

**Academy Self Evaluation 23/24**

**Updated September 2023**

**NAME OF ACADEMY**

**Principal:** Andy Fitzgibbon

**Chair of Governors:** Mary Moran

**Education Director:** Rob Pritchard

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>N/A</b>
Behaviour and attitudes	<b>N/A</b>
Personal development	<b>N/A</b>
Leadership and management	<b>N/A</b>
Quality of sixth form	<b>N/A</b>

**About Our Academy**

2023-24	Academy	National 2022
Number on roll	1064	1027
Pupil Premium	39.9%	27.2%
FSM	33.4%	20.9%
SEND K	15.6%	11.9%
EHCP	1.8%	2.2%
% White British	88.0%	63.9%
% EAL	5.6%	17.5%
Number of CLA	0.85%	1.0%
IDACI IMD score (Income Deprivation Affecting Children Index – Index of Multiple Deprivation)	0.29	0.20

**Academy Priorities**

Priority 1: Priority 1: To improve the accountability and consistency of leadership and management

Priority 2: To improve independent activities and formative assessment practice in the classroom

Priority 3: To improve students' attitudes to learning, reducing suspensions and increasing attendance

<b>Vision</b>	<b>Values</b>
At OHA, we provide an inspirational and ambitious learning journey to enable all our students to achieve beyond their Horizon.	Respect Resilience Responsibility

## Contextual Information

Our vision is clear and is consistently shared with all stakeholders:

*'We provide an inspirational and ambitious learning journey to enable all our students to achieve beyond their Horizons'*. Our Values are fully embedded across the academy and are the cornerstone of everything we believe in at OHA: Resilience, Respect and Responsibility.

**In a student survey (May 2023), 100% of students knew what our academy values are.**

Since April 2019, there has been a significant change to the Senior Leadership Team, A new Principal, a new, two Vice Principal system (Quality of Education & Standards and Inclusion), a new Assistant Principal – Classroom Practice, new Assistant Principal – Behaviour & Standards and a new Assistant Principal – Achievement & Outcomes. The new Leadership Team has worked tirelessly to raise standards and improve the Quality of Education on offer for all students.

To support the senior leadership team on their improvement journey, we have also appointed three behaviour and standards directors who support, year 7 & 8, year 9 (inc. personal development), year 10 & 11. The three directors sit below the leadership team but work in conjunction with specific members of SLT on an operation and strategic basis.

Local Authority reports show very high levels of deprivation in the areas around Tunstall, and the City of Stoke-on-Trent, which is the main part of our catchment area. When compared to the national level, Stoke-on-Trent falls within the lowest 10%. Based on the postcode, our IDACI score is 0.29 and the area is ranked 1903 (out of 30443 SOP). The latest IDSR reports: **"The school location deprivation indicator was in quintile 4 (more deprived) of all schools" and "The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation"**.

This results in the academy having focused significantly on all areas of social inclusion. We currently have 28 medical care plans (and 75 on asthma register), 11 Child protection cases, 15 Child in Need cases, 17 active Early Help plans, 8 section 47 and 4 students undergoing single assessment.

An average year can see 12 students registered as Looked After.

36.04% of our students are eligible for PP and 33.04% are FSM.

100 of our students with SEND are also disadvantaged.

There has been notable shift in local demographics in Stoke-on-Trent and, as a result, in our student population at OHA: In 2016/17 18.5% [173] of students were eligible for Free School Meals compared to 34.73% [365] in the current academic year.

We now have 16.93% of students with SEND and 11.23% of students from ethnic minority groups. Over the last 12 months the number of students with an EHCP has increased from 14 to 22.

The academy works very closely with various levels of the Ormiston Trust. The Education Director supports the academy on a regular basis and works closely with the Principal and the Senior Leadership Team. This has led to a significant improvement in the quality and consistency of the Senior Team. The academy has also been supported by a range of Lead Practitioners who have supported, and quality assured the development of our curriculum in English, Maths, History, Geography, PSHE, Drama, Dance, Music, Psychology and Health and Social Care. The work of the lead practitioners now focusses on the quality and consistency of classroom practice in these subject areas. As part of a Trust & academy commitment to career development several staff are involved in the OAT NPQML & NPQSL programmes. All ECT's are also supported through the extensive Trust wide induction programme alongside the Education Development Trust.

The school has a highly effective, experienced and responsive Governing Body who hold leaders to account for the quality of education and management of the academy. They have high expectations for the provision and outcomes of all students, support the Leadership Team, challenge robustly where needed

and work closely with members of the Academy Trust. (Ref. Governing Body Minutes 2022/23, SPB minutes, May 2023).

Historically, the academy has struggled to recruit and retain staff, and this had a negative impact on outcomes. However, leaders have effectively addressed recruitment, retention and staff development and recent strategies have resulted in the appointment of a number of qualified and highly effective staff, into key posts within Mathematics, Science, English, In the last 12 months in MFL and PE. The academy has been fully staffed with well-trained subject specialists since 2020, however has been without a Director of Faculty for MFL for over 12 months due to long term sickness. This has now been addressed and a new Director of Faculty has been appointed.

There is a strong ECT programme in place following the Educational Development Trust provision and our appropriate body is the Julian Teaching School. The programme is carefully led by Assistant Principal who provides the ECT's and the appropriate mentors with the time and support to improve and develop. Since 2020, we have 14 ECT's progress through our programme in English, maths, science, MFL and humanities.

There are four students who currently access an Alternative Provisions within the local area (NEST, I.W.Y.S, CAPS & Merit). Merit is used to support students with significant mental health issues. Students are visited on a weekly basis to support attendance and engagement and wider curriculum and achievement visits take place twice per half term. All provisions are carefully researched and provide a bespoke and carefully planned provision for the individual students.

The academy has invested heavily in to both our Horizon Hub and our Learning Intervention Centre (LIC). The Horizon Hub supports 10-14 students who have been **identified as potential school refusers due to mental health issues**. These identified students receive academic intervention, alongside a supportive and encouraging environment. The LIC supports several of our most vulnerable students with significant SEMH needs who are also at risk of Permanent Exclusion. Within this provision, the students receive small group teaching, alongside regular SEMH support and deeper intervention from our LIC manager and support team.

The academy has invested heavily into social action and students are encouraged to contribute to their wider community. Our current year 9 students have completed a trust wide initiative (#wewill) that focusses on food deprivation within Stoke-on-Trent. This also included close work with two of our feeder primary schools. We recently achieved the trust award for social action. The academy holds the Careers Mark which has been renewed in September 2023. We also work closely with The Youth Sports Trust and the Principal is an ambassador for the organisation.

Date of previous inspection	March 2018
Previous inspection judgement	Good
Ofsted Areas for Improvement	Progress to date
<ol style="list-style-type: none"> <li>1. Reduce inconsistencies in teaching and learning.</li> <li>2. Ensuring that teachers' expectations of what students can achieve is consistently high, particularly for the most able.</li> <li>3. Developing students' attitudes to learning, so they become more independent and resilient learners and make accelerated progress.</li> <li>4. Ensuring that students have more opportunities to develop their speaking skills.</li> </ol>	

## Curriculum

- The curriculum has been overhauled across the academy to ensure it has a rich knowledge based, promotes the academy values and prepares the students for the future. **“The curriculum intent is now much stronger as it has been redeveloped from scratch. All curriculum intents have been rewritten under the five pillars.” (OAT Academy Review October 2022/ Lead Practitioner feedback ongoing)**
- There is a clear whole academy curriculum vision which has been developed and shared with stakeholders, this in turn feeds into each faculty’s curriculum vision. In every faculty, leaders have implemented a learning pathway, which highlights the core knowledge and skills required to succeed **(Academy website/ Progress Board feedback/ Faculty line management minutes)**.
- Our curriculums are mapped against the National curriculum to ensure breadth, depth, and opportunity. **“Schemes of learning are in place and much improved.” (OAT Progress Board March 2023)**
- The curriculum is robust and rigorous as we have invested significantly in CPD both in faculties and whole school – Faculty leads, and their teams have worked collectively to identify the core knowledge, sequence the curriculum and develop schemes of learning which support learners to know and remember more. **OAT Review Statement.**
- Since the last inspection in 2018, the curriculum has been developed and reviewed to ensure its offer is broad. There is clear ambition within the curriculum for all students including our students with SEND needs, disadvantage and higher attainers. Students are no longer on pre-determined pathways and have access to all subjects, through a range of high quality CEIAG, including the introduction of triple Science, the option to take both humanities, and vocational subjects. **(Options process)**
- Ebacc uptake has increased from 8% to 18% in the year 2022 and we continue to work to the national target. This has decreased for academic year 23/34 (year 10) due to inconsistent leadership and management in MFL. We have addressed this for the coming academic year, and it will remain a key priority for the academy.
- In response to our students needs we have developed our personal tutor time to support our students in developing the skills required to be a successful learner and member of the school community. **Student voice suggests that students have a clear understanding of expectations, routines and learning behaviours. (March 2023)**
- Whole School Reads is now embedded across ensuring all students access 25 mins reading three times a week. **“The Reading culture across the academy has improved dramatically with all students accessing daily reading” (David Didau OAT English Senior Lead Practitioner).** **Student voice suggests that over 85% of students enjoy the WSR programme and can speak with knowledge about the texts that they have read.** Although there has been a dramatic improvement in our reading culture, we are still aware that there is more work to do across all areas of reading.
- Reading assessments are in place for all students across all year groups. Students are quickly identified if support is required, and intervention is in place quickly either through Lexoniks or small group reading interventions. **Over 80% of students who have received intervention have shown an improvement in reading ages (Lexoniks reading data).**
- Our PSHE curriculum has been developed and implemented across each year group. The leadership of PSHE, is supported effectively by SLT, ensures it is of the highest priority across the academy. Training is given before each unit to provide tutors with the knowledge to confidently deliver the content. **‘PSHE is well planned and carefully sequenced. There is a strong emphasis of PSHE in the school, leaders understand the importance of it for their students’ – OAT PSHE Lead Practitioner – January 2023.**
- The curriculum offer for all students with SEND is as ambitious as non-SEND students, all SEND students have access to the full range of KS4 options and receive additional CAEIG support throughout the option process. **OAT SEND LP “The curriculum is designed and scaffolded effectively for all students with SEND”**

## Teaching, learning and assessment.

- Teaching and learning is seen as consistently good **OAT LP for Teaching and Learning (Ongoing visits)**. A small number of staff have been identified through our QA processes as requiring additional support and our CPD offers focuses on improving classroom practice, alongside ambitious and challenging programmes to support all colleagues to become excellent practitioners, delivering quality first teaching. **Teaching in the academy is at least good and the required support is in place to allow all teachers to develop (OAT Academy review October 2022).**
- Teachers have a good knowledge of the subjects and courses they teach. Allocated time for subject specific knowledge development is built into the CPD calendar. **“CPD records demonstrate the focus on prioritising subject specific CPD. As a result, lesson visits indicate that teachers’ subject knowledge is strong, enabling effective curriculum delivery” (OAT T&L Practitioner May 2023)**
- Whole Academy structures for effective lessons and learning have been implemented, for example all lessons in the Academy follow the REAP lesson structure (Recep, explain, apply and Progress). Following the introduction of REAP the academy has worked closely with all staff to raise the standards of quality first teaching by developing the use of questioning, increasing challenge and improving assessment. Through our quality assurance processes we have identified the need to further improve student independence and use of assessment.
- There is a robust QA calendar in place that allows leadership within the academy to identify good practice and specific areas for development. These development areas are then prioritised through departmental and whole school CPD. **“Curriculum leaders are more rigorous and aware of what they are looking for.” (OAT progress board March 2023)**
- The Academy has reviewed all faculties through ‘closer looks’ using OAT Lead practitioners. Areas of strength, areas of development and next steps have been identified and further support is in place from the lead practitioners to allow faculties to action their next steps. Lead practitioner assignment briefs ensure that teaching staff have subject specific support and new course implementations have support (for example: BTEC Tec (Music), BTEC (Dance), Health & Social Care, RE/WS, Psychology, Drama). **(Evidence from OAT closer looks reports)**
- A new Assessment policy is in place across this Academy, that checks understanding, addresses misconceptions, provides high quality feedback and allows students to take next **steps “The assessment process in maths is both challenging and robust and allows students to address misconceptions (Maths Lead practitioner March 2023)**
- Literacy is high priority across the whole academy and has been addressed through whole school CPD on Key vocabulary, comprehension and reading skills. Teachers ensure their own speaking, writing, reading and listening of English supports students in developing their vocabulary. Teachers model oracy non negotiables in the academy by speaking in full sentences and using “proper” English when addressing the students. Modelling of reading is seen regularly following implementation of whole staff and workshop CPD. **“The consistency in teaching key vocabulary has seen an improvement since CPD delivery and improved staff feedback about implementation.” (The National LP for Literacy Sept 2022).**
- Across the academy there is a rigorous and sequential approach to the reading curriculum developing students’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students. The GL (NGRT) assessment has been undertaken by all students in the academy and interventions for lower attaining students are in place. Whole staff CPD delivered focus on reading ages, and developing a reading culture through high quality texts, strategies included in workshop delivery for echo reading and a see it, say it approach to vocabulary. **“The impact of the reading CPD has been seen in classrooms with a more consistent approach and staff understand the necessity to develop a strong reading culture” (David Didau, OAT Lead Practitioner).**

## SEND

- Leaders ensure that staff are well guided about how to support students with SEND through well planned calendared CPD.
- The vast majority of teachers make effective use of helpful information about students’ additional needs. These teachers pinpoint the areas where students struggle. Teachers then provide appropriate support to enable students to overcome the barriers to their learning. Teaching assistants often help students to break down what they are learning into more manageable chunks. Seating plans are now across all subject with key SEND information identified, this utilised in most lessons to support students.
- Post evaluation of the SEND curriculum and in response to our student needs we have introduced the

Horizon groups in English, Maths, Science, MFL and Humanities to support our lowest attaining learners.

- Students in the horizon groups access an ambitious and challenging curriculum where the adaptive teaching is evident in all lessons.
- Whole academy strategies for students with SEND are in the process of being fully implemented across the academy.

#### What does the academy need to do to improve further?

- Increase the uptake of students who are accessing the EBACC, specifically MFL. We have appointed new leadership and have a clear and precise action plan in place to address this
- Working with trust support to provide CPD and guidance for all staff around the use of assessment and developing independence
- Ensure the quality of classroom practice is of the highest standard across every subject to ensure all teachers are consistent

- Student behaviours and attitudes towards learning have significantly improved since our last Ofsted in 2018. As an academy, we now have clear, coherent, rigorous and fair sanction systems in place. These link closely to our core academy values of Resilience, Respect and Responsibility and these in turn provide the base for us to reward students when they meet and exceed our expectations. Staff & student feedback report considerable improvements in the behaviour of students both in and around the academy. **(Academy review Oct 2022)**.
- ParentView feedback suggests that 82% of our parents believe that students are well behaved, with 12% of parents stating that they did not know. 91% of our parents would recommend OHA to another parent.
- Strong daily structures and routines support student behaviour, attitudes and organisation to allow them to engage with learning and develop within our values. Line-up takes place each day. They are met by staff and walk as a class in to the academy for a calm, supported start. This allows a strong delivery of our values and ensures uniform; equipment and attitudes and standards are instilled from the start of each day. These routines along with late gate systems have reduced lateness to the academy by 13% from 20% to 7%.
- ParentView feedback shows that 89% of our parents/carers believe that the school has high expectation for their children with a further 6% stating that they do not know.
- All staff support our values of resilience, respect and responsibility. Through the consistent application of our values, staff promote and maintain good behaviours as well as address challenges consistently and fairly. Staff recognise good behaviour as well as addressing challenges. All students know the academy values and can explain what it means to be an OHA-er (Student Voice – June 2023).
- Staff challenge students on corridors to support calm and effective transitions and limit disruptive behaviours. In class, 76% of lesson monitor grades given to students by teaching staff are 2 (meeting expectation) or better. Feedback shows that 96% of parent/carers believe their child is happy at OHA.
- Student training in personal tutor periods has taken place over the course of 2022/23. Staff CPD, parental consultations and student training, further developed our rigor in and consistency in our approach to address challenging behaviour in a robust manner and facilitate learning. 'classrooms and corridors have never been better' – OAT Director Behaviour, Inclusion & SEND – Feb 2023
- Detention systems address behaviour in a timely manner and at a level appropriate to the behaviour being addressed and the values that students need to correct. Detentions are set for the following day and attendance is consistently 87% or better. Those who select not to attend, are addressed through an increase in sanction and parent/carers are contacted. As a result of a more rigorous and robust behaviour system implemented in June 2022 the impact is improved behaviour in-class and around the school as reported by staff & students.
- Introduction of Lost Learning Time to impact on students who are late to their lesson. This has given a clear protocol on standards and expectations for students and staff. This strategy is in it's early stages and is being monitored carefully. 89% of students attend their lost learning detention at first sitting.
- Suspensions although still high, indicate our Academy high standards and expectations. We are working extremely hard to reduce these and have significantly increased the range of interventions in place to support student.  
Reintegration structures ensure targets are set and appropriate steps are taken to monitor and support students back into the academy after suspension. 100% percent of students attend reintegration meetings via telephone or in person.
- Our Learning Intervention (LIC) centre is now well established with clear aims and vision. Since September 2022, 32 students have accessed this provision (16 this academic year). It has had a positive impact in terms of behaviour and attendance on 15/20 students. 4 Yr11 Students sat at least 5 GCSE's, 10 students have returned into the main building. Current students in the LIC all have reduced behaviour points and suspensions.
- Our Horizon Hub is a crucial part of the academy and actively supports students who struggle with their mental health. Students access a bespoke curriculum, ensuring that specific intervention is at the heart of our programme.
- A menu of meaningful interventions through the use of our Thrive room, Horizon Hub and LIC is now available to support students with self-regulation, deeper social/emotional needs as well as learning. The Learning intervention centre provides an effective support mechanism for the students most at risk of PEX **(Director of Behaviour, Inclusion & SEND June 2023)**
- There is a strong safeguarding culture across the academy. The Vice Principal works closely with a safeguarding team to ensure an effective Safeguarding CPD programme is in place for staff and



students. Safeguarding updates are also shared on a regular basis with all stakeholders. CPOMS is used by all staff and is very closely monitored by our Safeguarding Lead. The academy has engaged effectively with a Trust wide Safeguarding Review – March 2022 **'the academy actively engages in safeguarding and staff are well trained for the challenges they deal with' and a Digital Safeguarding Review with Stonewall – March 2022 'the academy thinks carefully about the digital element of safeguarding and carefully informs students on key information needed to protect themselves'**

- Clear and coordinated programmes of study delivered through PSHE provide students with specific inputs around staying safe and areas of safeguarding concern linked to local and national agendas. Staff know that our main focus is around attendance, CSE, County lines, mental health and digital/online safeguarding. We report on our levels of bullying, HSB and other forms of harm to staff, senior team, governors and our trust regularly.
- There are four students who access several Alternative Provisions within the local area. Merit is used to support one students' with significant mental health or medical issues. We also use CAPS, PEAK, NEST, ALPHA, Created and NTAS. Students are visited on a weekly basis to support attendance and engagement and wider curriculum and achievement visits take place to review personal and development and curriculum progress. All provisions are carefully researched and provide a bespoke and carefully planned provision for the individual students.
- Since our last inspection 2018, there is a detailed and robust attendance and punctuality system in place across the academy. Attendance structures are carefully coordinated through Attendance Officer and Principal. Our policy of contact at the point of absence is rigorous and attendance clinics and home visits take place to ensure students and families are support where required. As an academy we receive training and share best practice by meeting with other trust schools. **"systems around attendance are robust and challenging" – OAT Attendance Lead – June 2023**
- Following an improved curriculum for pupils and improved training for staff in Summer 2022 around HSB and sexual harassment, incidents increased in term 1 and term 2 as awareness increased and pupils' confidence in disclosing grew. However, in term 3, the number of incidents has decreased as we move into a new academic year.
- 45 students across the academy have access to 'Thrive', this allows these students to reset themselves from a lesson and then return to continue accessing learning. Student voice overwhelming suggests that students feel they are able to calm down, refocus and return to learning **(March 2023)**

The October 2022 academy review reported that:

- Systems to manage behaviour are now in place and are being consistently applied.
- These systems will support the development of a positive environment if the current level of rigour and consistency is maintained by all staff.
- Attitudes towards learning are improving as a result of actions taken.
- Behaviour in class is good with students being compliant and generally engaged in their learning
- A new reward system has been implemented to promote positive behaviours. After taking on board student voice feedback, rewards are now a regular recognition and provides opportunities for students to engage in additional extra-curricular opportunities. This has had a positive impact on student engagement across the academy. **'It is nice we are now told when we are good' and 'it feels great to know that if you do the right things, school gives us opportunities that other students don't get; I think this has made more students want to do well' – Student Voice – June 2023**
- Suspensions although still high, indicate our Academy high standards and expectations. We are working extremely hard to reduce these and have significantly increased the range of interventions in place to support student.

#### What does the academy need to do to improve further?

- Leaders must continue to ensure that their actions drive consistency across the academy in order to embed a consistent learning culture. On-going CPD on our academy routines needs to be provided for both staff and students and effective feedback given to ensure consistency. Continue to impact on transitions and lunchtimes to further improve on the learning environment leading to more effectively dealing with low level disruption.
- Suspension figures are high and need to decline by embedding interventions such as mentoring and bespoke strategies to students who are suspended to reduce the risk of repeat suspensions particularly those in the LIC. Bespoke interventions will include mentoring, proactive support



placements, PALP, Mental health support, the Horizon hub, the LIC and a range of short-term intervention programmes such as anger management.

- Develop the inclusion forum to ensure a menu of tiered interventions are implemented to support children at risk of suspension and track implementation to document support to address student needs, this will further support the reduction in suspensions.
- Appointment of a Behaviour Mentor who will work closely with our key students who are most at risk of suspension.
- A range of bespoke attendance interventions to address and support our PA and SA students. Attendance clinics and individual support is in place to support our most vulnerable.

- Our academy values of Respect, Responsibility and Resilience are embedded through academy life, with 95% of students indicating this **(Personal Development Survey – September 2022)**
- The academy values are built into both the rewards and behaviour systems to help develop student character in recognising the relevance of positives behaviours and understanding the implications of negative behaviours.
- Students learn about people's faiths, feelings and values. This is delivered through the delivery of the World Studies curriculum, PSHE, Pastoral Assemblies and our Academy Values. 77% of students say this is evident across the academy **(Personal Development Survey – September 2022)**
- The PSHE curriculum is embedded and delivered for 50 minutes weekly, after responding to student voice this is now consistently delivered by the form tutor during a fixed slot in the school timetable for improved consistency of message.
- The full PSHE curriculum is covered through PSHE, links with curriculum areas and drop-down days to provide further opportunities. As a result, approximately 80% of students asked reported they felt engaged with PSHE lessons and topics **(Personal Development Survey – September 2022)**
- The PSHE curriculum covers the teaching of relationships, health and sex education. This is delivered in form groups, whole cohort, or gender specific delivery. The delivery of some sensitive topics by specialists has supported less confident staff to feel more able to talk with more knowledge next time. The academy has achieved the Gold Award for Careers Education
- There is a wide variety of enrichment opportunities on offer to the students, this includes clubs in sports, academia, performance, gaming and wellbeing. Currently 67% of students have taken part in extracurricular activities this academic year. There is a significant difference of up to 43% in attendance of disadvantaged students and students with SEND in comparison to their peers from 2021-22.
- The Duke of Edinburgh Award has been launched to provide Year 9 students with an even more diverse range of opportunities to develop their own personal skills whilst contributing positively to society through charity work and volunteering. Students have already gained an insight into the requirements and associated activities through Personal Development Days. 50 Y9 students have now completed the DofE Bronze Award.
- The CCF Cadets Programme has 47 students on roll. There are 7 year 10 students who are moving on to leadership roles within the cohort. The recruitment process is built into the personal development days and launched in assemblies with a new intake being established and grown this year.
- OAT and City competitions are well attended by students from OHA, with several successes last academic year. Entries for competitions such as 'Make Yourself Heard', SASCAL Youth Speaking Competition, KMF Young Engineer Award, STEMFest, OAT Spelling Bee, OAT Bake Off, Women in Maths, UK Maths Challenge, OAT Sports Cup. Notable successes from last academic year include STEMFest, where the winning team were rewarded with a visit to Miami and winning the OAT Sports Cup for 5 consecutive years.
- Having established close links to the HUBB Foundation, we are able to provide holiday, including Summer, programmes to support our most vulnerable learners. These include onsite sessions as well and activity days such as Stanley Head, where students gain essential life skills and experiences they have not done previously. 90% of attendees across the summer sessions were disadvantaged students.
- An established Horizon Student Voice team is now in place, led by our Head boy and Head girl, who chair the team with representatives of different groups and year groups within the academy. The team has been trained by an OAT Lead Practitioner – Personal Development, with methods to Chair, present and share opinions and feedback to create change in the academy.
- A member of our current Year 9 achieved a place on the OAT Student Council and now represents our region by sharing key information and contributing to the OAT Student Council agendas.
- We have introduced the 'OHA Charter' which will see every student in the academy taken on planned events to develop their experiences. This will enable every student access to trips and should improve student feedback that states 50% of our students have been on one or less trips in their time at the academy **(Personal Development Survey – September 2022)**
- Three Personal Development Days run annually to provide students with the opportunities to develop essential skills and knowledge from the PSHE curriculum whilst having the opportunity to enrich their curriculum through the Charter activities and sessions from external providers, such as Prevent workshops, First Aid, road safety.
- Students are educated in diversity, equalities and protected characteristics. The introduction of a Rainbow Club, The Alliance and staff and student training related to LGBTQ+ showed an initial increase in HBT incidents due to raised awareness, but this was followed by a sharp decrease in incidents.

- The academy behaviour system ensures all incidents related to discrimination are dealt with seriously and appropriate sanctions and relevant interventions are put in place to support all individuals involved.
- All students in year 9 and year 11 have a 1-2-1 or small group careers appointment to support them with their options choices and preparation for life after OHA. From last academic year 100% of students, including those with persistent absence, accessed support from a career's specialist in their final year of study.
- The PSHE curriculum has been adapted to ensure students access the relevant careers support prior to key landmarks in their education, such as, options choices, work experience and college applications. Student voice feedback on this have shown an appreciation of the importance and relevance of these sessions.
- All Year 11 students accessed sessions delivered by NCS during Personal Development Days and the number of students who attended NCS increased in comparison to figures pre-Covid.
- All students in Year 10 have the opportunity to attend a work-based placement for one week. In 2021-22 70% of the cohort attended work-based training off-site. Remaining students access employability skills training to upskill them and prepare them for work. 100% of those enrolled passed the course. Target is set for 100% of students to attend external work-based experiences in 2022-23.
- The Gatsby Benchmarks are met to ensure all learners are effectively prepared for their next steps in education and work, through PSHE, careers interviews, college and university visits, curriculum planning and work experience.
- Whole staff CPD delivered to increase the awareness and train staff about HSB. Students educated about HSB through their PSHE curriculum. In 2020-2021 there were 2 incidents recorded. After training in 2021-2022 41 incidents were recorded. 2022-2023 so far 4 incidents recorded.
- HSB is regularly referenced and updated through staff safeguarding updates, with particular focus on common trends such as online safety and up-skirting.
- Students are rewarded throughout academy life at OHA, students Behaviour for Learning is recognised every lesson through the completion of a 1-4 grading system on registers, with outstanding lesson contribution recognised as a 1.
- Outside of the classroom, students are recognised to demonstrating the academy values through the awarding of values house points. Students with the most house points are then recognised and rewarded weekly.
- Consistent positive contributions to academy life are recognised through termly rewards trips. Students have the opportunity to earn these over an academic term.
- Positive attendance is rewarded through the weekly prize draws for 100% attendees in year group. Local shopping vouchers are provided to support families based on our local context.
- An Academy Awards Evening is held annually to ensure students and parents are recognised for their outstanding contributions to academy life.
- British Values are embedded into our PSHE curriculum to ensure students understand the fundamental morals of British Society.
- British Values are embedded into our new curriculums across subjects to deeply embed them across all aspects of learning.
- World Studies is a curriculum subject that delivers Religious Education to all students across Key Stage 3 and 4. Students are educated on different religions, cultures and philosophies that underpin different faiths. Students in Key Stage 3 access one hour weekly in their timetable and students in Key Stage 4 now access one 50-minute lesson weekly across two terms yearly.
- There has been a significant increase in the number of students opting for GCSE Religious Studies over the last two academic years. The number of students beginning an RS course in 2021-22 increased by 20. Further increasing in 2022-23 by a further 18 students.
- The academy has continued its investment in social action which has developed from a #iwill project that has led to a garden school on site, to a #wewill project that supports a local charity focused on food poverty in the area. **(OAT social action winners 2023)**
- We have recently introduced a new house system in the academy that has been developed alongside our students. We used student voice and votes to rename, rebrand and nominate leadership within the houses.
- Inter house competitions are now up and running within the academy and students have engaged positively with this addition to our enrichment programme.

**What does the academy need to do to improve further?**

- Continue to ensure that all staff are trained to deliver content prior to teaching of our PSHE curriculum
- Increase the visibility and profile of the HABA team
- Work with curriculum areas to embed the careers information, also to include more encounters from a subject specific level.

- The structure and personnel of the Senior Leadership Team has been enhanced to ensure all leaders are clear on their roles and are held accountable for their areas of responsibility. Since 2019, a new Principal, two new Vice Principals and three Assistant Principals have been appointed, as well as an Operations Manager. These appointments have not only raised standards but also ensured a significant improvement in the Quality of Education across the academy since our last inspection in 2018. The Principal and Education Director work closely with all members of the team to drive consistency and quality. (As a result of ineffective leadership & an external promotion of an AP to a VP at a non-OAT academy the Leadership Team has been restructured from January 2023.)
- The academy has a clear vision that is known by all stakeholders. Our Values of Resilience, Respect and Responsibility are the cornerstone of our school. Our rewards and sanction systems clearly reflect our values. In a recent student survey (**June 2023**), 100% of students knew what our academy values were.
- Subject leaders have developed subject specific visions which are closely aligned to the five academy pillars of: Broad and Balanced, Preparation for the Future, High Aspiration, Promotion of our Academy Values, Rich Knowledge Based. This is evident across every subject. Core Knowledge has been clearly identified in all subject areas. "Leaders and governors have a clear and ambitious vision for the school. This is underpinned through shared values, policies and practices." (**OAT Academy Review Oct 2022**)
- Students now study a three-year KS3 and two-year KS4 to allow sufficient time for all students to have a deep understanding of the subjects they study and gain an experience of a broad range of subjects. There is an ambitious and challenging curriculum in place across the academy with a range of adaptive teaching strategies in place to support key groups such as Disadvantaged and SEND. **'An ambitious and well sequenced curriculum is in place in English, maths and science' Academy Progress Board – March 2023**
- To improve the Quality of Education on offer, the academy has appointed a new Vice Principal (January 2023) to oversee this key area. The academy has also changed the leadership of Classroom Practice (September 2023) to ensure there is a clear and coordinated approach in place. Since our last inspection in 2018, there has been significant changes in our Middle Leadership Team to address underperformance. New appointments in English, mathematics, science, humanities, art, MFL and performing arts have had a big improvement on the leadership and management of these key areas. **'Middle Leadership has shown a significant improvement across a range of subject areas' Academy Progress Board – October 2022**
- Students study a wide range of subjects at KS3 and have a wide variety of subjects to choose from at KS4. Since our last inspection in 2018, the academy has given significant thought and consideration to the subjects and teaching time on offer. Our KS4 curriculum has been improved significantly, with all whole year group entries being removed. There is a strong balance between academic and vocational subjects at KS4, with all students receiving a range of CEIAG support to ensure they chose the right subjects to support their future aspirations.
- Teaching and Learning has been overhauled across the academy in the last two years. Assistant Principal – Classroom Practice and Vice Principal – Quality of Education have embedded an extensive CPD programme that has allowed all teachers, leaders and support staff to develop. The REAP structure is in place across all curriculum areas. Teaching and Learning is quality assured on a daily basis and staff receive instant feedback on strengths and areas for development. There has been a significant improvement in the delivery of the planned curriculum across all subjects. Academy priorities of: Questioning, Independent Work and the effective use of Formative Assessment is now evident in most lessons. Where it is not being implemented consistently by individual teachers, they are being supported by an individual Classroom Practice Coach.
- The appointment of a Senior Vice Principal – Standards & Inclusion and Assistant Principal – Behaviour and Standards has ensured a consistent approach for managing behaviour is now in place. Staff, students and stakeholders are fully aware of our high expectations for all. **'Behaviour across the academy is improving, staff are far more consistent in their application' – Education Director – March 2023**
- The academy works very closely with various levels of the Ormiston Trust. The Education Director supports the academy on a weekly basis and works closely with the Principal and the Senior Leadership Team. This has led to a significant improvement in the quality and consistency of the Senior Team. The academy has all been supported by a range of Lead Practitioners who have advised and quality assured the development of our curriculum in English, maths, science, MFL, History, Geography, PSHE, Drama, Dance, Music, Psychology and Health and Social Care. A number of staff are also a part of the OAT NPQML & NPQSL programmes which supports our drive on staff development at both middle and senior leadership levels. All ECT's are also supported through the Trust wide induction programme.
- There is a strong safeguarding culture across the academy. The Senior Vice Principal – Standards &

Inclusion, works closely with the well-structured Safeguarding Team to ensure an effective Safeguarding CPD programme is in place for staff and students. Safeguarding updates are also shared on a regular basis with all stakeholders. CPOMS is used by all staff and is very closely monitored QA'd by Safeguarding Lead. The academy has engaged effectively with a Trust wide Safeguarding Review – March 2021 **'the academy actively engages in safeguarding and staff are well trained for the challenges they deal with'** and a Digital Safeguarding Review with Stonewall – March 2022 **'the academy thinks carefully about the digital element of safeguarding and carefully informs students on key information needed to protect themselves'**

- There is a coordinated and well-planned approach to sexual harassment, abuse and harassment. Staff receive training on all aspects of this area and are clear on their responsibility. Our PSHE programme, alongside specific year group and single sex assemblies give students the required knowledge and support to ensure any incidents are reported and dealt with immediately. **'PSHE across the academy is well planned and sequenced. Key safeguarding themes are addressed in an appropriate time scale'** OAT PSHE Lead Practitioner – June 2022
- The appointment of an Operation Manager (new role) on to the Senior Leadership Team has ensured that all Health and safety measures across the academy are of the highest importance. Health and Safety is visited as a standing item at weekly SLT meetings and the Principal and Operations Manager meet weekly to discuss the needs of the academy.
- The Governing Body work closely with Senior Leaders to ensure they have a significant understanding of the Academy Development Plan (ADP). Key Governors are assigned to specific sections of the ADP to QA key actions are taking place on a regular basis. Governors hold Senior Leaders to account through monitoring visits, Governor Meeting and Progress Board Meetings. Governors regularly visit the academy and meet with teachers and students.
- Students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of our work. New leadership of the PSHE agenda, supported effectively by SLT, ensures it is of the highest priority across the academy. **'PSHE is well planned and carefully sequenced. There is a strong emphasis of PSHE in the school, leaders understand the importance of it for their students'** – OAT PSHE Lead Practitioner – June 2022
- We closely track and evaluate the impact of spend related to Pupil Premium Funding and, whilst the achievement gaps remain too high in Y11, can evidence greater impact for students in KS3 and in relation to equality of opportunity. Furthermore, case studies for our most vulnerable learners in both KS3&4 demonstrates there has been an impact of additional funding on attendance, behaviour and outcomes. Nonetheless, we fully acknowledge the fact that historically disadvantaged students achieved have less well at OHA than they do at other schools and have audited and overhauled our spend plan and strategy for 2023/24.
- The opening of the Learning Intervention Centre has enabled the academy to provide a good quality of education to our most vulnerable learners. The provision, managed by our Learning Intervention Centre Manager offers a bespoke programme for 10-14 students, ensuring a strong curriculum offer is upheld. **'The Learning Intervention Centre has allowed the most vulnerable students to make rapid improvement in their behaviour and attitudes'** Director of Behaviour & Inclusion OAT – June 2023
- The OHA Charter has been introduced to ensure high quality Personal Development is in place for all students. This has had a significant impact on the range of experiences that all students in the academy have access to. **'The OHA Charter is a great vehicle to ensure all students have a positive range of experiences at the academy'** - OAT Personal Development Lead Practitioner – March 2023
- The introduction of Sea Cadets and the Duke of Edinburgh Programme offer a supportive and challenging environment for over 90 students in Y8, 9 & 10.
- We ensure that all staff are carefully considered when making wider academy decision. A 'Wellbeing Wednesday' has been introduced on the last Wednesday of every half term to ensure all staff leave the academy by 2.30pm. The academy calendar is carefully constructed to ensure meetings, parent evenings' etc are spread out throughout the academic year. The Senior Leadership Team have improved the quality of communication with all staff with a 7am – 7pm, Monday to Friday now in place. As a result of these changes, staff responses to workload on the Edurio Survey improved by 15% this academic year. Over 85% of staff now say they are proud to work at OHA.

#### What does the academy need to do to improve further?

- Increase the % of students who are opting to study the EBACC at KS4. Particular work to support the new Director of MFL in implementing a clear strategy



- Ensure all leaders in the academy are clear on their roles and responsibilities and act on these daily to ensure rapid improvement in their specific areas.
- All leaders are held to account through robust line management meetings and challenging appraisal targets
- Our academic performance, particularly our disadvantaged outcomes need to improve rapidly. There is a detailed plan in place to address this