

# ACADEMY SEF SUMMARY

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FEBRUARY 2019

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WESTBRIDGE ACADEMY

## General Contextual Information for Westbridge Academy

Westbridge PRU became part of a Multi Academy Trust (Raedwald Trust) in May 2016 along with other AP Provision locally. From September 2018, the Headteacher for Westbridge Academy extended her role to additionally become the Headteacher of St Christopher's Academy and Montgomery Road Campus. This opportunity has enabled professional collaboration and supported good outcomes for all AP students within the Raedwald Trust.

Westbridge Academy continues to:

- deliver high quality learning experiences by empowering supportive, skilled and nurturing staff teams
- secure safe and energising learning environments
- develop focused partnerships and collaborations benefitting pupil outcomes.

Key Student Data Pupil numbers by cohort (PP / FSM / SEND / LAC / Gender)

	PP		FSM		EHCP		CIC		EM		EAL		Boys		Girls	
	Sep 18	Jan 19	Sep 18	Jan 19	Sep 18	Jan 19	Sep 18	Jan 19	Sep 18	Jan 19	Sep 18	Jan 19	Sep 18	Jan 19	Sep 18	Jan 19
Year 10	6	11	7	8	2	5	0	2	1	1	0	0	10	13	1	1
Year 11	11	13	5	6	0	0	3	3	1	1	0	0	12	13	4	4

Most groups make good progress within the Academy. Some students make more than good progress. Attainment data is strong when set against student starting points and national benchmarks (see exam analysis 2018)

Overall Effectiveness			Last revision date: February 2019			Author : Carey Fish		
Inadequate		Requires Improvement		Good		Outstanding		
Summary:		The Headteacher, Head of School and key staff manage the school well and are aware of the provision’s strengths and what needs to be developed. There is plenty of strong practice evident. Westbridge is a place of learning and there is a strong culture of learning permeating all areas of the academy. There is a broad and balanced curriculum, including English, Maths, Science, Art, ICT, Media, PE and fitness and PSHE. It also includes a range of AP, work experience and trips which enhance the opportunities available to students. Curriculum decisions are measured, and reviewed regularly reviewed to ensure high pupil impact. Classrooms are focused learning environments; baseline progress shows that all students make good progress. (External review June 18). End of year outcomes consistently above the national average for AP settings. (Exam Analysis Sept 18). Links with parents/carers are good. (Parent surveys/questionnaires)						
Progress with Previous Inspection Key Issues:		<b>Key Issues:</b> <div><div><div>1. Staff know what they need to do to improve teaching</div><div>2. Share best ways of marking students work so they know exactly how well they have done and what they need to do next (all subjects)</div><div>3. Give students more opportunities to practice reading skills in all subjects and all lessons</div></div><div><div>1. Regular lesson observations and feedback. Peer observation and work scrutiny. Across trust support to identify best practice.</div><div>2. Clear guidelines provided to all staff on progress trackers and student feedback. Consistent application of www, ebi across departments. Marking policy updated to ensure a consistent approach using colour coded dots to identify WAGs. Work Scrutiny focus Jan 19</div><div>3. Dyslexia literacy inset (first week in Feb) for all staff including use and meaning of command words across subjects. Development of library in common room. Focus on development of literacy displays in classrooms. Learning environment inset Jan 16th</div></div></div>						

Sub Criterion	HEG RATING Autumn 2018	RAG Rating	Brief Summary of major strengths and areas for development
<b>Effectiveness of Leadership and Management</b>		<b>Green</b>	<p>Leadership and Management is strong. The Headteacher is strong, inclusive and collaborative and staff feel valued (<i>staff questionnaire</i>). The Headteacher and Head of School are aware of where the school is and what needs to be developed. Strategic management of staff and timetable to improve outcomes (<i>RAP, Curriculum Group</i>). There is a strong programme of monitoring of teaching and learning in place. SLT have high expectations of teaching staff, and support and coach any teachers who are not meeting their standards. Regular observations are in place. SEO reports support this view. There is a strong and varied curriculum, including English, Maths, Science, Art, ICT, media, PE and fitness and PSHE. The curriculum also includes a range of alternative provision, work experience and trips. An impressive STEAM project has been undertaken which is currently being rolled out at another centre in the trust. Performance Data is presented to the LGB at meetings offering opportunity for support and challenge. Detailed information is kept on pupils with pupil premium, how the money is spent, on which interventions and strategies and the impact. (<i>PPG report/LGB minutes/website</i>). Head Teacher's report to LGB is accurate and transparent. (<i>LGB Minutes</i>)</p> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>• The LGB needs developing. The revised Trustwide accountability programme and altered Scheme of Delegation promotes transparent metrics and expectations for all Trust Academies. They need to do more curriculum visits. A dedicated governors clerk is in place from Sept '18 to support Governor development. The Clerk is commissioned to review governance processes across the Trust. LGB roles delegated. LGB Chair visits x 2 in autumn term, LGB member visit x 1 autumn term. 3 x new members have also visited autumn Term</li> <li>• Empower staff to take leadership on key development areas to support consistency and sharing of expertise across the trust. Through autumn term 2018, staff have led developments through the following activities: NPQSL project, STEAM, Science, Maths, Assessment, ASL Careers Leadership, DoE Leadership, RT ICT Strategy, RT Leadership and SLT IOA Management and Leadership programme (University and Bath)</li> <li>• Develop and upskill Teaching Assistants to promote student outcomes. Training: 1 x staff engaged in (Level 6CAIG). 1 x staff engaged in (Masters in counselling) ELSA</li> <li>• Ensure the website is compliant and developed by the Trust. Considerable progress has been made towards achieving this objective at an academy and Trust level.</li> </ul>
<b>Safeguarding</b>		<b>Effective</b>	<p>The SCR is compliant and has been moved from the academy based MIS to a Trust share point. The SCR is monitored by the Head teacher and LGB Chair as well as by the Trust Board safeguarding lead. Safer recruitment processes have been strengthened through centralised management; historic gaps in HR files have been risk assessed, adding a further level of scrutiny. The DSLs are well trained and experienced. Child protection procedures are strong: appropriate actions are taken and followed up and records are kept of all concerns / restraints, and kept securely. The school has excellent links with other agencies, including social care, and has a designated Student/Family Support Worker. All safeguarding training is up to date. The Headteacher and DDSL are trained to deliver generalist training. Staff are trained in physical intervention / de-escalation. E-Safety and Prevent training is delivered within the Trust (see training records). Risk assessments are in place for all students, trips and external providers. SLAs are in place for all alternative providers, clearly indicating role expectations between partners. Students feel safe and supported (evidence: Student questionnaire feedback &amp; External Review June 18). Our external safeguarding review (Dec 18) commented that "Safeguarding</p>

			<p>children is a primary concern at Westbridge and it is clear from all the policy and procedure that vulnerable students are protected and taught how to keep themselves safe”</p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Update the Safeguarding Policy to ensure site based practices are reflected in policy. Engage with newly developed Trust Safeguarding team to strengthen internal support and challenge. Safeguarding Policy updated to reflect site based practice Dec 18</li> <li>Review Risk assessments in preparation for transitioning processes to a trust wide system. H and S audit (Nov 2018) highlighted good quality of RA at Westbridge and Trust have adopted the Westbridge format.</li> <li>Plan for transition of student safeguarding referrals onto cloud based system (planned transition date of Sept 2019 across the Trust).</li> <li>Work with Trust Lead for external provision to secure trust wide QA metrics and published directory as part of safe curriculum expansion. Trust TPP policy and documentation developed along with QA of providers</li> </ul>
<b>Quality of Teaching, Learning and Assessment</b>		<b>Green</b>	<p>Teachers have high expectations and lessons show most students engaged and making progress (<i>SLT Monitoring/RAP meetings</i>). Use of interactive whiteboards add value to learning and engagement for students. Teachers challenge students to think deeply by using effective questioning. Very good and strong relationships are evident with all adults. Many displays in classrooms support the learning of students and focus on their literacy. Classrooms are good learning environments. Formal assessment takes place every half term. Book scrutiny shows clear progress being made, clear tracking of progress in all subjects, good literacy across subjects. Marking shows grades, www, ebi, students’ comments in most subjects. (<i>external review June 18</i>)</p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Some classrooms need to be further developed to support students’ learning (Learning Environment inset Jan 19 supports staff understanding of the links between learning and the environment)</li> <li>Occasionally pupils’ behaviour interferes with their progress. Teachers need to be more aware of this when it happens so they are able to make proactive decisions when planning learning</li> <li>Ensure marking and progress tracking is used effectively across all learning environments (ebi/www). (Work Scrutiny Jan 2019 provides increased opportunity for support and challenge)</li> </ul>
<b>Personal Development Behaviour and Welfare</b>		<b>Green</b>	<p>Staff are acutely aware of the effect of outside influences on the students and support them with this. They work closely with the local community and other agencies especially concerning gangs, knife crime and drugs. Students are well supported for their future. A strong transition programme ensures that all students have their next placement secured before they leave at the end of Year 11. A full broad and balanced timetable to be offered to all students. Strong EWO and student liaison to improve low attendance. Students share a positive attitude about their time at Westbridge and poor behavioural incidents remain very low (<i>School Pod</i>). Students show a marked improvement in behaviour during their time at Westbridge evidenced by their raised Behaviour Profile Scores (<i>School Pod</i>). Attendance procedures are strong and ensure students are safe. A weekly curriculum group meets to discuss every pupil’s offer. Everything is logged well on impressive spreadsheets and programmes are increased whenever possible. (<i>external review June 18</i>)</p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Improve attendance of persistent poor attendees. (regular follow up with home, meetings with other services, EWO)</li> <li>Develop further innovative pathways to ensure all pupils engage with an offer of full time provision (Curriculum Group updates, interventions, pupil focus; progress towards becoming a UNICEF Rights Respecting School – Jan 19)</li> <li>Develop the recording of student programmes using School Pod, to ensure clear and agile handover takes place</li> <li>Develop Thrive to ensure in the academy to further strengthen student progress in social and emotional development. Working with centres across the Trust (M Rd) to consider rollout (Feb 19)</li> </ul>

<b>Outcomes for pupils</b>		<b>Green</b>	Outcomes for students are strong, reflecting a culture of learning and focus on attainment 2017-18.	
			100% of our students achieved a GCSE (or equivalent) qualification	100% of our students achieved a GCSE in Mathematics
			90% of our students achieved 1+ GCSE A*-C or equivalent	100% Pass rate in GCSE Art with one student achieving a level 8
			86% of our students achieved 5+ GCSEs A*-G or equivalent	15 students achieved functional Skills level 2 in ICT
			43% of our students achieved GCSE Grade 4/C above and equivalent in English and Mathematics	20 students achieved the Preparation for Working Life Certificate
			Improved pass rates in English and Mathematics Functional skills	4 students achieved Arts Award Silver accreditation
			Expected progress from baseline (arrived in Year 10) 2 LOP English- 64%      Science- 67% Maths- 90%      Art- 100%	Expected progress from baseline (arrived in year 11) 1 LOP English- 100%      Science- 45% Maths- 91%      Art- 100%
			Year 11 Destinations (Summer 2018): * 16 students have places at SNC (9 on L1 courses, 5 on Level 2 courses, 1 on a Level 3 course and 1 on the AOL programme) * 1 student at Otley College on a Level 1 course * 1 student at Suffolk One * 2 students have apprenticeships (1 within the care sector and one with horses) * 1 student actively seeking employment but has been referred to Lapwing Post 16.	
			<b>Areas for Development</b> <ul style="list-style-type: none"> <li>All students to be entered for GCSE examinations in core subjects. Entries made Jan 19</li> <li>To review progress made from baseline in science (2 staff working collaboratively - recorded in AIP, Dept meetings, RAP meetings and assessment data).</li> <li>Review accreditation opportunities to maximise attainment for all students (EPQ offered to appropriate students from Sept 18)</li> </ul>	