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| **School Context: 26-09-18** | **EBOR ACADEMY FILEY Self-Evaluation Summary: September 2018** | **OVERALL: REQUIRES IMPROVEMENT**  |
| **Number on roll** | **370** | **OFSTED Area** | **SSE** | **Summary of headline evidence to support the grading** |
| **Number in KS3/4** | **245/125** | **Student Achievement** | 3 (4) | Overall results in 2018 were mixed. Maths and English dipped slightly at key grades, science improved (slightly) as did ICT and Textiles. Attainment in key areas such as Humanities and science still need to improve markedly. Attainment of key cohorts also needs to improve if the school is to be judged as Good. **(SDP – DS1 to 4)** |
| **Number FSM6** | **62** |
| **Number SEND** | **66** | **Quality of Teaching** | 3 (4) | Although there are pockets of excellent practice within the academy, this is not shared school wide and neither has sufficient work been undertaken to tackle and improve areas of underperformance. Academy wide QA procedures did not accurately measure the quality of L&T across the academy Teacher response to academy CPD has historically been mixed and lacked long term impact**. (SDP – DS1)** |
| **Number E** | **4** |
| **Number K** | **62** | **Behaviour and safety** | 3 (4) | Behaviour of students became a cause for concern in 2017/2018 and these concerns were not addressed quickly or decisively. Much more needs to be done to improve behaviour and attendance, reduce bullying and improve students’ attitude to their learning. Our work this year on aspirations will dovetail with this Development Strand **(SDP – DS2)** |
| **Number N** | **304** |
| **Leadership & Management** | 3 (4) | There is still too much variance in the quality of leadership within the academy at all levels. In part this is due to lack of clarity of expectations, lack of proper training and support and the lack of robust QA procedures at middle and senior leader level. A renewed emphasis on high quality CPD and robust PM will give the academy a focus on improving teaching. **(SDP – DS3)** |
| **Quality of Teaching** |
| **Overall Effectiveness** | 3 (4) | The mixed GCSE results of 2018 and other data mean the school is rightly judged as RI.  |
|  | **09/17** | **11/17** | **03/18** | **07/18** |
| **O** |  |  |  | 0% | **YEAR** | **Expected Progress in Eng** | **Expected Progress in Ma** | **Overall Performance KS4** |
| **Year 7(2017)** | 50% | 62% | **Attainment 8** |
| **G** |  |  |  | 59% | **Year 8(2017)** | 39% | 12% |  | **Target** | **School (2017)** |
| **Year 9(2017)** | 42% | 75% | **Year 10 (2017)** |  |  |
|  | **Eng Expected Progress** | **Maths Expected Progress** | FSM6 | **45** | **26.7 (34)** |
| **Year 10(2017)** | 33% | 22% | SEND | **45** | **14.1 (17.8)** |
| **RI** |  |  |  | 24% | **Year 11(2017)** | 47% | 31% | ALL | **45** | **32.4 (32.7)** |
|  | **Attainment in English** | **Attainment in Maths** | **Year 11 (2017)** |  |  |
| **In** |  |  |  | 17% | **Year 10(2017)** | 41% Grade 5+  | 18% Grade 5+ | FSM6 | **41** | **38.6 (35.4)** |
| **Year 11(2017)** | **47% Grade 5+**  | **32% Grade 5+** | SEND | **41** | **22.3 (28)** |
| Many factors made predicting this summer’s results more difficult than ever. Firstly, the new specifications for all GCSE bar English and mathematics make predicting key outcomes almost impossible. Secondly, we had a number of students (mainly) at the lower end of the prior attainment range, almost literally “give up” and a significant number of students who either did not attend school or only attended for a handful of lessons. Thirdly, the lack of aspiration amongst students has never been as high.Fourthly, we have had a significantly turbulent year with much staff absence and almost 50% of the teaching staff seeking employment elsewhere Fifthly, 19 students accessed our Inreach provision and this had a dramatically negative impact on almost all of their GCSE results.All this leads to a great amount of uncertanty. I am confident we all worked hard and did all the sensible things which have previously led to good outcomes. | ALL | **41** | **37.1 (35.4)** |
| **Progress 8** |
|  | **Target** | **School 2018 (2017)** |
| **Year 10** | 0.2 |  |
| **Year 11** | 0.1 | **TBC** (-0.4) |
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