
WESTBRIDGE ACADEMY SEF SUMMARY



DECEMBER 2019

WESTBRIDGE ACADEMY SCHOOL SELF EVALUATION 2019-2020

Updated: September 2019 [January 2020](#)

Context

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 / CIC / Gender)

	PP			FSM			EHCP			CIC			EM			EAL			Boys			Girls		
	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20	Sep 19	Jan 20	Jul 20
Year 10	4			1			1			0			0			0			7			1		
Year 11	12			8			7			2			3			1			18			5		

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 2019)

Progress against previous inspection

Areas to improve	Progress
<p>Ofsted March 2019 Action Points</p> <ol style="list-style-type: none"> attendance, is improved and increases, especially for those pupils who are persistent absentees. Attendance levels should more closely mirror expectations of all schools, enabling a greater impact on pupil's inclusion into positive society. the curriculum offer is further enhanced by increasing opportunities for developing healthy living skills and habits around non-smoking on school grounds, and in areas such as the preparation of food, so that pupils learn to work cooperatively in groups as well as individually. They develop a culture of sharing and learning good and better practice from other alternative provisions outside the Raedwald Trust and local area to further enhance your capacity to improve. 	<ol style="list-style-type: none"> The Academy is following the Raedwald Trusts Reintegration Policy on attendance. Increased number of EWO referrals to tackle persistent absentees. Family liaison worker has been contacting families offering extra support to families New PSHE curriculum. Two PSHE activity groups set up to look at healthy living and mental health. Real Life Skills programme offered in real world learning environment Real Life Skills project started, students co planning activities and collaborative working currently looking at fishing. School nurse drop ins targeting smoking cessation in November 2019 Headteacher visited Frances Barber school, (July 19) an alternative provision in London to look at best practice in July 2019
<p>School improvement priorities</p>	<p>Insert current school improvement priorities based against the following headlines:</p> <ul style="list-style-type: none"> • In line with new Ofsted framework, work on Quality of education to plan and implement a curriculum that's ambitious enabling a greater impact on pupil's inclusion into positive society • Improve attendance of students enabling a greater impact on pupil's inclusion into positive society • Increase opportunities for developing healthy living skills • Develop a culture of sharing and learning good and better practice from other alternative provision • Continue to improve on the effectiveness of teaching and learning to secure pupil outcomes

QUALITY OF EDUCATION – GOOD (Ofsted March 2019) New Ofsted Framework to be implemented over the course of academic year 2019-2020

Strengths

Intent:

- The flexible curriculum and personalised programmes on offer allow students to enjoy and experience success, which we celebrate. Students move on from Westbridge with a more positive outlook and are better equipped to tackle the challenges ahead. Ofsted March 2019 report ‘Pupils appreciate the nature of the alternative pathway you provide. They recognise the help they receive to become more self-confident and they begin to make steps to gain accredited qualifications in a range of core subjects.’
- The curriculum reflects the school’s context by addressing typical gaps in pupils’ knowledge and skills.
- Ambition for all pupils – to take courses at an appropriately demanding level to ensure they are prepared for their next steps in education, employment and training, and adult life

Implementation:

- March 2019 Ofsted report ‘With the support of the trust and the use of external reviews, you monitor the quality of teaching carefully, which links to your staff being involved in continuous professional development at many levels’
- Academy wide assessment policy ensures consistency across subject matters and progress trackers in all workbooks allow staff and students the opportunity to present feedback and evidence the learning journey. ILP progress trackers in subject books have been devised for September 2019. Half termly RAP meetings allow targeted interventions to be put into place to ensure assessment is monitored and appropriate actions taken in response.
- Ofsted March 2019 report ‘They were able to discuss their targets and next steps and show awareness of what they needed to improve their life chances. They were proud to show their work,’
- Annual reviews and monitoring of targets in ILP across subject areas and in termly student focus meetings

Impact:

The 2019 results highlighted attainment being in line for English, mathematics and art.

The progress made from students in English, maths and science exceeds that of mainstream students. In mainstream schools on average 70% of students achieve a LOP each year.

Subject GCSE/iGCSE	9 (A*)	8 (A*)	7 (A)	6 (B)	5 (C+)	4 (C)	3 (D)	2 (E)	1 (F/G)	U	X	Total Entries	A*-C/ 9-4	A*-G / 9-1
English IGCSE					5		5	3	2		1	17	29%	94%
English Lit							1					1	0%	100%
Mathematics					2	2	5	2	4		2	17	24%	88%
Biology							5	4	6		1	16	0%	94%
Art					2	1	1					4	75%	100%

GCSE and FS combined	Achieving Level 1/ 9- 1 or better	Achieving Level 2/ 4- 9
English	17/17 100%	9/17 53%
Mathematics	17/17 100%	12/17 71%

Subject	Functional Skills Level 2	Functional Skills Level 1	Entry Level 3	Entry Level 2	Entry Level 1
English	8*	7			
Mathematics	12*	5	1		
ICT	5				
PWL	4	10			
EPQ	1(Grade C)				

Destinations:

With the continued support of Westbridge staff and TRFs all Year 11 have been offered a placement baring one. Four students have been offered apprenticeships, seven at college, four training and one at work.

Good News Stories:

We continue to see a good set of results from English and Maths which included an entry for English Literature, a new accreditation for our centre. We also had a student achieve a Grade C in another new qualification – the EPQ.

<p>Actions from previous year:</p> <ul style="list-style-type: none"> Some classrooms need to be further developed to support students' learning (learning Environmental inset Jan 19) 	<p>Impact of actions:</p> <p>Classrooms all contain key vocabulary</p>
<ul style="list-style-type: none"> Ensure marking and progress tracking is used effectively across all learning environments (ebi/www). (Work Scrutiny Jan 2019) Half termly RAP meetings and process reviewed following governor work scrutiny – trackers to be updated for September 	<p>Consistency across subject areas</p>
<p>Areas for development</p>	<p>Establish curriculum intent and clear rationale for what is included and not included in the curriculum defining areas of study evidencing how curriculum will meet the needs of all learners.</p> <p>Ensure that curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> <p>Reading is prioritised to allow pupils to access the full curriculum offer and that pupils are able to read widely and often</p>
<p>Next steps</p>	<p>Work collaboratively with subject leads to establish curriculum intent and clear rationale for what is included and not included in the curriculum defining areas of study evidencing how curriculum will meet the needs of all learners.</p> <p>Establish curriculum intent across subject areas. Subject leads have developed curriculum intent statements informing delivery in line with the Ofsted framework</p> <p>Subject leads to devise long term and medium term plans in line with new Ofsted Guidance In place Dec 2020</p> <p>Devise Teaching and Learning policy site based annex to ensure coherent cross curricular approach to reading. AR and HOS/HT attending reading inset with LM throughout the year in order to devise and implement site based reading strategy</p>

BEHAVIOUR AND ATTITUDES - GOOD

<p>Strengths</p>	<ul style="list-style-type: none"> • Ofsted March 2019 report ‘Pupils face many challenges in their environment and want to improve. The behaviour of the pupils present at the time of the inspection was polite, relaxed, friendly and welcoming.’ • Exclusion data: fixed and permanent There have been 8 fixed exclusions (16.5 days in total) and no permanent exclusions at Westbridge Academy. • Bullying data There have been 63 bullying incidents at Westbridge Academy this academic year. • RPI data Westbridge Academy has dealt with 6 recorded physical interventions this academic year, of which 3 took place in March and 3 in April. • Discrimination data We have had 17 incidents of discriminatory behaviour this academic year at Westbridge Academy. • Attendance and punctuality data
	<p>Attendances Total: 53.88%</p> <p>Authorised Absences Total: 31.97%</p> <p>Unauthorised Absences Total: 14.15%</p> <p>Lateness Total: 07.30%</p> <ul style="list-style-type: none"> • Attitudes to learning In analysing our student behaviour profiles we note an increase in score which reflects an improvement in behaviour and engagement over time. This is also reflected in the end of school outcomes at shared above. All students left with qualifications and all but 2 students have post 16 options which they are currently engaging with. Student feedback reports ‘it is a lot easier to learn here’ Feb 19

<p>Actions from previous year:</p> <ul style="list-style-type: none"> • Improve attendance of persistent poor attendees. (regular follow up with home, meetings with other services, EWO) Timetable reviews weekly, transport followed up, MD MSW 	<p>Impact of actions:</p> <p>Improved attendance for persistent absentees MSW and MD</p>
<ul style="list-style-type: none"> • Develop further innovative pathways to ensure all pupils engage with an offer of full time provision (Curriculum Group updates, interventions, pupil focus) Curriculum group working with English and Science in July 2019 to look at new framework and areas for development. Heads to meet with Lauren Meadows re Curriculum in September 2019 to review and draw up an action plan in line with the new Ofsted framework 	<p>Improved attendance as innovative pathways found for more students</p>
<ul style="list-style-type: none"> • Develop the recording of student programmes using School Pod, to ensure clear and agile handover takes place Met with pedagogical need to talk about remedying bugs with ILP and ensure all staff are able to access new slips without losing work. Development needs to be carried out to enable publishing of these documents 	<p>Slips to be revisited to ensure slips can be edited by multiple users.</p>
<ul style="list-style-type: none"> • Occasionally pupils' behavior 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. Staff attended PRUSAP conference focus on measuring behavior for learning in one workshop. Ideas developed for monitoring in September 19. Thrive approach to be adopted in September 19 to tackle whole staff focus on challenging low level behavior. CF led approach looking at language and behavior with all staff. 	<p>Fewer incidents of behaviour data logged on School Pod in Summer term 2019</p>

<p>Areas for development</p>	<ul style="list-style-type: none"> • Attendance, is improved and increases, especially for those pupils who are persistent absentees. • Attendance levels should more closely mirror expectations of all schools, enabling a greater impact on pupil's inclusion into positive society.
<p>Next steps</p>	<ul style="list-style-type: none"> • Increased number of EWO referrals to tackle persistent absentees. Family liaison worker has been contacting families offering extra support to families • Develop relationship education through Thrive and ELSA to evidence supporting pupils to know and understand how to respect each other and adults. • Chaplain to develop pupil voice in collaboration with ELSA Pupil voice developed alongside rights respecting schools (Bronze Award achieved) and Trust wide pupil charter. Student attended successful first meeting in Nov 19

PERSONAL DEVELOPMENT – GOOD

Strengths

In February 2019 Westbridge Academy received bronze status for Rights Respecting Schools and we are now working towards a Silver award.

Social, Moral, Spiritual and Cultural Education is an important part of our teaching and themes are woven through the curriculum. Sessions include moral and ethical decision and discussion, and visits to local religious centres and fund raising activities are included in this area. Our aims for SMSC education are:

Education for Cultural Development:

- challenge racism and value race equality
- recognise and understand own cultural values
- give respect of other's beliefs and values
- willingness to participate in sporting, art and cultural activities
- appreciate cultural diversity
- understand British democratic systems and how history has shaped the present

Education for Moral Development:

- desire to explore own and others views
- respect own and others needs, interests and views
- ability to make responsible and reasoned decisions and judgements
- ability to think through own and others consequences of actions
- willingness to express own views on ethical issues and personal values

Education for Spiritual Development:

- respect for self and others
- an increased ability to reflect and learn from reflection
- an appreciate of beauty, love, truth, goodness, order and mystery
- an understanding of feelings and emotions and their likely impact
- a sense of empathy, concern and compassion

Education for Social Development:

- resolve conflict and work towards inclusion and unity
- work responsibly as a member of a group or team
- relate well to other people's social skills and personal qualities
- share views and opinions with others and work towards agreement
- able to cope with a range of social contexts by appropriate and sensitive behaviours

Fundamental British Values

As part of the SMSC work, and through other subjects, we are required to teach our pupils about the four fundamental British Values which are: Individual liberty, Rule of law, Democracy and Mutual Respect and the Tolerance of those with different Faiths and Beliefs

- PSHE continues to be a strong department and best practice is shared across the trust. This year we joined the PSHE association as a member and two members of staff attended the annual PSHE conference gaining valuable knowledge to bring back to the Academy.
- We make sure all students have an equal access to opportunities and our Equality Objectives are published on our website.
- Following the recent government guidance, we have audited our provision for the ways we are currently delivering character education. Opportunities for students to develop skills in these areas are built into the design and implementation of their personalised curriculum monitored through the weekly Curriculum group meetings between leaders at the Academy.
- Pupils health and well being is monitored in daily debrief and will be monitored using Thrive from September. Targeted interventions can be provided through ELSA and the Academy maintains strong links with Health and the Suffolk Wellbeing Hub where any concerns can be raised.
- Student council 6 times a year to discuss school priorities. Student voice is feedback at assembly and in lessons helping to

<p>Actions from previous year:</p> <p>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)</p>	<p>Impact of actions:</p> <p>Rollout to be actioned in September 2019</p>
<p>Areas for development</p>	<ul style="list-style-type: none"> • Increase opportunities for developing healthy living skills • Monitor and track emotional wellbeing (Thrive)
<p>Next steps</p>	<ul style="list-style-type: none"> • Roll out Thrive • Follow action points on PSHE curriculum plan regarding SRE and SMSC (Engagement of Chaplaincy service/ PCSO across Trust to support emotional Health and well-being, to embed through Health education strand to include Accredited First Aid Education opportunities for all students. To have Trust SOW for all centres at KS2/3/4, Evidence of progress with inter/intra-personal skill development, Pastoral (inc. DSL/DDSL) SLT/PSHE Planned time for collaboration required between each of these stakeholders. Ofsted and PSHE Association highly recommend that the following link closely to fully meet the needs of students (to gain 'outstanding' schools should demonstrate this link) Lessons included across all cohorts. SLT accountable for PSHE, SRE and Health education ongoing plans to meet diverse needs of students across centres. Delivery of PSHE Education/ RSE plan (Look at briefing notes available on PSHE/DfE website) Update PSHE education policy/ RSE policy. Implement question box for all learners, check relevant curriculum content across W/PS/LC check relevant to key stage, cognitive capacity, prior need, factors to harness interest, Development of pastoral role with tutors/ community group leads. PSHE delivering 2020 changes this academic year as part of a pilot project • Deliver the Pupil Charter for all learners in our organisation, offering opportunity for student leadership, character education and challenge. Pupil Charter introduced Nov 19 with one student attending Trust wide launch meeting in November 19

LEADERSHIP AND MANAGEMENT – GOOD

Strengths

- In March 2019 Ofsted report Safeguarding was deemed to be effective. Westbridge Academy is part of the Raedwald Trust Safeguarding Group which meets regularly to monitor across sites and share best practice.
- In October 2018 Westbridge passed an external Health and Safety audit and we currently finalising actions from an action plan drawn up in response
- Ofsted March 2019 report 'Trustees, including the chief executive officer and local governors, monitor the work of the school and are pro-active in challenging, yet supporting, your work. They are fully aware of the challenges facing the school, and its pupils, but also helpful in finding solutions and working with you to improve the school further.'
- Across trust working parties have ensured that trust policies are compliant and up to date
- The Academy works collaboratively to devise an annual Improvement plan that feeds into individual subject improvement plans making sure there is joined up working on school improvement priorities
- Plans for an improved CPD programme are in place for September
- The Raedwald Trust has an online support service and a counselling service available to staff
- Our family support worker works hard to engage families and signpost support in the community. We work closely with our local community including groups such as, CYM, South Street Studios, the police.

<p>Actions from previous year:</p> <ul style="list-style-type: none"> The LGB needs developing. The revised Trust wide 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. AS visit x 2, JT x 1. 3 x new members have visited Autumn Term AS and JT visited in June to look at work scrutiny and offered actions for development. Jo Flack and Simon Scott from CYM joined the LGB in February 2019. Trust is looking at ways to extend the roll of the LGB, partnering with other Trust schools in order to share expertise 	<p>Impact of actions:</p> <ul style="list-style-type: none"> LGB meetings better attended LGB members regularly visiting site and monitoring procedures
<ul style="list-style-type: none"> Empower staff to take leadership on key development areas to support consistency and sharing of expertise across the trust. NPQSL, STEAM, Science, Math's, Assessment, ASL Careers Leadership, DoE Leadership, RT ICT Strategy, RT Leadership and SLT IOA Management and Leadership programme (University and Bath) Safeguarding training for CF and NH, Thrive licenses reviewed for CF and NA, EL Autism training, , AE presenting to leadership team on changes to the PSHE curriculum. AE mentoring TM to develop planned activities to develop character education in line with new Ofsted framework. CO observed maths specialist primary teaching at a local primary school, DE continuing IAG level 4 trtsining 	<ul style="list-style-type: none"> Strong links with other trust schools ensuring more consistency in teaching of mathematics and science across site Delegated leadership beginning to become practice at Westbridge

<ul style="list-style-type: none"> Develop and upskill Teaching Assistants to promote student outcomes. Training: JW (Level 6CAIG)/LJ (Masters in counselling) ELSA LJ ELSA refresher 	<ul style="list-style-type: none"> High quality transition programme in place and all school leavers have a plan for the next stages ELSA programme has grown. LJ able to mentor Tm in devising an induction activity programme
<ul style="list-style-type: none"> Ensure the website is compliant and developed by the Trust. Progress made/ongoing 	<ul style="list-style-type: none"> Target met
<ul style="list-style-type: none"> 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 Fe introduced spreadsheet to safeguard tracking, rolled out in centre in May 2019. 	<ul style="list-style-type: none"> Safeguarding good practice in line across the trust
<ul style="list-style-type: none"> 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. Current system in place and uploaded as a file on BW 	<ul style="list-style-type: none"> Still in development
<ul style="list-style-type: none"> Plan for transition of student safeguarding referrals onto cloud based system (aiming for Sept 2019 across the Trust). 	<ul style="list-style-type: none"> Target met

<p>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 Completed, looking now at new Ofsted framework for September</p>	<ul style="list-style-type: none"> • Clear plan for all students attending TPP and monitoring arrangements in place
<p>Areas for development</p>	<ul style="list-style-type: none"> • Develop a culture of sharing and learning good and better practice from other alternative provision • Further develop opportunities for collaborative leadership within the Academy • Trust leadership team to attend regular meetings to share best practice.
<p>Next steps</p>	<ul style="list-style-type: none"> • Write AIP involving whole school community - AIP shared with staff September 2019 • Ensure CPD impact AIP Reading and SEN CPD in line with AIP action points • Develop new SEN lead to ensure she has the training and resources to ensure success of interventions for pupils with SEN SEN lead additional training in September, October and November with extra support from Pedagogical Lead on a Wednesday afternoon • SLT / MLT to visit other AP to look at best practice

OVERALL EFFECTIVENESS – GOOD

Strengths	Ofsted March 2019 report ‘You are fully aware of the strengths of the school and the areas for improvement. The current staff recognise the support and recognise how much the school has improved since the last inspection. One hundred per cent of staff who completed the Ofsted online survey are proud to be a member of staff at this school. They fully understand the values and purpose of the provision and are able to articulate this.’	
<p>Actions from previous year:</p> <p>1. Staff know what they need to do to improve teaching. Regular lesson observations and feedback. Peer observation and work scrutiny. Across trust support to identify best practice.</p>	<p>Impact of actions:</p> <p>Academic progress on track throughout academic year. Collegiate teamworking</p>	
<p>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) 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 Work Scrutiny June 2019 shared with governors, feedback developed for September 2019 incorporating ILP targets</p>	<p>Students understand the steps they need to take to improve grade across subject areas</p>	
<p>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</p>	<p>Learning environments better equipped to tackle literacy across the curriculum</p>	
<p>4. Give students more opportunities to practice reading skills in all subjects and all lessons</p>	<p>LUCID scores will show improvement in reading ages</p>	

Areas for development	Ensure Quality of Education and Safeguarding judgements are at least Good Ensure compliance with new Ofsted Framework
Next steps	<ul style="list-style-type: none"> • Leaders to Monitor Westbridge Academy SEF checklist and action Checklist monitored half termly and rag rated • Work with Lauren Meadows to devise effective and Ofsted compliant curriculum design • Reading opportunities to be facilitated by the entire team in subject areas and social times (AJ to monitor) AR attending reading inset. Compiled an audit of staff skills to devise a training plan moving forward to target staff weaknesses. • Staff meetings and debriefs to carefully consider the complexity of student situations and be very aware of the changing needs of the cohort adapting curriculum programmes and social interactions accordingly. • Continue contextual safeguarding practice through positive links with other agencies working in the community.

EVIDENCE TO SUPPORT SUMMARY EVALUATION	
Ofsted inspection report:	https://www.raedwaldtrust.com/westbridge-academy/wp-content/uploads/sites/9/2019/04/Westbridge-Academy-Ofsted-Mar-2019.pdf March 2019
Quality of education:	Exam Analysis, AIP, Subject Development plans, Work scrutiny documents, Lesson observation docs, RAP meeting minutes, assessment policy, reading assessment data, student focus files, ILPS, EHCP plans

Behaviour and attitudes:	Monitoring of Curriculum Offer spreadsheet safeguarding policies, reduced timetable policy Attendance spreadsheet weekly School Pod attendance reports for individuals, attendance reports over time, ILPS EHCS
Personal development:	PSHE curriculum review AIP
Leadership and management:	CPD docs Leadership Training – Everyday leaders AIP SEF Ofsted
Overall effectiveness:	Previous SEF, Ofsted report, AIP