

Academy Self Evaluation Form

ACADEMY	The Hastings Academy		
PRINCIPAL	Stuart Smith	REVIEW DATE	September 2017

SECTION 1: INTRODUCTION

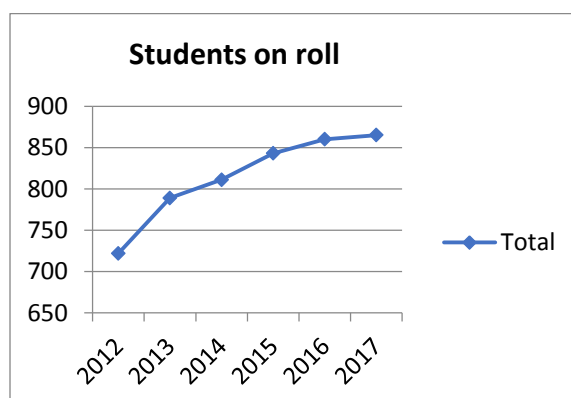
- Context**

Hastings is one of the most deprived coastal town in the country. Our students are largely drawn from neighbourhoods in the most deprived 20% areas in England, situated in the 20th (of 326) most deprived local authority district in the country. The Hastings Academy is a medium sized 11-16 mixed sponsored academy with a PAN of 880 students.

The academy opened in September 2011 and is one of three sponsored secondary schools within the University of Brighton Academies Trust, sponsored by the University of Brighton. The academy is striving to transform aspirations and improve the life chances of our learners in a context of coastal deprivation.

Confidence is growing within the local community for the academy's provision and this is reflected in the increasing number of first preferences; the academy has been oversubscribed for the second academic year with 300 applications for 2017/18 for 180 places.

In January 2016, Ofsted judged The Hastings Academy as 'Requiring Improvement'. The key areas for development include driving pace and challenge within lessons, ensuring marking and feedback impacts on student progress and improving the climate for learning. In November 2016 a new Principal was appointed and the academy received a monitoring visit in May 2017; the Ofsted inspector praised the work of the leadership team to improve teaching, stabilise the academy's staffing concerns, improve the climate for learning and boost performance of students. The monitoring visit also confirmed the academy was making good progress towards the areas highlighted for development from the January 2016 Ofsted report.



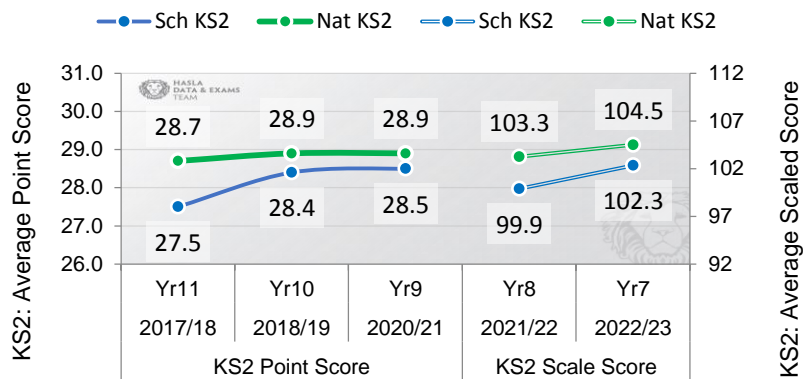
Academy Cohort

- 50% of students are pupil premium. This is roughly double the national average. We have been in the 80th percentile for the past five years.
- Over half of the student population from last year's Year 11 cohort had low prior attainment (FFT Aspire)
- 19.3% of pupils have been identified as having a SEN. We have been in the 80th percentile for the past two years.
- 36 students are statemented/EHCP and of those 8 are placed within the Speech & Language Centre (LA provision).
- 7.3% of students are from an ethnic minority background.
- Historically and currently in-year admission mobility is high.
- Over the past five years KS2 attainment on entry has been significantly below national average. However, the average KS2 point score on entry is steadily increasing as more parents put The Hastings Academy as first

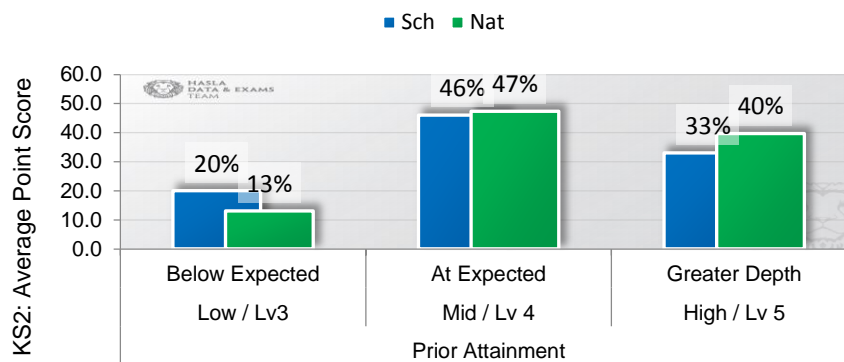
SECTION 1: INTRODUCTION

preference. The current Year 11 has an APS of 27.5.

KS2 Average Point Score



KS2 Average Point Score



Key Strengths

OFSTED report 14th/15th January 2016

- Pupils are cared for very well. Pupils' wider education is thoughtfully planned to foster aspiration.
- The Principal, ably supported by effective senior leaders, has determinedly brought about a shift to a fully inclusive academy.
- Leaders' work to make pupils' attendance a priority has led to improved attendance for pupils.
- Pupils have rich opportunities to explore social, moral, spiritual and cultural education.
- The academy's safeguarding culture is strongly established and pupils feel cared for well and safe.
- Pupils are affable, friendly and pleased to attend the academy.
- The governors are astute; they challenge and support the academy effectively.

Monitoring inspection visit 12th May 2017

- Senior leaders, governors and the trust are taking effective action to tackle the areas requiring improvement identified at the section 5 inspection in order to become a good school.
- Leaders responsible for the good order in the school and managing pupils' behaviour are passionate about what they do.
- Improved staff retention in August 2017 showed only 4.48% of teaching staff leaving the academy.

Areas for Improvement

OFSTED report 14th/15th January 2016

- While leaders have a clear view of what to do to improve the academy, this is not fully embedded in the day-to-day practice.
- Leaders have struggled to recruit and retain a stable teaching workforce and this has led to a lack of continuity and too frequent change for pupils.
- Pupils' achievement, especially in mathematics, is not improving quickly enough.
- Teachers are not consistently planning lessons closely enough to what pupils need to learn or be able to do.
- Leaders are not checking how new initiatives are working well enough.

SECTION 1: INTRODUCTION

- Teachers do not expect enough of pupils in terms of both the quality of their work or behaviour. Behaviour deteriorates when lessons do not fully engage or challenge them.
- Disadvantaged pupils and those with special educational need did not make good enough progress in 2015.
- Leaders have not done enough to promote literacy and a love of reading in pupils.

SECTION 2: AREAS FOR WHOLE SCHOOL DEVELOPMENT

SDP: Areas for Improvement (additional details)

Monitoring inspection visit 12th May 2017

The school's leaders should take further action to:

- ensure that staff focus relentlessly on improving the quality of teaching so that all pupils are enabled to achieve as well as they can
- reduce the stubborn, persistent absence of a few pupils
- limit even more the number of incidents of challenging behaviour.

SECTION 3: PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION (If Applicable) – 14th/15th January 2016 and monitoring visit on 12th May 2017

Key Issue One: Improve leadership and management

- Senior leaders, governors and the trust are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.

Key Issue Two: Insist on the highest standards of behaviour in lessons

- Leaders responsible for the good order in the school and managing pupils' behaviour are passionate about what they do; they have improved existing systems and added some new ones. Parents fully understand the reasons for any sanctions and pupils are in no doubt as to why they have been given a 'consequence'.

Key Issue Three: Improve the quality of teaching, learning and assessment, building on the best practice in the academy

- The quality of teaching and learning is rising. Teachers observe the minimum expectations and stick to what is essential for each lesson. Teachers plan their lessons well, taking into account the different starting points of each set of pupils. Teachers use technology confidently to speed up some processes. They use a software application well to communicate among themselves, with pupils and parents. Leaders use information retrieved from the system to assist monitoring and checking processes.
- Pupils' attainment is also rising. Leaders provided clear forecasts of pupils' likely performance in their upcoming examinations.

SECTION 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

How leaders and managers demonstrate ambition, have high expectations; academic and behaviour, accuracy of SSE, appropriateness of curriculum, use additional funding, promote British values, improve teaching and learning, support/develop staff, monitor all pupils' progress, equality of opportunity, governance, parental engagement and partnerships, additional funding, safeguarding, keep pupils safe from abuse, sexual exploitation, radicalisation.

Governance: Trust and LGB: communicate the vision, challenge and support leaders, monitor teachers' pay and performance, PM of Principal, impact of teaching on progress, accurate information about the academy, finances managed

SEF Grade: Good

"Senior leaders, governors and the trust are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school." *OFSTED monitoring visit May 2017*

Effective leadership since January 2017 has ensured:-

- The Hastings Academy is the school of choice in the area.

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- Improved attendance.
- Improved attainment.
- Significantly improved climate within the academy.
- Increased parental engagement.
- Excellent staff retention.
- The Hastings Academy is building trust and a reputation within the community.

Key Strengths:

- Leadership continues to drive up standards of Teaching and Learning to improve student outcomes by learning from best practice nationally and working closely with its sister academy - The St Leonards Academy. (SSAT Teacher Enhancement and Effectiveness Programme, Challenge the Gap - Hayes School of National Teaching Bromley, Maths Mastery).
- Senior leaders, governors and the trust are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.
- The academy is the school of choice for the local community, with an increase in Year 7 first choice preferences.
- There is a 43% increase in parents who would recommend this academy to another parent (from 54% in 2015/16 to 97% in 2017/18; OFSTED Parent View).
- Professional learning programmes build capacity, secure succession planning and support the academy's drive to continually improve the quality of Teaching & Learning. (Future Leaders, 'Outstanding Leadership in Education'- Hayes School, 'Stepping up to Leadership'- Pound Hill Teaching School, 'Leading Coaching'- UoB, Leading Teachers, TEEP level 2 training, TeachFirst, Schools Direct as well as in school staff development driven by the academy's Teaching & Learning Team).
- A broad and balanced curriculum with guided pathways supports inclusion and achievement for all. (Guided Pathways - options, CEIAG, after-school enrichment, alternative provision).
- The academy supports students through THRIVE; a communication and behavioural support programme delivered through the onsite KS3/4 THRIVE centres.
- SMSC and British values are built into the curriculum and supported through the pastoral programme.
- Average grade per disadvantage student has improved from D- (in 2016) to D+ APS (in 2017).
- PP Basics have improved by 7% (2016: 26%, 2017: 33%).
- The Trust and local governing body effectively holds the Principal to account, having a clear understanding of our strengths, areas for improvement and future challenges. (Governor Strategic Data sheets, Appraisal, Pay Review Register, minutes of meetings, peer reviews by trust's Director of School Improvement).
- Embedded revised strategies to improve attendance and behaviour for learning (approved and upheld by East Sussex Behaviour and Advisory Service).
- Strengthened leadership across the academy with middle leader accountability focusing on student progress and assessment.
- Staff retention has drastically improved from 21 staff leavers in July 2016 to 9 in July 2017.
- Comprehensive strategy of recruitment, in-house training, mentoring and peer to peer coaching
- Recruitment through University of Brighton, Sussex University and Canterbury Christ Church University.
- School Direct and Teach First places offered.
- The academy is part of the Teach First Insight programme which recruits graduates in STEM subjects onto teaching pathways.

Areas for Development:

- Reduce in-school variation by sharing good practice and collaboration with TSLA – robust quality assurance through the monitoring, evaluation and review cycle.
- Continue to embed a programme of mentoring through the Strategic Teaching & Learning Team utilising lead practitioners to improve the quality of teaching and learning.

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- Continue to raise standards of literacy and numeracy by implementing a literacy and numeracy policy with associated training.
- Retain staff by continued investment in professional development and succession planning opportunities.
- The Student Peer Support Team support PRIDE agenda through Y7/8 peer reading.

SECTION 5: QUALITY OF TEACHING AND LEARNING AND ASSESSMENT

Teachers: impact on learning, use of transition information to plan, pupils' views, information from professional discussions, parents' views, pupils' work, accuracy of assessment, impact of LY teaching, including across the curriculum, addressing inconsistency in teaching of maths

SEF Grade: Good

To improve consistency with Teaching and Learning, the academy has highlighted 9 key essentials that contribute towards good teaching and student progress. These are promoted throughout the academy and play a part in every lesson. Staff CPD is centred around the development of the 9 essentials with collaborative workshops led by a range of staff sharing good practice. The use of IRIS, a programme to enable staff to record and reflect on their practice, has been used widely to support staff and improve teaching and learning in the school. This has been used to record and share good practice as well as to support and coach staff in the school. As an academy, we have developed our own marking and feedback policy to ensure consistency which ensures students receive good feedback, which they then act upon.

Key Strengths:

- Judgements on the quality of teaching and learning are made through a triangulation of learning walks, work scrutinies and student progress data.
- Moderation is through cross-Trust collaboration and paired observations by senior staff.
- The quality of teaching is improving with 70% showing good progress following the 9 essentials.
- Scrutiny of students' written work shows that when teachers have high expectations, this is well presented and students make good progress.

Areas for Development:

- Drive further improvements in teacher effectiveness through focusing on the 9 essentials.
- Structured support for those requiring further improvements in their teaching.
- A Mastery curriculum within KS3 Maths, Science and Geography to be embedded.
- Challenge the Gap, focused on improving reading and parental engagement to be embedded.
- The new homework policy to be embedded through the use of ClassCharts.
- Literacy to focus key skills in particularly exam skills and a whole school literacy policy.

SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Trends over time, documentary evidence, how poor behaviour is tackled, use of exclusion, differences between groups, views of stakeholders, views of pupils, case studies.

Attendance:

Overall attendance and PA, for all and for different groups, improvements in attendance, punctuality

SEF Grade: Good

Key Strengths: Behaviour

SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Trends over time, documentary evidence, how poor behaviour is tackled, use of exclusion, differences between groups, views of stakeholders, views of pupils, case studies.

Attendance:

Overall attendance and PA, for all and for different groups, improvements in attendance, punctuality

- Improved analysis of BTA data ensures timely, swift and layered intervention reducing impact of negative behaviours.
- Robust proactive and reactive intervention limits disruptive/challenging behaviours.
- Fortnightly strategic pastoral meeting reviews student needs and allocate agreed appropriate intervention.
- Tailored Alternative Provision (internal and external) provides intervention for challenging students.
- Believe in You mentoring /counselling service available for any student in need and group sessions to pro-actively support students.
- Informed and regular contact with home, from pastoral team, provides additional intervention.
- Case studies evidence improvement in attitude to learning/reduction in sanctions/FTE's through use of reports, parental contact, learning plans, AP (EFT,PFL).
- Leadership of B4L praised by HMI (May 2017), also improvement in C4L evidenced and praised in 3 internal reviews (Oct 16, March & Oct 17) by Executive Principal and Trust Secondary Lead. In addition, strategies reviewed and praised by County ESBAS adviser (March 17).
- Strong links with Hastings & Rother neighbouring schools reduce FTEs (via S2Ss working with HRP).
- Students fully aware of interventions/sanctions throughout – assemblies, parental meetings, pastoral support

Key Strengths: Attendance

- Clear strategy of interventions/monitoring in place (daily calls, logging poor punctuality, HoS weekly focus, fortnightly HoS/VP/AO attendance meeting, weekly VP/AO meeting, parental meetings, FPN/FDR process
- Close liaison/support from ESBAS advise and support re: FPN/FDR core referrals
- Strong links with East Sussex Behaviour and Advisory Service support needs of challenging students
- Maintaining and slowly improving attendance whole school and PA% 2017-2018
- Case studies identify improved/maintained levels of attendance for hard to reach students

Areas for Development: Behaviour

- Continue to embed The Hastings Academy Way through the tutor programme, classroom practice and the student council.
- Focus on tutor time as a strategy to ensure 'readiness for learning' and development of positive student/tutor/home relationships.
- Regular quality assurance of the tutor programme to ensure quality of delivery.
- Develop ASPIRE ethos throughout each school.
- Continue to develop curriculum/provision of KS3 and KS4 THRIVE and Forest School to ensure full supported individual needs to all students.
- Develop confidence in staff use of BTA to improve relationships and reduce sanctions as a form of intervention e.g. develop emotional intelligence, understanding of student needs, R & R with student, contacting home.

Areas for development: Attendance

- Rigorously monitor and track attendance and the fine tuning strategies to support access to learning through VP Inclusion continuing to lead Heads of School/SENCO.
- Further focus on key groups through VP/HoS engaging in rigorous tracking and monitoring of student attendance at all levels.
- Re-engagement of persistent absentees through continuing to work closely with ESBAS and the Home/School Attendance Officer.

SEND

SECTION 6: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Trends over time, documentary evidence, how poor behaviour is tackled, use of exclusion, differences between groups, views of stakeholders, views of pupils, case studies.

Attendance:

Overall attendance and PA, for all and for different groups, improvements in attendance, punctuality

As a result of the OFSTED inspection in January 2016, the following has been implemented:-

- Improved sharing of information between SEND team and subject teachers, via ClassCharts, to ensure all are fully informed of need (annual review targets shared via student snapshot)
- Guidance to support specific SEND needs included in teaching and learning workbook
- Staff training on dyslexia (led by specialist dyslexia HLTA) and on speech, language and communication needs (led by specialist SLC HLTA)
- Deployment of TA: priority given to Year 7 and 8 to support their literacy and numeracy needs
- TA deployment at tutor time: focus on reading; Maths intervention with specialist Maths TA; Handwriting with specialist TA; exam study skills group, 2 x TA support KS3 and KS4 Thrive caseload (focus on SEMH: Social, Emotional and Mental Health) and successful reintegration into mainstream.
- TA appraisal aligned to teachers' performance management and includes 3 targets:
Student progress – focus on key students with SEN ; specific target to look at wider role of TA in curriculum area or across academy or within team / role related to everyday work;
target linked to area of development in terms of CPD – what is needed to learn to perform role better.

SECTION 7: OUTCOMES

Current standards and progress, how well pupils make progress from their starting points in all year groups, especially disadvantaged and most able pupils, how well pupils achieve or exceed standards for their age at the end of Key Stages, for individuals, different groups, particularly SEND pupils, disadvantaged pupils, pupils' work. Consider off site provision.

SEF Grade: Requires improvement

Key Strengths:

- Average grade per student is now at a C- in 2017 from a D+ in 2016.
- Average grade per disadvantage student has improved from D- (in 2016) to D+ APS (in 2017).
- PP Basics have improved by 7% (2016: 26%, 2017: 33%).
- The progress of students has improved with P8 -0.29 in 2017 from -0.32 in 2016. Higher ability students in particular improved significantly.

Group	2017	2016
School	-0.29	-0.32
Higher (29%)	-0.08	-0.58

- 2017 Increase in proportion of A*/A grades in 2017 – 175 grades (13%), compared to 162 in 2016, 110 in 2015 and 54 in 2014.
- 16% of students achieved the full English Baccalaureate (grades 9-4) which is an increase from the previous year and in line with East Sussex average.

Areas for Development:

- Year 11 Progress and Attainment
 - Year 11 Action Plan, focusing on academic and pastoral priorities, evaluated and updated after each data capture
 - Clear identification and support for key students to achieve the Basics measure
 - Middle leader standards meetings throughout the year to review subject action plans and moderate standards
 - Targeted after-school intervention timetable for each subject
 - Termly information and support evenings for parents

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- Assessment
 - Pre-Public Exams used to ensure accurate assessment in all subjects at KS4
 - English, Maths & Science exams externally marked to ensure accuracy
 - Moderation of assessment and standards across all year groups through use of PiXL standardised tests
- Curriculum
 - Curriculum delivery review, informed by exam analysis, to ensure engagement of boys and disadvantaged students
 - Increase progress and attainment in Ebacc subjects through the use of PiXL resources and strategies
- Revision and memory skills
 - Developing students independent learning skills
 - Provide support and space for students to complete their homework after school
 - Staff and student memory training

SECTION 8: SMSC

Spiritual, moral, social and cultural development

SEF Grade: Good

Key Strengths:

This is embedded within our curriculum.

- All subject areas have audited how their subject develops students' spiritual, moral, social and cultural development.
- An extensive tutor programme is in place which promotes students' spiritual well-being through a wide range of different faiths.
- Extensive PSHE programme which now includes the teaching of RE.
- The Hastings Academy way and Passport to Success promote and embody SMSC and British Values.
- There is an extensive enrichment programme.
- CEAIG programme and Investors in Careers accreditation.
- Whole school training- Prevent and CEAIG.

Areas for Development:

- Review SMSC audit to reflect current curriculum changes.

SECTION 9: OVERALL EFFECTIVENESS

Summative Grades

- Effectiveness of Leadership and Management: Good
- Quality of teaching, learning and assessment: Good
- Personal development, behaviour and welfare: Good
- Outcomes for pupils: Requires improvement
- Overall Effectiveness: Good