

Context

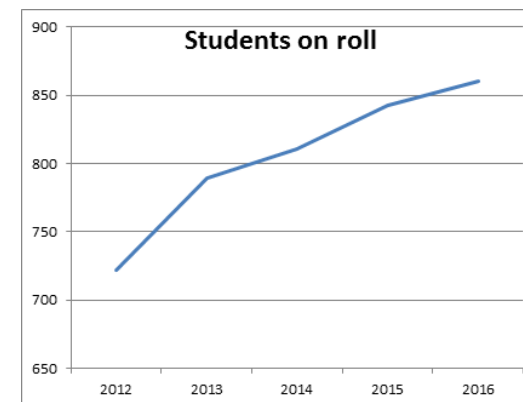
The Hastings has moved from being the 31st (out of 354) most deprived local authority district in the country to the 13th (out of 354) most deprived in the country. Many of the students attending the academy come from its poorest wards. These include Baird and Tressell, which fall in the most deprived 1%, and Castle and Ore which are in the most deprived 10% in the country.

Hastings Academy is a popular 11-16 mixed comprehensive school with 850 students on roll. The academy opened in September 2011 and is one of two sponsored secondary schools within the Hastings Academies Trust. The main sponsor is the University of Brighton. In 2014-15 both The Hastings Academy and The St Leonards Academy came under the overarching leadership of an Executive Principal with a Principal leading each. A Federated Leadership team is chaired by the Executive Principal. This team meets fortnightly to develop collaborative strategic approaches in a variety of areas to drive up standards.

Recruitment and retention of teaching staff has historically been problematic for the academy leading to challenges in maintaining continuity in the leadership and quality of teaching and learning.

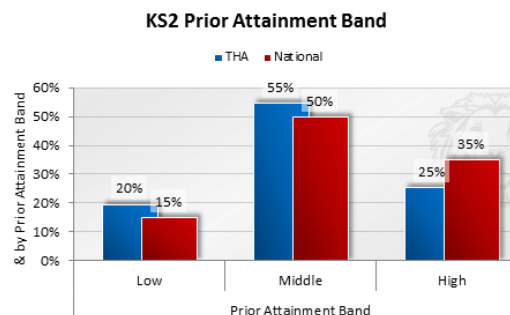
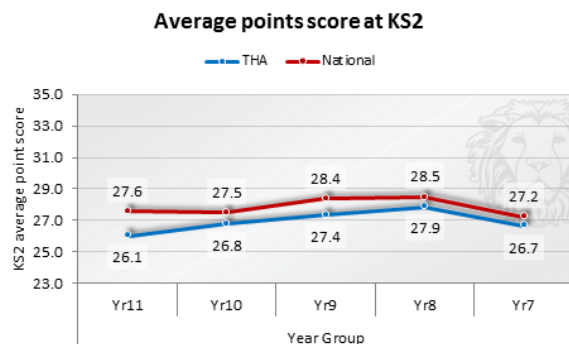
In January 2016, Ofsted judged The Hastings Academy as 'Requiring Improvement'. The key areas for development included, driving pace and challenge within lessons, ensure marking and feedback impacts on student progress and improve the climate for learning.

Community confidence in the academy is rising. This graph shows the significant increase in the number of students wanting to attend The Hastings Academy over the past four years.



Academy Cohort

- 53% of students are PPI. We have been in the 80th percentile for the past three years.
- 16.5% are identified as SEN. We have been in the 80th percentile for the past three years.
- 38 students are statemented, 10 within our Speech & Language Centre (LA provision).
- 8.2% of students are from an ethnic minority background.
- Historically, in-year admissions are high.
- Over the past three years KS2 attainment on entry has been significantly below national, standing at 25.3. However, the average KS2 point score on entry is steadily increasing as more parents put The Hastings Academy as first preference.



<p>Effectiveness of leadership and management</p>	<p>Judgement grade: 3</p>
<p>Key evidence to support judgement</p> <ul style="list-style-type: none"> • Leadership is committed to setting high expectations in alignment with <i>PRIDE Through Success</i>. (Academy Intervention Plan, Principal's reports, monitoring, evaluation and review cycle and line management accountability, <i>Passport to Success</i>). • The Executive Principal supports the standards agenda by developing a federated approach across both academies (Strategies – FLT, Balanced Score Card, target setting, data analysis, performance management review, CPD & Leadership Pathways Framework). • 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. (Sirius Academy - Ofsted Outstanding, SSAT Teacher Enhancement and Effectiveness Programme, Challenge the Gap - Hayes School of National Teaching Bromley, Maths Mastery). • Middle level leadership is developing with areas of good practice leading to outstanding outcomes at KS4. For example, the percentage of students obtaining a good grade at GCSE in 2016 was above national within Science, French, Spanish, PE and Computer Science and in line with national performance within History and Geography. • The academy is the school of choice for the local community and is full in all years. • 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, Deep Learning Days). • The academy has introduced 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. • Our drive to improve outcomes for PPI students has produced: <ul style="list-style-type: none"> - PPI Attainment 8 score was the same as the national PPI Attainment 8 score. - PPI progress in Maths was 4% above national PPI progress - In English PPI higher ability boys and girls were above national performance. The boys' results for 3LP was sig+ at 75% for higher ability. - Reading age analysis Y7 and 8 showed an improvement of 10 and 11 months respectively. • An active sponsor 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). 	<p>Key actions planned/implemented for further development</p> <ul style="list-style-type: none"> • Embed revised strategies to improve attendance and behaviour for learning. • Strengthen leadership across the academy with middle leader accountability focusing on student progress and assessment. • Reduce in-school variation by sharing good practice and collaboration with TSLA – robust quality assurance through the monitoring, evaluation and review cycle. • Raising Achievement Group including core subject leaders to drive improvement in Year 11 outcomes. • Embed a programme of mentoring through the Strategic Teaching & Learning Team utilising lead practitioners to improve the quality of teaching and learning. • 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.

Quality of teaching, learning and assessment	Judgement grade: 3
Key evidence to support judgement <ul style="list-style-type: none"> • 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. Of the 48 teachers that remained for this new academic year, 77% are good or better in their teaching. 10 new staff are progressing in line with the career stage expectations for TeachFirst and NQTs. • Scrutiny of students' written work shows that when teachers have high expectations, this is well presented and students make good progress. However, there are pockets of inconsistency, leading to variability in the quality of presentation and progress. 	Key actions planned/implemented for further development <ul style="list-style-type: none"> • The Strategic Teaching & Learning Team to drive improvements in teacher effectiveness through focusing on 'Pace & Challenge' and 'Marking & Feedback'. • Structured support for those requiring further improvements in their teaching. • Embedding a <i>Mastery curriculum within KS3 Maths, Science</i> and Geography. • Embed <i>Challenge the Gap</i>, focused on improving reading and parental engagement. • Embed the new homework (<i>Independent Study</i>) policy. • Continued focus on improving literacy across the curriculum.
Personal development, behaviour and welfare	Judgement grade: 3
Key evidence to support judgement <ul style="list-style-type: none"> • The Hastings Academy Way, which has been co-constructed with student voice outlining PRIDE Through Success and non-negotiables for learning. • Our behaviour strategy (Behaviour to Achieve) is focused on continuing to improve the Climate for Learning by embedding student accountability for behaviour and learning and for staff to continue to model expectations for learning. • Standards of uniform are good. Students wear their uniform with PRIDE. • Attendance 2015-2016 was 93.46%, which is 0.54% below national. Attendance continues to be a key focus for the academy. • <i>Embed Passport to Success</i> to support academic progress with employability skills and experiences that contributes towards their social, moral and cultural development. 	Key actions planned/implemented for further development <ul style="list-style-type: none"> • Embed The Hastings Academy Way through the tutor programme classroom practice and the student council. • VP Inclusion leading Heads of School/SENCo to rigorously monitor and track behaviour, presenting strategies to support access to learning. • Robust tracking & monitoring of student attendance at all levels within the pastoral team focusing on key groups. • Use of period 6 PRIDE Learning to enable student reflection on behaviour for learning • Focus on tutor time as a strategy to ensure 'readiness for learning' and development of positive student/tutor relationships. • Regular quality assurance of the tutor programme to ensure quality of delivery. Pupil premium funding used to support Alternative School Provision including THRIVE.

Outcomes for pupils

Key evidence to support judgement

- The academy has made improvements in many areas regarding outcomes in 2015/16.
- Overall attainment 5A*-C and Progress 8 are above the floor standard, 42% and -0.13 respectively.
- Improvements in Mathematics bring the Basics now to 42%, with Maths at 51% from 44% in 2015.
- Significant improvement of progress in subjects making up the EBacc from results in 2015 and comparing national of 2016. Science Core, History, Geography, Spanish, French and Computing performed above FFT50 on an individual student basis.
- The performance of BTEC PE and BTEC Science was significantly good when compared to FFT-20.
- Girls performed better than boys and close to national performance.
- 52% of PPI boys made at least 3 levels of progress in Mathematics. This was above the PPI national average, which currently stands at 48%.

Headlines	2015	2016
Attainment 8		40.9
P8 (dfe)		-0.13
Basics	36	42
English	58	52
Maths	44	51
4LP Eng	17	22
4LP Ma	14	23
3LP Eng	65	61
3LP Ma	52	61
5A*-C (Ma/Eng)	36	42

Ebacc	Result 2016	National	FFT50	FFT20
Science Core	71	53	+0.5	+0.1
History	64	66	+0.5	-0.2
Geography	61	69	+0.1	-0.5
Spanish	79	77	+0.4	-0.3
French	71	70	+0.4	-0.4
Computing	91	70	+0.1	-0.2

The FFT benchmark comparison is calculated based on an individual students performance.

Judgement grade: 3

Key actions planned/implemented for further development

- Improve security and rigour of teacher assessment by:
- Moderation of assessment and standards across all year groups through use of PiXL standardised tests (PPE's) to ensure accurate assessment in all subjects at KS4.
 - Middle leader standards meetings throughout the year to review actions and moderate standards.
 - English, Maths & Science exams externally marked to ensure accuracy.
 - Teacher appraisals reflect targeted intervention of disadvantaged students.
 - Curriculum review prompted by exam analysis, to ensure engagement of boys, and all disadvantaged students.
 - Targeted intervention within curriculum after Autumn term.
 - Continue to close PPI gap across all key performance indicators.
 - Further improve outcomes for SEND students through Wave 1 teaching.
 - Ensure the academy is learning from successful practice in the EBacc subjects.