**Executive Principal’s Annual Report to the Board of Directors**

**and**

**Sir Christopher Hatton Academy Committee**

**2013 – 2014**

Contents

[Introduction – Executive Principal’s address 4](#_Toc393716153)

[Progress on School Improvement Plan/SEF 4](#_Toc393716154)

[Hatton Academies Trust 5](#_Toc393716155)

[Exam results analysis for 2013 and in year information from 2013 – 14 6](#_Toc393716156)

[Key Stage 4 Results 6](#_Toc393716157)

[Progress and Value Added 6](#_Toc393716158)

[KS5 Results 2012-13 and in year data 2013-14 8](#_Toc393716159)

[Data use/target setting and report to parents 9](#_Toc393716160)

[Data use and target setting 9](#_Toc393716161)

[Report to parents 10](#_Toc393716162)

[Pupil Premium and Year 7 catch-up 10](#_Toc393716163)

[Alternative Provision and MAP 13](#_Toc393716164)

[Outline Plan for the Alternative Learning Provision 13](#_Toc393716165)

[Outline of the current MAP Room format 13](#_Toc393716166)

[Review after the second year 14](#_Toc393716167)

[ALP 14](#_Toc393716168)

[MAP 14](#_Toc393716169)

[Attendance and Inclusion 15](#_Toc393716170)

[Attendance 15](#_Toc393716171)

[Inclusion 15](#_Toc393716172)

[Behaviour and Exclusions 16](#_Toc393716173)

[Behaviour 16](#_Toc393716174)

[Exclusions 17](#_Toc393716175)

[Anti-bullying and E-safety 19](#_Toc393716176)

[Curriculum 20](#_Toc393716177)

[Key features of the curriculum in KS3 20](#_Toc393716178)

[Key features of the curriculum in KS4: the core subjects 20](#_Toc393716179)

[The option processes - ‘Six Routes to Success’ 21](#_Toc393716180)

[Key features of the KS5 curriculum 21](#_Toc393716181)

[‘Tuesday period 6 - Enrichment’ 22](#_Toc393716182)

[Teaching and Learning (incl. homework and marking) 25](#_Toc393716183)

[Improvement Areas 26](#_Toc393716184)

[Marking Reviews and Work Scrutiny 29](#_Toc393716185)

[SEN, Equality and EAL 30](#_Toc393716186)

[SEN 30](#_Toc393716187)

[Equality 30](#_Toc393716188)

[EAL 30](#_Toc393716189)

[Gifted and Talented 31](#_Toc393716190)

[Vulnerable, Looked After Children (LAC) and Child Protection 32](#_Toc393716191)

[Student Voice 33](#_Toc393716192)

[Specialist School 33](#_Toc393716193)

[Enrichment 34](#_Toc393716194)

[Introduction 34](#_Toc393716195)

[The Offer 34](#_Toc393716196)

[Pupil Views and Attitudes 34](#_Toc393716197)

[Year 11 35](#_Toc393716198)

[Staff development/Performance review 36](#_Toc393716199)

[Premises, Health & Safety and Finance 39](#_Toc393716200)

[Premises 39](#_Toc393716201)

[Orchard House 39](#_Toc393716202)

[Capital Development Bids 39](#_Toc393716203)

[Health and Safety 39](#_Toc393716204)

[Finance 40](#_Toc393716205)

[Personal, Social and Health Education (PSHE) 41](#_Toc393716206)

[Social, Moral, Spiritual and Cultural (SMSC) 41](#_Toc393716207)

[Healthy Schools 42](#_Toc393716208)

[Sixth Form 43](#_Toc393716209)

[Literacy 44](#_Toc393716210)

[Numeracy 46](#_Toc393716211)

[English 47](#_Toc393716212)

[Mathematics 48](#_Toc393716213)

[Science 48](#_Toc393716214)

[Parental Engagement 50](#_Toc393716215)

[HSA 50](#_Toc393716216)

[Parent Voice 50](#_Toc393716217)

[Parents Evenings 51](#_Toc393716218)

[Hard To Reach Parents 51](#_Toc393716219)

# Introduction – Executive Principal’s address

**Dear Directors and Academy Representatives**

I am very proud to present the Annual Report for the academic year 2013-14. It contains details of the wide range of work across the academy which I believe has enhanced the range of provision for our students and the quality of the opportunities we provide for them. I was looking at the Report to Governors report for last academic year (2012-13) and noted in the introduction I stated the constantly changing educational landscape was a key feature of the year. Nothing much has changed there! However, I do believe that as academy leaders and a community we have responded positively to these changes and used the opportunities provided and face the more challenging aspects in a way that shows our values and commitment to our students and the local community.

## Progress on School Improvement Plan/SEF

The examination system and how the academy will be externally judged continues to change and we have responded appropriately. Over the year we have expected an OFSTED inspection and this will now be carried forward into 2014-15.

This report details the work that has gone into improving our academy over the past year. We have certainly moved a long way. I hope that you will enjoy reading the many sections detailing the changes and development that have taken place. We are never complacent with our work and strive to improve. I believe that we have certainly made significant changes and are in a position for this to continue. What is particularly pleasing is the increasing contribution from our younger staff in areas such as Gifted & Talented provision and Student Voice. This edition also includes contributions for our three relatively new leaders of the core subjects of English, mathematics and science. Their contribution to the academy and the provision and outcomes for students has been positive and significant. There is also a rather different from usual report on our extra-curricular provision which takes place during the last lesson of the day on a Tuesday and reflects our commitment to the wider aspects of education and which started from the 2008 and 2011 OFSTED reports which praised our extra-curricular provision but raised the issue of student participation and uptake of our offer to them.

Teaching and learning in the academy is the best it has ever been and we have a strong, professionally committed and hard-working team of teachers and support staff. The developing and embedding of best practice recommended in the last inspection has been ongoing and will always be a focus of our work.

The SEF for the academy is based closely upon the OFSTED framework. We currently judge our work to be outstanding in many aspects and in the four key OFSTED judgement areas. As you are aware, particular areas to improve have been English outcomes, the performance of pupil premium pupils, and some sixth form subjects. The work in this area has been successful in achieving increased performance and continues relentlessly. As always, we await the external assessment of our work through the examination results in August!

A feature of this year has been the academy premises and their development. The support from the Directors in this has been much appreciated. We have now successfully acquired Orchard House for a sixth form centre, and have won a capital bid to refurbish B Block. Work on the gym and tennis court development continues. A very successful year which will bring long-term benefits to our students.

## Hatton Academies Trust

A year of major change. When this report was written last year we were still waiting to hear if we had been successful as the sponsors of Victoria Primary. Not only has that happened, that school has become Victoria Primary Academy, and the Key Stage 2 results just received show that we have had a very successful year supporting them. The whole ethos has changed and the future is very positive. Victoria Primary Academy starts September as over-subscribed and fully staffed.

We have also been successful as the sponsor of Diamond Learning Community. This is a very challenging role for any sponsor and our commitment to this demonstrates very clearly our desire to raise aspirations and educational outcomes in the local community.

The development of the Trust has meant changing governance structure and roles. This has been a challenging new area for us all but having made those changes we are now well placed for future development. The Trust has a separate leadership structure to the single academy and a key development has been the appointment of the Head of Primary Education in January 2014. This has added greatly to our leadership capacity and success as a primary school sponsor.

As this academic year ends there is much work underway to set up new Trust structures, policies and procedures. The due diligence and conversion to sponsor academy status for the new Oakway Academy from Diamond Learning Community is well underway. Our particular thanks go to the Director of Finance and Operations for his hard work and commitment to our aims and future development as a trust. We plan to complete the conversion on September 1st 2014 and launch the new Oakway Academy with a new pupil uniform and staff dress code at the start of the academic year.

I would like to take this opportunity to thank SLT, middle leaders and all staff for their hard work and dedication over this year.

I hope you enjoy reading about the work of the academy over the last academic year and thank you for your hard work, challenge, and excellent support in what has been a year of major change, development and improvement.

**Mrs Victoria Bishop**

**Executive Principal**

# Exam results analysis for 2013 and in year information from 2013 – 14

## Key Stage 4 Results

***Attainment***

**2012-13**

* 5A\*-C with E&M are at or above national at 61% for 2012-13
* 5A\*-C and 5A\*-G are consistently strong and whole school indicators are above FFTD
* 2013 5A\*-A was strong at 29%. Maths (above expected) progress is well above national and English 4+ is now also well above both national and FFTd figures. (Jan 14 – whole cohort entry).
* GCSE subjects are improving strongly. Areas of weaker performance addressed successfully with music, history, geography now sig+ ve.

**2013-14 (to date)**

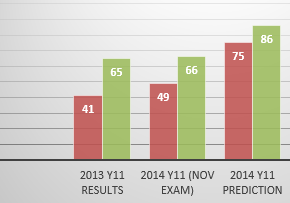
* Very strong results in the November GCSE sitting have placed English in and excellent position for their results this summer.
* Predictions accuracy in English (previously slightly unreliable) has been confirmed with 5A\*-C of 61% recorded as the current working grade in the data collection cycle coinciding with the Nov 13 GCSE examination. The Actual A\*-C recorded in the examination is 61%. Maths GCSE results currently for year 11 are 61% A\*-C.
* Our intake enters with below national prior attainment at KS2. Current year 11 has lower prior attainment than the 2012/13 cohort and yet in year data suggests outcomes will not weaken. Pupil premium pupils are well below cohort on entry (point score on entry) and academy data shows the gap is closing from 2013 base. This is confirmed with the Year 11 January results with both English and Mathematics closing the gap in APS (English reduced by 1.2 pts and Maths by 1.9 pts).
* 2013 5A\*-A was strong at 29%. Maths (above expected) progress is well above national and English 4+ is now also well above both national and FFTd figures. (Jan 14 – whole cohort entry).
* GCSE subjects are improving strongly. Areas of weaker performance have been addressed successfully with music, history, geography now sig +ve.

## Progress and Value Added

* 2013 Value Added was 1030.9 and placed the academy on the 7th percentile nationally. This achievement demonstrates how effectively our students progress in a whole range of subjects during their time at the academy. This success has been formally recognised with the academy being awarded the SSAT “outstanding progress award”. Pupil Premium performance was sig +ve. Value Added for all groups (except small number with statements) is sig +ve

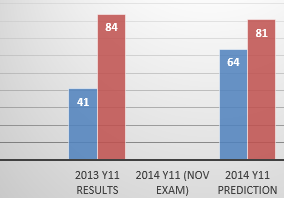
***English***

* Expected progress in English was close to national and the November results place English in a strong position for the summer.
* In school progress and predictions indicate current students are already progressing better than the previous cohorts and will complete their studies well above national expectations. The November 2013 English entry (whole cohort) supports this improvement with expected progress in November 1% above of the final result from the 2012/13 cohort (66%).
* “Above expected progress” in English at 37% already stands 7% ahead of the 2013 national figure at 37% (a 12% increase over the Academy’s 2013 figure).
* English Expected progress (red is pupil premium, green is cohort). Figures are %. The Pupil premium students are performing very strongly as is the whole cohort.



***Mathematics***

* Above expected progress is maths was well above national
* Expected progress in maths was well above national
* Maths Expected progress (blue is pupil premium, red is cohort). Figures are %. There is a small dip in expected progress although this remains well above national. Pupil premium students are progressing strongly as is the cohort as a whole.



## KS5 Results 2012-13 and in year data 2013-14

Year 13 (A Level 2012/13)

|  |  |  |
| --- | --- | --- |
| Year | 2012 | 2013 |
| ALP Grade | 6 | 5 |
| Average points per entry | 199.8 | 206.3 |
| Average grade per entry | C- | C |
| A\*-B | 33% | 41% |
| A\*-E | 98.3% | 98% |

Year 12 (AS Level)

|  |  |  |
| --- | --- | --- |
| Year | 2012 | 2013 |
| ALP Grade | 6 | 5 |
| A-B | 24.1% | 30.4% |
| A\*-E | 88.4% | 89% |

Internal data continues to show improvement.

Current data suggests that the sixth form is improving and is now “good”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | |  | |
|  | **2012** | **2013** | | **2014** | |
| A\*-A (%) | 14 | 15 | | 18 | |
| A\*-B (%) | 33 | 41 | | 44 | |
| A\*-E (%) | 98 | 99 | | 100 | |
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# Data use/target setting and report to parents

## Data use and target setting

The academy uses “above expected progress” to set targets at KS3 and KS4 and ALPS to provide targets at KS5. Each target setting model is based on the pupil’s prior attainment in their previous Key Stage of education.

At KS5 ALPS targets are based on the average GCSE score that the pupil achieved in Key Stage 4.

Data is taken from staff on progress five to six times per year depending on year group. This includes one full report to parents and then progress checks. Each time data is taken analysis against targets occurs. This information looks at individual pupils, and information is then provided to the Director of Year and form tutors, and particular groups. Information is provided for the Senior Assistant Principal for Inclusion, who acts upon this.

Analysis of data is provided for individual Curriculum Leaders, Heads of Department and each class teacher so that they can review progress in their groups and target individual pupils who are under-achieving. Class teachers can access information on targets and current performance on Sims.

## Report to parents

Reporting this year has retained the format of previous years.

The academy is currently preparing and consulting on an improved reporting offer for parents. This is planned to be introduced during academic year 14-15.

Parents will continue to receive one full report and will now receive two progress reports each year.

The academy is investigating methods of delivery for reports and will be delivering reports via in-touch where possible. Reports will continue to be delivered via traditional methods whilst new systems are trialled.

# Pupil Premium and Year 7 catch-up

**What is the Pupil Premium?**

The Academy receives Pupil Premium funding from the Government in respect of disadvantaged pupils (pupils who have been registered for free school meals (FSM) in the last 6 years or looked after continuously by the local authority for more than six months). The funding is targeted to ensure that every pupil has the best possible chance of achieving their full potential at school whilst experiencing exciting enrichment opportunities beyond the curriculum.

Funding has been allocated in 2011/12 and 2012/13 as follows:

*Pupil Premium Funding*  
2011/12 = £66,220

2012/13 = £187,604

2013/14 = £235,573             A breakdown of the allocation of this funding is available on the academy’s website

Since 2012/13 the Academy has received an additional allocation in respect of pupils achieving below level 4 in English and / or maths to support catch-up interventions, plans for which are included in the list of interventions below.

It is for the Academy to determine how Pupil Premium funding will be spent, as we are best placed to assess what additional provision our students would benefit from to enable them to succeed in their studies.

**Our Priorities**

* Students eligible for FSMs and other vulnerable students who are underachieving (not making expected progress)
* KS3 students where improved literacy levels would enhance their progress
* Use of pupil premium to fund the following activities  
  a) Assessment of need  
  b) Interventions  
  c) Enrichment

**Assessment of Need**

The Academy assesses pupil needs in the following ways:

* The Academy has adopted a system to identify literacy levels for these students
* The Academy analyses historic data to identify areas where improved progress can be targeted

**Interventions**

* Establish nurture group to further improve transition into Sir Christopher Hatton Academy
* Summer schools for new year 7 students to support transition into the Academy
* Creation of smaller classes in English to boost personalised literacy development and in mathematics
* Employment of 2 additional teachers to support students in the areas of literacy and mathematics
* Implementation of rapid readers programme to boost literacy levels and pupil confidence
* Raise awareness and profile of pupil premium students with staff and governors by introducing pupil premium students as a key focus group in data analysis to support intervention
* Appointment of a new whole school literacy co-ordinator and numeracy coordinator
* Introduction of shared reading and spelling groups to complement the Academy's existing SEN provision

**Enrichment**

The Academy has developed a complete enrichment programme for all student's personal and social development. In addition to this, funding is targeted as follows for pupil premium students:

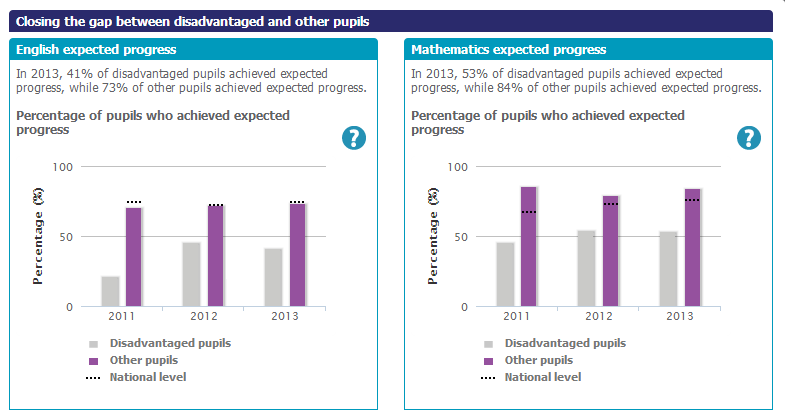
* Subsidising students trips and visits to maximise opportunity
* Subsidising personal interests and hobbies to enable students to reach potential in areas not offered within the Academy
* Introduction of the enrichment programme as a core element of the curriculum
* Prioritising and subsidising these students within the whole Academy enrichment programme activities

**Impact**

**Pupil Premium Impact**

Sir Christopher Hatton became an Academy during academic year 2011-12. The Academy is therefore measured using results from 2013 onwards. We have however included the information on the Ofsted data dashboard below for completeness.

Overall, the trend has been a closing of the gap between those in receipt of the Pupil Premium Grant (PP) and their peers. This is despite the move from FSM to Ever-6 which doubled the number of eligible students in the Academy without an awareness of their identity for much of 2012-13.



Since the new measures included on the spending statement have been in place, students in receipt of PP are closing the gap much more rapidly with their peers. Academy data (including actual English results from November 2013) indicate that **students in receipt of PP at the Academy will be achieving in line with the national average for all students by the end of the next academic year (2014-15) in both English and mathematics** (the two subjects recorded by OfSTED). The Academy recognises the importance of all subjects taken by our students and the performance of those in receipt of PP is improving strongly across the curriculum.

# Alternative Provision and MAP

## Outline Plan for the Alternative Learning Provision

Following the unfortunate closure of our own provision at Midland Road we now use EYS, a well-known National chain of alternative education providers and Fairlawns Academy, a well-respected local school who have good outcomes for the girls that we send to them. They have a large facility with many teachers able to teach a variety of subjects and make the very most of the opportunities available to young people, such as sending them to College on Hair and Beauty courses.

EYS also send the students to College and provide transport for them, also. EYS has a large number of teaching rooms and is very suitable for the boys we send to them. They teach BTEC Sport which goes down well with the boys but they only participate if they attend other lessons as well.

## Outline of the current MAP Room format

Building on the previous work we have carried out in the MAP Room where students were taken out of their normal classes and taught in the MAP Room for the whole day we decided that this caused many problems for Y9 students, and their teachers, as they may miss too much exam board work.

We, therefore, set up a MAP Form where any student whose behaviour was causing concern could join in with the work designed to improve their behaviour for a term or longer, if needed. We have also learnt that we can easily mix year groups in the MAP Form and vary the times that they needed to be out of normal form time.

The teaching of a good behaviour pattern continues to be based upon the Behaviour Watch (BW) system and the behaviour of each student is logged and recorded for discussion in form time. Graphs are used to illustrate the before and after behaviour on a bar chart with the focus on what happened, during the day before, which initiates discussion on how they could/ should have avoided getting into trouble. Directors of Year assign students to the MAP Form based on their evaluation of the student’s attitude, progress and behaviour so it does not necessarily follow that they only come from the ‘top ten’ on BW as other factors are taken into account.

They are in Form, as are all students, on Monday, then Tuesday to Friday, with the long Thursday session where the main body of the Behaviour Management work is carries out. The work is based around the book ‘Tackling Exclusion: Supporting Disaffected Students, Kanabar and Rae’ which has be shown to have a positive influence on guiding them to a better behaviour pattern at the Academy. Nurturing in a more rewarding style is given by way of a visit to the Canteen, once per week, and the students are allowed a drink and small snack for the improved behaviour of one student or the whole group.

## Review after the second year

### ALP

We have been mostly happy with both of our Alternative provisions but this has not been without difficulties at times; the reporting of Attendance was slow at first, but we soon got into a rhythm, as was the way in which we needed to record and document an exclusion, but this is all now in hand.

The quality of the teaching will never be as good as at the Academy because they do not have our resources and manpower, but, that said, they are still doing a good job for us. We shall continue with both of these providers next year and are happy to do so.

### MAP

We have had a different group each term although some students stayed on if the BW reports were not good for them. The students who did stay on were then very keen to improve and leave the MAP Form as others had done, but some were more intractable and they are with us still. One of the worst behaving boys left to go to another school, so we organised a replacement to take his place, so we were never ‘quiet’ and always working hard with the students.

A new initiative began toward the end of the school year where certain students with lots of BWs were warned that if they continued to behave badly then they might not progress into the next year group up – this applied to Y7 and Y8 students – and is called ‘Back Track’. The majority of these students who were in danger of being kept back a year were then inducted into the MAP Form but a smaller group were monitored but left in their normal Form Tutor Group. All students were called together – mostly once per week – and we discussed everything that had happened to them over that period of time. This has had a very positive effect on this group and even those in the target year groups who thought that they might be in our thoughts. This has not been tried here but has had a good reaction at other schools.

# Attendance and Inclusion

## Attendance

Student’s attendance has rapidly improved this year. For years 7 to 11, attendance increased from 93.5% to 95.1% (+1.2% increase) against a target of 94.3%. Attendance in the sixth form rose from 93.8% to 96.5% (+2.7% increase). All figures are quoted for terms 1 – 5 inclusive.

This considerable success has been a result of several strategies which the academy used based on a data analysis performed in June 2013; Employment of families worker, re-evaluation of attendance officer role, close coordination between attendance and other children’s services within the learning zone, morning meetings and Big 5 reports. We also made use of county fixed penalties, ensured we worked more closely with EES, increased the number of home visits, revisited our Persistent Absence systems and closely adhered to them.

## Inclusion

The school is becoming increasingly diverse with each intake. All ethnic groups make good progress both in year 11 figures from last year and in school data with the possible exception of our Pakistani students who we will be monitoring closely over the coming months.

A gender difference exists within the academy as a whole, mirroring national trends with Girls making more progress than boys. This is evident within both the year 11 results data and in-school data collected throughout the year.

This year we have improved on our tracking of disabled students in order to ensure that their needs were met. Groups of students being carefully monitored at the moment include those with communication problems and the ‘other disabled’ category.

Communication of students needs to staff has been further embedded with more work on the ‘class profiles’ system in school which now includes data-rich seating plans allowing staff to easily create a picture of the needs of the class in front of them.

# Behaviour and Exclusions

## Behaviour

Our Behaviour Watch system is used to record any behavioural issues. Staff also record consequences, contact made with parents, detentions and a record of the incident. It is a useful tool to gain a whole picture of each student. Incidents are recorded as low, medium or high and dealt with accordingly. Directors of Year receive a daily record of all incidents and are then able to follow up by contacting parents and ensuring relevant consequences and or support are put in place.

All students know to report to the Learning Zone should they need advice, support or information. The reception is manned throughout the day and pupils are directed relevant to their need. They also have access to the Directors of Year and Learning Mentors from here. There are three Learning Mentors to support the five Directors of Year (Yr 7-11). As well as being the front line for reactive pastoral issues they run a range of intervention programmes which include Protective Behaviours; Anger Management and SEAL (Social Emotional Aspects of Learning) which are all designed to address the needs of identified pupils. This year has seen a tighter and more efficient use of the PSP (Personal Support Programme) – the first line of customised intervention for a pupil from a Director of Year or Learning Mentor. We have also worked on a much more regular basis with specific outside agencies. TPT (Targetted Prevention Team) who work as the bridge between troubled families and the Academy and the EP (Educational Psychologist) are key examples. We now have a regular EP assigned to Hatton which has noticeably improved consistency. Other valuable members of the team who help to strengthen the partnership between the Academy and home/outside agencies are the Welfare and Attendance Officers whose work is as much outreach as within the Academy. They are involved in the more complex, long term and chronic pastoral issues which are at the stage of pupils not being in regular attendance at school for a variety of reasons.

With so many facets of pastoral support in place communication is key. Once a week the main gatekeepers of pastoral care and support have a ‘morning meeting’. It is structured on a year group basis, working on a rotation.

This academic year sees the first complete cycle of the ‘Big 5’ document which Directors and Academy Representatives will be familiar with. It is a document that is produced termly and draws together the 5 cornerstones of Attendance; Behaviour for Learning; Bullying; Exclusions and ISE – the core issues faced by the Directors of Year. During the year the techniques of measuring and the manner in which the outcomes have been displayed and actioned have been honed and refined. Its remit is to be a ‘live’, working document that each DoY works from for the following term. From Sept 2014 this document will expand to be called the ‘Big 6’ and will include updates on LACs (Looked After Children) and CP (Child Protection) concerns.

September 2013 saw the launch of the Vivo rewards system. An on line system which allows pupils to accrue points based on a wide range of success criteria. These points can then be exchanged for products at the on line shop. The more Vivos that a pupil collects, the more options they have to purchase. Students can exchange their rewards at any point in the year on regular small items, or they may wish to save up for a more expensive item. Vivos that are not used in one academic year are carried forward to the next. It has been a great success within the school and 2014-15 will see further refinement in order to thoroughly embedded it within the Academy’s community.

***ISE room:*** this is used as a consequence area where a student might need to be isolated due to poor behaviour which has disrupted the learning of others or if an incident has occurred. Work is set, students are expected to work in silence and a record is kept of their behaviour and attitude which is relayed to parents.

We have also used this as a learning area for those at risk of exclusion. An ISE manager is in daily charge of the room and will ensure that relevant work is set for students. Should they be missing a GCSE lesson then staff are asked to provide work appropriate. It is worth noting that BW (Behaviour Watch), ISE (In School Exclusion) and Exclusions and their functions are all explained in much more detail within the Behaviour Policy which has recently been updated.

***ON CALL:*** this is a system in place for staff to use if a student needs to be removed from a lesson due to poor behaviour. SLT and Middle managers are made available each lesson and can be called to deal with a situation. A student may be returned to class or removed to ISE to be followed up.

Strategies for support include regular parental contact, Form teacher report, director of year report, meet and greet daily, peer buddy support, nurturing groups, intervention groups. The Learning Mentors will also visit lessons.

There is a cohort of boys who have been an addition of the respect project whereby the group made a video on behavioural issues.

## Exclusions

Below is a table to show the number of Fixed and Permanent exclusions broken down by term for the academic year 2013-14 with a comparison to year 2012-13.

Term 6 is not yet completed for fixed period exclusions in 2013-14 as the data will be processed after term has finished.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Exclusion comparisons** | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **2012-13** | |  | **2013-14** | |  |  |  |
|  | Fixed | Perm. |  | Fixed | Perm. |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Term 1 | 21 | 3 |  | 13 | 0 |  | | |
| Term 2 | 5 | 0 |  | 18 | 2 |  |  |  |
| Term 3 | 5 | 1 |  | 17 | 1 |  | | |
| Term 4 | 4 | 0 |  | 13 | 0 |  |  |  |
| Term 5 | 9 | 1 |  | 10 | 1 |  |  |  |
| Term 6 | 10 | 2 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **54** | **7** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Av per term | 9 | 1.1 |  | 14 | 0.8 |  |  |  |

The key points are:

* There has been a rise in the total (term 6 yet to be entered as there are 4 more weeks left of term) of fixed term exclusions during this year compared to last year.
* There has been (will be) a fall in both the total and average permanent period exclusions during the year compared to last year.

Comments:

The changes that have led to these results are:

* The implementation of a tighter and clearer Behaviour Policy with a structure:

3 x ISE and a fourth = a fixed term exclusion (fte).

3 x fte and a fourth = a perm exclusion.

There was possibly an initial (up to term 3) pushing of the boundaries from certain pupils who perhaps did not understand the progressive nature of their sanction which resulted in an increase in fte compared to 2012-13 over this period.

* The proactive approach to tacking drugs being brought into school via assemblies and the Police drugs dogs, as well as carrying out more frequent ‘stop and search’ by the Academy has helped to reduce the number of Perm exclusions.

From Sept 2014 ISE will be located in Orchard House which we believe increase the ‘intensity’ of the experience and thus make it a greater deterrent, so helping to reduce the number of term on term fixed term exclusions.

# Anti-bullying and E-safety

Due to the expansion of the anti-bullying coordinator role into E-safety we are still to submit our submission to the local authority for the Gold award for anti-bullying. This will be submitted in short order. We are also looking at securing the E-safety mark in 2014-15.

We have become a Stonewall champion school for a second year with Mr Plant becoming a Stonewall Ambassador and as such being able to advise staff and students on a number of LGBT issues. Further to this Mr Plant, Mr Barker, and three students (two moving into Yr12 one moving into Yr10) have attended specialised training at the Stonewall conference to further expand the depth and quality of coverage we can offer in the area of LGBT and E-safety support.

The Peer team continues to expand and receive training (using TaMHS resources) including through the use of enrichment time. Specialised in house training is also given in support of our peer mentors. The team continue to be involved in primary school visits, the support of transition lessons for Year 6 and they run a ‘safe’ room for vulnerable students every lunch time. In November the team managed anti-bullying week (Nov) and E-Safety week (Feb) wherein parents were offered e-safety and anti-bullying training, and students used a range of resources during form times. The work of the peer team has been acknowledged by the John Lewis Partnership who donated £1308 to the team – this has been used to secure branding and will also be used to secure specialist, external training during 2014-15.

Staff use Behaviourwatch to record incidents of bullying, the use of discriminatory and homophobic language. These are reported through the Big 5 (6) report. The Behaviourwatch entries are scrutinised by Mr Barker and follow up with the victim occurs via Directors of Year, Mr Barker, the Learning Mentors and the Peer Buddy team.

The overall numbers of incidents 2012-13 and 2013-14 have remained consistently in the mid 80’s. However, we must bear in mind the increasing numbers of e-safety issues and increased reporting of and sanctioning for discriminatory and homophobic language which masks some of the gains that have been made this year.

We have made inroads into student use of homophobic language with almost all students declaring that they are always challenged when they use the term “gay” when questioned.

A third of the student body has undertaken an E-safety questionnaire and the results of this are positive (discussed at SLT), the results have been used to inform assemblies, form activities, 2014-15’s PSHE additions and the updating (with direct student input) of the academy anti-bullying and E-safety policies.

All staff have been given in-house and externally sourced anti-bullying and e-safety training (E-safety advisor) during 2013-14 and have been given copies of the updated E-safety / acceptable use policy and the acceptance forms are coming in (July 2014). There has also been a review meeting for the policy (in line with the contents of the policy itself) with a variety of stakeholders.

Anti-bullying and E-safety for parents has become a standing item in each school magazine and information and guidance is now also regularly added to the parent area of FROG and on the shared drive for access by staff.

# Curriculum

## Key features of the curriculum in KS3

Pupils were grouped according to ability using KS2 SATs and CAT testing that they complete on their Induction Days in the July prior to their commencement in September. They are in half year group blocks of 4 classes, ‘x’ and ‘y’. Subjects are then grouped together in ‘cells’ and the *lead* subject in each cell determines the settings within each, (see below)

English, Geography, History, RE, MFL, Art, Drama

Maths, Science, ICT

D & T, Music

PE

All students follow a Personal, Social, Health Education (PSHE) programme for one lesson a week in an extended tutor group period on a Thursday morning.

At the start of Year 7 we select the weakest 15 students based on literacy skills and place them into a group which we identify as the ‘Nurture Group’. This group takes effect from week 4 to allow time to assess all the students and compare the data to that which we receive from the primary schools. They have a KS2/3 trained teacher for all of their English, Humanities and MFL lessons (11 out of 27 per week) and are taught in a way that has Literacy at the core of their learning, which will be through a themed approach. Their progress during this academic year has been such that they will ‘re-join’ the main school in Year 8 with the hope that they will not become the students that struggle to properly access the curriculum in KS4 as their literacy needs have been identified and improved at an early stage.

During the first half term of Year 7 all of the subjects within the ‘English’ cell followed a project based approach to the curriculum (PBL), similar to a Primary School model in order to aid transition and to provide students with the skills of ‘how to learn’ A similar scheme ran during the final term of Year 8 with the ‘Maths’ cell.

## Key features of the curriculum in KS4: the core subjects

* English
* Mathematics
* Science
* Information communications technology
* Physical education
* Religious education
* Citizenship, careers education, work-related learning and sex education taught through PSHE via tutor groups on a ‘carousel’ basis for a fixed period in the week.

**The Option subjects**

* Art
* Computing
* ICT
* Performing Arts
* DT - Graphics, resistant materials, hospitality & catering, textiles
* Geography, History,
* German, Spanish
* Business
* Sport
* Health & Social Care
* Media Studies
* College / Off site education / regular work experience for some pupils

## The option processes - ‘Six Routes to Success’

Students are offered the route that would suit them best based on their historic performance and pastoral record and they make option choices from within that route.

The opting process has been further refined over the past two years into 6 rather than 4 ‘Routes to Success’ to take into account the government legislation that will reduce the number of non GCSE (i.e. Btec) subjects that a student can have in their curriculum that will ‘count’. This customises our offer even more so as not to disadvantage students with a curriculum package that is too ‘vocational heavy’, and weight our students’ curriculum more towards GCSE qualifications. We still offer a varied and robust suite of Btec subjects: Business Studies, Sports Studies, Health and Social Care, Performing Art, Creative Media and Science, but we are becoming more discerning ‘who’ they are offered to and how many each student offered.

Progression into KS5 is not dependant on the Route that students have followed in KS4 as long as they have met the entry requirements, which is possible through all routes.

## Key features of the KS5 curriculum

The sixth form essentially has 3 routes depending on student ability and preference, although in reality they are much more fluid than those outlined in KS4

* AS/A levels
* AS/A levels / Btecs
* Btecs / Vocational AS levels

The expectation is that routes 1 and 2 will take the equivalent of 4 AS levels, dropping down to 3 in Year 13. There is some negotiation for route 3 based on the individual, but no less than the equivalent to 3 AS levels in Year 12. A one year customised Foundation year can be accommodated, but there has been no demand for this over recent years.

The transition process from KS4 to 5 goes through many stages so that parents and students are fully informed of the requirements and expectations of post 16 courses. The intention is that there are fewer issues with students in the new Year 12 being unable or ill prepared for the heightened expectation of the advanced level regime.

The amount of lesson time for a post 16 course is 5 hours per week in Year 12 and 13.

## ‘Tuesday period 6 - Enrichment’

This scheme is based on the idea of student engagement in activities beyond the traditional curriculum. It was run for the first during the 2012-13 academic year and is now fully embedded. A list of some of the enrichment options are:

|  |  |  |
| --- | --- | --- |
|  | **3D Architectural Design – Mrs West - Max 22**  A highly skilled module for those interested in a career in architecture and design; learn about famous architects and buildings to develop an awareness of modern architecture, also how to draw floor plans using CAD and 3D projections on ProDeskTop or by hand on drawing boards. Must have a genuine interest in architecture and design to appreciate this module.  ***For more information see Mrs West*** |  |
|  | **Applied Economics – Mr Plant – Max 20**  Interact with the news and current affairs. A grounding in basic economic knowledge in terms of management, market forces and indicators and how the economy impacts on day to day lives. Learn how the economy ismanaged in the UK and International Economics also how this is applied to current economic events. This is for anyone with an interest in politics, the news and business.  ***For more information see Mr Plant*** |  |
|  | **Basic Programming – Mr McMorrow – Max 30**  A chance to experience basic programming, developing computer games. Learn to use 2 tools to develop computer games, understand program flow and control as well as event driven programming.  ***For more information see Mr McMorrow*** |  |
|  | **Boys Football – Mr Gibbs – Max 40**  Improve your football skills and match awareness. **PE Kit required.** You must be prepared to play OUTSIDE and in all weathers. (10 from each year group – 8/9/10/11)  ***For more information see Mr Gibbs*** | **8/9/10/11 Boys Only** |
|  | **Chess Club – Mr Dube – Max 24**  Develop higher-level problem solving and analytical skills through chess games and teamwork. Learn basic chess game rules and moves. Practise your skills in preparation for timed tournaments.  ***For more information see Mr Dube*** |  |
|  | **Circuits – Mr Brookes – Max 30**  Work on strength and conditioning through circuits**. PE Kit required.**  ***For more information see Mr Brookes*** |  |
|  | **Clay Pigeon Shooting – Mr Green – Max 10**  Learn about the field sport of clay pigeon shooting. A practical off-site activity led by a professional. Please be aware a cost is attached to this activity. £13 per week to cover transport, coaching and equipment paid half termly in advance. *See Mr Green for more information* | **Charge £13 per week** |
|  | **County Schools Challenge (Year 9 & 10 only) – Miss Coe – Max 15**  The Arson Task Force have teamed up with local businesses to offer young people the chance to be involved in enterprise based projects to raise awareness of local issues affecting the community. This involves planning, designing an awareness campaign and product that could be used to reduce the negative impact of an issue. The winning team takes part in a local competition.  ***For more details see Miss Coe*** | **Year 9 and 10 only** |
|  | **Creative Writing – Mr Mackenzie-Wright – Max 28**  Explore a range of techniques to aid your creative writing. Create your own pieces of fiction or other creative artwork, including short stories, long form stories, poetry, song lyrics, raps, illustrations and graphic novels to be kept in the school library. Also, writing competitions.  ***For more information see Mr MacKenzie-Wright*** |  |
|  | **Crochet (Year 7 only) – Mrs Swain – Max 25**  Learn the basic craft of crochet to create unique woolly masterpieces! A traditional craft which is now on trend. Make it yourself!  ***For more information see Mrs Swain*** | **Year 7 only** |
|  | **Dance/Zumba (Girls only) - Miss Matthews – Max 30**  Improve your fitness and co-ordination with dance based exercises such as Zumba and body combat. Learn with a professional dancer to develop your skills. **PE Kit required**. Please be aware that there is a weekly cost for this onsite activity of £1.00 per week.  ***For more information see Miss Matthews*** | **£1 per week - Girls Only** |
|  | ***Drama Workshop – Mrs Balach-Ali*** | **Year 7 only** |
|  | **Drumming Workshop – Mr Musavengana – Max 20**  The Djembe drum is possibly the most influential and basic of all the African drums; originally created as a sacred drum used in healing ceremonies, rites of passage, ancestral worship, warrior rituals and social dances. Here at the Academy we have the opportunity to work with Des Dier, a professional percussionist and performer, who will show you how to create rhythmic music. All abilities welcome.  ***C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900105188[1].wmfFor more information see Mr Musavengana*** |  |
|  | **Duke of Edinburgh Bronze Award – Mr Shackleton – Max 30**  Develop skills required for Bronze Award - Skill, Physical and Volunteering sections and Expedition including mapping; camp craft, route planning, cooking, first aid qualification; team work and leadership skills. Cost - £10 subscription fee (2014) plus two expeditions £20 approximately (2014). Some equipment may be required. Outdoor education, nationally recognised qualification, great fun with experiences and memories to last a lifetime! Time and commitment required.  ***C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900105188[1].wmfFor more information see Mr Shackleton*** | **Year 10/11 only. Cost for Subscription and Expeditions** |
|  | **Duke of Edinburgh Silver (Y12/13 - new joiners only) – Miss Alderson – Max 15**  Develop skills required for Silver Award - Skill, Physical and Volunteering sections and Expedition including mapping; camp craft, route planning, cooking, first aid qualification; team work and leadership skills. Cost - Subscription fee £35 (2014) plus 3 day expedition estimate of £30/40 per expedition. Time and commitment required. Outdoor education, nationally recognised qualification, great fun with experiences and memories to last a lifetime**!**  ***For more information see Miss Alderson*** | **Year 12/13. Cost for Subscription and Expeditions** |
|  | **Duke of Edinburgh****Silver and Beyond – Mr Morton (Bronze Award Holders only)**  Enabling students to complete the Duke of Edinburgh’s Award at Silver level and to finalise outstanding Bronze work. This group will be for continuing students of the Bronze Award who must have completed 2 signed off sections of the Bronze Award. Time and commitment required.  ***C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900105188[1].wmfFor more information see Mr Morton*** | **Bronze award holders. Cost for Subscription and Expeditions.** |
|  | **Engineering Excitement – S Lane – Max 20**  Working as a team to complete a design and make activity following the design process (brief, research, design, proposal, prototype, making and testing). A unique opportunity to work with a local company and access to industrial expertise and guidance. Basic IT skills required.  ***For more information see Mr Lane*** |  |
|  | **Ethiopia 2016 – Miss Ali – Max 15**  Students planning and fundraising for the expedition in Summer 2016. This will involve training for the expedition, learning about the country of Ethiopia and setting up fundraising opportunities for the expedition. Gain skills in fundraising, expeditions and learning about a new country. Only select this option if taking part in expedition.  ***For more information see Miss Ali*** | **Expedition Group only** |
| C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SCJVVVSL\MP900430727[1].jpg | **Extended Project (Year 13 only) – Miss Heaney Max 25**  An opportunity to gain an AS level and more points in preparation for University. Develop skills in researching information and writing dissertation style pieces of work.  ***C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900105188[1].wmfFor more information see Miss Heaney*** | **Year 13 only** |
| **C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC910216382[1].png** | **Forensics/CSI Club (Year 7 Only) – Miss Taylor Max 20**  Covering many science aspects with a chance to carry out experiments and practice new skills; also to learn about the criminal justice system. Crime solving scenarios.  ***For more information see Miss Taylor*** | **Year 7 Only** |
| C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ES6YW2D4\MC900054686[1].wmf | **C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900105188[1].wmfC:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900105188[1].wmfJudo** |  |
| C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ES6YW2D4\MC900297235[1].wmf | **Game Design and Coding Club – Mr Lomax – Max 25**  Develop your programme skills using Python to create simple games. Computing – instead of just using a computer and its software let’s make it!  ***For more information see Mr Lomax*** |  |
| C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LHMSKJMV\MC900318380[1].wmf | **Hair and Beauty (Year 7 girls only) – Miss Sabi – Max 15**  Learn to be creative with your hairstyles, nail art, experiment with make-up and how to look after your skin and hair. Students are required to provide their own equipment – comb, brush, nail paint, nail polish remover and make up.  ***For more information see Miss Sabi*** | **Year 7 Girls only** |
| C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900089126[1].wmf | **Hatton Singers – Miss Brennan and Miss Lloyd – Max 28**  We are looking for singers to create our school choir.  ***If interested, please see Miss Brennan or Miss Lloyd BEFORE making your enrichment choice for an audition to take part.*** | **Audition required before selecting** |
| **C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ES6YW2D4\MC900239505[1].wmf** | **Hockey – Mr Smith Martin – Max 25**  Learn skills and techniques required for hockey. **PE Kit required.**  ***C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900105188[1].wmfFor more information see Mr Smith-Martin*** |  |
| **C:\Users\Duncan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QHLBAOTB\MC900434971[1].wmf** | **Indian Cooking – Mrs Penny and Ms Miah – Max 20**  Learn to cook authentic Indian food using a range of store cupboard staples; making a range of starters, main courses and puddings from different areas of India. You will need to provide your own ingredients; a list will be given before the sessions start.  ***For more information see Mrs Penny*** | **You will require to bring in ingredients from home** |

# Teaching and Learning (incl. homework and marking)

This is an analysis of the lessons that were formally observed during the period from September 2013 until 1st July 2014.

The key areas that were graded during observations take into account the Ofsted guidance. All areas are graded: Outstanding, Good, Requiring Improvement, Inadequate or Not Applicable.

Teachers were timetabled to be observed 3 times during the year. Observations were conducted by SLT members and Curriculum Leaders. To ensure consistency, every observer completed a joint lesson observation to monitor accuracy of judgements made.

**In order to give a fuller picture and more balanced view of teaching over time and consistency within a department, lesson observations in term 1 and 3 were completed as part of the departmental reviews. Teachers were observed for at least 30 minutes during this period with only one day notice. This reflects how lessons will be seen when Ofsted next inspect the academy.** In term 2, lessons being observed were chosen by the observer and teachers were given 2 days’ notice of the observation. These observations were for a full hour lesson. Where possible, teachers were observed across all different key stages throughout the year.

**Headline Figures:**

|  |  |  |
| --- | --- | --- |
| **Year** | **Good or better** | **Unsatisfactory** |
| 2008-9 | 57% | 4% |
| 2009-10 | 66% | 3% |
| 2010-11 | 71% | 3% |
| 2011-12 | 75% | 2% |
| 2012-13 | 85% | 0.4% (1 lesson) |
| 2013-14 (up to 01/07/14) | 87% | 0.5% (1 lesson) |

42 lessons (24%) were judged to be outstanding compared to 37 in the previous academic year. 1 lesson was judged to be inadequate. This observation was with a failing NQT who has now left the academy.

The following table shows how various elements of the lesson were judged.

|  |  |  |
| --- | --- | --- |
|  | **Outstanding/Good**  **2012-13** | **Outstanding/Good 2013-14** |
| **Teaching** | 85% | 87% |
| **Progress and Learning** | 81% | 81% |
| **Behaviour and Attitudes** | 85% | 90% |
| **Planning** | 85% | 79% |
| **Subject K&U** | 94% | 92% |
| **RWCM** | 81% | 84% |
| **Challenge and match to needs** | 77% | 81% |
| **Expectations** | 88% | 90% |
| **Deployment of other Adults** | 82% | 90% |
| **Assessment during the lesson** | 74% | 84% |
| **Interventions** | 82% | 86% |
| **Marking** | 79% | 82% |
| **Response to Feedback** | 67% | 63% |
| **Homework** | 83% | 77% |

## Improvement Areas

It is pleasing to note that 7 of these teaching elements have improved significantly since 2012-13. Of particular note is the Deployment of other Adults. During this academic year training has been given to our TAs and teachers regarding the new expectations of other adults in the classroom. The employment of 4 HLTAs (Higher Level TAs) has also helped raise this figure as these staff are used by the teachers to work with identified small groups or individuals within a lesson for targeted intervention.

Assessment during the lesson has also risen significantly. Teachers have had training on how to prove progress in lessons with a particular focus on questioning. It is good to see this has had a significant impact.

The teaching of RWCM (Reading, Writing, Communications and Mathematics) has also improved. This is evidence of our continued drive on literacy and numeracy across the academy and proof that the literacy focus in every lesson is helping to drive up standards. This judgement also includes the teaching of SMSC (Social, Moral, Spiritual and Cultural). It is pleasing to see that this element is also being actively taught very well across the academy.

The following sections examine the elements which have decreased since last academic year:

Planning

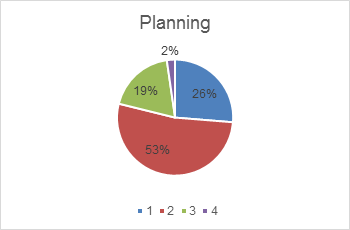
The percentage of lessons observed with good or outstanding planning has dropped by 6% this academic year. The criteria on which this judgement is made is:

1 (outstanding) Planning is astute. Time is used very well.

2 (good) Planning is very effective. Time is used well.

3 (RI) Planning is effective. Little time is wasted.

4 (Inadequate) Planning fails to take account of needs. Time is wasted by some or all pupils.

I do not think the drop in planning is a cause for concern. Rather, I believe that the criteria are difficult to be consistently applied as they are too similar to each other.

I will be clarifying these criteria for next academic year and monitoring the outcomes carefully.

The 2% inadequate planning includes two observations of the same person. This staff member is no longer a teacher at the academy.

Response to Feedback

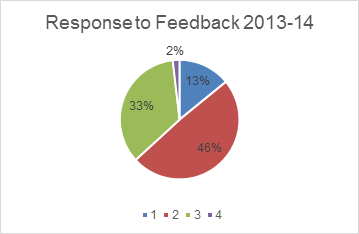
The percentage of lessons observed with good or outstanding response to feedback has dropped by 4% this academic year. The criteria on which this judgement is made is:

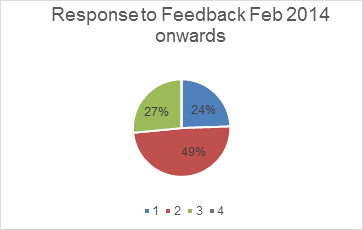
1 (outstanding) Pupil response to marking is shown to have an impact on their learning over time and there is evidence of teacher-pupil dialogue.

2 (good) Pupils revisit and respond to previous learning through written comment or post-task questions/activities.

3 (RI) Evidence of pupil response to feedback is limited.

4 (Inadequate) No evidence of pupil response to feedback is limited.

As this element of teaching has become more important within the Ofsted inspection framework we have altered our marking policy to build in pupil response to marking. This was introduced in January 2014.

The improvements in the pupil response to feedback since the implementation of the new policy can be seen in the second pie chart.

This shows that the new marking policy has helped to raise the level of pupil response to marking so that 73% of lessons seen have been judged to have good or outstanding response to marking.

Homework

|  |  |
| --- | --- |
| Academic Year | % of homework graded as good or better |
| 2008-9 | 61 |
| 2009-10 | 63 |
| 2010-11 | 59 |
| 2011-12 | 53 |
| 2012-13 | 83 |
| 2013-14 | 77 |

There has been as drop of 6% in the percentage of lessons where homework has been judged to be good or outstanding since last academic year. Last academic year homework was a whole school priority area and this clearly had an impact. The criteria on which this judgement is made is:

1 (outstanding) Appropriate and regular homework contributes very well to pupil learning.

2 (good) Appropriate and regular homework contributes well to learning.

3 (RI) Appropriate homework contributes to pupil learning.

4 (Inadequate) Homework is not set regularly and/or it does not contribute to learning.

The difference between an RI judgement and good is the word “regular”. During next academic year this area needs to become an area of focus for the academy again.

## Marking Reviews and Work Scrutiny

During this academic year there has been one whole school marking review and each department has had two reviews as part of their department reviews in terms 1 and 3.

There are four areas of marking which are monitored. These are similar to the areas Ofsted look at. They are:

* Assessment
* Formative feedback
* Pupil response to marking
* Use of peer and self-assessment.

This is a summary of the combined marking review data for 2013-14:

* 97% of work was marked within the last 2 weeks which is in line with school policy.
* 97% of work is marked using green pen as per school policy. Where this is not the case, the work has been marked electronically.
* 94% of marking used strategies to structure the feedback such as 2 stars and a wish.
* 90% of target stickers were fully completed and up to date, compared to 86% last year. Some electronic and practical work does not contain this information.
* 90% of work is marked according to the literacy policy. Subjects with members of staff who are not marking for literacy are PE and Maths.

The four areas were judged as follows:

* Assessment of pupil progress – 80% good or better (76% 2012-13)
* Standard of formative feedback – 83% good or better (80% 2012-13)
* Pupil response to marking – 57% good or better (56% 2012-13)
* Use of self and peer assessment – 64% good or better (55% 2012-13)

The lesson observations state that 82% of books marked were judged to be good or better. This judgement particularly looks at frequency and quality of formative feedback so is in line with the marking review findings.

The pupil response to marking again looks low but has been addressed by the new marking policy previously discussed.

A whole school work scrutiny was also carried out this year allowing staff to see the quality of work pupils from various tagged groups (SEN, PP, G&T) produced across the school. This created excellent professional discussions and each curriculum leader has created an action plan to address the areas identified for development in their subject. More of these will be carried out both at a whole school and department level during next academic year.

# SEN, Equality and EAL

## SEN

The national changes to the SEN structure are beginning to be implemented by the school as we are a part of the pathfinder project using the new systems. Work has been done on the school provision map, allowing us to track more carefully the provision which children receive in school. Considerable progress has been made on the use of ICT to support children and provision in this area continues to be re-evaluated closely. Sharon Lawson, the school SENCO, achieved the national SENCO award.

## Equality

The academy policies on equality have been revisited and a new action plan formulated to ensure that the academy continues to champion equality in all areas of operation. Teaching staff are very sensitive to equality issues and there has been a particular focus from John Barker on reducing homophobic language and homophobic bullying. Incidents of racist remarks have risen slightly reflecting national changes of attitude. The vast majority of these are minor incidents but they are nevertheless reported and followed up. Keren Gunn has started work on the school achieving the UNICEF rights respecting school award.

## EAL

We have a steadily increasing demand year-on-year for our English as an Additional Language (EAL) provision. During the year we increased our provision to two full time HLTAs delivering small group sessions and in lesson support until students reach level 2. This year we have also entered 15 students from years 9, 10, 11 and 13 for examinations in their own languages.

# Gifted and Talented

This year, Gifted and Talented (G&T) at the academy has developed in response to shifting priorities and diktats from the government. In particular, the focus of G&T has been on raising aspirations and trying to increase the passion for achievement of students across all year groups to succeed and attain at a high level. Part of that focus has been on expanding G&T’s reach and becoming a more inclusive element of the academy’s provision. Our identification has expanded to include students who meet the new government criteria of more able – those students who achieve a level 5 in English and Mathematics at the end of Year 6 – as well as including within G&T provision students who have progressed at a very high level throughout their time at the academy, and now meet the criteria of being a high achieving student. Much of the work done this year in G&T was designed to prepare it for a high impact and streamlined 2014-2015.

G&T has this year focused on improving the school’s provision both in the classroom and outside of it. With regard to classroom provision, an audit was conducted via observation and pupil voice of the provision currently available within the school. Much of this practice was excellent, but areas for development were identified. These areas for development were addressed by a working group, formed of TLR holders, who came up with strategies to improve practice and fed these back to staff through training. There has been increased academic achievement of pupils identified as G&T this year, and increasingly G&T pupils are feeling stretched, challenged and accelerated within lessons.

Another facet of improving this is a focus on notes on needs. It was felt that identifying the specific strengths and qualities of G&T students would help staff to better differentiate for and stretch our high ability pupils. These notes on needs are being prepared for 2014-2015 class profiles, to ensure that staff have the information they need to effectively cater for those students.

The main focus this year however has been on improving the provision of G&T outside of the classroom, with a particular focus on raising aspirations and encouraging students to aim high from an early age. The Brilliant Club was launched this year as the flagship programme for G&T, and 24 students from Years 8, 10 and 12 were involved in this programme. It involved accelerated learning (a key stage higher) in a university style, with an extended assignment and university trips. The impact report and feedback from this programme was hugely positive from students, and many of them have indicated that this programme has increased their desire to pursue this in the future and it has had an impact on their attitude to their studies and their achievement.

There have been a number of other programmes as part of G&T this year that have formed a part of the picture of raising aspirations. Students have been involved in programmes such as Pathways to Law, preparing them for applications for Law at university, summer schools in various subjects at top institutions, the Future Scholars government programme aimed at raising aspirations in Year 9, as well as day sessions and other opportunities in various subject areas and overall during holidays throughout the year. In addition, G&T has continue to increase its overall school presence, including the Knowledge Shield as part of the house system.

# Vulnerable, Looked After Children (LAC) and Child Protection

This year we have again had a small number of Looked After children (LAC) in our academy. Two will be leaving school this term, two are in year 10 and one is in year 7 (she will be removed from the list due to adoption process being in place). We attend all PEP meetings and LAC reviews in order to support the children and we have also used the PP money to provide extra work with our specialist teacher for Literacy. Recently mini Ipads have been purchased for them to use in class and at home as extra help with their studies.

We continue to update staff on our vulnerable students and they are regularly discussed at our ‘morning meetings’ which are held with Director of Year, SENCO, Head of Inclusion, Welfare Officer, Learning Mentor and Senior Assistant Principal for Welfare and Behaviour. Discussion occurs on support needed and the support already in place. The Learning Mentors have been able to provide Intervention lessons. There is also regular support from the Peer Buddy team.

Within our child protection records a termly list is given to staff so that they are aware of the most vulnerable students and this is placed on class profiles (for information only).

This year we have dealt with far more safeguarding issues (problems within the family) and have continued to work closely with outside agencies. At present we have 12 in the Red zone, 10 in the Amber zone and 23 in the Green zone. We also have several children with a CAF (common assessment framework) in place and our welfare officer supports those families, in the first instance.

All staff are trained with basic child protection training and this year 6 senior members of staff are trained to DSP level. A training log is available to keep track of this.

# Student Voice

Student Voice has had a facelift over the last 12 months with the creation of HAV (Hatton Academy Voice), and a wide range of methods have been used to encourage students to ‘HAV their say’. Structured democratically, there are online elections selecting students from all houses and years for the council. The students have met roughly weekly, in houses, years, as a full council or with core exec meetings representing all years and houses. These councils have met with Directors of Years, key support staff and members of SLT and as such have been active in a number of areas. They got over 500 signatures on a petition to help secure Orchard House, have interviewed prospective SLT members and have been consulted on behaviour and marking policies. Some have been on trips, met with the Mayor and our MP, whilst others have been on BBC Radio Cambridgeshire. However, what they are most pleased about is that they helped influence the implementation of a new cashless catering system in the canteen. They are also really pleased that they have got bins placed on the field and obtained new picnic benches as well. Due to their hard work they have recently been awarded a website badge by the Speaker’s School Council Awards saying ‘I made a difference’. A new council is currently being elected and will have a training afternoon later in the term.

Student Voice has also been active in other areas with surveys undertaken about student leadership opportunities and the school’s new ViVo reward system, as well as a whole school Teaching & Learning questionnaire. At the same time of this a staff audit was taken about student voice and leadership opportunities across the school. After collation this was fed back to curriculum leaders to share best practice across the school and further training on how to use student voice to improve student experience will be provided in September. Partly as a result of the audit, an aspect of Student Voice being developed is the use of 6th Form led focus groups; these have been trialled in Geography and History and have met with a positive response; hence they are soon to be used to improve Literacy provision and Sports Day. Encouraging engagement and inclusion within student voice has been a priority and ensuring students all have the opportunity to get heard is crucial. Linked to the idea of inclusion in education is our continued involvement in the ‘Send My Friend’ to school campaign and in the region of 400 letters will be sent to our MP and PM encouraging them to support increased worldwide access to education.

# Specialist School

Whilst specialism funding no longer exists, the academy remains committed to its mathematics and computing status. This academic year, results in the specialist subjects will once again be very pleasing and justify our status.

ICT continues to develop its offering in particular in the area of computing. This is not only available at examination level but is being included within the Key Stage 3 scheme of work to ensure that all the academy’s students experience elements of computing.

The academy holds the NAACE mark to reflect the quality of the use of ICT across the academy.

The academy appointed Mr Jo Marston to the position of Head of Mathematics in January 14.

The academy joined PiXL (Partners in Excellence) in January 2013 and is introducing PiXL principles into the school. In some ways, PiXL should be considered as the successor organisation to SSAT as it comprises of over 450 schools nationally, working together to raise achievement.

# Enrichment

## Introduction

Tuesday period 6 is the dedicated hour for all pupils to engage in extracurricular activities. Pupils opt three times each year – they are asked to choose three activities that they would like to participate in. We aim to give all pupils ONE of these choices. These choices are **NOT** **RANKED**. This is a key shift from last year. The ‘first choice, second choice etc’ gave pupils the opportunity to moan that they never get their first choice and this generates negativity. While there is inevitably some carry over from last year, it is getting better. This system also allows greater flexibility and ensures that 100% of pp students get one of their choices 100% of the time. The vast majority of pupils do get one of their choices.

## The Offer

The staff offer was reviewed in July 2013 and some of the less effective activities were removed. Staff are now asked to complete a MTP and send them to me. I have them all electronically if anybody would like to see them. Another key shift was the insistence that there should be a tangible outcome – for example the Hatton Singers performed at the Christmas concert; pupils who did trampolining worked towards awards and will receive nationally recognised certificates. Some activities are qualifications – Btec Welsh; GCSE statistics and Peer Coaching for example. Some are linked to competitions – girls football; Enterprise; Architecture; Handball etc.

In September 2013 pupils could choose from 42 activities; this rose to 47 for January and the aim is for there to be 50 by the summer term. Like the pupils, staff are now beginning to engage more fully and this should continue to improve.

We have also increased the amount of off-site activities. The two new mini buses have helped facilitate this – one takes pupils to the gym and the other takes pupils to Sywell for clay pigeon shooting. Staff cars are used for taking the pupils fishing and or other off-site activities such as squash, swimming, bowls and the local history project, pupils walk.

We have a growing number of external providers – the golf professional, a local craft volunteer, the fencing teacher, the percussion teacher and the dance teacher are all non-teaching staff.

## Pupil Views and Attitudes

Pupils were surveyed in December 2013, March 2014 and July 2014.

Unfortunately, we have nothing to compare this to, but we can repeat the survey in coming years.

Year 9 are the most ‘negative’ year group with 55% of pupils failing to recognise the value of the sessions. Despite this, 57% of pupils enjoyed it. In year 7 74% of pupils enjoyed it and 77% of pupils could see the value of it.

Generally, this is a positive picture but we clearly have some way to go – particularly with the upper years.

Interestingly, the ‘negative’ comments are generally about football / hockey etc. Pupils expected it to be more unstructured and they are resistant to the ‘lesson style’ that is delivered. This is part of the cultural change that will happen, but needs some time to embed.

Pupils would also like more ‘cooking’ but we are limited by space – only 24 pupils can do this each term despite the huge demand.

Other negative comments included ‘I wasn’t with my friends’ and again, this is a cultural shift that will take time to embed.

Positive comments conveyed a real sense of enjoyment, enthusiasm and achievement. Those pupils who try something new are the most positive about the experience.

## Year 11

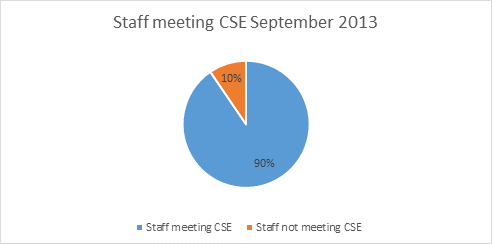
In the summer term year 11 were withdrawn from the enrichment programme and received curriculum intervention instead. Curriculum leaders found this useful.

# Staff development/Performance review

Every teacher in the school was allocated an appraiser for the year. All appraisers were SLT members where possible. This was in an effort to ensure consistency of approach. Two middle leaders were also used to cover the larger subject areas.

In September all teachers met with their appraiser to review the previous year and set targets for the coming year. These meetings were completed by October 31st as they link to pay progression for teachers paid on the Upper Pay Spine and Leadership Spine. Next year they will link to all teacher’s pay progression review in line with government policy.

All teachers audited themselves against the minimum career stage expectations. The school also conducted paired audits on all staff using the same career stage descriptors. These audits were then exchanged and formed the basis for the appraisal meeting.

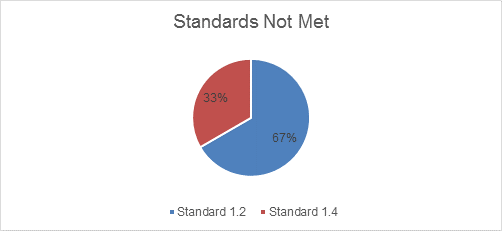


This chart shows the % of staff who met, did not meet their career stage expectations.

It is pleasing to see the improvement from September 2012 when 53% of staff did not meet their career stage expectations. This year (Sept 2013) only 6 staff did not meet their career stage expectations.

These are the Teacher Standards

* 1. - Sets high expectations which inspire, motivate and challenge pupils
  2. - Promote good progress and outcomes by pupils
  3. - Demonstrate good subject and curriculum knowledge
  4. - Plan and teach well-structured lessons
  5. - Adapt teaching to respond to the strengths and needs of all pupils
  6. - Make accurate and productive use of assessment
  7. - Manage behaviour effectively to secure a good and safe learning environment
  8. – Fulfil wider professional responsibilities



This charts shows the % of each teacher standard which were not met.

Four members of staff did not meet their career stage expectation for Standard 1.2. This was due to KS5 (AS and A2) outcomes for Art, MFL and Drama. The group size for these was subjects was very small (less than 5 pupils) therefore the data is statistically unreliable.

Two members of staff did not meet their career stage expectation for Standard 1.4. One of these has been under close scrutiny and has received a great deal of support this year and the other person has shown the elements of outstanding practise previously lacking to meet his CSE.

All teachers were set similar objectives in 2013-14. These were set to improve outcomes for pupils, promote professional development and continue to drive for improving literacy across the academy.

1. **Pupil Progress (3&4 levels of progress and ALPS)**
   * Progress related to all year groups and all groups of pupils.
2. **Professional Development Objective**

* Linked to the Teacher Standard requiring development or improvement which has been identified through the Teacher Standards Audit.

1. **Whole School Improvement Objective (Differentiation)**

* Develop and embed strategies to ensure all pupils make good progress with a particular focus on pupil premium and more able pupils.

1. **Leadership / Management** (only set for Members of staff who hold a TLR or AST post)

* Linked to the relevant leadership standards requiring development or improvement which has been identified through a Standards Audit.

Progress towards these objectives has been monitored through two mid-year reviews and will be formally assessed in September 2014.

There has been a closer link this year between the appraisal process and the professional development of staff. Therefore there have been staff trained through the Improving Teacher Programme (ITP) for teachers needing to move their practise to consistently “good”, Outstanding Teacher Intervention Programme (OTIP) for teacher needing to develop their practise to consistently include more outstanding features and Paired 6th form Teacher Improvement Programme for teachers teaching 6th form the first time.

One member of staff has been on a formal action plan to help develop their teaching. An Advanced Skills Teacher (AST) worked with this staff member. He responded well to the support given but his temporary contract has not been renewed. One member of staff was placed into a formal capability procedure. This member of staff left the academy before this process reached its conclusion.

# Premises, Health & Safety and Finance

## Premises

2013/14 has been our most successful year yet regarding the development of the school estate to resolve many historic outstanding issues regarding space and condition.

### Orchard House

Having attempted repeatedly to lease or procure Orchard House from the Local Authority since 2009, the Academy successfully bid against a number of private developers to procure Orchard House in May 2014 to bring this building into the Academy estate.  The additional space that this has provided for our sixth form students has made a positive impact on their studies.  They now have a study centre which is fit for purpose and promotes independent study from 7.30am until 5.30pm.  Further works are planned in the summer and autumn to improve the safeguarding measures in place and simultaneously improve the façade.  Longer term, there are plans to improve the learning resources within the centre including the addition of more IT equipment.

### Capital Development Bids

It was ‘third time lucky’ this year as our repeated bids for Academies Capital and Maintenance Funding from the DfE to support the refurbishment of B block and the replacement of our flat roofs on the Gym, Hall, and remainder of H block.  The school received the following allocations ring-fenced for these projects:

* B Block Refurbishment                                             £272,500
* Hall and Gym Flat Roof Replacement                      £140,000

The school is required to contribute £159,500 of its reserves to these projects.

B Block will have all remaining original windows replaced and external concrete damage will be repaired and painted.   Space inside the building on the 1st floor will be re-designed to accommodate additional classroom and staff office space.  ICT and Art classrooms will be refurbished to create modern teaching and learning facilities which are fit for purpose.

The Academy has also improved its grounds maintenance this year with the appointment of Wellingborough Norse as its contractor – this has already seen the development of a rugby pitch on school grounds and a vast improvement to the quality of grounds maintenance works and response times.

The Academy continues to struggle with space for timetable/curriculum delivery and office space.  The Academy will continue to find imaginative short term solutions to these perennial problems.

## Health and Safety

As the Academy awaits its annual audit report from its independent competent advisors on health and safety matters, the Academy has seen a significant development of the culture of Health and Safety this year.  The following new schemes and activities have been implemented this year:

1. A new Health and Safety policy, fit for purpose and designed to encourage a Team Hatton approach to the management of Health and Safety
2. The development of Health and Safety inductions for all new staff in post, delivered by Dean Howells from Essential Health and Safety.
3. The development of COSHH management regimes to protect staff and students from hazardous substances in Art, Science and Estates departments.
4. The implementation of an Approved Contractor Scheme whereby all contractors are thoroughly vetted to ensure their competence in all matters of health and safety.
5. The development of First Aid Risk Assessment processes resulting in an increase in trained first aiders to 15 fully trained first aiders and 8 staff trained in first response.  To improve response times to our most common first aid incidents which are sports injuries, all PE teachers are now first response trained.
6. The implementation of Health and Safety risk assessments and policies for the management of the Academy mini-buses procured in October 2013.
7. Fire Marshall Training to support the requirements of the Academy’s Fire Risk Assessment.
8. The achievement of the maximum 5 stars following our Environmental Health Officer inspection of the Canteen facilities in June 2014.

The Academy now has a firm foundation on which to continue to embed and develop the health and safety culture that exists in the organisation.

## Finance

The Academy has proactively managed its resources in 2012/13 to ensure that a broad and balanced curriculum is delivered, in spite of the financial risk posed once again by reduced admissions in 2013/14.  It is forecast to end the financial year with a reasonable reserve, committed mostly to maintenance costs and the school’s general contingency.  It has been encouraging to note that the Academy has achieved an oversubscribed position on its admission numbers for September 2014 for the first time in several years.  Unfortunately the time lag in the funding methodology means that the financial benefit of these increased pupil numbers will not be fully seen until the academic year 2015/16.

The Academy received a clean Audit Report and management letter from its Audit of the 2012/13 accounts received in October 2014.

As the Academy sets its budget for 2014/15, in what will be another tight financial year, the Academy will need to accommodate a 1% efficiency gain to balance its income with its recurrent expenditure and maintain a prudent level of contingency reserves.

# Personal, Social and Health Education (PSHE)

At Sir Christopher Hatton Academy, PSHE comes under the title of Lifeskills and we also include our Citizenship programme within it as well as some other areas such as elements of Careers and Enterprise. The lessons are taught to all students on a Thursday morning and the type of lessons changes and develops as students move through the school. In years 7 and 8 students stay with their own form tutor, whereas in years 9, 10 and 11 they move round to different staff for different topics through the year. In the Sixth Form we changed the programme completely in the last year and their PSHE focuses much more on a range of visiting speakers which has been very successful; for example we have invited everyone from representatives of The International Red Cross and Amnesty International, to The Teenage Cancer Trust and The Northants Fire and Rescue Service (delivering a new road safety package).

The topics within PSHE cover drugs and alcohol education; Sex and Relationships education; anti-bullying (including cyber bullying); the development of relationships and friendships; issues relating to mental and physical health; family relationships in all their diversity ; careers education; financial education and environmental issues. Within Citizenship the students explore what is means to be a British citizen - whether locally; nationally or globally.

In addition our students in Years 10 and 11 compete a short course called Preparation for Working Life which accredits the work they do in PSHE.

PSHE isn’t just delivered in single lessons. There are many focus days and weeks during the year: for example Personal Safety Day; Road Safety Week and Anti-bullying Week. We also run additional programmes, so this year for example we have had three hard-hitting drugs awareness workshops for years 9, 10 and 11. Year 7 experienced a drugs education play performed called “The Buzzed” which was a different, age appropriate way of exploring the issues around peer pressure and drug use. Year 9 also took part in an event called “Prison Me No Way” which was a day held at another school in the town that focused on the importance and consequences of making life choices .

Alongside that students have been active in their charity fundraising. Amongst other fundraisers that took place, we were thrilled to raise over £1400 for the local Crazy Hats Breast Cancer Charity and the National Breast Cancer Concern in October and Year 7 raised the magnificent total of £1190 for the charity Lepra with whom we have a long-standing relationship. We look forward to developing and extending the scope of our charity work next year.

PSHE never stands still. We are planning for next year to ensure that our provision continues to meet the changing needs of our students and in particular to ensure that in the digital age we aim to make sure that they are as safe and well-informed as possible.

# Social, Moral, Spiritual and Cultural (SMSC)

Sir Christopher Hatton Academy is a multi-cultural and diverse school. Provision for SMSC is good at Sir Christopher Hatton School with many areas of outstanding practice. SMSC is thoroughly embedded in all aspects of the students’ lives whilst at the school, from curriculum areas such as RE to enrichment opportunities. The collective discussion of issues affecting the global, national and school community are discussed during form time as a weekly thought and this allows for a detailed and in depth discussion of a key issue such as healthy eating or alternatively it allows time to discuss historic events that we recognise each year like Remembrance Sunday. The diverse nature of the school both in terms of cultures and religions allows for genuine discussions to take place and enables students to learn from each other and share their experiences. This first hand sharing of experience is invaluable and helps to create a safe and collaborative community atmosphere. The focuses are planned for each week of the year but are also adapted to reflect major local, national or world events so for example the death of Nelson Mandela. The assembly programme is also a major feature of the SMSC provision in the school as it allows for students to gather together and collectively reflect and consider an issue, idea or concept.

Students demonstrate the impact this has consistently. The high involvement students have in enrichment opportunities and extra-curricular activities demonstrates the interest and pride they have not only in themselves but also in the school. Students are keen to take part in form tutor activities and House competitions, which is a reflection of the opportunities provided by staff. The enrichment activities that are offered are proving to be more and more popular. As we come to the end of the second year this has been running it is clear the students are demonstrating a wider interest in their school and their peers, they enjoy begin involved with both staff and students who they might not normally see. This is helping them to engage with the whole school community. Changes to the HAV council and student voice are impacting on the students who have are involved in decision making at the school. With new display labels and more discussions about SMSC it is clear to see it is embedded within the school and the students are becoming more aware of how their lives are impacted on in a social, moral, spiritual and cultural way.

# Healthy Schools

Student health and well-being is very important to us at Sir Christopher Hatton Academy.

All students took part in events organised in conjunction with the Catering department, events such as Walk to School Week which is designed to highlight the importance of health and wellbeing.

We were delighted to be awarded the Northamptonshire Gold Award for the work we have been doing on Mental Health Awareness and the importance of stamping out the stigma associated with this. A number of our students have been a part of the county youth participation group on this area and have worked hard to put together events for Mental Health Awareness Day on February 14th 2013. This is a programme we hope to continue our work on next year.

The annual Community Health Fair is a high profile event that takes place in June. We have many external agencies, ranging from the local Police; sports clubs and organisations to Waitrose supermarket bringing healthy choices; health educational professionals as well as groups from inside school. All of these will be highlighting the importance of good physical and mental health which goes alongside and supports the academic achievement we want for our students.

# Sixth Form

The academic year 2013/14 has seen the VI Form move from their previous home in F block to Orchard House. This has had a very positive effect on the students, with them benefitting from having a greater option for independent/individual study, group work and better ICT facilities. Many students have taken the opportunity to use these resources from early in the morning until 6pm each night.

The 2013 A level results saw an improvement in A\* - B grade being gained in 41% of entries, compared to a 33% in 2012; with the A\*-E pass rate remaining at 98%. We are currently predicting a continued improvement in the 2014 summer results.

The retention rate in 2013/14 for Year 13 has remained at 99% with one student leaving during their A2 year, as previously seen in 2012/13. However the retention rate for students thus far in Year 12 for 2013/14 is 100%, with 95% of learning aims being completed. This is in comparison to the previous year, where 77% of students completed the year and 93% of learning aims were completed.

Attendance has risen in the year 2013/14 to 96.5% which has remained above target all year, compared to 92.6% in 2012/13 which was below target all year.

There have been changes to the Lifeskills curriculum in 2013/14 where the emphasis has been on guest presentations focusing on the needs and requirements of VI Form students/young adults. The response has been very positive from students, staff and speakers.

The VI Form team have also placed a greater emphasis on preparing VI Form students for the transition from KS4 to KS5; this has helped improve the retention of students and completion of learning aims.

After the summer exam results in 2013, 76% of the Year 13 students completing their A levels progressed onto university and this is the same percentage who have applied to UCAS in 2013/14. The remaining students who have decided not to go to university have successfully completed the ‘Competitive Edge’ scheme which prepares them for alternative pathways post 19 such as work or apprenticeships. All students interviewed during this scheme by outside employers graded with either an excellent or good grade.

A major success has been the introduction of Jake Jones and Manisha Patel as the academy’s first Head Boy and Girl. These students have shown great pride in the role and have conducted themselves impeccably, leading to a sustainable model for future years. A positive from this has been a greater interest from VI Form students in getting involved in becoming ‘House Captains’ and those in the roles in Year 12 have immersed themselves fully .

There has been an increase in the number of students taking part in the additional ‘Extended Project’ qualification in 2013/14; and an improvement in grades achieved subject to moderation.

Changes being implemented for next year are the increase in hours per subject for A2, with the Year 13 students having five timetabled lessons per subject instead of four as has been the case for the past few years.

# Literacy

Now, in its third year of implementation, the Literacy drive at Hatton is gathering pace and the impact of the past years’ strategies are better embedded. With an increasing national focus on Literacy, mainly due to underachievement, when compared to other MEDC’s (England ranks 22nd out of 24 countries in the Organisation for Economic Co-operation and Development (OECD) survey); limited employability and career progression opportunities as a result of literacy incompetence, and general academic underperformance across all subjects, never before has there been a spotlight on literacy provision within schools. To this extent, we have been implementing, embedding and reviewing our provision across the school.

All students in Year 7-11 are tested for their reading age scores using the online Suffolk Reading Scale test. Using the analysis of reading scores and KS3 progress updates, 65 students have received short term, small group (4:1), high impact booster classes focusing on writing skills. Also receiving intervention through the online Rapid Readers software are 42 Year 7 and 8 students, who have been identified as having a reading age below adult literacy level (125 months). These students attend 3 morning form time sessions and 2 twilight sessions. A further 35 Year 7 & 8 students have received this intervention previously. 30 year 7 & 8 students, who have above adult literacy age reading scores, were enrolled on a Peer Reading Partnership, and paired with sixth formers and selected Gifted and Talented students to in still confidence, motivation and reading skills.

As of September 2013, Drop Everything and Read (DEAR), at the beginning of all KS3 English lessons, has been implemented. With the objective of instilling a renewed culture of reading across the academy, this practice has been embedded across most English lessons, with all students bringing a book to lessons, engaging in silent reading and completing an after reading activity. The introduction of Literacy Logs in all lessons has been a great success, with students using these to record reading progress updates. Parents have been invited to support this initiative and to use this as an opportunity to read together at home. Additionally, within History, we have invested in “Horrible Histories” texts which form part of the History department’s DEAR approach, with students reading for 10 minutes of every KS3 lesson.

Further parental engagement involved a literacy and numeracy workshop on parent-tutor day with the rationale being to provide parents, of low attaining students, with key skills for improving home literacy and numeracy support. Sixty three students and parents were invited; however there was a poor turnout despite various stages of correspondence. A leaflet was distributed and steps to support reading modelled and practised by parent and child.

Literacy across the curriculum (covered essentially through the literacy focus and marking for literacy which was introduced two years ago) continues to embed itself across the curriculum: the literacy focus was displayed in 87% of lessons in 2012-13 and reading, writing, communication and mathematics are being taught effectively with this being judged as good or better in 81% of observed lessons in 2012-13. Current lesson observation data indicate that literacy teaching was judged as good or better in 83% of lessons (outstanding in 27% of lessons) and satisfactory in 17%. In terms of marking, as at July 2013, 92% of work was marked according to the literacy policy compared to 75% in Jan 2013. Recent work scrutiny sampling indicated that challenging and corrections of literacy mistakes were evident in 69% of lessons and 31% of marking warranted change.

HOD’s have produced Department Literacy Development Plans with an identified whole school reading objective (Use a range of reading strategies to allow students to effectively access the curriculum) and the department’s own literacy objective, which departments have worked towards over the course of the year. A portfolio of evidence has been collated with work from the various departments.

In October 2013, an induction session on Literacy was delivered to NQT’s. This was to introduce and contextualise the idea of literacy within their subject areas as well as to offer tips and techniques to trial in lessons.

Dictionaries and thesauri for the English department were purchased and these are due to be used next year for the “Grammar Time” lessons to further incorporate literacy based strategies within the curriculum.

On an extra-curricular note, World Book Day 2014 proved to be a wonderful experience for staff and students alike, with the costumes being hilarious and terrifying in equal measure! This year sixth formers had the opportunity to dress up as a book character and the prize of a £50 voucher for the best costume went to Chloe Pereira.

The ‘Get Caught Reading’ drive was well received; there were several entries for the raffle and the winners of this competition were from across a range of year groups and included Pupil Premium students as well.

For 2014-15, following a review of provision, the following changes are being implemented:

**a. Literacy Directed Improvement & Reflection Time (DIRT):**

* + A Literacy DIRT power point template to be issued to all staff to enable literacy reflection time in addition to the Teaching & Learning DIRT task

**b. Whole school literacy focus (LF)**

* + Development of the literacy Focus - all lessons currently contain a literacy focus in addition to the learning objective (WALT)
  + The LF for 2014-15 will be prescribed and must be consistently used across all subject areas, TOTW power points and form times, etc.
  + The Literacy focus will be will be updated weekly and will include 8 key literacy foci that will be rotated throughout the year
  + All lessons for the week must include teaching and learning that is related to the literacy focus.

**c. Accelerated Reader (AR):**

* + New reading programme is being introduced at Hatton
  + In brief: Students will read a book from a prescribed range, take an AR Quiz, and get immediate feedback. Teachers can easily monitor and manage students' independent reading practice.
  + Accelerated Reader (AR) produces an average of two years’ reading age growth in just one academic year while promoting reading for pleasure.
  + AR can be used with all students: struggling and reluctant readers, gifted and talented, EAL students, and those with special educational needs.

**d. DEAR & Literacy Logs**

* + Drop everything and read will take place every day in all KS3 lessons across all subjects
  + This will take place on a daily basis - 1 lesson per day on a rotational basis
  + Students will engage in reading for first 10 minutes of every KS3 lesson.
  + Students will bring their own books – these will be linked to Accelerated Reader
  + A range of activities linked to reading must be used to consolidate the reading after the 8 minutes of reading.

Students must log their reading in literacy logs which will be used across the curriculum.

# Numeracy

This year the focus for Numeracy has been to raise the profile of Numeracy across the whole school.

This has been achieved through a weekly Numeracy question delivered by form tutors, departmental numeracy links to the mathematics faculty and by encouraging departments to design numeracy notice boards within their area.

Intervention groups for year 7 and 8 students identified as coming into year 7 below a level 4 in maths have been set up and their progress montiored. These students have been working in groups of 2 or 3 on key skills and weaknesses identified in their mathematics lessons to boost their level. These sessions are in addition to their normal mathematics lessons. Data shows that there have been measurable gains in the year 7 cohort due to this intervention.

A HLTA has been employed and she has begun taking pupils out of lessons to focus on key skills practice and giving additional support to weaker students in lessons. This will be improved next year with the addition of an intervention room in A11.

High achieving pupils in years 7-11 entered the UKMT maths challenge with 4 pupils achieving a gold award. Three pupils qualified for the next stage, with two achieving merits.

The aim next year will be to ensure a high quality of intervention for underachieving key stage 3 pupils. This will be achieved with a more targeted approach to intervention and use of the HLTA as a part of this.

# English

The English department has had a very successful year.

The team has worked extremely hard this year to improve teaching and learning. All department meetings have been focused on sharing good practice. Particular focus has been paid to developing the quality of marking and feedback received by students, and raising the expectations of what we think our students can achieve. As a result, teaching over time is now at least securely good with some outstanding features across the department.

We have made significant changes to the curriculum, especially at KS3. Students in Years 7, 8 and 9 now read for ten minutes at the start of every English lesson (DEAR), recording their progress in a Literacy Log. Students are expected to bring a reading book to every lesson as part of their equipment, and we encourage them to read widely for pleasure. DEAR time will become a school-wide initiative from September 2014.

Increased importance has been placed on the value of access to quality Literature in all year groups. Underpinned by a core belief that exposure to Literature increases students’ cultural capital, our KS3 schemes of work have been rewritten to allow students access to a much wider range of literature, from Canonical greats to contemporary masterpieces. All KS4 students are now also expected to sit two GCSEs in English Language and English Literature, exemplifying our commitment to making texts accessible to students from the entire ability range.

To complement the increased rigour of our new KS3 schemes of work, all students in Years 7, 8 and 9 will be receiving discrete, weekly grammar lessons from September 2014. ‘Grammar Time’ has been carefully planned so that students will learn and revise most aspects of English grammar at word, sentence and text level. We hope that as our new KS3 curriculum becomes embedded and refined, students will leave KS3 fully equipped to tackle the demands of the new GCSE syllabi introduced from 2015.

Our current Year 11 students have already achieved better results than the 2013 cohort, with the number of students attaining A\*-C grades and achieving expected progress set to rise even further when the final results are released in August. What is perhaps most pleasing about the current English results, is the 12% rise in students achieving higher than expected progress. Predictions for our current Year 10 students reveal a similar, upward trend of attainment and progress.

Key in securing improvements of students’ attainment and progress has been more thorough tracking and monitoring. At KS3, students who are not making sufficient progress are identified and placed into small English Booster classes, for six weeks, in order to target the weaknesses in their skillset and increase their confidence. The results have been very pleasing. Assessment data collated immediately following the end of the intervention reveals that all students acquired additional skills as a result of the classes, with 86% of students acquiring 9+ skills as a direct result of intervention. Over half of the students who received intervention made more progress than they had done prior to the sessions, suggesting that the Booster Classes had accelerated their progress.

In February, we appointed Linda Calvey as English HLTA to further develop the English Booster Classes. At the end of this term, we say goodbye to George Paterson and welcome our NQT, Hannah Davis. We look forward to the challenges of the new academic year as we continue to adapt and innovate in order to ensure that all of our students make the progress in English of which they are capable.

# Mathematics

Excellent attainment and progress in Mathematics are demonstrated by healthy predicted outcomes for both KS4 and KS5 in 2013-14.

A new Head of Mathematics joined the department in January, allowing the outgoing Head to remain in the academy as an Assistant Principal, whilst still contributing to a very successful and experienced team of Mathematics teachers. In addition, the appointment of a Higher Level Teaching Assistant has enhanced our provision of numeracy support for lower ability students.

In the Spring term, a team of four Year 10 students made it through to the Regional Finals of the Further Mathematics Support Programme at Loughborough University. This was an exceptional achievement in view of the fact that they were competing mainly against independent schools on a topic taken from the A2 Further Mathematics syllabus. Earlier in the year, four A-Level Mathematicians performed admirably in the UKMT team Maths Challenge.

In the week before their GCSE examination, 18 underachieving Year 11 students, many of whom were Pupil Premium, undertook an intensive GCSE Mathematics revision programme with a specialist external provider. The students showed increased confidence and made significant progress over the course of the week.

A change to our entry requirements for A Level Mathematics has led to a stronger cohort of Year 12 students, all of whom have completed the AS course. An exceptionally talented Year 13 Further Mathematics group in combination with excellent departmental support in their preparation for STEP papers, has resulted in a number of students being offered places on maths-based degrees at prestigious establishments including Imperial College London.

Our strength of teaching in both Mathematics and Further Mathematics has allowed one Year 13 student to achieve the unprecedented feat of completing all eighteen mathematics modules, rather than the nominal six required for A2 Mathematics. 2013-14 has also seen an ex-Hatton student complete the first year of a Mathematics degree at the University of Warwick, an institution often cited as second only to Cambridge for Mathematics.

# Science

The science department has made fantastic progress during the last academic year. The departmental reviews have shown that the department is moving forward and has a bright future.

Student progress at GCSE and post 16 (in all disciplines) has improved and is continuing on this upward trend.

During the year students have been able to experience science beyond the normal academic lessons, this has included students undertaking:

* A range of engaging science activities during enrichment
* A fun and engaging science show performed by an external speaker (local primary school children also attended these shows)
* Students have been taught by outside experts such as Helen Pollard from the Institute of Physics
* Year 12 and 13 students attended the science museum in preparation for a visit to CERN in Geneva in October
* Year 12 Biology students will be attending a residential field centre for the first time
* Year 7 and 8 visit to the science museum in London (July 2014)
* A selection of the year 12 Physics students performed a Physics show to primary age students around the county

As a department we have undertaken a range of CPD, this has included training from external bodies such as Exam boards and the Institute of Physics.

We have been successful in training two PGCE students from the University of Leicester.

We have continued to develop the curriculum in light of changes thrust upon us by government policies and agenda. We are adapting the KS3 and 4 curriculums to enable us to meet the demands of the new exams and prepare students for the more challenging assessment environment.

# Parental Engagement

Communication with parents works in a vast number of ways – from informal telephone calls made by staff, through parents’ evenings to formal written reports. Alongside these whole school systems we try to run forums that engage parents in a collaborative way.

## HSA

The HSA meets half termly and raises money through school based events.

Turnout from parents and staff has historically been poor. The first meeting this term however, was positive. Will Morton came as representative of the student council and the head boy and girl also came. GM is the treasurer, Vanessa Forbes supports and Kate Cleaver chairs. 5 parents came and two sent apologies. As the year has gone on attendance has fluctuated – anywhere between 5 and 10 parents attending. They have however, become more active within the school. They have been at every Parents Evening providing refreshments and at school events such as the year 7 disco and the school show – again providing refreshments. These help raise money and that money is re-invested in the school.

Having asked the school departments to put bids in for items last academic year they some funds. Bids accepted were:

* £1000 for two visualisers in the Science Department which are already being well used.
* £500 for drum equipment for the Performing Arts Department.

This year the HAS felt that it would be appropriate to donate £500 to library for new book stock. This will support the Accelerated Reader Programme and benefit pupils of all ages and abilities.

They have also given a contribution towards buying gifts for the award evenings.

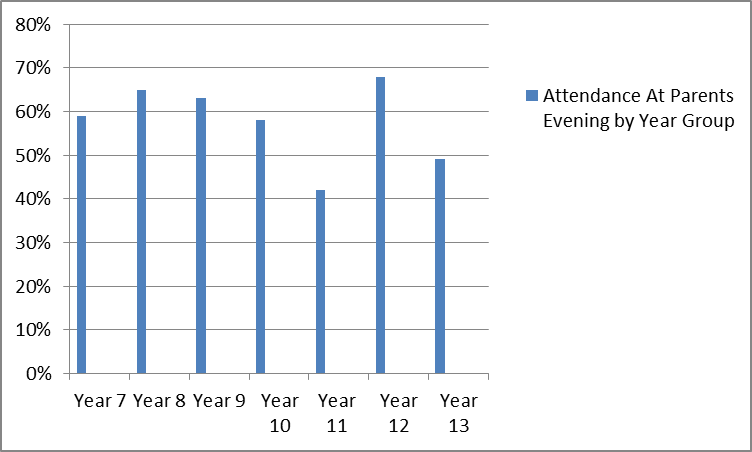
Saturday 1/3/14 saw the Family Quiz Night. This was by far the most successful event in recent years – over 50 people came. Only a few staff supported the event, but there were quite a few pupils and parents and one governor. We raised £300.

## Parent Voice

The Parent Voice group also meet termly and the agenda is led by the parents. Attendance at these meetings is encouraged by parent text; there is information on the website and in the newsletter. This group is attended by a core of approximately 8 parents and each time an additional two or three parents attend. A number of staff have attended these meetings in order to share information and answer questions. Sharon Lawson has spoken about SEN provision; Keren Gunn came and spoke about the Life Skills Programme; Alastair Mitchell spoke about IT and use of the VLE. He also spoke about curriculum structures and Cindy Miles about reviewing reports.

## Parents Evenings

Parents’ evenings and Parent Tutor Day are the most well attended of all our parental engagement activities. The visuals below give details of this.



## Hard To Reach Parents

This year further analysis of those parents who did not attend either parents evening or parent tutor day took place. In a number of cases this was because the parent had a great deal of regular contact with the school through the pastoral or the SEN team. When asked, they felt that they did not need to attend the parents evening as they were already well informed about their child’s progress in school. Those parents who had had had no contact from the school were telephoned and asked how we could help communicate with them. A meeting was then set up with them and the Director of Year. There were, on average, 25 pupils like this in each year group. Of those invited in, on average 10 attended the meeting. Those who we have still not been able to reach will be visited at home.