

# WALWORTH ACADEMY SEF 2016-2017 (April 2017<sub>draft3</sub>)



Leadership & Management ( ) May 2017	Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare	Pupil Outcomes / Progress ( ) May 2017
Current Judgement: 2	Current Judgement: 2	Current Judgement: 2	Current Judgement: 2
<p><u>Evidence for judgement</u></p> <ul style="list-style-type: none"> <li>• Clear leadership from the principal is setting the strategic direction for the academy.</li> <li>• High expectations and high aspirations are sustained by leaders.</li> <li>• Variability within subjects is reducing due to rigorous monitoring and evaluating.</li> <li>• There is greater accountability at all levels, particularly of each HOD.</li> <li>• Outstanding support and challenge from both the governing body and the sponsors ARK is securing increased accountability and rigour.</li> <li>• Stronger leadership in foundation subjects has secured much higher results, e.g. Art, Spanish at 80%.</li> <li>• The academy's priorities are instilled in each teacher and leader's appraisal targets.</li> <li>• Accountability of leaders is direct and rigorous hence the change in leadership positions.</li> <li>• The curriculum enables 90% of students to study 8+ subjects. 30% of students achieved the EBacc qualification.</li> <li>• Parental engagement is very positive with an average of 90% attendance at each parents evening.</li> </ul> <p><u>Key areas for development</u></p> <ul style="list-style-type: none"> <li>• Continue to increase HOD and individual teacher accountability</li> <li>• Reduce departmental variability.</li> <li>• Develop a new science leadership team.</li> </ul>	<p><u>Evidence for judgement</u></p> <ul style="list-style-type: none"> <li>• The majority of teaching across the Academy is good with examples of outstanding teaching.</li> <li>• Teaching post 16 is always good with much outstanding.</li> <li>• Pupils are making good progress in KS3: within 0.3 points (A2) of the Ark Avge.</li> <li>• Reflection time and feedback to students is of good quality and is used to secure at least good progress.</li> <li>• Co planning securing greater consistency in each department. (74%)</li> <li>• Students respond well to the teacher's insistence of high expectations.</li> <li>• Positive working relationships enable students to take risks in the classroom.</li> <li>• Student feedback states that there is greater challenge in their learning.</li> </ul> <p><u>Key areas for development</u></p> <ul style="list-style-type: none"> <li>• Increase progress in lessons. (63%)</li> <li>• Develop co-planning to ensure learning objectives drive progress in lessons.</li> <li>• Ensure activities in lessons require all students of whatever ability to think hard.</li> <li>• Increase progress in all lessons particularly science (12%)</li> <li>• Reduce variability within departments</li> </ul>	<p><u>Evidence for judgement</u></p> <ul style="list-style-type: none"> <li>• 'The pastoral care and support for students are outstanding' Ofsted 2014.</li> <li>• 'The behaviour when moving around the academy... can be strikingly sensible and considerate'. Ofsted 2014</li> <li>• Low level disruption has significantly reduced. ( 32% reduction vs 2016)</li> <li>• Students actively report any incident of discrimination or 'unfairness'.</li> <li>• Student self-management is very good.</li> <li>• Staff and student relationships are strong and secure good or better progress.</li> <li>• Reported incidents of bullying have significantly reduced: 26 to current 14</li> <li>• Provision for our most vulnerable pupils is strong.</li> <li>• Students demonstrate high aspirations and good resilience and character.</li> <li>• Yr 11 and 6<sup>th</sup> formers are well prepared for continuing education and to be highly successful. (Over 102 WA applications)</li> <li>• 'The work done to secure student safety in and outside of school is second to none' Ofsted 2014.</li> <li>• 'Behaviour around the Academy is impeccable' ARK Nov 2015.</li> </ul> <p><u>Key areas for development</u></p> <ul style="list-style-type: none"> <li>• Tackle passivity in student behaviour by allowing students the opportunity to develop critical thinking</li> <li>• Increase completion of homework (76%)</li> </ul>	<p><u>Evidence for judgement</u></p> <ul style="list-style-type: none"> <li>• In 2016 attainment 8 increased to 4.8 in line with natnl. ( 4.4 Mar 2017)</li> <li>• Progress 8 2016 is - 0.01. (0.2 Mar 2017)</li> <li>• C+ in Eng+Ma is in line with natnl. (4+ 55%)</li> <li>• 93% of HA achieved a C+ in En+Ma. (HA prog 8=0.1) (HAPP prog 8=-0.2)</li> <li>• 57% achieved C+ in En and Ma despite significantly lower base line. (55% 4+)</li> <li>• Pupil Premium gap 2016 results is minimal: prog 8 o.o3 difference. (PP prog 8=0.1 non PP=0.4)</li> <li>• 81% currently achieving expected progress in English (77%)</li> <li>• 64% achieving expected progress in maths. (68%)</li> <li>• 41% currently achieving above expected progress in English and 36% in maths. (Dec 16) (36% 5+)</li> <li>• 36% achieved 3+A*-B inc Equivalents in 2016 A levels.</li> <li>• Attendance is in line with national average at 95.3% (RoL 16) (94.9%)</li> <li>• 100% of year 13 university applicants secured their place.</li> </ul> <p><u>Key areas for development</u></p> <ul style="list-style-type: none"> <li>• Increase prog and attainment of HAs</li> <li>• Increase 4+ /5+ English and maths combined. (55% 4+)</li> <li>• Reduce gender gap in prog 8 score</li> <li>• Increase yr 13 attainment to ALPs 4. (5)</li> <li>• Increase progress and attainment in science.</li> </ul>

# WALWORTH ACADEMY IMPROVEMENT PLAN

## 2016-2017 (MAY 2017)



**AIP Action Points 2016/7  
April 2017**

**Outcomes to be achieved by July 2017**

Expectation	Action
1. Students make greater progress in: a. each lesson, b. a series of lesson, c. at each assessment point.	All teachers have clarity about what good progress looks like and are given high quality training to enable them to secure good or better progress each lesson.
	Co planning ensures lessons are planned for good or better progress at each learning episode and teachers deliver the lessons that achieve good or better progress.
	Teachers regularly check for progress throughout the lesson and use the feedback to act and address misconceptions, to deepen knowledge or to accelerate progress.
	Teachers regularly check for learning gaps and then re-teach to secure or deepen students learning within the lesson or over the next lessons.
	Teachers re-test students' learning to measure progress and to inform next teaching.
2. The accountability of the HOD and each of their teachers is increased informing good or better progress.	RAP meetings with each HOD secure higher rates of progress in core subjects from year 7
	Regular 1 to 1 meetings by HOD with each teacher to address any underachievement, agree teacher actions and to define how the HOD will monitor impact.
	HOD to assign appropriate CPD and deliver coaching for their teachers to secure consistently good or better student progress
	Individual teachers are held to account for their students' progress and therefore seek the relevant CPD and training.
	HOD receives bespoke CPD /coaching to enable and empower high impact leadership
	The HOD implements rigorous department monitoring schedules to increase accountability of each teacher
	The SOL is revised to ensure higher attainment of A/A* at A level and Grade 9 at GCSE.

All teachers can articulate what good progress should look like in their lesson for each learning episode.

Over 85% of lessons in departments show good or better progress. 35% outstanding across the school. **(61%)**

All teachers regularly check student progress and understanding, addressing the student responses to deepen learning or address misconceptions. **(73%)**

Teachers readily identify the gaps in students learning and plan lessons to re-teach it and re test.

The results of the re-test demonstrates higher marks and outcomes

85% of students securely remain in or achieve their GCSE band

85% of students in each class achieve as expected at each assessment point.

Each teacher attends at least 3 courses each year to secure good+ progress in their lessons.

87% teachers achieve their appraisal target related to their daily practice.

Each HOD achieves the rates of progress and outcomes from each teacher.

Variability in departments is reduced within a maximum 6% margin. 85% of students securely remain in their GCSE band. At least 95% of HA students achieve A/A\* grades **(5+84%)**

\*At least 95% of HA students achieve expected national progress as a minimum. (adapted to be in line with AA+) **(prog 8 +0.1)**

Expectation	Action
<b>3. Students demonstrate greater independent study and revision habits.</b>	Attendance is above 96% with PA below national averages.
	All students can confidently articulate their aspirations for their future career.
	ALL year 11 to attend after school Extra Study Support each night as required with fewer needing to be directed
	Revision techniques and study skills are explicitly taught to each year group securing good study habits.
	Revision materials enable full coverage particularly for the more difficult concepts / skills.
	Homework is integral to the SOL and increases student learning and progress whilst securing better study habits.
	The IAG programme fully prepares year 11 and year 10 students for Walworth 6 <sup>th</sup> Form
<b>4. Assessment is accurate, rigorous and maximised to ensure greater progress and attainment</b>	Accurate assessment criteria for each assessment point has well matched exams/ assessments / tests.
	Assessments are continually refined to ensure A/A* at A level and grade 9 at GCSE.
	All exams from year 7 A1 to Year 10 A3 are cumulative and weighted appropriately.
	Rigorous standardisation and moderation in every subject
	Assessment outcomes analysis informs the re-teach and greater student progress as demonstrated thro the re-test.

### Outcomes to be achieved by July 2017

DOPs ensure rigorous monitoring and actions early and promptly.

Year 9 can articulate a possible career of their choice. Year 7 and 8 identify the qualities essential for the work place.

Underachieving students make rapid progress and are back on track by Dec 2016, then Feb 2017 then March 2017 assessment point.

Exam results show better rates of progress particularly in years 7, 8 and 9. 80% minimum feedback from student and parent feedback confirms the use of study skills. (80% of all students in yrs 7,8,9,10)

HODs exam question analysis shows students fully answer the more challenging exam questions at each assessment point and score higher marks for these questions.

100% of teachers set it regularly. Completion is over 90% for each year group.

50 year 10 students are signed up for WA 6th form by January 2017. Year 9 tell us that they are wanting and excited to attend our 6th form.

Detailed gap analysis is reported and directly informs co planning for the re-teach. The SOL or assessment is adjusted accordingly.

At least 95% of HA students achieve A/A\* grades / grade 7+ in 2017 GCSE. **(5+84%)**

Exam results demonstrate students' good understanding of prior knowledge thro the marks achieved on these questions. They demonstrate revision skills applied.

Variability of department data is reduced and is within a maximum 6% margin.

The re-test results demonstrates improvement on the first test. Cumulative results demonstrate that students remain on track.

Expectation	Action	Outcomes to be achieved by July 2017
5. All activities in lessons require all students of whatever ability to think hard	All targeted teachers have a confident understanding of A/A* at A level and grade 9 at GCSE.	At least 95% of HA students achieve A/A* grades or equiv.
	Probing, challenging questioning and problem solving activities deepen student thinking	85% of students securely remain in their GCSE band
	High quality talk is delivered effectively to share ideas and deepen knowledge	Summer term lessons observations show over 85% of lessons include high quality talk that is challenging thinking.
	Higher attainers are appropriately challenged and made to think hard in every lesson.	At least 95% of HA students achieve A/A* grades
	Develop the capacity of teachers to teach critical thinking ready for Sept 2017.	The critical thinking pilot group practice their learning and deliver training for staff in summer 2017.
Increase progress and attainment in maths and science	<p>Increase leadership support and rigour in science and maths, maximising ARK consultants</p> <p>Department reviews once a term to measure impact and consistency - evidence based</p> <p>1 to 1 meetings and support / coaching for targeted teachers</p> <p>New HODs trained and developed to use monitoring to inform action and increased impact.</p> <p>quality of co planning greatly improved with checking to ensure actual delivery in lessons</p> <p>Teacher subject knowledge checked and enhanced, particularly for A level.</p>	<p>maths = 70% 4+, Science core = 58%, Add = 60%, English= 68% 4+</p> <p>teaching and learning consistently good, excluding NQTs - good by July 2017</p> <p>variability within 6%</p> <p>Evaluation of summer term department review is 'good with outstanding features for maths' and good for science.</p> <p>good progress in lessons and over a series of lessons enables accurate and increased rates of progress</p> <p>A and AS results: 80% of students achieve ALPs target.</p>