



SCHOOL SELF-EVALUATION FORM

ACADEMY	Corby Business Academy		
PRINCIPAL	Janina Taylor	UPDATED	November 2017

SECTION1: INTRODUCTION

School Context

- Corby Business Academy opened in September 2008 and is part of the Brooke Weston Trust
- Large co-educational independent school with 1115 students. There are currently 544 boys and 571 girls on roll.
- FSM 11.6%
- 75 place Designated Specialist provision catering for students with multiple and complex learning difficulties, ASD and Moderate Learning Difficulties with complex additional need.
- Attainment on entry remains below national averages evidenced by KS2 SATs scores.
- The number of students with SEN statements or EHC Plans is 7% with 7% of students having SEN K code.
- 16% of students are identified as having English as an additional language and 14.1% of students are from minority ethnic groups.
- The high percentage of SEN students and the ability profile of the students (remaining significantly below in all year groups) has created significant challenges to overall attainment of students at the end of Key stage 4.
- The schools NEET figures have reduced rapidly over the last 4 years from 12% to a current figure of 0%
- We have a higher than average number of CLA, with 15 CLA currently on roll.
- The percentage of students entitled to Pupil Premium is 29%
- The Academy is in partnership with the other Corby secondary schools and as a result occasionally accepts managed move students onto roll where there is space in a year group. The Academy has also accepted 6 students as in year admissions from the Local Authority through the Fair Access Protocol. Over the last academic year the Academy had 50 in year admissions.
- Demand for the sixth form is high and admissions numbers increased this year to 76, with the Academy retaining the majority of most able students from GCSE.
- As of September 2017 the Academy has nine NQTS, who are supported by Brooke Weston Teaching School Alliance NQT training, Academy based training and in school mentoring. We also have one overseas trained staff and eight staff pursuing school based routes to QTS including Teach First. All these staff are supported within departments and by our NQT and ITT coordinator. Each year we take a number of students on ITT placement at the Academy as part of the School Direct initiative and via our partnership with the University of Leicester.
- A small number of HLTA's are used to deliver lessons, however these staff are closely supported by specialists within the separate faculties.
- 2015-2016 teaching absence was 4.8% 2016-2017 this decreased to 3.73%. During 2016-17 25 staff left, 11 UPS, 11 Main scale & 3 SLT. Three of these at teaching staff level were due to promotion. The SLT leavers were a result of a redistribution of responsibilities as part of a full SLT restructure in 2017.
- The Academy employs 2 cover supervisors to avoid using external agencies to cover day to day staff illness

absence. The Academy has a range of staff experience and ensures clear career stage expectations are understood by staff at all levels, informing a robust performance management process. The Academy also has a robust set of staffing policies to support effective staffing and ensure performance (including attendance) meets the Academy expectations.

- In order to further support English and Mathematics we have an additional teacher in each faculty to facilitate smaller group sizes with yr11 classes.
- The pastoral staffing structure has a Director of Learning assigned to each year group, ensuring a focus on student progress alongside behaviour. In addition there is a dedicated Well-being team which comprises a Student Support Officer, Attendance Welfare Officer and a Learning Mentor. The team works under the direction of the Vice Principal for Behaviour and Safety and has input from the Vice Principal for Inclusion to ensure that the needs of all students are addressed. This team has been successful in supporting the social, emotional needs of a large number of students and prevented these needs being a barrier to learning.
- SLT consists of an Associate Principal who has been in post since June 2017, along with 4 Vice Principals one of which was appointed in October 2017; starting in January 2018 an additional Vice Principal and a Senior Vice Principal will be in post having also been appointed in October 2017.

SECTION 2: AREAS FOR WHOLE SCHOOL DEVELOPMENT

(Refer to the School Improvement plan 2017-18)

Objective 1: Effectiveness of leadership and management

- Ensure that the Academy Vision and values are clear and understood by all stakeholders
- Raise expectations of leadership
- Ensure leadership at all levels are cognisant of the responsibilities and expectations
- Clear accountability measures and processes and in place, adhered to and raise outcomes

Objective 2: Quality of teaching, learning and assessment. One key T&L focus of targeted differentiation in order to:

- Raise expectations
- Ensure teaching matches the needs of students of all ability levels
- Academically challenge all students
- Ensure quality student response to feedback

Objective 3: Personal development & Welfare

- Students know 'How to be a successful learner', can demonstrate these skills and reflect on their performance
- Students take pride in their work

Objective 4: Behaviour & Safety

- Ensure the Academy Behaviour & Safety Policy is implemented consistently
- Staff challenge the use of derogatory or abusive language
- Attendance
- Safety on the buses
- Praise & rewards

Objective 5: Outcomes for students

- Progress in under-performing subjects
- HAPs
- Progress evident in lessons and books

Objective 6: 16-19 study programmes

- 6th Form leadership
- Consistency in teaching and learning
- Quality of feedback

SECTION 3: PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

Section 5 Ofsted Inspection November 2016:

Improve leadership by:

- developing the accuracy of senior leaders' self-evaluation of the strengths and weaknesses of the school, so they can take informed action to improve the school, including the sixth form
- using information from monitoring activities to hold staff to account more closely
- ensuring there is greater consistency in the impact of teachers' guidance and feedback to pupils, in line with the whole-school policy.

There is a detailed Post-Ofsted Action Plan for 2016-17 which evaluates the impact. Actions for 2017-18 are included in the School Improvement Plan for the year.

Actions undertaken:

30 Day CPD programme for senior leadership delivered by external consultant and linked to NAHT leadership competencies that focussed on:-

1. Change management
2. Effective communication
3. Evaluating impact

Impact:

Which has led to effective implementation of development priorities with targets met and improvement (as identified in the post-Ofsted action plan) evidenced

Actions undertaken:

SLT members are continuing to work with the external consultant this academic year to embed the work done and lead to sustained improvement. In addition, Leadership development work 2017-18 is focussed to include not only SLT but MLT, with all leaders in the academy completing a 12 month leadership CPD and coaching programme facilitated by an external provider and the Trust Teaching School Alliance.

Impact:

The School Improvement Plan (SIP) 2017-18 is focussed on the development of leadership with targets and points of QA identified. All SLT are cognisant of the SIP and their role in the QA of specific aspects and as a whole.

The T&L QA cycle has been refined and is clearly focussed ensuring that all members of the SLT are involved in the process.

SLT line manage middle leaders who they meet with fortnightly where they monitor and QA each faculty. Each Director of Subject is currently in the process of completing a Subject Improvement Plan which mirrors the priorities of the SIP and has a member of SLT as part of the QA team. As such, all leaders at every level are cognisant of the strengths and areas of development and have clear action plans and QA cycles in place.

Improve the quality of teaching, learning and assessment by ensuring that:

- work is matched to pupils' abilities more closely
- the most able pupils are sufficiently challenged.

Actions undertaken:

T&L QA process shared with all staff and QA windows via Year Planner during January Training Day 2017. During 2016-17 the following were developed:

- Lesson recipe developed
- Lesson recipe delivered to staff
- New template for QA recording

Impact:

This has led to basic expectations being raised as evidenced by the monitoring work conducted by NAHT ASPIRE September 2017, where it has been demonstrated that staff are using the Recap-Learning-Check; with Learning Focus present across 100% of lessons.

All staff use dialogue marking (or next steps / closing the gap comments – depending on stage of development) as typical practice Evidenced through book scrutiny. Students respond to Close the Gap comments and deepen understanding and knowledge; progress made. Evidenced through book scrutiny / QA process. Subject teams and Year teams meet to identify the barriers to progress and agree pedagogical approaches to address need. Expectation re-enforced re dialogue marking through focus CPS sessions. Training in place for dialogue marking for new staff.

Actions:

For 2017-18 one key focus of targeted differentiation has been identified to ensure that all staff are personalising learning and challenging all students.

Impact:

The QA cycle has been further improved to include 'Teacher on a page' and clearly signposting specific points for QA from middle leaders to feedback to SLT. In addition, all Subject Improvement Plans contain a specific focus on the T&L skills development for the individual subjects linked to student outcomes.

There is a core CPD programme focussed on the areas for development in T&L, with additional CPD for staff at particular stages in their careers and also for new staff. As a result all staff have a clear idea of classroom expectations and teaching strategies.

Improve the rates of progress in all subjects, including in the sixth form, so that pupils' progress is at least in line with national averages.

Actions undertaken:

Mid-year review of performance management targets 2016-17 amended to ensure focus on closing the attainment difference between disadvantaged students and All; closing the attainment gaps of other groups: boys; HAPs and MAPs. Whole school attainment to exceed FFT 50 (principals PM targets). The current PM targets have been refined even further at 100% FFT20 with an aspirational target of 20% of these students achieving FFT5. All staff are clear of the expectations and the groups within their classes. Tracking is in place and being further refined to follow the PiXL principles of tracking and data analysis at classroom, subject and whole school level. (See sections 8 & 9)

Improve pupil behaviour so that it is consistently good in all areas of the school.

Actions undertaken:

Through assemblies and the tutor time programme vision and values reviewed, clarified and strengthened. 2016-17: Y7 morning meetings. Content to promote expectations using social stories, numeracy, literacy and current affairs. T3 training day focus on values and expectations.

Back to Basics re-launch in June 2017 with staff, parents and students resulted in a reduction in negative Progresso points entered. September training day 2017 focussed on expectations and procedures and was supported by eternal

training from PIVOTAL which resulted in buy in from all staff – both teaching and non-teaching. Expectations are clear and routines established.

Whole academy goals are clearly articulated for different roles and reflected in PM targets, School Improvement Plan and Subject Improvement Plans.

Improve pupils' attendance so that it is at least in line with the national average.

Actions taken:

Fortnightly meetings with Martine Boyd (EWO) – attendance concerns identified and actioned through deployment of well-being team and coordination by them of external agencies / signposting EHA.

Weekly attendance meetings held with the Associate Principal and VP behaviour and Safety to ensure that attendance issues are raised and discussed, and that the attendance figure and PA figure are analysed and interventions put in place for individuals.

Weekly monitoring of attendance and sharing with form tutors.

100% attendees are recognised and praised.

Rewards are currently being explored to recognise improvements in attendance on a weekly basis.

Training for the attendance team was delivered by M Boyd: how to use Progresso to build student chronologies for attendance interventions; will provide stronger evidence base for fixed term penalty notices

Standard letters to parents re attendance and underlying medical issues were produced and are now regularly used

In addition impact as evidenced in Section 8 Inspection June 2017:

“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection.”

Further areas of development:

In order to become a good school.

- ensure that pupils feel safe, and are safe, on their bus journeys to and from school
- provide consistently high-quality teaching in science to ensure that pupils who have fallen behind are able to catch up
- raise teachers' expectations of pupils' presentation of their work.

SECTION 4: Overall effectiveness

Grade: (3+)

Overall effectiveness is (3+) because:

- Curriculum and enrichment are strengths (see Section 5)
- Leadership of SEN, Unit and core subjects is a strength (see LA Monitoring Report)
- Strong teaching in core subjects (see Section 6)
- Outcomes for core subjects and Music are a strength (see Section 8)
- Overall Progress 8 is broadly in line with national -0.07 (see Section 8)
- Well Being and Safeguarding are strengths (See Section 7)

- Outcomes of key groups are well below national: disadvantaged, boys (see Section 8)
- Outcomes for EBacc subjects, and some open options are well below national (see Section 8)
- Quality of Teaching, Learning and Assessment is now consistent across most classes (see Section 7)
- Outcomes for Sixth Form are below national (see Section 9)

- Response to low level disruption is not consistent
- Attendance is below the target of 96% currently at 95.7%
- Persistent absence figure is in line national figure

SECTION 5: Effectiveness of leadership & Management

Grade: (3+)

Leadership & Management is (3+) because:

Section 8 Inspection Report June 2017:

Senior leaders' evaluations of the school's effectiveness are accurate and reflect the work that needs to be done in order for the school to be good by the time of its next section 5 inspection. The improvement plan, driven by the executive principal, sets out clearly the actions that are needed, and pulls no punches in identifying where the changes that have been introduced have not made enough difference. These documents are also available on the school's website so that parents can see the progress that is being made.

The curriculum and enrichment opportunities are strengths. Leadership of English, maths and science is strong and new appointments in the leadership of MFL and business are also strong. In addition, there have been significant improvements in the attainment of photography and media.

The outcomes of key groups (Disadvantaged, boys, HAPs) and some subject areas (EBacc in particular) are below National – leaders have a clear idea of what needs to be done. The School Improvement Plan and Faculty Improvement Plans reflect the priorities. Regular subject analysis meetings are in place for 2017-18. Leaders fully understand the data and measures that schools are judged against so that key areas of challenge are identified and addressed. The SIP states the key priorities; clear success criteria in place so that impact can be measured. The Performance Management targets for all teaching staff reflect the Academy's key priorities: attainment of disadvantaged students; focussed CPD so all staff can plan for progress and ensure appropriate challenge for all. The objectives clearly define the minimum expectation of attainment for all students and groups with additional aspirational targets. Strong Leadership of Unit Provision results in good student progress (see LA Monitoring Report) School presents data including and excluding Unit Provision.

87.4% of Teaching does not require further coaching or CPD resulting in most students engaging with their learning. Where improvement is required programmes are in place to address this variance in practice. (6 week support plans, CPD register) During 2016-17 staff on support plans were more robustly held to account; one member of staff left, another moved to a second support plan (5.15 BWT Trust PM) Two other staff had plans extended because although classroom teaching improved marking lacked impact.

Learning Walks evidence an increased consistency in lesson expectations in terms of quality teaching (see learning walk evidence file) However an increase in Supply following Easter offered some threats to this stability. Since September 2017 there has been a significant reduction in the number of supply teachers, for example the science department is now fully staffed, leading to more stability and consistency. As part of the QA cycle all staff are currently being observed and those requiring a support plan will be placed on one immediately.

A 3 year KS4 results in greater student engagement during Year 9 and allows for flexibility in the delivery of courses. The curriculum engages and motivates students, providing opportunities outside the traditional subject choices. Students are positive about the opportunities they are given and understand the curriculum is driven by their requests. Over 90% of students get their first choices resulting in greater engagement. Qualifications on offer at KS4 ensure compliance with the Progress 8 and Attainment 8 measures and provide the opportunity where appropriate for students to gain the EBACC suite of qualifications, although this is an area that needs further managed growth.

The Well Being Team provided a tutor programme delivered to all Y7 students regarding e-safety so that students are safer. However an area for development is that the curriculum does not yet fully embed 'safety' or 'healthy relationships'. See Behaviour and safety comments.

The Senior leadership team have a good understanding of their areas of responsibility so that they can identify and lead on key issues. The knowledge and understanding of the new measures that schools are judged against are

embedded. Directors of Subject are able to give a detailed analysis of the strengths and weaknesses of their departments and have a detailed understanding of data which informs interventions both in and out of the classroom. Subject Improvement Plans are designed to focus on the key underperforming groups and are linked to the School Improvement Plan.

The culture and ethos of the academy has been shared with all stakeholders by the Associate Principal and is regularly re-visited through assemblies, presentations to parents and twitter #notafraidtofly. Most staff understand and support the ambition of the Academy leaders and governors so that most students have aspiration and accept challenge. This has also been evidenced in the Behaviour Health Check carried out by external consultants PIVOTAL who cited *'The introduction of an holistic approach which involves all stakeholders I beginning to have effect. Students were able to talk about the #notafraidtofly and what this meant for them' July 2017.* Staff show a professional attitude to all areas of Academy life that is reflected in the vast majority of students' attitudes and behaviour. (student Questionnaires) The Academy actively promotes a "see it, sort it" approach so that all know it is everyone's responsibility to promote conduct for learning however there are inconsistencies in the application of "see it, sort it". In addition, the staff regularly revisit the 4 key words of Ambition, Commitment, Courtesy and Courage.

'Friends of CBA', the parent focus forum has been recently re-launched in order to foster home school partnership. The inaugural meeting had an increase of 21 parents compare to last academic year. Parents have also signed up to be part of a specific focus group linked to the priorities in the SIP. This has begun to foster more positive relationships between the academy and home.

Governors support and challenge the Academy performance data. (See Gov Minutes). The regularity of Governor Meetings has increased. They take an active role in the financial management of the Academy and challenge the deployment of resources to ensure best value for money. Governors are developing links to their assigned faculty responsibility areas and are gaining an in depth understanding of the day to day challenges facing the Academy (See Gov Day evaluation RUHU July 2016 and July 2017). In addition, Governors have been linked to specific areas of the SIP 2017-18 in order to support the monitoring of implementation and to enable appropriate challenge of these areas.

September 2017 the operational school day was changed to better meet the learning needs of all students. The Academy runs four 85 minute sessions with an additional session (session 5) running from 3.30pm through to 5.00 p.m. There is 1 assembly a week for each year group; on the other days students meet with their tutor where the tutor programme is delivered and students meet individually to discuss targets, attendance and other well-being issues. There is a faculty based tutor model so that teams can support the students during key times of the year e.g. Y7 Transition, Y8 Options. Where possible, subjects are taught within faculty, thus reducing the movement of students around the building throughout the day.

Corby Business Academy has a specialism in Business and Enterprise. The impact of the specialism to date has been the establishment of strong links with the business community, curriculum innovation to introduce enterprise learning from Year 7 and the organisation of the school day to a model which promotes modern working practices. This has had a positive impact on behaviour, attendance and attitudes to learning The focus on business and enterprise is also reflected in the composition of the governing body which includes local and international business leaders.

The Academy runs a two year Key Stage 3 and a 3 year Key Stage 4 in response to the changing requirements of the current years 8 and 9. The Academy runs both vocational and GCSE courses with a significant increase in the last three years in the number of GCSE subjects on offer.

Curriculum pathways are flexible for all learners. When students take their options at the end of Y8 they have to choose one subject from the EBACC group and then they have a free choice of options subjects thus ensuring equal access to all courses but enabling, where appropriate, that the EBACC subjects are on offer. Whilst taking their options students are supported with their choices with parents engaged at all stages.

Careers education and guidance including information on destinations of students is co-ordinated by Timely Advice (independent careers consultancy firm). Further support is accessed through Horizons e.g. keeping up to date meetings and work experience Health and Safety compliance. Careers education is delivered through the tutor time programme to all year groups at varying times throughout the year. Business links have been developed over the last academic year that have supported curriculum delivery and supported students in developing work related skills. There is also now a governor link that supports these external relationships, and works closely with the Vice Principal in charge of CEIAG.

Strategies for closing the gap / personalising learning are developed through the teaching and learning group. Potential gaps in attainment are identified following each data collection (4 times per year) and the report data to parents (3 times a year) and strategies implemented through directors of subject. Directors of Learning use baseline

data to facilitate the measuring the impact of this intervention. Since academic progress may not be measurable in a short period, progress will be monitored cumulatively with each data point. They will also analyse the data to identify any students significantly underperforming across arrange of subjects, liaising with directors of subject and parents to address any additional needs. There is a dedicated senior leader responsible for data to oversee the data analysis in the Academy.

The Academy is establishing strong subject enrichment as Directors of Subject have been charged with enhancing a love of learning and engagement by offering trips linked to the curriculum or indeed not covered by the curriculum. Students will have access to at least one trip a year. An Enrichment Day will continue to run at the end of the year where the focus is more on reward and an opportunity for developing social skills and experiences. Year 10 and 11 have had access to motivational speakers to support revision techniques and to develop preparation skills for the workplace, Year 9 have worked with Young Enterprise and year 7 and 8 have experienced the opportunity to opt into a range of activities to develop their enterprise skills through enrichment activities such as 'Go karts', 'The 60s', Tales of the Unexplained.

Whole school approaches to literacy, numeracy and other key skills have had a significant impact on student attainment. English and Mathematics also follow the Macgraw Hill literacy and numeracy programme for students falling behind with their learning or with very low starting points.

Working in partnership with other schools across the Brooke Weston Trust is key to driving up standards in terms of curriculum based decisions. Since September 2015, subject specific networks are in place for English, Maths and Science with key decisions about curriculum forming a key aspect of the future work of these networks. Moreover, movement to common examination boards where possible allows cross school moderation processes for coursework/controlled assessments and will ensure standards rise at CBA via the sharing of best practice. Since September 2017 BW Trust Directors of Subject have been appointed in English, science and humanities and are working closely with the Directors of Subject to raise outcomes.

The use of Doodle is developing and addressing the increasing demand for greater quantities of homework and working outside of the dedicated curriculum time. The Academy targets students for session 5 lessons to develop ideas further with teacher support.

The curriculum offer changes annually in response to the needs of the students balanced against the latest government changes in performance measures.

There are many extra-curricular opportunities for students, with on average approximately 200 students staying for session 5 (3.45pm – 5.00) on any evening. There are a range of activities with session 6 being used creatively to deliver music provision, sports clubs and additional qualifications for some students (such as A Level Creative Writing and Further Maths) and the Duke of Edinburgh Award. Y11 will have a strategic timetable which will enable students to attend catch-up and revision if needed, Session 5 intervention is monitored to ensure access for key groups is effective and to close gaps between different groups of students.

The academy recognises that for some students' barriers to learning are their social and emotional needs. As a result the Y7 tutor programme has protective behaviours embedded into it delivered by a member of the well-being team. Curriculum, enrichment opportunities, assemblies, tutor time programme result in students having a greater understanding about themselves in relation to the world they live in, tolerance and respect. There is a full-time dedicated member of staff within the well-being team who leads internal interventions to support social emotional needs and remove barrier. They also organise external agencies to address wider needs within the Academy.

The Student Senate takes an active role in all areas of the Academy life and influences many decisions made by the leadership team. The Student Senate body has been involved in work across the Academy, including reflecting on the impact of feedback on students, the new reporting system, developing the Academy restaurant and most recently in increasing the opportunities for students to be involved in enrichment trips across all subject areas. Our 6th Form Student Leadership team work as role models throughout the Academy, giving assemblies to younger students, visiting tutor times and supporting staff at key Academy events. Currently the Student Senate is involved in the appointment of staff and reviewing the rewards and praise systems.

The Academy has worked with the Northants Police force to support their e safety project.

The Academy develops as many opportunities as possible to embrace Equal Opportunities. Staff use the Restorative Justice approach resulting in greater tolerance and empathy. The Well-Being Team work results in students feeling more safe and secure. Assemblies, Tutor Time Programme raising student awareness about equality issues, national and local. Enrichment programme so that all students have access to a "character curriculum" resulting in greater confidence, resilience and engagement. Forum and Senate where Students Voice is valued, listened to and informs decisions made. Sport, Dance, Music opportunities allows all to access – see Year 7 arrangements for music tuition.

Staff and student role models so that all know that members of the community have equal worth. Unit Provision promotes ethos that difference is a strength resulting in greater understanding, empathy and tolerance

Safeguarding is at the forefront of all we do. Safeguarding is a strength of the Academy because:

- Safeguarding and Well Being Team
- capacity to address EHA, CIN, CP
- staff well trained to understand the different levels of referrals – safeguarding CPD is regular to ensure all staff are up to date
- excellent knowledge of services so signposting is effective
- excellent interpersonal skills so students engage
- students safe in school; agencies informed as appropriate
- strong support and monitoring by Safeguarding Governor
- BWT monitoring via Safeguarding Board
- Governors undertake Safeguarding training
- Systems in place and effective. (safeguarding file, Policy)

This can be evidenced through the Safeguarding Children Audit Form for Schools and Colleges completed September 2016 and July 2017.

In addition, the Academy moved to the use of CPOMMS in June 2017 which has further strengthened safeguarding recording and monitoring.

SECTION 6: Quality of Teaching, Learning & Assessment

Grade: (3+)

Quality of Teaching, Learning & Assessment is (3+) because:

Section 8 Ofsted Inspection June 2017: Strategies to improve the quality of teaching are proving effective. Staff who need help to improve their teaching receive coaching from the school's most effective teachers. Senior leaders maintain careful oversight of this to ensure that it is making a difference

Consistent approaches to planning for different needs is being developed throughout the Academy in order to improve progress and attainment outcomes for all groups through the focussed work of targeted differentiation.

The leadership team are continuing to monitor T&L to ensure consistent approaches for progress over time are embedded within planning and delivery in order to improve progress and attainment outcomes for all groups.

Consistency of the above three points are also seen within subject areas where outcomes for students (including disadvantaged) are significantly below expectations

Spring Term 2017 learning walk data showed 74% of lessons meeting revised Academy expectation of T&L.

The strongest quality of teaching and learning is reflected in outcomes in English and the stability of outcomes in Maths, Science and Music. Previously there are too many subject areas where outcomes are significantly below expectations and this is reflected in the quality of teaching in these subject areas. Particular areas of concern based on lesson observations, quality assurance of work and outcomes are Business, Languages, Resistant Materials, Catering and Geography. Lesson observations and quality assurance of work show that teaching and learning has improved in History and Media studies and this is reflected in the improved outcomes in Media which had a 27.6% increase in A*-C grades and history a 3.2% in 2017. There is consistent application of 'recap/learning/check' and 'close the gap' feedback is seen in all subjects with students clearly reacting to feedback to make progress. Further work is being conducted to ensure consistent approaches for progress over time are embedded within planning and delivery in order to improve progress and attainment outcomes for all groups. The main focus for T&L development 2017-18 is targeted differentiation in order to support ALL groups making progress. Teachers more consistent expectations of students in English, Maths and Science have resulted in improved progress and attainment within these three subject areas. New appointments have strengthened area of concern in History, Business and new

Director of MFL.

In order to rapidly accelerate progress across in all subjects in the Academy higher expectations need to be embedded consistently in all subject areas at classroom and department level. Students do not consistently use feedback to make progress the expectation of this is now key to ensure increased progress. Progress and attainment must also be accelerated by a consistent approach to planning for different needs and progress. Developing strategies to embed learning over time will also be a key focus. A clear expectation of 'what makes a CBA lesson' was embedded from Jan 2017 across the Academy and further reinforced in June 2017 with the T&L Guide. This work is being developed further through focussed learning walks and lesson observations during October 2017.

The majority of lessons taught at the Academy are delivered by subject specialists. Improving questioning has been a focus of previous CPD initiatives and staff within some faculty areas do routinely use probing questions (see QA). New staff and non-specialist staff are supported by mentoring to ensure they are able to identify and address misconceptions. Training for mentoring and partnership work with Leicester University is a strength. In addition, there is a clear T&L CPD plan for 2017-18 which includes core CPD for all staff and targeted CPD for individuals.

Robust support and training for NQTs and school based trainees is in place and both quality assurance of this and staff feedback highlight the positive impact of the support in the classroom. Two staff successfully completed QTS with the Academy during the Autumn term 2016. Five staff successfully completed QTS (2016-2017) with Cambridge partnership.

Not all staff manage behaviour effectively, although where the strongest teaching is observed the instances of low level misbehaviour are less frequent (English, Maths and Science). Progress and attainment data, combined with internal observations of teaching and learning and work scrutiny, highlight that teachers' planning strategies are not yet 'making the best use of time and resources' across the Academy to accelerate progress and attainment.

Work scrutiny shows an increase in opportunities for extended written work. Effective questioning within classrooms models communication for students, resulting in effective oral communication by different groups of students including disadvantaged.

The Library is a strength of Academy and supports reading skills via development of targeted reading programmes which meet the needs of different groups in the Academy (eg: loan stats for disadvantaged learners/ use of Accelerated Reader).

Where the strongest teaching is observed 'close the gap' is understood by staff and students (see QA stats) and is used in order to move progress and attainment forward for all students. Flight paths are used consistently within the Academy in order to track assessments and identify students whose progress and attainment needs acceleration, although not all departments have the skills needed to ensure this acceleration is effective enough.

Currently, 87.4% of Teaching does not require further coaching or CPD resulting in most students engaging with their learning.

The Vice Principal responsible for T&L is working closely with NAHT Aspire on a programme of improvement for 2017-18 which will further embed the RLC and targeted differentiation.

SECTION 7: Personal development, Behaviour & Welfare
Grade: (2-)

	2015-16	2016-17	2017-18 currently
Fixed term exclusions %	94 Exclusions (9%)	133 Exclusions (13%)	8 Exclusions (0.8%)

One or more fixed term exclusion %	61 Students (6%)	73 Students (7%)	6 Students (0.6%)
Permanent exclusion	3 Permanent Exclusions (0.3%)	2 Permanent Exclusions (0.2%)	0 Permanent Exclusions (0%)
FSM fixed term exclusion %	53 Exclusions (5%)	84 Exclusions (8%)	7 Exclusions (0.7%)
FSM One or more fixed term exclusion %	29 Students (3%)	39 Students (4%)	5 Students (0.5%)
FSM Permanent exclusion %	2 Permanent Exclusions (0.2%)	2 Permanent Exclusions (0.2%)	0 Permanent Exclusions (0%)
SEN fixed term exclusion %	10 SEN/SEN Mainstream Exclusions (1%)	8 SEN/SEN Mainstream Exclusions (0.8%)	1 SEN/SEN Mainstream Exclusion (0.1%)
SEN One or more fixed term exclusion %	6 SEN/SEN Mainstream Students (0.6%)	3 SEN/SEN Mainstream Students (0.3%)	1 SEN/SEN Mainstream Student (0.1%)
SEN Permanent exclusion %	0 SEN/SEN Mainstream Exclusions (0%)	0 SEN/SEN Mainstream Exclusions (0%)	0 SEN/SEN Mainstream Exclusions (0%)

The number of permanent exclusions as a school has declined.

Fixed term exclusions as a percentage of the pupil group remains in line with the national. Isolations has reduced year on year. The number of bullying and racist incident remains low. Most parents feel that students are safe. An established Well Being Team; 4 team members address students' welfare reducing possible barriers to learning. All students who work in Isolation are seen by a member of Well Being Team. Barriers to learning have been reduced through interventions by the Well Being Team. Low level disruption is linked to quality of teaching and behaviour.

There has been a significant drive on behaviour for learning, with staff, students and parents. Staff and students are now clear on the basic expectations for behaviour and a 'Back to Basics' approach launched in June 2017 has led to a significant reduction in out of lesson behaviours including the use of mobile phones. All staff, both teaching and support have received a whole day training session by behaviour experts PIVOTAL; with the approaches being actively encouraged. Meet & Greet has been re-established as a non-negotiable.

Secure high aspirations for all students through the development of a programme promoting university, apprenticeship and world of work. Careers advice offered to students to encourage high aspiration including work experience for target students. Tutor time programme reinforces vision and values.

Progresso is used more consistently to ensure persistent poor behaviour has a consequence and to reward good behaviour. There is greater consistency across some subjects to minimise low level disruption and Directors of Learning now hold Reparation Session 5s with students in their year group for low level behaviour incidents.

There is further development planned for the Well-Being Team to lead on key areas such as mental health, stress and anxiety further support the students' well-being. The Educational Psychologist has been commissioned to audit these needs and will follow up with staff training and support for interventions.

Rewards were identified as an area of development and during 2017-18 several initiatives are being introduced such as #hotchofri, where nominated students are rewarded with a hot chocolate on a Friday with the Associate Principal, weekly celebration for attendance and behaviour, Associate Principal Praise and the introduction of Prefects.

Tutor time programme for key stage 3 & 4 secures coverage of SMSC. Tutor time programme is regularly reviewed to ensure that the content is enriching for the students. Assemblies are run daily for each year group and address a variety of topics including current affairs, personal safety and British Values to improve the students understanding of tolerance. Trips – Ski trip, Clothes show, university visits are enriching and this includes targeting disadvantage students for some trips. Music events encouraging aspiration for disadvantage students. The use of technology to promote SMSC in school e.g. photos of events, newsletters and website to promote the curriculum. We work effectively within our local community and alongside local business in particular we have strong links to multinational companies RS Components, Young Enterprise and Roquette. We are linked with South East Midlands Local Enterprise Partnership (SEMLEP) to increase students understanding of the world of work and alternative pathways in the local area. Delivery of the tutor-time programme consistently re-enforces expectations about conduct.

Process is in place for Routine for Learning (R4L) and Positive Behaviour is Everyone's responsibility. Expectations are clear that positive behaviour is everyone's responsibility. Behaviour is logged onto Progresso for early interventions to take place. Positive Progresso logs have increased this means staff are rewarding more students for exceptional work and contribution to the academy. Directors of Learning support with persistent poor behaviour of students in a year group so that appropriate interventions are in place. Year 7 start to the day assembly has been effective with the students movement around the school. A common powerpoint is used in all classrooms to remind students of the expectations and movement around the building which has helped support the reinforcement of expectations.

There has also been a reduction in permanent exclusion through use of alternative provisions such as Edclass/ Managed moves as part of the Corby Town Schools Behaviour Partnership.

There are high expectations of students whilst in isolation. Established routines for students and expectations. Recording systems are in place and help to monitor the students within isolation. Students in isolation meet to discuss their behaviour with ANIN. There is still further development that will make isolation even more successful as all students are not fully engaged in the work that is set as they are not always able to work independently as they require subject teacher input.

Pupils' attitudes can be variable. Some groups are curious and actively seek new experiences however, a majority of students respond well to new experiences when given the opportunity. They have increased resilience when addressing challenge. Students support each other and interact particularly well with students from the UNIT provision. Academy ethos is inclusive so that difference is seen as a positive resulting in positive relationships between all groups of students and tolerance for all. Strategies in place such as encourage solutions through conflict resolution, peer mediation and restorative practice. Pastoral structures so that more students can empathise and be more tolerant resulting in better personal relationships and having a better understanding of others. Strong business links resulting in raised aspiration for students and possible pathways afterschool. Tutor time programme addresses how students keep themselves safe and who to approach about unsafe practice.

An area identified for development is CEOP which is being delivered during the October training day 2017.

Students feel safe within school and feel cared for so they are confident enough to speak to staff members. The Well Being Team is always accessible to the students so that referrals are made promptly. Improved communication with parents through letter, newsletters, calls and emails to ensure that any concerns raised are addressed promptly. Students have assemblies and a tutor time programme that promotes students safety. Working alongside the Police, MASH team and other agencies results in appropriate support for students with safeguarding and well-being needs.

The Well Being team work to resolve any issues of bullying with restorative practice which they are all trained in. Two bullying and two racial referrals made last academic year so that the needs of the victim and perpetrator are addressed. Tutor time programme covers personal safety so that all students know how to keep themselves safe. Assemblies have highlighted bullying and coping strategies that they can use. All staff have been trained in

reporting incidents of bullying. Students have been told about the Sharpe System to ensure that their voice is heard. Additional time has been given to tutors to develop better relationships with their tutor groups. This additional time is to support the well-being of the student PSCO has support the school in a number of programmes within the academy and as a result of this a positive relationship have been built between the students and the police. All staff respond to safeguarding concerns promptly via CPOMS.

The Attendance Lead has developed strong links with Trust Educational Welfare Officer to ensure a consistent approach with persistent absents (PA). The Attendance Officer is experienced and has had training to help to improve the overall attendance of the school. Communication with parents and carers is good and this has developed better working relationships with school and home.

Parents understand expectations about attendance via workshops. Attendance is just below the national on 95.07%. There is close liaison with other schools to improve attendance in the academy through collaborative work. The Attendance administrator regularly communicates to parents through regular call and absent letters relating to an absence and to share the local authority guideline on sickness and illness. The Attendance officer is pro-active with students who are late to reduce the amount of students arriving late to school. There is still work to be done and the staff are not fully confident in the attendance process. The Vice Principal Behaviour and Safety is re-launching the focussed weekly attendance interrogation by tutors in order to ensure the consistency as some tutors are able to discuss attendance.

Students through the tutor-time programme are able to access health and well-being to reinforce their understanding. Students are confident in approaching the Well Being Team for additional support when needed. The Well Being Team are fully trained in up to date issues relating to safeguarding of both students and staff for a consistent approach to dealing with problems. Effective communication when dealing with safeguarding issues and these are promptly acted upon. Protective behaviours in all Year 7 classes led by ANIN so all students know how to keep themselves and other safe. All staff have received safeguarding training to ensure that all students are safe within the academy. Health Care Assistant offers advice on health and well-being to students so they can self-manage themselves.

Timely Advice offer students impartial advice on their next steps when leaving school to ensure they are realistic in their life choices. The tutor time programme offers careers advice for all students and encourages them to think of aspirational pathways to improve life chances. SEMLEP have offered us a mentor who will be working with a small group of disadvantaged students to raise their aspirations. Guest speakers have been used to motivate students and get them to reflect on their choices and pathways. The constant reinforcement of our vision and values contributed to our NEET figure, with only one student in 2016 and none in 2017. All SLT meet with Year 11's to discuss their future aspirations and to ensure that all students are getting the right support. This can be further developed: More inspirational speakers from the local area to promote the vision and values of the academy. Our current careers provision to be more engaging for students so they can make more informed decisions about their future. Business links to work more closely with students who are disaffected and disadvantaged to give them ideas to aspire to.

SECTION 8: Outcomes for pupils

Grade: (3+)

Outcomes for pupil is (3+) because:

(Figures do not include the UNIT)

The Overall Progress 8 All **-0.05** is broadly in line with national and the Progress 8 of disadvantaged

(Upper confidence interval 0.016/lower -0.2)

Average Total Attainment 8: 43.10

The percentage of students achieving a positive Progress 8 score is 50.8%.

The average number of entries per student is 9.3; GCSE only 8.8.

Basics:

12% of students achieved 9-7 grades incl English & maths; with 20.7% achieving grade 9-7 in English and 18.5% in maths.

3.13% achieved a 9 in English Language, which is above the national average.

Strong Pass: 36.4% students achieved 9-5 incl English and maths; with 54.3% achieving a grade 9-5 in English and 45.1% in maths.

Standard Pass: 57.6% students achieved 9-4 incl English and maths; with 76.6% achieving a grade 9-4 in English and 62.5% in maths.

Students achieving 5 standard passes incl English and maths is 51.1% and those achieving strong passes is 35.9%.

Average English attainment 8: 9.62; grade 4.81; average English Progress 8: 0.10.

Average maths attainment 8: 8.71; grade 4.35; average maths Progress 8: 0.23.

100% of students achieved at least one qualification, with 13% taking 3 single sciences.

Science

Students entered and achieving 2 sciences (standard pass) 48%; students entered and achieved 2 sciences (strong pass) 48%.

EBACC

Students entered for languages 40.8% and those entered for humanities 66.8%.

Students entered and achieving the languages standard pass 53.3%; strong pass 53.3%. Students entered and achieving humanities standard pass 45.5%; strong pass 45.5%.

Average Ebacc Attainment 8 10.74; grade 3.58; average Ebacc Progress 8: -0.28.

Average Open Attainment 8 14.04; grade 4.68; Average Open Progress 8: -0.01.

The progress of most groups has improved since 2016. There has been a +0.42 improvement in P8 for MAP disadvantaged students, 0.08 improvement in P8 for HAP non-disadvantaged students, 0.04 improvement in P8 for MAP non-disadvantaged students and 0.08 improvement in P8 for LAP non-disadvantaged students from 2016 to 2017. There still needs to be further work to improve the outcomes for disadvantaged HAP students currently with a P8 of -1.28 and disadvantaged LAP students, with a P8 of -0.09; although outcomes for disadvantaged MAP students improved by 0.42 this still needs further work at -0.41 currently.

Non-core subjects requiring progress are:

Business residual -1.56, catering -0.59, computer science -1.45, geography -1.03, RM -1.25, PE -0.70 and Child development – each with a negative.

Strong non-core subjects are:

Art with a positive residual of 0.31, Media 0.09, music 0.63, photography 0.83, chemistry 0.23 physics 0.17, and textiles 0.62. With French, media and music all significantly above national averages. Science slightly dipped this was expected as the previous cohort included the Cambridge National where this cohort have focussed on GCSE. With the changes in staffing and intervention put in place the dip was minimised. Being fully staffed in science this academic year will also have a positive impact on outcomes.

Each subject has a Subject Improvement Plan which is linked to the SIP. Directors of Subject identify clear strategies to improve outcomes within their subject areas.

Current predictions:

Y11	2018 Predictions					
	Disadvantaged			Non Disadvantaged		
	H	M	L	H	M	L
% Achieving Basics	100.00	46.70	6.70	100.00	69.20	31.30
Progress 8	0.005	0.74	0.72	0.15	0.95	1.52
Attainment 8	57.58	46.63	34.23	62.18	49.23	41.34
Attainment 8 English	12.33	10.20	7.60	12.34	10.15	8.25
Attainment 8 Maths	12.33	7.33	3.73	13.32	8.55	6.25
Attainment 8 E Bacc	16.00	14.27	10.93	18.68	15.32	13.25
Attainment 8 Open	16.92	14.83	11.97	17.84	15.32	13.59

Current Predictions are based on assessment data collated by subjects.

Key Stage 5

ALPS outcomes are healthy with 71.9% of A Levels on a minimum expected grade resulting in an ALPS grading of 4.

The academy A level value added score in 2017 was 0.09, a 0.23 increase on 2016; Academic value added score 0.08, a 0.24 increase from 2016; and applied general value added -0.30, which although being negative was still a 0.22 improvement on 2016.

Generally students perform better in academic courses compared to vocational. Strong subjects include with VA scores of over 1 are: Further maths (AS & A level) VA 1.57, Art & Design (A2) VA 1.53, Further maths (A2) VA 1.39, Physics (A2) VA 1.23.

Subjects with VA 0 to 1 are: BTEC Sports Studies, BTEC Health Studies, A2 maths, BTEC Dance, AS physics, AS Applied business, AS music, A2 biology, A2 psychology, AS media, and AS chemistry.

Subjects to be developed further and with a negative VA score are: A2 Level Creative writing, Applied ICT, AS Art & Design, AS biology, AS English literature, A2 & AS geography, A2 media, A2 & AS history, AS DT and BTEC tourism, and BTEC business studies.

AS

7 subjects have been graded as Outstanding: art, biology, chemistry, mathematics, maths (further), physics and psychology. 8 subjects made significant improvements on last year's grading: Art, chemistry and maths increased from 8 (Relatively Poor) to 2 (Outstanding); Biology increased from 6 (Below Average) to 2 (Outstanding); Geography from 8 (Relatively Poor) to 5 (Satisfactory to Good); Physics from 5 (Satisfactory to Good) to 2 (Outstanding); and psychology from 7 (Less than Satisfactory) to 2 (Outstanding). Moving forward we need to identify what strategies led to these improvements, ensure that they are sustained within these subjects and share the lessons with other subjects.

Those subjects which underperformed at A2 are: ICT - which improved by 1 grade but still remains at a 7 (Less than satisfactory). English Lit – which decreased from 4 (Very Good) to 8 (Relatively Poor); History – which decreased from 6 (Below Average) to 9 (Poor); Media – which decreased from 6 (Below Average) to 8 (Relatively Poor). Subjects for which there were no cohorts for the last 2 years are: PE, DT (3D Design) and Business Studies.

A2

Fewer subjects than those at A2 are graded as 'Excellent' or 'Outstanding'. English language was graded as Outstanding and history as excellent; history having improved from being graded as poor in 2016. 5 subjects saw a drop in their grading: Chemistry decreased from grade 4 (very good) to 8 (relatively poor); Maths decreased from 2 (outstanding) to 7 (less than satisfactory); Maths (further) decreased from 1 (outstanding) to 7 (less than satisfactory); Physics decreased from 2 (outstanding) to 7 (less than satisfactory); Psychology decreased from 2 (outstanding) to 6 (below average). It should be noted that chemistry increased its AS from 6 to 11 students and mathematics from 12 to 24 students

SECTION9: EFFECTIVENESS of 16 - 19 provision

Grade: (3)

The effectiveness of 16 – 19 provision is (3) because:

Note 6th Form outcomes in section 8

The curriculum provision for 6th form offers pathways to students at different starting points. Some subjects operate with very low numbers to ensure that the range of subjects is broad to cater for as many choices as possible. Enrichment opportunities such as university visits, speakers on apprenticeships, interview workshops and sessions on CV and UCAS writing, ensure students are prepared for continued education, training or employment. Finance, health, well-being, personal safety and many other practical issues are explored in the tutor time programme to develop the skills needed for students to prepare students for their life ahead in modern Britain.

A very robust process is in place for monitoring and improving attendance which involves timely updates from administration staff, regular monitoring by tutors and rigorous checking by Head of 6th form. As a result there is good evidence of progress for key students whose attendance had been below expectation which is now meeting expected levels. There is a clear focus on early sign posting of students' whose attendance is low due to mental health issues. Assemblies and tutor time programme addresses mental health and the well-being team support students with such issues and pass on where appropriate to CAMHS to address cases of low attendance.

Head of 6th form liaises with all Directors of Subject prior to the first report cycle ensuring that interventions are put in place to address early dips in student progression. This process has been strengthened to ensure clear and timely action points. To raise the aspiration of the most academic students the CBA Reach programme is being developed to include: Visit to Oxbridge university, identification of students interested in Oxbridge applications, promoting students to research and apply for at least one university outreach/open day experience, to use BW trust expertise to provide students with an 'expert' mock Oxbridge interview, and to facilitate high level discussion/debating experiences in school to promote broader awareness and articulation of current affairs and a range of stimulating topical issues. Disadvantaged students obtain outcomes and destinations that demonstrates personal choice, ambition and challenge across a variety of destinations. This is in line with non-disadvantaged students and shows a robust offer is there for all groups.

Continued refinement of systems will ensure greater frequency of review and response where students have been flagged as needing support and are on the progress list;

Earlier intervention needed when a student is failing in a subject despite all intervention efforts having been applied so that no student remains on the wrong course. Greater ownership of the QA process in 6th form will ensure that the quality of teaching, learning and assessment is rigorously evaluated and as a result consistent high standards are experienced across all subjects so that outcomes meet national expectations and all subjects are at least black or red on the ALPS T scores. All students to be given very clear feedback so that they can make rapid progress. Close scrutiny of report data needed to ensure that the predictions in all areas (both academic and vocational) are transparent and give an accurate overview allowing further interventions to be judiciously matched and have impact.

Good or better T&L seen in 85% lessons. Mock exams for all A Levels are mapped on whole school calendar allowing all learners to prepare for external exams. CPD session on ALPS, 6th form marking and feedback and a session run at

the Trust cluster day focused on 6th form teaching ensures greater consistency of approach

The New QA procedure ensures that strengths in teaching are shared so that teachers who need to develop key teaching skills are matched with those who are demonstrating assurance in the same area thus improving consistency of teaching and learning. Recording and monitoring of QA is being established separately for 6th form and led by Head of 6th form and SLT line manager. Observation of 6th form lessons by leadership must ensure an accurate picture of the quality of teaching and learning to develop a strong overview and ownership of TL&A in 6th form as a whole All targets must match ALPS or be higher to promote aspirational expectations. The process to measure the impact of shared practice not yet in place. In addition, the work started with a lead Director of Subject in supporting subject leaders to ensure appropriateness of assessment and tracking in KS4 to be extended to KS5

Sixth form led S5 clubs include: Psychology club, girls science club, dance club and in the various S5 music ensembles 6th former will help to lead and rehearse younger students. Over half the current Y12 are involved in tutor time maths and literacy mentoring of KS3 students. The Head boy and Girl plus the senior team represent the school by chairing Student Senate, being involved on interview panels and helping to run, meet and greet parents at many of the after school events hosted at CBA. Work experience enhances learning and career opportunities (see Guidance section). Involvement in business skills promoted through the RS Components mentoring which resulted in 2 of the mentees going on to successfully gain apprenticeships within the company. Young enterprise, EPQ and DoE all offer students the opportunity to develop skills that will prepare them for life in modern Britain and for the world of work or further education. High quality careers advice (Timely Advice) helps students make informed choices from KS4 right through KS5 and destination data 2015/16 and 2016/17 shows that all students had a successful transition into employment, training or university

To develop further enrichment that gives the most able students the ability to talk more widely and with greater confidence about the world and the field of study/work they are interested in so that they might compete successfully with other very able students – this is in progress with the 'Reach' group. As a result of a developed tutor time programme that includes topics such as mental health, current affairs, personal finance, study skills and safeguarding topics that include sexting, radicalisation, child exploitation, online safety, there have been no cases pertaining to personal safety around these issues among 6th form. Applications for the roles of head boy and girl and the senior team are much sought after and work they do exemplifies their commitment, respect and duty to the wider school which demonstrates a strong ethos of engagement within 6th form

To support students further the students need further input from professional bodies with regards to mental health as this caused some considerable absence last year with a number of students and is an issue highlighted nationally.