details in Personal development, behaviour and welfare section). Wide ranging development work has been undertaken by Faculties for the introduction of reformed GCSEs and staff have carefully considered the various new specifications on offer to decide on the most suitable course for students. The curriculum is designed to offer maximum opportunities, alongside subject knowledge, for life development skills such as PLTS, SEAL and PSHCE. Numeracy and literacy across the curriculum are a key factor and classroom opportunities are maximised for this to take place. All students in Years 7 and 8 take part in the Accelerated Reader programme to support and encourage reading for pleasure as well as improving reading skills.

Data systems within the school are rigorous, innovative and are designed to be flexible and adaptable to the developments and changes taking place within the education system, both now and in the future. All data captured is based on hard evidence within the education setting; a formal assessment or PPE (pre-public exam), which gives the classroom staff, students and parents/carers the reassurance of being able to show progress through their school career. Intervention is targeted from each data set, with a wide range of interventions on offer to give maximum opportunities for improvements to be made. These include: a comprehensive range of 'P6i' after school intervention sessions for Year 10 and 11 students, where targeted students are expected to attend small group work after school; 'Evening School' is available on 3 evenings each week for 17 weeks prior to GCSE exams to enable disadvantaged students to have supported study opportunities; one to one support for Year 7 and 8 disadvantaged students who are not making sufficient progress in English and/or maths. The impact of these intervention programmes can be seen in the Outcomes section, with high outcomes for all students and gaps between disadvantaged and non-disadvantaged students closing.

AFL is an integral part of the assessment system, and monitored through the QA monitored system twice yearly through a work scrutiny schedule. Central Leaders are encouraged to share best practice to ensure that formative comments are clear and effective.

Parents/carers are informed of student progress through regular communication which includes data reports four times each year, a tutor written report, telephone calls and post cards home. Parents' evenings are held once a year for each year group, with students being seen at the teacher's request. Appointments are 15 minutes long, which gives sufficient time for an effective learning conversation to take place, with parents/carers able to see samples of work and be informed of next steps for students to make progress. Attendance at these evenings is monitored and any parents/carers not able to attend will be followed up by a phone call from the teacher. Student work in Years 7 and 8 is shared with parents/carers once each school year in the 'Books4U' programme, where all books are sent home over a weekend to enable parents/carers to see progress being made. Feedback from this programme is highly supportive of the work carried out within the school.

The provision for students with SEND is excellent, with a range of support in place. A phonics programme is delivered to students in Years 7 and 8 who have been identified as weak readers to enable them to access the whole curriculum. Students are supported in lessons and in small group work within the Sir Richard Branson Centre, with Teaching Assistants who have been upskilled to support students in a wide range of subjects. There are staff dedicated to mentoring and supporting students who are disadvantaged, dyslexic or LAC, with excellent provision in place with these students having excellent attendance and academic achievement.

The Governors' sub-committee with responsibility for Teaching and Learning meet 4 times each year to monitor progress of teaching and learning developments as detailed above, as well as holding the Leadership Team to account on school outcomes.

In the Priory Pre-School, an entry level assessment takes place with children being monitored and their progress is recorded over 2 years. Reading and number skills are developed to prepare these children for the start of Key Stage 1.

#### **Areas for Development**

- Implementation of AWL programme for Years 7 and 8
- Further improvements to provision for more able students
- Attainment of disadvantaged students to be within 5% of rest of school population
- Development of learning library, directed home play and individual learning diaries in pre-school

## Personal development, behaviour and welfare

Personal development, behaviour and welfare was judged to be Outstanding (1) by Ofsted in November 2014 and the Leadership Team and Governors consider that this is still the case.

PCSA provides a safe learning environment for all students, where they will have an opportunity to develop not only their academic skills, but skills and attributes that will support them through life. The Pastoral team (Heads of Upper School, Lower School and Heads of Year) regularly monitor and triangulate assessment, attendance and behaviour data for all students.

Attendance rates are significantly above the national average at 96.1% for 2015, with persistent absence at 2.4%, significantly below the national average and improved from 9% in 2008. Attendance rates are monitored closely, with an automated absence call system that supports the work of our own Education Welfare Officer. Our internal target for attendance is 97% and students are also monitored and tracked for any patterns of absence. Students are also rigorously monitored for lateness

Behaviour of students is exemplary, with a structured system in place to ensure that any behaviour that could impact on learning is dealt with in a consistent and overt manner. Records are kept of positive and negative behaviours for all students the ratio currently standing at 11:1. Students are encouraged to gain positive achievement points through a system of postcards being sent home and 'Tutor Group of the Week'. Heads of Year monitor and negative behaviour points and discussions are held with students and parents/carers to ensure that behaviour patterns are improved. Heads of Years 7 and 8 also have a targeted group of students who are identified during data collections as not having the correct attitude to learning and these students are monitored regularly. In Years 9, 10 and 11 students are not fully engaging in learning are identified and split into "teams", allocated to members of the Leadership Team for mentoring on a weekly basis. There is a strong reward/achievement culture with students' achievements recognised through 'Students of the Week', articles in the school newsletter and local press, 'Principals Award', Awards Evenings and GCSE Certificate presentations.

Home/school relationships are very strong and are supported by a structured Individual Advice and Guidance (IAG) programme and pastoral support system. Parents are invited to attend a Target Setting Day each year to meet with their child's tutor to discuss progress and set targets for improvement, based around the data reports. Parental information evenings are held regularly to update parents on a range of topics such as e-safety and GCSE reform as well as key subject information. Feedback from parents shows that 98% of parents would recommend PCSA as a school.

Transition work is a key strength of the school with focus on transition into Year 7, transition from Lower School to Upper School through the preferences process and transition to Further Education and progression Post-16. The non-teaching Head of Year 7 is responsible for the transition process and is in charge of the liaison process with over 20 local primary schools to ensure that students are fully supported with the move to secondary school. Students opt for GCSE subjects during Year 8 to enable them to commence these courses at the start of Year 9. They are offered an IAG session with their tutor to ensure that they fully understand the choices available to them and parents are invited to attend a Preferences Evening where they can meet subject teachers to fully understand the courses on offer. Retention rates on courses are high (2 students changed 1 subject each at the start of Year 9 in 2015), showing that this process is effective in giving high quality information for students to make the right choice. This process is repeated for Year 10 students, who re-opt for 1 subject for the start of Year 11, again with very high retention rates. Students are offered a comprehensive support services, led by our Careers Officer to ensure that they know the possible progression routes for Post-16 education, again with IAG sessions held with students including those identified in the RONI (Risk Of NEET Indicator) database, disadvantaged students, LAC and SEND. NEET figures for PCSA are below the national average (PCSA 1.3% in 2015 against a national figure of 1.6%) showing that this guidance is effective.

The Careers Officer also leads students in gaining Work Experience placements, with over 95% of Year 10 students participating in a week long block of Work Experience during the summer term. Students are guided and supported to find suitable placements, either locally, nationally and even internationally on occasions.

Response from local employers is positive and some students have gained paid employment through their work experience placement. Some students in Year 11 are also offered the opportunity for an extended work experience placement where they are able to spend one or two afternoons each week gaining valuable experience.

Students participate in a highly structured tutor programme, including assemblies, numeracy (Number), literacy/reading (Word), British Values and "Thought of the Week". This programme covers a wide range of SMSC provision, PSHCE and enterprise activities, which are reinforced through 4 days of Enrichment Activities through the school year. These activities are reviewed through the Faculty Review process (see Quality of Teaching, Learning and Assessment section). Students also have the opportunity to participate in 60+ different after school activities "P6e", including such activities as art club, PE activities, boat building, Japanese. Participation rates are high in all these and several of these clubs are student led. All students are taught RS Ethics and Philosophy GCSE in Upper School, with over 95% completing the exam, 68% gaining A\*-C and 19% gaining A\*-A.

'Student Voice' is an integral part of PCSA with students active at whole school and faculty level. This is led by the Head Boy and Girl through a team of Year 11 Prefects, with students representing year groups and tutor groups. Faculties have 'Faculty Champions' who will participate in the Faculty Review process and there is a team of Digi-Leaders who are available for IT support to all staff and students, alongside our IT Support Staff.

The Governors' sub-committee with responsibility for Support and Conduct meet 4 times each year to monitor progress of applicable policies and developments as detailed above, as well as holding the Leadership Team to account.

In the Priory Pre-School, the 'Best-Fit' profiles are in place to be able to assess children's skills.

### **Areas for Development**

- Introduction of PIXL Edge programme to recognise achievement outside the classroom in 5 distinct areas; Leadership, Organisation, Resilience, Initiative, Communication.
- Pastoral structure review

## Outcomes for children and other learners

### **Summary**

Sustained progress in key subject areas (English, Science and particularly Maths) over a number of years.

### **Main Evidence**

Historic and current attainment and progress data

KS4 2015 results

Inspection dashboard, Raise Online

### **Strengths**

Value Added SIG+ and broadly average or above in all subject areas

English and maths progress measures for all students and for disadvantaged students for all starting points.

For some starting points progress measures for disadvantaged students above national results. In school gap narrowing to approximately 10%

5+ A\*-C including English and maths 2009 - 44%, 2010 – 54%, 2011 – 69%, 2012 – 70%, 2013 – 75%, 2014 – 67%, 2015 – 70%. Progress 8 2015 +0.04, Attainment 8 49.24. Strong progress measures. ROL sig plus since 2011

5 year trends strong, 5ACEM 70.1%, English AC 82.9%, English 3LOP 84.9%, maths AC 77.5%, maths 3LOP 75.6%

APS SIG+ for best 8, English and maths

Introduction of monitoring system for progress at KS3

Early entry English for 2016: provisional Progress 8 score +0.65 (based on 2015 estimates), A\*-C 76%, expected progress 84.4%. PPI gaps narrower than 2015

Predictions for 2016: Attainment 8 50.8, Progress 8 +0.54, English and maths 73.9% 5ACEM 78.3%, maths 3LOP 90.7%

High proportion of Year 11 students progress to Level 3 qualifications Post-16

### **Areas for Development**

Consistency of results for some subject areas (DT, Spanish, geography, history)

Continue to close gaps for disadvantaged students (to within 5%)

Continue to improve results for more able students, particularly in maths

New PPI for pre-school, development of "Best-fit" model

Continue to monitor accuracy of internal data predictions

