

Learning together, succeeding together, inspiring excellence



Welcome

April 25 2018

ACCEPTANCE | RESPECT | HONESTY | DETERMINATION | EQUALITY | EXCELLENCE
FRIENDSHIP | ASPIRATION | RESILIENCE | RESPONSIBILITY

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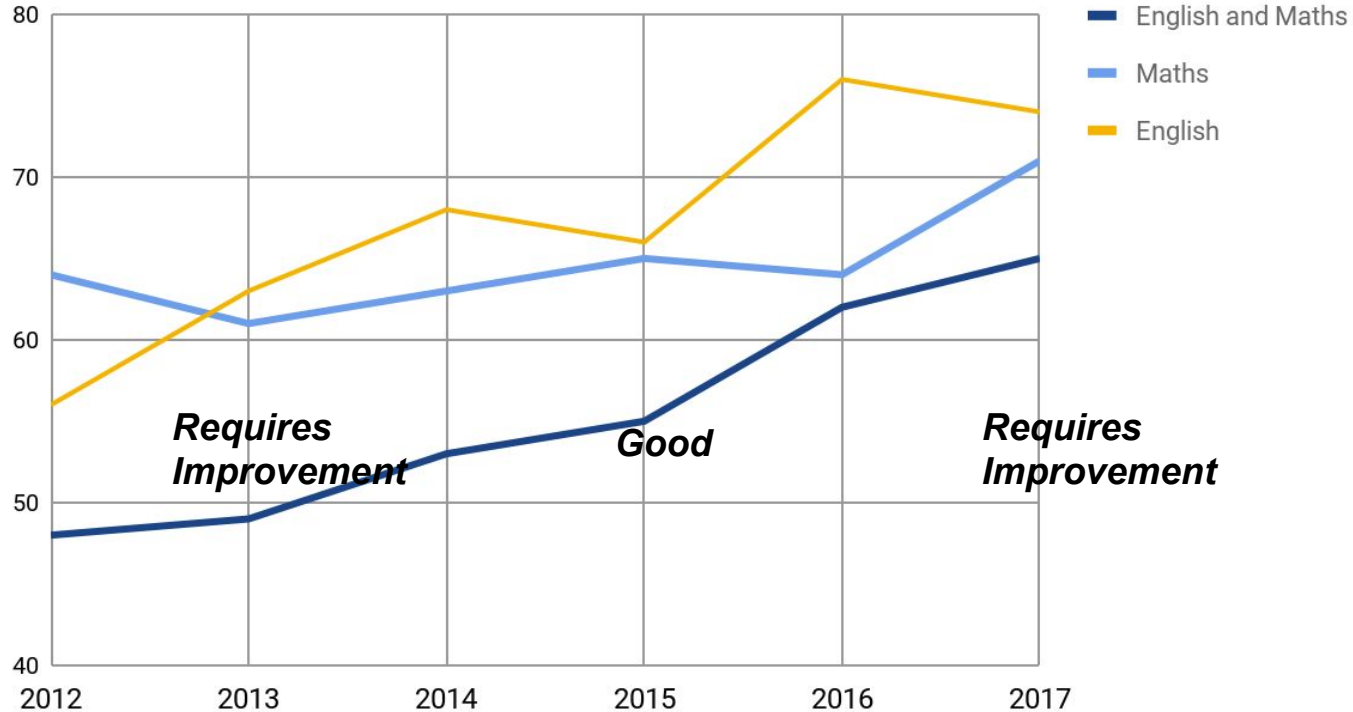


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Futures
Trust

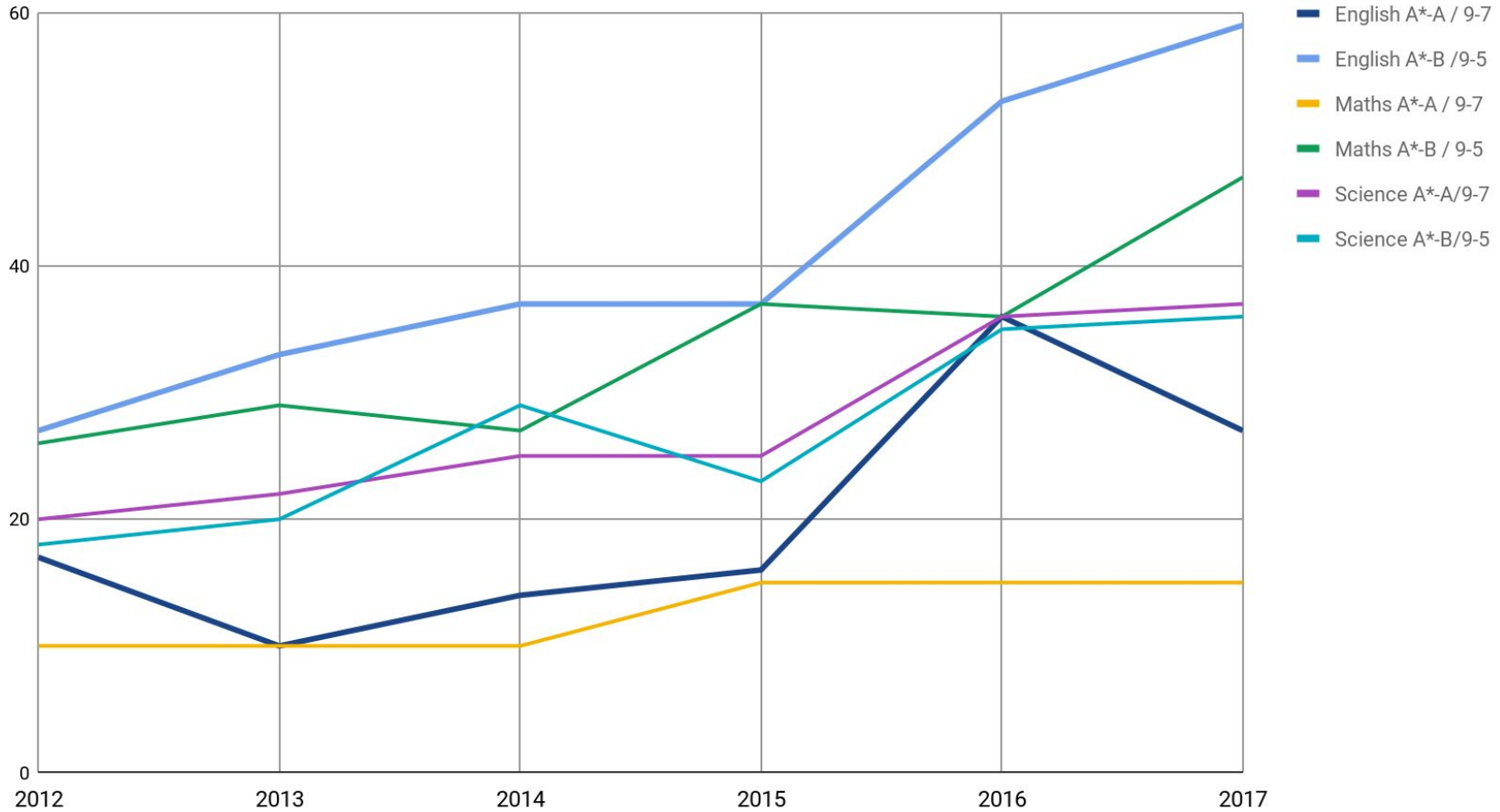
- Overview of report
 - Effectiveness of leadership and management
 - Quality of teaching, learning and assessment
 - Student outcomes and achievement
 - Personal development, behaviour and welfare
 - Sixth Form
- Opportunity to raise questions on tables
- Questions for Head of School

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English and maths A*-C / Grades 9-4 2012 - 2017



A*-A / 9-7% and A*-B / 9-5% for English maths and science



Leadership and management



- **School development plan sets out clearly leaders' main priorities for improvement**
- **Accurate view** of where the school needs to improve
- **Actions to improve the school are gathering momentum**
- Leaders are demonstrating the **capacity to improve the school further**
- Leaders have **secured the support of staff** to tackle the weaknesses
- **Widely held confidence** in the vision for improvement
- **Greater clarity and direction** in the school's approach to improving teaching and learning
- **Robust support framework** to improve teacher performance
- Leaders and staff are **working hard to improve the 'climate for learning'** throughout the school
- Leaders have **established raised expectations of how pupils behave in school and relate to each other and adults**

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Leadership and management



Actions we are taking to improve further

- Further **strengthening the capacity of leaders to support the quality of teaching**
- **Reducing the review time frame** before accurately reviewing the work of the school and the impact of leaders' actions to bring about improvements
- Improve the **effectiveness and impact of the pupil premium** to ensure **every action is having maximum impact**
- Collate a **'fully robust' self evaluation** in a single document

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Quality of teaching, learning and assessment



- Teachers' **feedback is very effective in helping pupils to put right mistakes and misconceptions**
- Leaders are **working hard to improve the climate for learning**
- **Greater clarity and direction** in the school's approach to improving teaching and learning
- Teaching for students who require extra help is **effective and these pupils benefit from the care and support provided**
- Pupils and parents praised the work of the school to provide an **inclusive and safe environment in which to learn**

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Quality of teaching, learning and assessment



Actions we are taking to improve further

- Maths - modifying our approach within each topic to **ensure all students have a secure understanding of the key mathematical concepts** with **greater emphasis on problem solving**
- Science - creating **explicit opportunities in every lesson** for pupils to **reason, analyse and explain their answers in depth** during **oral and written** responses
- **Faculties working in partnership to improve the consistency of approach** to match the standards in the highest performing faculties
- **Intercepting and stopping** during lessons to **pinpoint mistakes** as well as in written feedback
- **Developing discussions and questioning** to probe where gaps are in students' learning
- Ensure **all pupils behave well and take part effectively** in lessons

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Outcomes for pupils



- In most subjects, **effective feedback helps pupils to demonstrate their knowledge and understanding well**, including in their written work
- **Effective teaching in a number of subjects delivers outcomes at least in line with and sometimes better than similar pupils nationally**
- Pupils learn well where teachers **encourage pupils to develop skills in analysing, reasoning and explaining**
- **Support for lower-attaining pupils helps them to do well**, including those with special educational needs

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Outcomes for pupils



Actions we are taking to improve further

- **Faculties are working in partnership to share strategies** to reduce the variation in pupils' progress across the school
- **Continue to work with our partners** at North Somerset Teaching Alliance and The Beach Teaching School Alliance to develop our practice
- **Continue our focus on specific strategies and provision** to engage our middle ability boys, our most able and our disadvantaged learners to further improve outcomes
- **Fully embed explicit challenge** across all faculties
- Continue to **identify barriers to learning** and find solutions to **accelerate the progress** of our disadvantaged learners

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Personal development, behaviour and welfare



- Our work to promote **pupils' personal development and welfare is good**
- **Bullying is rare** and pupils feel **staff deal with it effectively and efficiently**
- Our **'Engage' facility** is very effective in providing **sensitive and tailored support**
- **Transition into Year 7 is carefully and thoughtfully managed**
- **Planning for pupil's academic, social and emotional development is thorough**
- Leaders have placed a **high priority on improving pupils' behaviour**
- Leaders have rightly identified that improving the **climate for learning in classrooms throughout the school is an essential step** to securing better outcomes for all pupils
- Previously high **levels of exclusions are falling**

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Personal development, behaviour and welfare



Actions we are taking to improve further

- **Developing a model of 'Right to Learn' to provide a consistent approach to managing the impact of pupils' behaviour on learning**
- **Review the structure of our school day to ensure it helps all students prepare for a successful day**
- **Continue to embed our 'great tutoring' programme**
- **Review our approach to attendance for all groups of pupils, particularly those who are persistently absent from school**
- **Continue to reduce fixed term exclusions, particularly for disadvantaged students**

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Sixth Form | 16 to 19 study programmes



- Provides a **small and welcoming community**
- In the sixth form **feedback is helpful in explaining how to improve work and reach higher grades**
- Staff have a good understanding of students as individuals and **students value the individual help and support they receive**
- **A strength is the quality of relationships throughout**
- New leadership has **accurately identified aspects to improve, with early signs of impact**
- Results are **inline with national figures and above in some subjects**

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Sixth Form | 16 to 19 study programmes

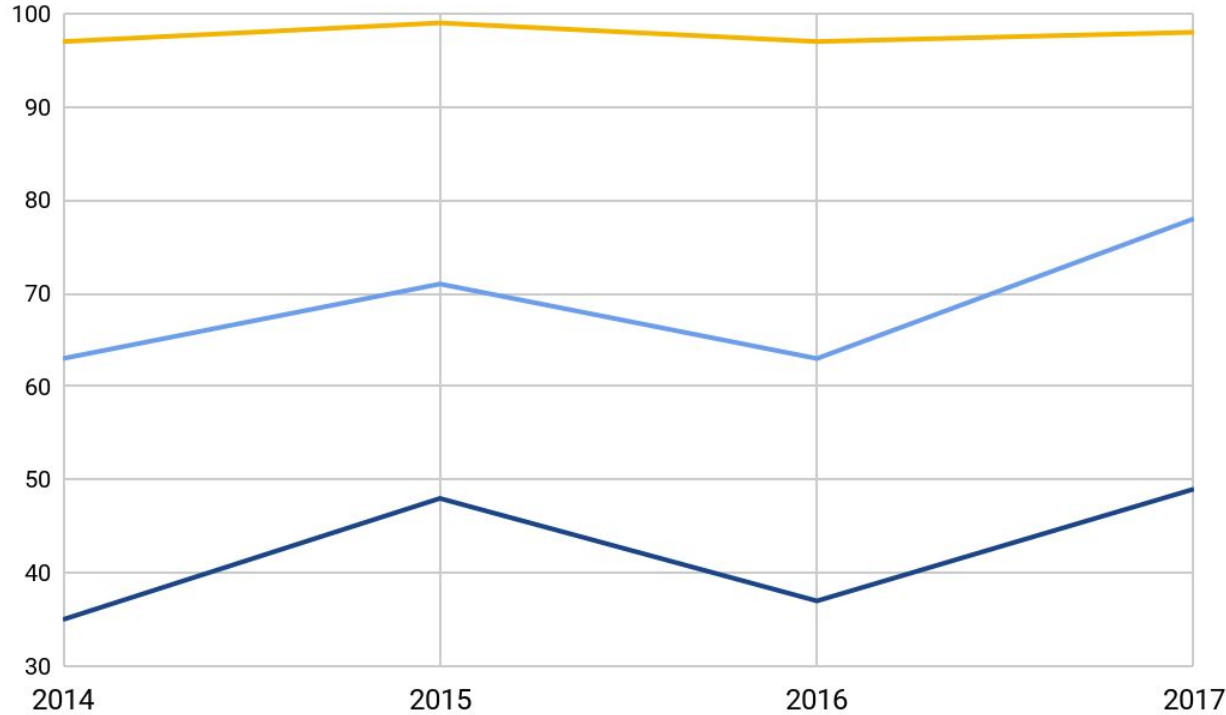


Actions we are taking to improve further

- **Remodel the delivery and quality of enrichment and tutorial content** so they are valued by all students
- **Integrate study skills** into our study programmes for all students
- Review and **improve the exposure to careers education, advice and guidance throughout the year** through our Work Related Learning Advisor
- **Embed our programme** of work experience and work-related learning **opportunities for all students**
- **Embed new attendance monitoring system**

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A Level Achievement 2014 - 2017

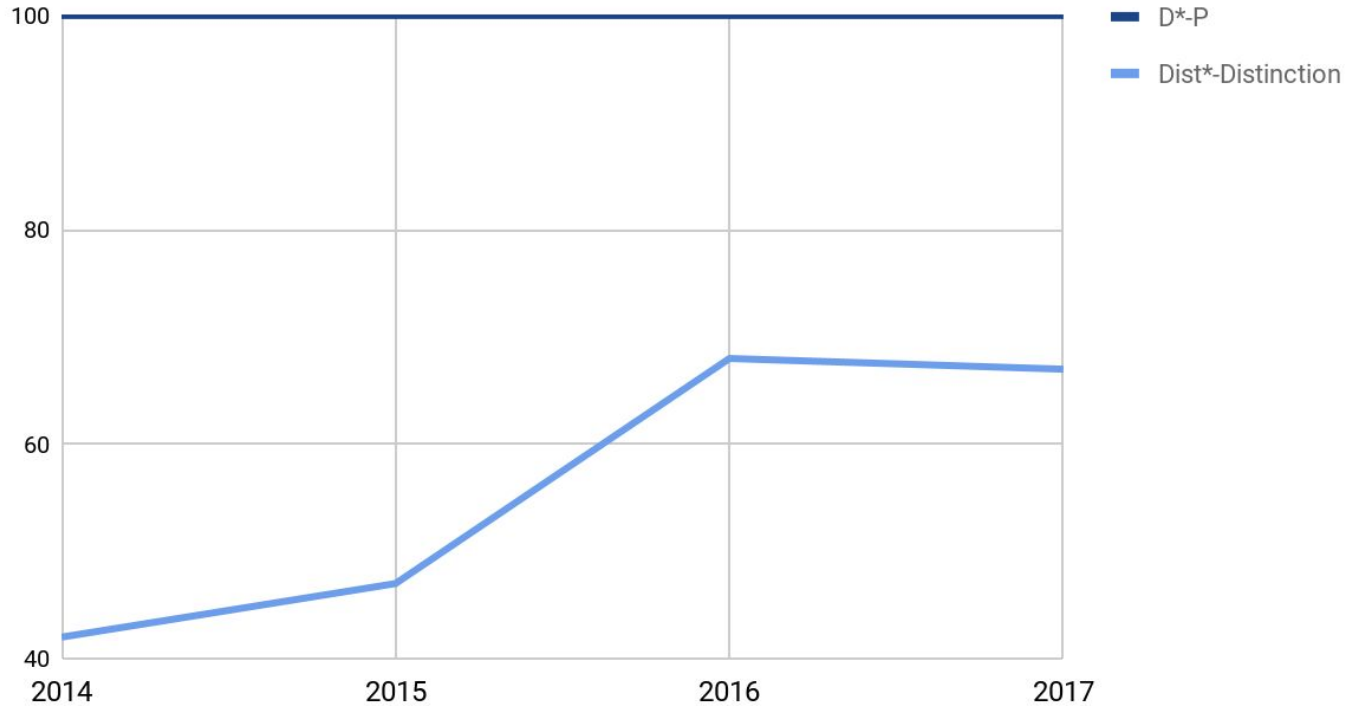


- A*-B%
- A*-C%
- A*-E%



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Level 3 Vocational Achievement 2014-2017



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Future developments and IFT



Regional Schools Commissioner (RSC) office has overview of the region.

The RSC office reviews the effectiveness of all Multi Academy Trusts (MATs).

The RSC makes recommendations to the Headteacher Board who confirms any decisions regarding MATs. We expect communication next month.

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Our focus: Quality Improvement Plan



1. T&L development strand 1: **to engage all staff in developing and improving their practice** with an absolute commitment to deliver great teaching
2. T&L development strand 2: **engaging our community to provide the best support and structure our young people require to be successful**
3. T&L development strand 3: **establish an effective climate for learning to enable all learners to make rapid progress**
4. T&L development strand 4: **to embed self evaluation in all aspects of our work to support self improvement**
5. Strategic development strand 1: implement a **house system for September 2018**
6. Strategic development strand 2: **develop relationships and partnership work across trust schools to harness expertise**

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