

Self Evaluation Form (September 2018) – Evaluating 2017/2018

1: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT			
This area is rated as: GOOD			
Wh. Sch. Ref no.	Objective	Self-Evaluation (impact)	Evidence Ref:
1a) Culture and Ethos	Apply and embed the UNICEF Rights Respecting agenda to reinforce positive relationships throughout academy. Increase SLT contact/ dialogue with staff and pupils	<p>The UNICEF RRSA agenda was actively promoted at every opportunity throughout the course of the year. Key articles were taught/discussed in school assemblies, PSHE lessons and in all three weekly bulletins (Parent, pupil and staff). In addition, curriculum areas took every opportunity to reference and deepen knowledge and understanding of the RRSA articles. In May 2018 our work was assessed and we were awarded the RRSA Gold award; only the 15th secondary school in the country to achieve this accolade.</p> <p>SLT walkabouts have been 'locked-in' to timetables to increase SLT presence. These have been well received by staff (GBK meetings – 1:1 feedback) and there has been a positive impact, with reduced behaviour issues. Indeed, exclusions reduced from xx to xx. In addition, the use of our 'On Call' system has reduced by 68% (compared to 16/17).</p> <p>Other initiatives have taken place to support staff and that have had a positive impact on staff wellbeing and positive relationships are a staff wellbeing INSET, a half termly 'Staff Recognition' scheme and Friday biscuits!</p>	<p>RRSA Gold Award folder</p> <p>SLT Timetables Exclusion data On Call data</p> <p>INSET evaluation</p>
1b) Curriculum (KS3/4: Inc Alt Provision)	Develop Curriculum to ensure that pupils of 'All Abilities' are catered for and make at least expected progress	<p>The breadth of the curriculum has increased to include an extended range of vocational qualifications that enable all learners to progress and pursue their chosen career path, whether it be academic or vocational. The introduction of new courses such as Construction, Rocket Science and Photography have proved to be popular options choices. To support our drive to improve the number taking the Ebac, pupils are now expected to choose either a History or Geography option. Also, all pupils study Science as separate subjects in order to increase their depth of knowledge. Pupil and teacher feedback (Transition Survey) indicates a seamless transition into a personalised curriculum in Year 9.</p> <p>We have restructured our Foundation curriculum to ensure that pupils are better prepared to succeed at GCSE level. The Foundation curriculum now acts as a progressive tool to the GCSE curriculum. Schemes of work and related assessment now mirror that of our KS4 model. Indeed, Key skills and topic areas have been reverse engineered and act as a pre-learning platform to our GCSE model. Initial testing indicates that pupils' progress is improving.</p> <p>We investigated the possibility of offering two new vocational courses: Construction and Hair & Beauty. The refurbishment of an old store has taken place and will be the new Construction classroom. Ten pupils were targeted for places on the course. In the past these pupils may have required off-site alternative provision at Blueprint. Therefore, there will be positive financial gains from delivering this course on site. We are currently looking for sponsorship from local industry for equipment and materials for this course. Unfortunately, due to financial constraints we were unable to introduce Hair and Beauty, however this was a very popular choice and we are looking to introduce it for pupils in Year 9 in 2020/21.</p> <p>Governors are playing an increasingly active role in ensuring that pupils make progress at Highcrest. Indeed, they add challenge, monitor and evaluate our curriculum provision during link meetings, RAP meetings and Governor Curriculum meetings.</p>	<p>Option figures Transition Survey</p> <p>Planning Tools SOW</p> <p>Construction plans Quotes</p> <p>Gov visits book</p>
1c) Sixth Form	Continue to raise attainment across all areas (L2 & L3 BTEC and A Levels)	<p>Subject specific entrance criteria is now used to enrol students onto appropriate courses. Courses offered at L2, L3 and A Level. This year we offered more A Levels than the previous three years with A Level Geography and Ancient Politics being introduced for the first time. L3 courses in both Business and ICT were full for the second year running and due to the number of applications, we offered both a single and a double option for L3 Health & Social Care.</p> <p>'Bridging' work was used as part of the enrolment process. The work was given to all students before the start of the summer holidays and was used as a benchmark for assessment upon entry to Year 12. This has ensured suitability for chosen courses and has reduced the number of those who 'drop-out'.</p> <p>A Levels Students took trial exams in December and for those with an E or U grade re-sat relevant papers in January. This improved motivation for exams and only 14 exams had to be retaken which was 55% less than the previous year. 100% of students who resat their exam, improved their grade.</p>	<p>Enrolment documents</p> <p>Bridging Work</p> <p>Trial exam results folder</p>
1d) Promoting Equality (SMSC/	To continue to promote LGBT Awareness and to promote Disability	The academy successfully gained the Equalities Bronze Award in XXXX and is currently planning towards achieving the silver award in 2019. There have been numerous initiatives to promote the LGBT and Disability agendas, including some led by student groups. Student involvement has also improved through links to House Competitions	<p>House folder</p> <p>Stonewall training Info</p>

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British Values)	Awareness within the academy	<p>Stonewall staff training to offer LGBT support has been attended by our link Assistant Headteacher who in turn has trained a staff working group. In turn an LGBT student group has been formed and a space has been provided for ‘confidential’ meetings. The student group led a very successful student led Pride Cake Sale and collectively raised awareness and £80 and also organised and led the Stonewall #NoBystanders campaign and erected posters around school and in Form Rooms. In addition, the group invited an outside speaker led a Stonewall Role Model assembly which was very successful and thought provoking. Our LGBT pupils and their parents give very positive feedback about our support in this area.</p> <p>A Wellbeing Drop-in Clinic was started, led by the School Nurse to give support/advice to any students who have any concerns or questions regarding gender/sexuality etc. The clinic had regular attendance for 90% of the year. A House poster competition successfully promoted the clinic.</p>	Clinic attendance figures
1e) Facilities Management (NWA)	<p>All Departments to ensure Value for Money at all times when making purchases.</p> <p>Monitor site Health & Safety to show how we plan, organise, control, monitor and review preventative measures</p>	<p>Finance matters are discussed by leaders at every level on a weekly basis. All budget holders are instructed to obtain the maximum benefit with the resources available in order to improve outcomes in a continuous and sustainable manner. Budget bidding documentation has been broken down into monthly sections to ensure that budget forecasting is detailed and accurate. In compliance with DfE directive, purchases are compared to ensure best possible outcome for best price. Additional Finance/budget training for middle leaders was led by our Business Manager on how to forecast and thus providing better cash flow estimates. Specific allocation of cost centres gives budgetary control and responsibility to owner and allows Business Manager overall visibility of school Budget and potential early warning of any issues. As a consequence, all submitted bids were realistic and allowed leaders to set a budget in line with parameters set by Governors.</p> <p>All site Health & Safety is regularly monitored through Governor inspections, external inspections and Half termly SLT Departmental Reviews ensure all issues are dealt with in a timely manner. Strategic Risk Registers is an agenda item at all governor meetings and to improve control systems will be a standing item on all SLT agendas 2018/19.</p>	<p>Mtg minutes Finance plans Budget 18/19 Training on ‘Writing a sensible bid’ Risk Registers</p>

This area could be further developed by:

The areas listed below form our Whole School Improvement Plan objectives for 2018/19

- Research DfE ‘Virtues’ and Tei Anti Bullying Framework and integrate with UNICEF RRSA agenda, IQM and Equality agenda. Promote our values in classrooms, assemblies, bulletins, at Parent events and in all publications. Continue to embed RRSA articles into curriculum provision
- Achieve Equalities (Silver) Award
- Achieve Reaccreditation of IQM Award
- Review of current curriculum offer with HODs, students and parents. Introduce T levels and other industry qualifications.
- Review and develop monitoring procedures in Bucket 2 subjects
- Ensure whole school budget does not exceed that agreed/set by Governors. Reducing in year use of reserves as much as possible
- Continue to work with student LGBT group to plan and deliver assemblies.

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2: QUALITY OF TEACHING, LEARNING AND ASSESSMENT				
This area is rated as: GOOD				
Wh. Sch. Ref no.	Objective	Strategies (Action)	Self-Evaluation (impact)	Evidence Ref:
2a) T&L	Improve quality of AfL (including marking) and Differentiation to ensure quality of provision over time continues to improve.	<p>SLT have observed all teachers at least three times, followed by feedback meetings to discuss 'live' data and to implement timely pupil interventions. Connect observations were used to target feedback, AfL and Differentiation for selected underperforming staff. Nine members of staff who received Requires Improvement for Differentiation at the beginning of the year, later achieved Good judgements. In addition, four members of staff who received Requires Improvement for AfL also later achieved Good judgements.</p> <p>Newly appointed Learning Leaders (experienced middle managers) have mentored underperforming teachers. The Learning Leader for Differentiation has been particularly successful. All three teachers he mentored received at least Good in recent line manager's observations, instead of Requires Improvement achieved prior to the support. More widely, across the school, the number of line managers' observations where differentiation has been graded good has increased by 9% from 67% last year to 76% this year. However, whole school Connect data shows that AfL and Questioning still need to improve and therefore these areas will continue to be a focus in 2018/19.</p> <p>Connect data shows improvement in Science and MFL. Line managers' observations show 86% Good+ in Science (up from 64% last year) and 100% Good+ respectively in MFL (up from 80% last year). Ralph Batten's report from June 2018 states "Standards in MFL have improved."</p> <p>The following departments were reviewed by the SLT (some with Governor input): Design and Technology (Good); Performing Arts (Good); BTEC (Good) and Business and ICT (Requires Improvement). The ICT/Business department will continue to be closely monitored by SLT and governors during 2018/19. Peer-observations have been used to share best practice across the curriculum. All teachers have taken part in peer-observation three times this year and evaluation forms show staff value the experience and share ideas. This programme will be further refined and used to improve practice in 2018/19.</p>	<p>Connect data and lesson observation doc</p> <p>Ralph Batten Report 9 June 18) Peer obs evaluation forms SLT Review Reports</p>	
2b) Continuous Professional Development	Tailor CPDW programme so that staff are equipped with requisite and up to date skills, to improve their practice.	<p>Our CPDW personalised programme has been updated based on data received from appraisal observations and Connect visits.</p> <p>Thirty staff 'experts' in identified fields, led over 60 different mini-twilight sessions as part of the INSET programme, catering for the varied training needs of staff. The CPDW programme was positively commented upon in Ralph Batten's report dated June 2018, "the extremely well planned professional development opportunities remains comprehensive and innovative."</p> <p>As a new component of the training, our aspiring and middle/senior leaders were given the opportunity to take on departmental/pastoral or whole-school projects, to challenge them in their careers. 11 members of staff opted to choose a CPD project for 2017-18. This programme had a range of outcomes and the initiative will be refined for next academic year 2018/19.</p>	<p>CPDW Information booklet</p> <p>Evaluation forms</p>	
2c) Assessment (Including reporting)	Achieve improved accuracy of assessment using new numerical grades	<p>We have now fully converted to numerical grades and refined our tracking for P8 and A8 utilising a centralised system tracking system used by all departments (Go4Schools). The implementation of the planning tool has enabled us to use fine data and assessment of topic areas in subjects and obtain 'live' data snapshots at any given time. In addition, the introduction of bi-weekly meetings between our Vice Principal for Assessment with every Head of Department enables leaders to use quantified data to analyse and identify emerging gaps in learning. Indeed, there is now a shared strategy of targeting under-performance and adapting both teaching strategies and intervention methods. In 2018/19 every member of SLT will also meet with middle leaders and classroom teachers (as part of Connect) to analyse pupil progress and discuss possible interventions.</p> <p>The use of an extended RAP team was also very successful. The regular triangulation of attainment and underperformance allowed leaders to plan appropriate intervention and look for pupil patterns of under achievement. This was supported by Go4Schools and the data generated led to analytical discussions regarding groups and individuals that needed further support and intervention.</p> <p>The introduction of end of year exams in all Year groups has meant that there is a focused end to the academic year. Our reporting procedures have also been reviewed and our new system ensures that parents receive regular feedback and progress data on three occasions in the academic year. This will improve further with the launch of Parent View on Go4Schools in 2018/19</p>	<p>VP/HoD Mtg mins</p> <p>Planning Tools</p> <p>RAP minutes</p> <p>Exam timetable</p>	

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		In Years 10 and 11, pupils sit mock exams on at least three occasions. In the event of under-performance, pupils are required to re-sit exams and given further opportunity to revise and attend extra revision sessions. This has placed an emphasis on exam preparation ownership from the pupils and has meant that progress can be accurately compared to final outcomes and targets.	
2d) Literacy & Numeracy	Continue to improve the literacy skills of targeted pupils (SEN focus)	WriteOnline continued to be widely used in SEN and EAL departments. Visual templates are completed which RAG rate students' progress in Y7 and 8 against Reading ages on ARP. 44 students in Y7 and 27 students in Year 8 receive a wide range of literacy interventions across EAL, SEN, LRC and Inclusion departments. Intervention and impact is monitored through a central literacy tracking folder. ARP data shows 37 of the targeted students are now on track or exceeding their literacy age.	WriteOnline data
	Raise the profile and use of the LRC with an emphasis on two themes - Reading to Promote Well-being Research in Pursuit of knowledge Raise the profile of whole-school numeracy	The academy subscribes to "First News" (young person's newspaper) resources in library lessons with Year 7 and 8 based on assessment objectives for English at KS4. This ensures students become more familiar with non-fiction writing and a broader general knowledge of current events. Students have entered Spelling Bee, Young Writers, BBC Comedy, Foyle's Young Poets and become School Reporters. Our School Reporter Team was made up of Twelve More Able students, giving written reports from students' perspectives on exciting activities taking place throughout the academic year. 40 targeted Sixth Form students have followed an interactive program with BKSb to improve English, Maths and ICT skills, designed to meet the needs of GCSE and Functional Skills. Our LRC is at capacity during breaks. As a result, usage is improving. The annual figure for book loans is substantially higher than last year. Issuing, 8,268 books compared to 5,462 the previous year. The LRC manager has also worked alongside Matron to ensure a range of books on physical and mental health issues are held by her to support students. The academy is now a member of the National Literacy Trust which provides research on the latest developments in literacy, case studies and resources. These are currently being used by our Literacy Coordinator who is setting out an 11-point plan to improve literacy skills; each point containing a number of specific actions to improve and embed literacy. In July 2018, The Governors approved a new Literacy and Communication Policy which is now published on the academy website. This is a substantial revision and expansion of the previous policy. Training is being planned to ensure all staff are fully aware of the new policy and use it to inform their delivery of the curriculum. Rob Evans has recently taken on the role of Literacy Coordinator and has worked with the SLT to draw up a detailed plan with a series of proposals to further develop literacy across the academy. He presented to some of the Governors at the end of the last academic year. The plan will inform future strategy for 2018/19. Our numeracy coordinator has developed a range of teaching resources and display materials shared for all on the Common Drive. Maths in House Competition There have also been weekly numeracy puzzles promoted in tutor time via the student bulletin. In addition, the maths department led a numeracy based house competition which had high participation levels. However, this will continue to be a target for 2018/19.	LRC Folder Common Drive Folder
2e) ICTAC	Maintain a solid infrastructure	Office 365 has been integrated onto our Moodle page for both staff and student access and data shows use. In addition, the intranet page has been redesigned in-house linking it to our Moodle design. There has been positive feedback from all users. New fibre lines have also been installed to all the switches around the academy. The ICTAC department have also delivered training sessions as part of the CPDW programme; all staff evaluation has been positive.	ICTAC plans
This area could be further developed by:			
The areas listed below form our Whole School Improvement Plan objectives for 2018/19			
<ul style="list-style-type: none"> • To improve the quality of teaching and learning with clear focus on 'depth of learning'. Key areas identified: Questioning Differentiation and AFL to promote and support independent learning. • Implement Aspiring Middle/ Senior Leader training programme. • Formation of T&L group to model exemplary practice/ build on the strengths seen in the 'best' teaching. • Implement rigorous Quality Assurance and risk assessment of department moderation. • Improve Whole School Literacy Levels (Reading & Writing Focus). • Introduction of 6th form led Reading Hub to promote discussion about featured books including those in the English curriculum. 			

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3 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE				
This area is rated as: OUTSTANDING				
Wh. Sch. Ref no.	Objective	Strategies (Action)	Self-Evaluation (impact)	Evidence Ref:
3a) Personal Development and Welfare	<p>To engender character and resilience as prerequisites to academic progression and employability, promoting social mobility.</p> <p>To extend the Well-Being team provision in lessons</p>	<p>The School successfully retained the IQM Flagship status in March 2018. This was the fifth successive reaccreditation of this prestigious award. The award recognises the school’s inclusive nature and requires the sharing of good or better practice with other schools. The report stated, <i>“Raising achievement of all students within a framework of inclusion is at the core of all that goes on in the Highcrest Academy”</i>.</p> <p>We continue to increase pupils’ knowledge of ‘the real world’ giving them life experiences that will prepare them for an adult life. We have a strong link with Johnson and Johnson, ongoing since 2015. The opportunities have included career coaching, mentoring programs, raising aspiration events and visits to London and other J & J sites to expand their business networks as well as Maths and Science workshops taught at the J&J headquarters. An agreement is in place for J&J to support our Year 9 students until 2021.</p> <p>By developing our Inclusion areas and Isolation rooms we have successfully re-integrated over 80% of pupils into mainstream education. We are also proactive in our support of local schools in managing pupils at risk of Permanent Exclusion. To enable us to offer this provision, to our students and others, we have developed a bespoke curriculum that is managed by a full time member of staff.</p> <p>The Academy became part of the EU funded Erasmus Project. Linked with schools from Spain and France (hosted at Highcrest) developing resources to teach young people about the dangers of radicalisation. The impact of the project to date is a broader understanding of the issue across Europe and acknowledgement that our own development in this field is already quite advanced.</p>	<p>The on-call system has ensured that SLT can react to any incidents of poor behaviour quickly. It has been merged with SLT walkabouts and has become a proactive measure in ensuring that any interruptions to learning are resolved in a timely manner. Furthermore, all teaching staff operate with an open door policy meaning that any unruly behaviour can be easily identified and dealt with promptly, either by Department colleagues or SLT. Exclusions have decreased over the past few years.</p> <p>Rewards are now linked to House points. There are end of term rewards trips and an attendance cup prize per year.</p> <p>Lesson observations and regular learning walks conducted by SLT and middle leaders have led to improvements in pupil engagement and progress. Connect lesson observation data also shows that behaviour is consistently good. The Inclusion team (Year Managers) now have increased contact time with pupils in lessons enabling them to implement prompt interventions. This has led to a reduction in behavioural issues with a reduced number of oncalls and exclusions compared to 16/17.</p>	<p>IQM Award Report</p> <p>Curriculum folder (NST) J&J minutes</p>
3b) Behaviour (Rewards/Sanctions)	To use the RRSA to ensure that every classroom is a positive learning environment.			On Call/ Exclusions data
3c) Attendance	To improve Whole School Attendance in line with national average. Target 94.8% for 2017/18 (Identified by Ofsted)		We have implemented many new interventions over the past year and have worked on particular focus areas to try to improve our overall attendance, yet unfortunately, we remain at the same level as we did last academic year. This in itself is disappointing, however had we not implemented new interventions, we could have been looking at a worse position overall. Our term time holiday figures have decreased slightly with fewer students taking holiday and those that do, now take less time off. We ensure that all unauthorised holiday is referred to County so that fines can be issued. We have issued over 40 fines this year in comparison to 15 fines the previous year. We have successfully prosecuted four parents for their child’s irregular attendance. This is an improvement on the previous year where we prosecuted only one parent. This is an area that will be high priority for the coming academic year. Heads of Learning will actively participate in meeting parents to discuss their child’s attendance and the need for improvement. This will be most productive as an early intervention for our under 90% attenders. It will enable the Attendance Officer to focus on those students who are below 70% and continuous absentees. The Attendance Officer and the CP Officer will continue to work together for joint meetings with parents and students to establish specific needs and to provide early interventions and referrals where appropriate. This has proven to work as an intervention that was introduced for our last Year 7s. The Attendance officer, Year Manager and CP Officer all worked together to provide early interventions for this year group. They were our highest attenders for the academic year and so far this academic year they remain above the 95% threshold. With the introduction of Heads of Learning taking control of the under 90% attenders for their year groups, the Attendance Officer will be able to adopt the process used for the previous Year 7’s with all year groups.	Attendance File

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	To ensure the attendance in Sixth Form is in line with the rest of school	Attendance in the Sixth Form has improved and ended up in line with the rest of school, though slightly below the whole school target. Driven by the new Head of Sixth Form, there was an increase in the number of phone calls & letters home as well as an increase in the number of meetings with parents. In addition, students with attendance below 94% lost their privilege of leaving site at lunchtime. Weekly meetings between the Head of Sixth Form and the Attendance Officer ensured a finer monitoring of attendance throughout the year. Exam results showed that students who improved their attendance (from Y12), also improved their final grades with one particular student achieving 3 B grades, having achieved overall 5 grades lower the previous year. Attendance in the Sixth Form will continue to be a focus for 2018/19.	Attendance File
3d) Enrichment	To introduce double enrolment of DoE: offer the programme to Year 9 and Year 10 in 2017-18	Our extensive extra-curricular programme for 17/18 has had excellent student attendance. This particularly helps with student monitoring during lunchtime periods. During 2018/19 we plan to offer a number of new clubs as part of our extra-curricular provision. These new clubs will include a chess club, craft club, keyboard club, creative writing and a Spanish club. The Duke of Edinburgh practice expedition ran in June 2018 with 21 pupils successfully completing the tasks. Due to unforeseen circumstances, the final expedition is now due to take place in March 2019. Currently one student has completed all the required sections for the award and four pupils have completed at least one of the required sections for the award. Traditionally the programme has attracted more males than females. However, following a successful recruitment drive aimed at females, the ratio is as follows; 15 females (7 Asian girls) and 6 males. During 2018/19 the Duke of Edinburgh Bronze Award will be launched to Year 10. We have provided thirteen educational visits related directly to the curriculum. The intended outcome of these was to gain additional knowledge of a curriculum area, improve active learning and attainment in key subject areas. Educational Visit Evaluation forms confirmed that all visits met the intended outcomes. The Naples visit had the additional benefit of introducing pupils to a different culture. Seven educational visits were enrichment visits aimed at building self-confidence, resilience and a sense of wellbeing, as well as broadening horizons and raising aspirations.	Clubs lists DoE evidence folder Trips Folder
3e) Careers and Enterprise	To develop the relationship with our allocated Enterprise Advisers through Bucks Skills Hub to support the school in Entrepreneurship educational activities,	Highcrest continues to develop and evaluate new ways of developing careers and business skills awareness for our students. This is a rapidly moving area with recent statutory guidance raising the expectations and linking in to Ofsted who will be looking at CEIAG provision in more detail in their future inspections. These changes are reflected in the revised CEIAG Policy, approved by Governors in Feb 2018 and published on the website. Our performance is benchmarked against the Gatsby Benchmarks and Highcrest is ahead of most schools on the journey to meet all eight benchmarks by the 2020 deadline. Indeed, we are one of only 21 Bucks Schools to join the recently formed Bucks Careers Hub which is the only Careers Hub in this part of England. This new government initiative and will ensure we can access external support from a range of businesses and external agencies to support our CEIAG programme. Amongst numerous careers related events that we held was a very successful Careers fair that took place in March with external providers chosen following a parents/students survey. The fare was very well attended. We also held a "Future Options" Parents Evenings for both Y11 and Sixth Form including apprenticeships and UCAS. Events happened in July around UCAS week to further establish future options. We also introduced a "Work Experience" Week for KS5 students, which saw approximately 50% of Y12 students taking the opportunity. This was the first time work experience had ever been undertaken during Sixth Form. Next year the process will start earlier with the aim of increasing the number of students involved. In 2018/19 we will launch a Careers Academy Programme in collaboration with a local businessman who is the school's Enterprise Adviser. This is for all our Year 12 students, helping them develop the personal skills and business awareness to enable them to succeed in the world of work or higher education.	Gatsby Benchmarks evidence file Work experience document (Sixth Form area) Careers fair folder
3f) E-Safety	Develop E Safety across the Academy and beyond.	Internal and external training, advice, guidance has been provided for <i>all</i> stakeholders Throughout the year 'top tips' are distributed to staff and students via weekly bulletins to ensure their understanding of this area is kept up-to-date. E Safety advice is also published on the parent and student portals of the MLE	E-safety training file

This area could be further developed by:

The areas listed below form our Whole School Improvement Plan objectives for 2018/19

- Identify and challenge clear barriers to attendance. Input actions to Increase parental communication.
- Create and implement an enriching pastoral programme, tailoring 'Life Lesson' topics to the needs of the year group/academy.
- Increase celebration of success initiatives.
- Participation in the Erasmus Prevent project
- Achieve 'Working Towards' and/or 'Meeting' judgements of the eight Gatsby Benchmarks for CEIAG
- To further extend work with external agencies, Prevent, LEA and Mental Health services
- E-Safety Ambassadors to deliver training and activities at local primary schools

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4: OUTCOMES FOR PUPILS				
This area is rated as: GOOD				
Wh. Sch. Ref no.	Objective	Strategies (Action)	Self-Evaluation (impact)	Evidence Ref:
4a) Outcomes	To attain challenging P8/A8 targets as set by Governors P8 TAR = -0.01 A8 TAR = 4.00	Our current progress and attainment scores are: P8: -0.03 and A8: 4.3. These are in line with the challenging targets set by Governors and a significant improvement on our figures from the previous two years. Indeed, the progress 8 figure higher than last year's upper confidence interval figure of -0.05. These results may still improve slightly after remarks have been added to the national data. The Open Element had a significant impact on our scores, particularly the INGOT and NCFGE qualifications. We delivered INGOTS ICT to over 80% of learners attaining a 100% pass rate or above with 48% achieving Distinction. We also delivered NCFE Health and Fitness to over 80% of the year group with a pass rate of 90% at Merit or Distinction. As a result, progress in the open element significantly increased from 0 to +0.5 (Progress 8) and from 3.9 to 4.4 (Attainment 8). For 2018/19 onwards we are further developing the use of NCFE subjects in accordance with the 2020 qualification tables. Indeed, last year we became an NCFE Champion school. Key interventions included the introduction of the 'Super Days' intervention. These are intensive large group (of targeted students) revision sessions, led by our staff in lecture theatres at Bucks New University. There were six Super Days in English, Maths, Science and Humanities.		Exam Analysis NCFE Champion File
	improve progress in underperforming Departments. MfL, Geography, History, Computer science and Science.	In addition, during 2017/18 we undertook a deep review of monitoring procedures in our Bucket 2 subjects. This involved weekly stringent monitoring meetings between SLT and HOD in which every aspect of provision was scrutinised and amended as necessary. with focused analysis of progress. Performance in Bucket 2 increased from -0.5 to -0.4. This was despite early entries that hindered Whole school outcomes due to legacy decisions. This remains a focus for the 2018/19. Progress in French improved from -1.14 to -0.5 Progress in Geography improved from -0.34 to -0.12 Progress in History improved from -0.43 to +0.59 Progress in Computer Science improved from -2.68 to -1.65 Progress in Science improved from -0.94 to -0.64 Spanish achieved +0.17		Exam Analysis
	Continue to improve impressive A level results	The Sixth Form maintained its high standards of success. Students exam results were excellent across both Years 12&13. Whilst the Y13 results were not quite as high as last year's record breaking results, they were our second best ever results at A Level with 100% A*-E and 75% of those at a C or above. The year 12 results were also particularly good with all students meeting the criteria to move into Y13 and only 4 ~U grades being recorded at AS Level.		Exam Analysis
4b) SEN	Improve curriculum access for pupils with EHCP /statements P8 to -0.92 from -1.92 A8 to 2.5 from 1.72	The SEN department undertook a fundamental change during 17/18. Our SENCO led change to the delivery model of interventions that has resulted in a richer source of information and consequently better, more accurate tracking. The change to the model involved LSA's continuing in class support for one week of the two-week timetable, whilst during the second week support focuses on working with learners individually or in small groups delivering intensive programmes away from the main classes. This approach means that more quality time is spent engaging the students in proven programmes to boost their learning outcomes. Learners have also been supported through various additional interventions including the LINC literacy program, this has included work in both numeracy and literacy. Key support has been provided through the Lexia program, a personalised reading software program and the ASDAN course. There has been increased 'wrap around' support through morning and after school sessions, enabling more opportunities for success for this group. The bespoke curriculum offered to these pupils has been reviewed and support mechanisms included guided support from support staff and extra revision sessions have been provided. We have also explored level 1 awards in vocational courses that ensured that all pupils have left the school with at least a basic qualification that will enable them to progress in a more practical field. The use of alternative courses has proved very effective in gaining valuable success for all pupils of all abilities. This new system will be further refined in 2018/19.		SEN planning docs
4c) Higher Prior Attainers (More Able)	Increase the average grade of Higher attaining pupils Increase the Progress 8 measure for Higher attaining pupils	In November 2017 the academy was successfully awarded reaccreditation of the NACE Challenge Award that provides national recognition of school-wide high-quality provision for more able learners within a context of challenge for all. The assessor toured the academy and spoke to a range of staff and students to assess our progress towards retaining the prestigious Quality Mark. The report stated, "The work that goes on to support More Able students is particularly worth mentioning, as it was mentioned in Ofsted's Annual Report this year. This work is creative and strategic and is built on strong relationships between teachers, mentors and students"		More Able Folder NACE Report

Self Evaluation Form (September 2018) – Evaluating 2017/2018

		<p>During 2017/18 there has been development of various MA strategies to support and challenge our More Able cohort. These have included a range of MA workshops, targeted Easter Revision, Summer School and Blue books.</p> <p>The disbanding of the Academic Mentors dept has meant a change to how the more able are supported. Our Year Managers have taken on a more holistic role and look to not only the pastoral/well-being side but also the academic side. The role of the Yr11 Year Manager is more academically based and therefore we have established a consistency here. Yr 11 undertook revision support from the beginning of the year and students were able to develop skills in independence through regular meetings with Year Managers.</p>	
4d) EAL	<p>For EAL pupils to outperform Non EAL pupils</p>	<p>The SRA groups for Y7, Y8 and Y9 were created and continued throughout the year. The attendance increased from 93% to 96% and 99% in Y7 alone. This proves that the students found the intervention effective and beneficial and some Y9 girls requested to stay on the programme in Y10.</p> <p>We also had some enquiries from the native speaking students to join the groups and two of them attended the session throughout the last term.</p> <p>To continue to establish focus groups to raise attainment among low-performing groups</p> <p>A 'New Arrivals' group was established to address their low literacy skills. Out of nine students, four of them improved their reading age in line with their chronological age, and five exceeded by two and three years. One girl in Y8 improved her reading age by incredible four years within one year.</p> <p>EAL PP students were invited to booster sessions during PSHE and parents were contacted to encourage/increase the students' participation to the Homework Club in EAL. Exam analysis shows a reduced gap between EAL PP and non PP students in regards to Progress 8. It has diminished from 1.0 to 0.6.</p> <p>There was also targeted work with exam classes as well as in class support. The class support was deployed mostly in classes with high numbers of LPA and MPA students and the meetings and motivational talks were directed towards them. The results highlight an improved performance of the groups (0.001 and 0.23) as far as Progress 8 is concerned which is considerably better than that of MPA (-0.577).</p>	<p>Accelerated Reader Data</p> <p>Attendance registers</p>
4e) Pupil Premium	<p>Ensure even closer tracking of PP pupils and impact of interventions</p> <p>PP cohort achieve at least 'Expected Progress' targets</p>	<p>The discussion of Pupil Premium progress and intervention was a standing item on all agendas, including SLT meetings. This included Intervention meetings and line management meetings between senior and middle leaders. The social and emotional barriers to learning are identified and addressed by the Well-being Team. Barriers to participation are managed on an individual basis. Trips, practical lessons and other opportunities are supported through PP funding. Careful monitoring by all staff means that significant issues are quickly identified through our Cause for Concern system leading to in-house or multi-agency support as appropriate. Breakfast Club and homework/revision clubs enable students to utilise our facilities to maximum advantage. The secure, wrap around care offered by the Academy gives a solid foundation from which students have an opportunity to flourish.</p> <p>The Year 11 PP cohort did not perform as well as the one from 2016-2017. As far as Progress 8 score is concerned, they achieved -0.81 (-0.64 in 2017). As a result, the school invited an external speaker to deliver two half day INSETs on most effective strategy at low cost to address our PP students' needs (Sept 18)</p>	<p>Pupil Premium File</p>
<p>This area could be further developed by: The areas listed below form our Whole School Improvement Plan objectives for 2018/19</p>			
<ul style="list-style-type: none"> • To improve the Progress 8 figure from – 0.03 to a positive figure • To improve the Attainment 8 figure from 44.3 to 45.0 • To improve Mathematics 5+ from 40.8% to 50% • To improve English 5+ from 51.4% to 58% • To improve the progress in the Ebacc element to -0.1 • To continue to close gaps in learning between Boys and Girls • To continue to close gaps in learning between PP pupils and non-PP pupils • Share monitoring and targeting strategies between EAL and SEN in an attempt to replicate the success of EAL with SEN pupils. • To further develop the MA workshops for pupils in Year 6 joining The Highcrest Academy. • To implement the MA Summer Schol (Postponed last year due to building works.) 			