

WALWORTH ACADEMY SEF 2013-2014 (Sept 2014)



SEF SUMMARY 11th September 2014

Achievement	Quality of Teaching	Behaviour and Safety	Quality of Leadership & Management										
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"> In 2014 62% of pupils achieved both English and Maths A*-C and made exceptional progress: English continue to be in line with expected rates of progress whilst maths exceeds these expectations. Progress, attainment and value added have been consistently strong in English and Maths as a 3 year average. Students with statements made very good progress and attain above national levels for similar groups. Attainment of pupil premium students remains above national averages. Progress at KS3 is particularly strong. 6th Form progression to university is improving: Yr 13 3 A levels incl equivalences is 72%. 97% of year 13 gained university places. 	<p><u>Evidence for judgement</u></p> <p>July 2014: The quality of teaching across the Academy is usually good with some examples of outstanding teaching (particularly in English and Maths).</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">% outstanding</th> <th colspan="2">% good</th> <th rowspan="2">% less than good</th> </tr> <tr> <th>2a/b</th> <th>2c</th> </tr> </thead> <tbody> <tr> <td>14%</td> <td>62%</td> <td>15%</td> <td>9%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Pupils make good or better progress from their starting points and this is now better evidenced in the written outcomes from lessons. Teachers have high expectations for and positive relationships with students; they know students well and meet their needs accordingly. Our comprehensive and personalised CPD programme has supported significant improvement in the quality of teaching. 	% outstanding	% good		% less than good	2a/b	2c	14%	62%	15%	9%	<p><u>Evidence for judgement</u></p> <p>'Pupils' behaviour continues to be very good... engagement in lessons is a strength... instances of misbehaviour are rare... behaviour around the academy is also very good, including in corridors, the playground and at lunch time. Transitions are smooth and take place without a waste of time. The academy is now placing more focus on pupils taking responsibility for managing their own behaviour.' ARK Monitoring Visit 2014</p> <ul style="list-style-type: none"> Strong pastoral leadership and the implementation of the new behaviour for learning policy has resulted in a significant reduction in behaviour incidents. Students feel safe and well cared for and have very positive relationships with staff. Provision for our most vulnerable pupils is a particular strength. 	<p><u>Evidence for judgement</u></p> <ul style="list-style-type: none"> Outstanding leadership from the principal setting the strategic direction for the academy. Leaders who 'walk the talk'. Very strong pastoral leadership resulting in students who feel valued and safe in the academy despite facing significant challenges in the local community. Improved performance appraisal processes for all staff strategically aligned to the academy priorities. Outstanding support and challenge from both the governing body and the sponsors ARK. Over the last 18 months we have transformed our curriculum from a predominantly BTEC offer to an academic GCSE curriculum. During the last year we have transformed our 6th provision and ethos to ensure more students gain the right currency to access university.
% outstanding	% good		% less than good										
	2a/b	2c											
14%	62%	15%	9%										
<p><u>Key areas for development</u></p> <ul style="list-style-type: none"> Science to achieve over 70% A*-C and targeted foundation subjects to achieve at least 70%. Increase the percentage of students achieving A and A* by 8% on 2015. ALPS T score in top 5 percentile. 	<p><u>Key areas for development</u></p> <ul style="list-style-type: none"> 100% good or better teaching, and Over 20% outstanding. Over 80% of students to achieve 3 sub level progression in each year. 	<p><u>Key areas for development</u></p> <ul style="list-style-type: none"> Continue to improve students' self-management: call outs reduced by 40%. Embed our B4L policy: 20% reduction in behaviour log negative incidents. 	<p><u>Key areas for development</u></p> <ul style="list-style-type: none"> 100% consistency in middle leaders' impact in delivering the Academy's priorities. Continue to close the gap, particularly for pupil premium students, WBRI, high achievers and boys. 										

WALWORTH ACADEMY: SELF-EVALUATION (Sept 2014 draft 6)

About Walworth Academy – ‘No Excuses’

Walworth Family CARES: Commitment to learning, Aspirational, Resilient, Excellence, Self-Management – these are our values.

Before ARK, Walworth School was significantly underperforming. Walworth Academy opened in 2007 and moved into its buildings in January 2010. In 2010 Ofsted rated Walworth Academy as being “a good school with outstanding capacity to improve” in its first full inspection of the school since it opened as an academy in September 2007. The 6th Form opened in September 2010. The new Principal, Yvonne Powell, joined in January 2013 and whilst building on the Academy’s success, some significant restructuring has taken place in the drive to provide outstanding learning.

The academy serves children of all abilities and has no religious affiliations and (apart from ARK Globe Academy) is the only Southwark secondary school that does not operate a banding system. Over 60% of our students live on the Ayelsbury Estate and our intake is from over 27 primary schools.

- Gun and knife crime, drugs and a gang culture are inherent to our students’ experiences. Walworth Academy is for many, an oasis of safety, calm and exceedingly high expectations, whatever their struggle: school deprivation factor is 0.42 vs the national figure of 0.22.
- Our students and their families experience extremely high levels of deprivation, overcrowded housing and increasing cases of homelessness.
- In 2012, the Estate’s unemployment rate stood at 16%, compared to the Borough average of 11%.

We are proud of the richness and the diversity of our family:

- 43% Black or Black British
- 20% White British
- 10% Mixed
- 38% SEND, 1.9% SA+
- 42% EAL
- 65% boys
- 63% Pupil Premium
- 7 CLA, 46 students classified as extremely vulnerable.
- Attendance is 95.75 and our PA is now 4.8.

Our intake is significantly below the national average and yet our students achieve broadly in line with national attainment at 5+A*-C including English and maths. We exceed national rates of progress in English and maths.

Staffing: 8 NQTs, 3 Schools Direct, 8 supply for long term absence or vacancies.

We are a happy, aspirant, safe and hardworking Academy. We are relentless in our drive to provide the best outcomes and opportunities for our students, who deserve nothing less.

Achievement	
Good (2)	Evidence
<p>Evidence</p> <p>Achievement of pupils is good; despite low KS2 baseline data students make excellent progress and attain well in both English and Maths. <i>Our RoL contains some inaccuracies which are being addressed</i> though most of the data is in line with the schools own analysis.</p> <ul style="list-style-type: none"> • 62% of pupils achieved both English and Maths A*-C in 2014 (* awaiting remarks) • Pupils make good progress in line with national averages: in 2014 67% made at least 3 levels progress in English and 72% in Maths • Science is now more in line with English results at 63% A*-C 2014 from 48% 2013. Targeted underperforming foundations subjects have all made significant improvement, e.g. Art 4.8% 2013 to 77% 2014. • Attainment, progress and value added in Maths has been outstanding for the last 4 year. Even with a significant drop in English results, they are still above national average for A*-C at 65% vs 62%. • Improvements in student progress across KS3 compared to previous years is outstanding. The overall rates of progress for end of yr 9 2014 is 5.9 sub levels in English and 6.2 in maths. • The rates of progress in English over the this last year for year 7 in English are 2.5 sub levels and 2.2 sub levels for maths. • The impact of our Literacy catch up programme is extremely positive, for example, of the year 9 Literacy students (72) still on the programme, 83% have made 3+ sub level progression 2013-2014. • As a result of increased rigour and focus we have significantly closed the PP vs on PP gap from 15% to 7% as well as closing the WBRI gap. We must now reduce the gender gap, especially in English. • Students identified with disabilities or statements have a well-established trend of making strong progress and their attainment at the end of KS4 is above national average for similar groups. <p>Where underachievement persists we are tackling the root causes:</p> <ul style="list-style-type: none"> • The dip in the English results is being contested –see letter OCR. However, rigorous exam and question analysis is in place with an external consultant checking the SOL to ensure all weak aspects are being addressed. The planning of the writing and extended writing is the main area for improvement. • Targeted foundation subjects are still closely monitored by ARK consultants to ensure further progression in next year’s results. • Our support for developing middle leaders through strong line management, focused data tracking and CPD (NPQML programme) has supported HODs in tackling underachievement. • In current year 11, 92% of high achievers are on track in all subjects. • In our current Y11 cohort 90% are studying at least 8 GCSE’s compared to 69% in 2013 and just 43% in 2012; this reflects our determination to improve our best 8 results and ensure that all students leave Walworth Academy equipped for success post 16. • Extended writing is being increased and improved across all subjects with an emphasis on the boy’s writing. This is led by Val McGregor, Consultant/DFE. 	<p style="text-align: center;">Evidence</p> <p>See data file</p> <p>Pupil premium data sheet</p> <p>See Staffing for Success</p> <p>See CPD file and SLT / line Mgt minutes</p> <p>WBRI intervention plan</p>
<p>Key areas for development</p> <ul style="list-style-type: none"> • Improve writing attainment in English and consolidate improvements made in foundation subjects 	

<ul style="list-style-type: none"> • Increase the percentage of students achieving A and A* • Develop the use of talk to enable better quality writing. 	
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Teaching and learning		Evidence															
Good (2)																	
<p>Evidence</p> <p>March 2014: The quality of teaching across the Academy is usually good with some examples of outstanding teaching (particularly in English and Maths).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">% outstanding</th> <th style="width: 15%;">% secure good</th> <th style="width: 15%;">% less secure good 2C</th> <th style="width: 15%;">% RI</th> <th style="width: 15%;">% inadequate</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">14</td> <td style="text-align: center;">62</td> <td style="text-align: center;">15</td> <td style="text-align: center;">8</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>75% good or better is for known observations whereas unannounced observations is 72% good or better. Teaching has improved from December 53% good + (Dec 2012) to 75% Good+ , June 2014 - ARK Monitoring Visit – Miriam Rosen.</p> <p>‘In the very best lessons, teachers ask questions that are progressively more challenging to students’ thinking. They challenge students to think for themselves. In most lessons, questioning is used well to encourage students to extend and justify their answers’.</p> <ul style="list-style-type: none"> • English and Maths teaching is consistently good with many examples of outstanding practice • Pupils make good or better progress from their starting points and this is now better evidenced in the written outcomes from lessons • Teachers have high expectations for and positive relationships with students; they know students well and meet their needs accordingly. <p>We have achieved this improvement and continue to tackle under performance where it exists through:</p> <ul style="list-style-type: none"> • The development of our coaching model based on the leverage leadership observation and feedback model • The launch of our ‘good to great’ programme • Regular on-going subject specific support from ARK network leads for English, Maths, Science and inclusion • All INSET and staff meetings now have a teaching and learning focus • All teaching staff now have a timetabled CPD session where they co-plan and share best practice • Middle leadership development through the ARK/Future Leader NPQML programme • Appraisal and threshold progression is directly dependent on the quality and impact of each teacher’s performance. <p>Our own internal moderation of the quality of teaching and learning has moderated by the ARK monitoring visits (joint observations) and training for senior leaders from OFSTED inspectors.</p>		% outstanding	% secure good	% less secure good 2C	% RI	% inadequate	1	2	3	4	5	14	62	15	8	1	<p>Lesson ob records/ARK monitoring reports.</p> <p>CPD record 2013-14</p> <p>CPD and progression documents</p> <p>EXTERNAL consultant (OFSTED) feedback</p>
% outstanding	% secure good	% less secure good 2C	% RI	% inadequate													
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<p>Key areas for development</p> <ul style="list-style-type: none"> • Remove inconsistencies in departments, particularly MFL and embed greater consistency in new departments: science and maths. • In a minority of lessons students are still too dependent on teacher direction and need further opportunities to develop their independence and self-reliance; TALK is a teaching and learning priority for all teachers this year. • Although moderation shows that more homework is set at a higher standard we need greater consistency in how students record their homework and 																	

<p>ensuring that students respond to written feedback.</p> <ul style="list-style-type: none"> • Embed the practice and impact of the 6 new HODs. 	
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Behaviour and Safety	
Good (2)	Evidence
<p><u>Evidence</u></p> <p>We consider ourselves a family; expect the most from one another and support each other at all times. Behaviour at the Academy is good despite the serious challenges student experience in the local community (two fatal stabbings involving Walworth students in 2012). Our students' resilience is outstanding! Students regularly feedback that they feel valued, safe and supported at school (96% say they feel safe at school whilst the time they feel most unsafe is travelling to and from the academy); SLT and other dedicated staff have a visible presence at all times and our safeguarding systems are strong; our recent audit highlighted areas for improvement that have already been implemented, e.g, the increased opportunity and culture in which students feel confident to 'Tell Us'.</p> <p>'Pupils' behaviour continues to be very good... engagement in lessons is a strength... instances of misbehaviour are rare... behaviour around the academy is also very good, including in corridors, the playground and at lunch time. Transitions are smooth and take place without a waste of time. The academy is now placing more focus on pupils taking responsibility for managing their own behaviour.' ARK Monitoring Visit 2014</p> <p>Our focus this year on self-management has seen some significant improvements:</p> <ul style="list-style-type: none"> • The use of call out over the last term has seen a significant reduction • We have been able to reduce the number of internal inclusion units from two to one • Learning walks show a significant improvement in the % of students 'ready for learning' • Incidents of aggression and fighting have reduced considerably • Fixed term exclusions remain below national averages. • We have embedded our praise culture to reinforce our culture of high expectations • Attendance has significantly improved since the last inspection and is now in line or exceeding national expectations: 95.3% 2013- 2014, 5.4% PA. <p>We have achieved this through:</p> <ul style="list-style-type: none"> • Our strong pastoral leadership structure • The implementation of new behaviour for learning policy: a relentless focus on the right behaviours for better learning and students' self management • We have introduced Saturday detentions to support our drive to further reduce the number of fixed term exclusions • We have doubled our counselling provision (working with 'The Place to Be) to provide additional emotional support to our most vulnerable pupils • Regular monitoring and external monitoring by Ofsted trained consultants ensures our safeguarding practices are embedded. 	<p>Monitoring reports</p> <p>Student voice feedback</p> <p>Safeguarding report</p> <p>Behaviour / attendance file</p>
<p><u>Key areas for development</u></p> <ul style="list-style-type: none"> • To embed our focus on student 'self management' we have devised and launched a new behaviour for learning policy; we continue to develop the impact of this through staff cpd and evaluation from learning walks • We want to move from 87% 'ready for learning' to 100% we will achieve this by sustaining high expectations and continually improving student self management. • We are very aware of our gender imbalance and are particularly keen to address the needs of girls at risk of being drawn into gang activity 	

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| <ul style="list-style-type: none">• We are keen to further develop our assembly programme to reflect the wide range of cultures represented in our school• We are developing an accredited sixth form enrichment programme and would like to look at how we can further embed careers guidance and further and higher education advice further down in the school. | |
|---|--|

Leadership & Management	
Good (2)	Evidence
<p>Evidence</p> <p><i>“The new principal has made an excellent start. She has identified priorities for improvement and is moving at a good pace to bring about improvements where needed. She is focused on what matters most and is showing energy and determination as she builds on the good legacy left by the previous principal”.</i> (ARK monitoring visit March 2013). The new Principal was an NLE prior to starting at Walworth Academy with an outstanding track record of school improvement including two previous outstanding OFSTED judgements.</p> <p>Since her arrival the Principal has:</p> <ul style="list-style-type: none"> • Ensured a strategic focus on improving the quality of teaching and learning and a transformation in staff attitudes so that there is a genuine ‘open door’ policy now and staff are open and actively seeking further development opportunities • Led a transformation of provision post 16 • Implemented a new curriculum model ensuring all students have essential life currency when they leave Walworth and maximise their chances of securing 8+ GCSEs at B or above and led a significant move away from BTECs and securing GCSE qualifications. • Led a restructure of the senior leadership team; made a number of significant new appointments and personally led senior leadership training and development. • Ensured a consistent and robust approach to performance appraisal and restricted threshold progression where performance is lacking • Introduced a calendar of moderation and monitoring activity to check the academy’s progress against its own priorities and both celebrate success and tackle underachievement where it is identified. <p>Leaders at all levels model consistently good practice, are high profile and ensure that the vision for the academy is clearly articulated, shared and understood by all stake holders – they ‘walk the talk’.</p> <p>Pastoral leadership is a real strength of the academy and this is evidenced through the positive relationships between adults and students and their parents as well as the improving behaviour and attendance data and the outcomes for our most vulnerable pupils. Pastoral leadership has:</p> <ul style="list-style-type: none"> • Increased the regularity of parents evenings and set up a Parents representative group • Implemented our new behaviour for learning policy • Carefully tracked the progress and achievement of the small number of pupils who are educated off site – now only 5. • Developed excellent practices around how we work with our most vulnerable pupils and their families. <p>Subject leadership has improved significantly, although inconsistencies remain. Where subject leadership has improved this is the result of:</p> <ul style="list-style-type: none"> • Tighter performance appraisal processes coupled with a clearer focus on teaching and learning priorities and student outcomes • An increase in middle leadership accountability particularly around student outcomes; with half termly detailed review of data and on-going tracking; HOD produced 5 year curriculum overview and subject improvement plans • Middle leaders leading a review of all schemes of learning to ensure greater challenge and progress in lessons. • Middle leadership participation in the NPQML programme and on-going support from ARK central education team. <p>The governing body, a group of highly skilled and committed individuals provide very effective challenge and support to the school. They are tenacious in holding the Principal and other leaders to account, and ensure that performance and reward are closely aligned. The Chair of Governors working relationship with the new Principal is very strong, purposeful and focused on achieving outstanding teaching and learning.</p>	<p>ARK Monitoring visits</p> <p>ADP</p> <p>See sixth form SEF</p> <p>Curriculum model overview</p> <p>Performance appraisal overview</p> <p>monitoring calendar</p> <p>Revised Behaviour for Learning policy</p> <p>Vulnerable pupil case studies</p> <p>Performance appraisal overview</p> <p>HOD 5 year plans</p> <p>CPD record</p> <p>LGB minutes/Principals PM targets</p>

<p>The governing body ensures that resources are extremely well used for the benefit of students, including the high proportion eligible for the pupil premium. They review statutory policies and ensure that all requirements are met, including those relating to safety of students.</p>	
<p>Key areas for development</p> <ul style="list-style-type: none"> • Tackle inconsistency in subject leadership where it continues through individualised CPD and tight line management • Consolidate the new pastoral and SLT structure and increases the distribution of leadership and whole school accountability of the Assistant Principals. 	

<p align="center">The effectiveness of the sixth form Good (2)</p>	<p align="center">Evidence</p>
<p>Evidence</p> <p>Walworth 6th Form has had a radical overhaul and now provides an academic route for students with appropriate and high university currency. With a reduced course offer the progress of current year 12 and year 13 is significantly better than previous years.</p> <ul style="list-style-type: none"> • External Ofsted Consultant report recognises and praises the significant improvements in the 6th form provision. • Our entry criteria is appropriate to the 3 pathways and is adhered to. • Teaching in the 6th Form is at least good. • 2014 results:3 A levels including equivalences is 72% - an increase of over 6% on 2013. • Retention has greatly improved: 97% year 12 to 13 and 90% year 13. • AS A*-C increased by 5% to 30% , 2014. • The quality of the KS5 PSHE programme is of a high quality and sustains the explicit teaching of SMSC. • The enrichment programme is of a high quality and provides exceptional opportunities for our students. • 7 students from Walworth 6th Form won ARK bursaries in April 2014, (our highest number yet), with one bursary totalling for £30,000. • We are predicting 0 NEET. • 97 % have year 13 have secured university offers. 30% have secured offers from Russell Group and 1994 Group Universities – 2014. <p>The significant improvements have been achieved through:</p> <ul style="list-style-type: none"> • A change in the leadership and restructuring the team • Higher expectations of all students that is sustained, e.g., attendance in year 12 is over 95% compared to last year's year 12 equivalent of below 90%. • Earlier and greater preparation and planning for UCAS. • High quality and personalised transition programme. • Rigorous monitoring informing clear focused strategic planning. 	<p>6th Form SEF External Consultant Report</p> <p>ARK monitoring</p> <p>6th Form SEF</p>
<p>Key areas for development</p> <ul style="list-style-type: none"> • Begin preparation for Walworth 6th Form in year 9. • Increase the value added in A2 results 2015. • Implement the pilot Apprenticeship Internship programme as of September 2014. 	

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development Good (2)	Evidence
<p>Evidence</p> <p>Walworth family and our values are inherent to promoting SMSC. We are clear which aspects of SMSC are priorities for our students over the next 3 years, as a result of a very wide and broad consultation with all stakeholders.</p> <ul style="list-style-type: none"> • Each term we explicitly teach, re-enforce and celebrate one of our values • Our PSHE is delivered through our tutor programme and addresses the needs of our students as well as providing more time for self-reflection and planning. This is monitored each term by the Vice Principals. • Moments of reflection and consideration are inherent to our assemblies and particular events. • Our students' sense of kindness and giving is outstanding: they raised over £1400 to support the family of a student who was killed, over 1,000 cans of food were provided for local food banks. • Students manage conflict by talking and listening: incidents of aggression and fighting are very rare. • Students are caring and thoughtful of others and we explicitly promote these values, e.g., through 'Act of Kindness Week'. • Students are being exposed to a range of different contexts: university, leading and supporting community events, work experience, meeting and challenging politicians, regular and daily introduction to visitors in and around the academy. • Incidents of racism are minimal but firmly challenged. We still need to give a higher profile to significant cultural days and events. • Students demonstrate courtesy and kindness in their day to day interactions: 'Pupils are polite and welcoming to visitors' ARK 2014 • Deep Learning Weeks expose and deepen the students' experience of the arts and creativity with excellent outcomes. 	<p>PSHE programme</p> <p>Assembly rota / themes</p> <p>Behaviour File</p> <p>Year group event list</p> <p>DLW Programme and student feedback.</p>
<p>Key areas for development</p> <ul style="list-style-type: none"> • Continue to increase the profile and celebration of cultural and religious events. • Create and implement greater opportunity for students to debate political issues. 	