

Academy Self-Evaluation 01/09/2019

Principal: Mrs Emma Baker

Chair of Governors:

ORMISTON RIVERS ACADEMY		
Southminster Road, Burnham-on-Crouch, Essex, CM0 8QB		
Overall effectiveness	Good	
The quality of education	Good	
Behaviour and attitudes	Good	
Personal development	Good	
Leadership and management	Good	
Sixth form provision	Good	
Outcome from previous Ofsted inspection	Good	27/09/2016
<u>CONTEXT</u>		
<p>Ormiston Rivers Academy is secondary, non-selective school, and part of the Ormiston Academies Trust family of schools. It is the only secondary provider in Burnham-on-Crouch and the wider Dengie peninsula.</p> <p>The number of pupils on roll in September 2019 is 1151. The number of pupils known to be eligible for pupil premium is at the national average level, whilst the number of Children in Care/Looked After Children is higher than the national average. The proportion of SEND students is slightly higher than the national average.</p> <p>Students' attainment on entry to the academy in Year 7 is in line with national average.</p> <p>The academy was found to be "Good" in the Ofsted inspection held on 9/10 July 2013, and continued to be "Good" and improving at the last inspection on 27th September 2016.</p>		

Executive Summary

Ormiston Rivers Academy is a good school with elements that are outstanding. Pupils at the school make better than average progress in all ability groupings as evidenced by the summer 2019 exam results. This includes those who are disadvantaged and those with SEND. This has come about because of a relentless focus on improving the quality of Teaching & Learning for all students, maintaining a persistent focus on getting the curriculum right and ensuring that students have the best level of pastoral care and support. The Principal and her leadership team are highly effective in their self-evaluation of the Academy's performance and have identified the areas that need to be improved, implementing strategies that are making a difference to outcomes and regularly evaluating progress against targets.

The school's leaders understand the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life and provide opportunities for students to improve both outcomes and personal resilience to address social disadvantage. Teaching & Learning is closely monitored with appropriate support for non-specialists and new teachers. The CPD programme is outstanding and highly bespoke, bringing several schools together to share best practice more effectively. The impact of this is seen in consistently good and better teaching across the school. On occasion, where there is a need for development of classroom practice, it is quickly identified and support is provided. The leadership team use a range of strategies to evaluate performance, including student, staff and parent voice, analysis of current data, lesson observations and work scrutiny.

The school places great value on the benefits of a strong enrichment programme that complements the curriculum and enables students to develop the skills and character that they need to be successful in the future. Many students take advantage of these opportunities and further contribute towards the life of the school. There is a strong ethos of student leadership which is evident across year groups. Students value their school and relationships between staff and students are positive. The school is a calm and orderly environment where the greatest emphasis is placed on learning. Poor behaviour is not tolerated and staff are confident in their implementation of relevant policies. There is a strong focus on attendance and punctuality and students understand that bullying, peer on peer abuse and discrimination are not accepted and will be dealt with effectively.

Overall effectiveness

Good

The quality of education at Ormiston Rivers Academy is at least good and often outstanding. There has been a 3 year trend of positive progress 8, above national average levels. This year the expected Progress 8 score is +0.43.

The academy is good in the key judgement areas of Behaviour & Attitudes, Personal Development, Leadership & Management and Sixth Form provision.

Safeguarding in the academy is highly effective.

Since the previous Ofsted inspection in September 2016, significant work has been undertaken to address the key areas for improvement, including strengthening sixth form provision and outcomes in MfL, improving the quality of teaching to ensure that all teaching is consistently good or better and improving the attendance of disadvantaged students, and overall attendance. Safeguarding paperwork is now exemplary, including the use of the online Child Protection/Safeguarding system, CPOMS.

What does the academy need to do to improve further?

- Continue the work currently ongoing to further improve overall attendance and attendance of disadvantaged students in particular. We have a new Assistant Principal now leading in this area.
- Improve the percentage of students achieving grade 9-5 at both English and Mathematics
- Sustain and strengthen the improvements made in MfL Performance
- Continue to improve performance at Key Stage 5

The quality of education

Good

The academy motto, “Deepening Learning, Raising Aspiration”, is at the heart of our curriculum aims. There is a clear vision throughout the school about addressing the needs and aspirations of ALL students.

Curriculum maps and schemes of learning within each subject area contribute well to the delivery of the curriculum intent. Work is coherently planned and sequenced, whilst allowing for flexibility and creativity.

Quality First teaching lies at the heart of the curriculum, meaning that those with additional needs are able to access it. The academy has adopted the OAT curriculum aims, but has refined them so that they are more relevant and tailored to our own students.

We offer an ambitious, flexible and broad curriculum to fully meet the needs of all students.

The academy works closely with the feeder Primary Headteachers to ensure coherent progression for students from Year 6 into Year 7.

Significant emphasis is placed on providing the “cultural capital” that all students need to fully succeed in life.

There is a bespoke programme of CPD and staff training to meet the needs of all staff. Training for staff new to the profession and trainee teachers is outstanding. CPD priorities for the coming year have been identified and a robust programme of training activities has been planned to address any areas for development.

The vast majority of staff are subject specialists, and effective, robust support is provided to those staff teaching outside their main area of expertise.

The quality of teaching is consistently good or better. For the very small number of staff where this is not the case, effective and robust guidance and support plans are provided.

Evidence from exercise books and work scrutinies shows that pupils' work is of a good standard and that the work given is demanding and matches the aims of the curriculum. Teachers and leaders use assessment well, and exercise books show that pupils are given effective feedback via a range of strategies. Progress grids and exercise books allow students to understand their next steps.

The academy's "Elite Scholar Programme" has been designed to raise pupils' aspirations and to encourage resilience and independent learning.

Teachers create an environment that allows pupils to focus on learning. High quality resources support a coherently planned curriculum.

Pupils' reading ages are assessed and, where necessary, additional support is put in place to address gaps quickly and effectively. There is a planned series of activities to promote the importance of, and a love for, reading.

Staff have a high standard of English that supports pupils in developing their own language and vocabulary.

3 year trend of positive P8.

The data from 2019 examinations at GCSE/Level 2 is provisionally as follows:

Progress 8: 0.41

2017: 0.66

2018: 0.28

2019: 0.42

Attainment: 48.1 up from 47 in 2018

9-5 Basics (English & Maths): 39% up from 33% in 2018

9-4 Basics (English & Maths): 56% up from 54% in 2018

Disadvantaged Progress 8: 0.32 (0.46 non disadvantaged), up from 0.21 in 2018

SEN Progress 8: 0.22

Ability Groups:

LPA: 0.27, MPA 0.25, HPA 0.58

Progress in Baskets:

English: -0.32 dip from 2018 however new Assistant Head has been appointed to lead this area

Maths: 0.01, up from -0.3 in 2018

EBACC: 0.1 similar to 2018

Open: 1.5 up from 0.99 in 2018

Strengths

- HPA a significant improvement on recent years, up to 0.58 from 0.1 in 2018.
- Significant strength in open baskets.
- Subjects with significant progress (above 0.5): Music technology, Music Performance, Child development, Performing Arts, Health & Fitness, RE, Business and Finance, Art, Food and Nutrition, Creative and Media, Business Studies, Biology, Design and Planning,

A significant improvement in MFL, particularly French which had a strong progress score. This was a focus for the school from the 2018 results and has yielded very significant improvements as a result of targeted intervention.

Subjects that we are working on this academic year as a result of performance is: English Literature, English Language, History. New leadership in humanities and two new specialists in English on the senior leadership team have all been put in place to address these issues and will be monitored closely through rigorous line management throughout the year.

The majority of pupils continue into Rivers Sixth Form where they are able to pursue a rich variety of subjects. The Academy's NEET figure for the past two years has been 0. 60% of the 2019 Y11 cohort have opted to study at our sixth form.

Disadvantaged students and those with SEND achieve exceptionally well.

Work scrutiny reflects a good standard of work.

What does the academy need to do to improve further?

- Further development of the curriculum in line with the OAT "Teach, Develop, Change" model, and curriculum mapping against intent.
- Further embed and raise the profile of Careers provision and SEND across the whole school.
- Increase the number of academic qualifications available to students (eg GCSE Statistics), in order to continue to raise aspirations, continuing to build challenge into the curriculum.
- Increase the number of students following the EBACC curriculum.
- Continued focus on improving outcomes for higher ability students.

- Relentless focus on diagnosing and tackling all under performance from 2019 results, particularly in English and at KS5.

Behaviour and attitudes

Good.

The Academy has high expectations for students' behaviour and conduct, set out in the behaviour policy and shared widely with staff, students and parents/carers. All staff actively promote positive attitudes to learning and challenge incidents of poor behaviour consistently, using academy systems and processes, to ensure that learning is not disrupted.

There are clear systems in place within the academy pastoral team to deal with incidents of poor behaviour and sanctions are applied consistently and appropriately. Achievement Directors, alongside a team of mentors, work with students and families to change negative behaviours and provide support where necessary to remove barriers to learning.

Student Support Advisors work closely with students who face additional challenges that impact on their ability to engage with their education, providing group and 1:1 mentoring and support.

Bullying is not tolerated under any circumstances, and on the rare occasions that it does occur, it is dealt with swiftly and decisively, using appropriate sanctions and re-education techniques. Well-being provision in the academy is excellent, evidenced by the work we are doing to complete and achieve the Well-Being Award. Several staff have received Mental Health First Aid training and safeguarding and child protection

provision within the Academy is a real area of strength, meaning that students are safe and feel safe at all times.

Relationships amongst students and staff are positive and respectful, and enable a calm and industrious environment where students are committed to their learning and take pride in their achievements.

What does the academy need to do to improve further?

- Continue the work currently in place to improve attendance, and ensure that this is embedded
- Continue the high expectations around uniform and presentation, and ensure that this is consistently applied
- Improve the use of the Inclusion Room to effect positive change and promote learning
- Introduce CPD for staff designed to encourage “risk-taking”, to improve student engagement in lessons

Personal development

Good.

Students’ personal development is high on the academy’s agenda. Students are provided with a wide, rich set of enrichment activities and experiences which are of exceptional quality, and which are taken up by a large number of students, including the most disadvantaged.

The academy provides many meaningful opportunities for students to engage with social action projects and initiatives, enabling them to become responsible, respectful and socially aware, and to contribute positively and thoughtfully, without fear of discrimination.

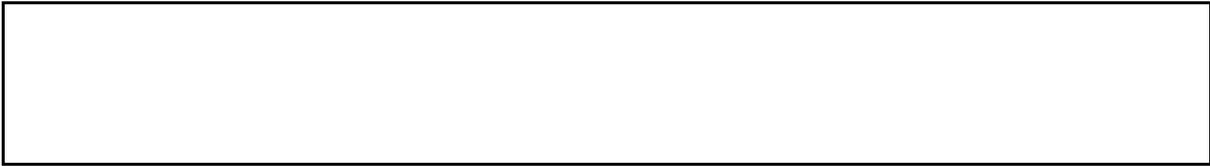
Students are also given leadership opportunities throughout their time at the academy, including student council, prefects and Rotary Young Leaders competition. They are actively encouraged to have a “voice” and to respect and engage with beliefs and opinions other than their own.

The academy’s work around students’ spiritual, moral, social and cultural development is of exceptionally high quality. There is a strong SMSC programme in place, which develops students’ understanding of the fundamental British Values, delivered on a regular basis by mentors.

The academy’s pastoral team provides high quality support for all students, and particularly the most vulnerable and those at risk of dis-engagement. The academy’s provision for both student and staff well-being is of exceptionally high quality.

What does the academy need to do to improve further?

- Further develop and promote the high quality extra-curricular and enrichment opportunities so that the vast majority of students are actively participating
- Make good use of the academy’s new website to further promote the academy’s personal development and well-being agenda
- Develop the academy’s use of social media platforms to engage students and families more widely



Leadership and management	Good
<p>Leaders throughout the school have a strong, ambitious, shared vision for providing high quality education and experiences to all students, regardless of their ability or background.</p> <p>There is an extremely strong CPD programme in place, ensuring that all staff have access to high quality professional development to share good practice and to develop excellent teaching practice and subject knowledge, whether they are Newly Qualified Teachers, more experienced teachers or practitioners ready to move into leadership roles.</p> <p>Academy leaders engage effectively with all staff and are mindful of both workload and well-being. There is a strong staff well-being programme in place.</p> <p>Safeguarding throughout the academy is highly effective and embedded.</p> <p>Academy leaders work hard to provide a broad and balanced curriculum for all students which provides them with the best possible opportunities for the next steps in their education or employment. They are ambitious and aspirational in both curriculum planning and target setting.</p> <p>OAT Trustees and governors understand their role and the academy's vision and values, and ensure that academy leaders are robustly held to account.</p> <p>Leaders are creative and innovative in staff recruitment, ensuring that the academy has the strongest possible teaching staff in place.</p>	
What does the academy need to do to improve further?	
<ul style="list-style-type: none">● Continue to improve the percentage of teaching which is better than Good● Continue to recruit high quality staff, particularly in the core areas of English & Mathematics, in order to drive improvements in the percentage of students achieving grades 9-5 in both English and Maths.	

Sixth form provision

Good

Curriculum provision in the Sixth Form is ambitious and carefully thought out, to ensure that it provides students with appropriate qualifications to move on to their next steps in life. Significant thought is given to the locality of the Academy, and study programmes are provided to ensure that students are enabled to access local and regional employment and training.

There is a strong programme in place for students without GCSE grades 9 to 4 in English and Maths, and student progress and outcomes in these areas is strong.

Sixth form teachers are subject specialists with expert knowledge of the courses they teach. The Sixth Form environment has been designed to ensure a consistent focus on learning and future opportunities.

Recruitment into the sixth form is strong, and continues to grow year on year. Significant work has been done around attendance and punctuality and, as a result, there have been considerable improvements made and both attendance and punctuality are now at or above the national average.

We are continuing to make improvements to the sixth form outcomes, enabled by a more comprehensive curriculum design which has helped us to achieve a positive value added score for applied general subjects in 2019 and improving progress in A Level and Academic. We achieved our highest ever Academic APS in 2019 (increasing from 25.4 to 30.4).

VA

A Level:

2017: 0.06

2018: -0.34

2019: -0.31

Academic:

2017: 0.12

2018: -0.26

2019: -0.20

Applied General

2017: -0.05

2018: -0.33

2019: 0.02

We continue to have figures for those completing their qualifications in all areas that are above the local and national averages.

Students are provided with independent careers advice and guidance to enable them to fully access their next steps in life. Visits and courses are provided to students to give them appropriate information and guidance regarding UCAS and apprenticeships. A growing number of students continue into further and higher education, whilst others pursue apprenticeships or employment. The academy has had 0% NEET figures for the past two years

Meaningful employer engagement is in place for key vocational courses, and is being further developed for all sixth form students. A strong mentoring/tutorial programme is in place which develops students' independent learning skills, tailored to each individual. In addition, there is a strong personal development and well-being culture within the sixth form, with all students having access to a wide range of enrichment

and whole school activities.

What does the academy need to do to improve further?

- Further develop the Curriculum Offer to ensure that it fully meets the needs of every student
- Continue the good work being done to improve and maintain sixth form attendance and punctuality
- Ensure that ongoing assessment is accurate and robust
- Further development of the work experience programme
- Further development of the Sixth Form area to accommodate continued growth in numbers