

SELF-EVALUATION FORM 2019/2020

EDA's Improvement Journey

Since 2010, the school has been on a significant & sustained improvement journey and is now in a very strong & healthy position:

Where We Were In 2009, the school (which was named Chasetown Specialist Sports College) was placed in the 'coasting school' category and was put on the Gaining Ground Programme. The main reason for this was that standards of attainment and consequent rates of progress had been below expectations for a number of years; with students who were slightly above average in terms of prior attainment at KS2, examination outcomes at KS4 continued to be below the national average. Consequently, VA scores were significantly below average. For example, in 2009, the CVA was 984, which was **significantly below** expectations and which placed the school in the bottom 10% of schools nationally for progress. The school had also been significantly below its PAN of 180 for many years, with the average intake of students being between 120 and 140. The school was also sitting on an Ofsted judgement of barely 'Satisfactory' The capacity for improvement was also judged to be questionable.

Where We Are Now Following sustained improvement since 2010, we are now in a very healthy position as a school which:

- is firmly established as a leading school in the LA for both attainment and progress, according to the Performance Tables over the last few years. (For 2018 GCSE results, we are the highest performing 11-18 school in Staffordshire for the P8 measure)
- currently holds Category 1 status from the LA's Quality Assurance Team for three years running (placing us in the top 15% of schools in Staffordshire)
- has been approached by the regional press to feature in their 'Elite Schools' publications for three years running.
- has been approached to feature in national publications regarding our improvement and performance.
- has been approached to apply for National Support School Status
- has been approached by several MATs to join them as a 'capacity giving school' which would be used to take a lead role in helping others to improve.
- is the most oversubscribed 11-18 school in Staffordshire.

Indeed, we were one of the first schools in the county (and in the first tranche of schools nationally) to become a converter Academy, in July 2011. Consequently, our rebranding and re-visioning as a school which is passionate about *Excellence for All* has helped us to build real momentum in our quest of sustained ongoing school improvement.

EDA Students

Our significant and sustained improvement has helped the academy gain a strong reputation both locally and over a wider geographical area, which is reflected by our steady and sustained growth in pupil numbers: The number of students on roll in this academic year (2018-19) is approximately 1040. This figure reflects sustained growth in pupil numbers from c. 800 in 2010 and it is important to note that this growth has occurred within a context of falling birthrates in the immediate area. We became over-subscribed for the first time in the school's history with our September 2015 intake and we have continued to become more heavily oversubscribed since, despite increasing our PAN to 185 to try and cope with increased demand. Indeed, our recently confirmed Y7 numbers for September 2019 make us 150% full, which makes us the most oversubscribed 11-18 school in Staffordshire. Indeed, in September 2019 we are expected to be above our net capacity of 1089, which means that we will be completely full for the first time ever.

The academy has traditionally attracted students from a wide geographical area and the current Year 7 intake starting in September 2019 are from over 28 different primary schools. However, the geographical area from which our intake is drawn is beginning to close in. To illustrate this, the furthest distance of an admitted pupil without siblings in 2016 was 4 miles whereas in 2019 it was 1.4 miles. Therefore, the Academy expected to develop more of a local 'community' feel. The gender of students is generally balanced between boys and girls, although we are beginning to attract more boys than girls with Y7 admissions

The prior attainment of students that we have been attracting to the Academy has steadily increased over the past few years. The % of high prior attainers in consecutive Y11 cohorts clearly illustrates this: 2015-16= 36% 2016-17=49% 2017-18=46% 2018-19= 52% 2019-20= 54%

Other key features of the student population in 2018-19 are as follows:

- The percentage of pupils currently eligible for free school meals is 3.6% which is significantly below the national average. Likewise, our 'Ever6' figure of 9% is well below the national average of 28.6%.
- The percentage of pupils from minority ethnic groups is 4.1%, which is a slight increase on the previous two years but is still well below the national average of 28.2%
- The percentage of pupils whose first language is believed not to be English is negligible at 0.9%, significantly below the national average of 15.7%.
- The percentage of pupils with SEN support is 10.5% which is below the national average.
- The stability of the school since September is 99.6% which is significantly above the national average of 90.6%
- Most students come from above average socio-economic backgrounds, but an increasing minority reside in wards where multiple socio-economic challenges are evident.
- Current attendance for the Autumn Term 2018 is 96.8%, which is the highest in the Academy's history and significantly above the national average of 94.6%: The attendance of disadvantaged students is 94.8% which is the highest ever and significantly above the attendance for disadvantaged students nationally (which is 91.8%)

EDA Staffing

Recruitment at all levels of staff has been very successful overall, with healthy numbers of strong external candidates applying for most vacant posts. The calibre of applicants has improved markedly over the last few years in line with the improving performance and the growing reputation of the Academy. There have also been many key internal promotions, reflecting our commitment to staff development. We have a full quota of subject specialists for all subject areas.

Following our conversion to Academy status on 1st July 2011, Academy employees now include all cleaning staff as well as catering staff.

Staff absence is currently at low levels and we have managed to maintain teacher retention rate of c.97% on average for the last 3years. As a benchmark, 90% teacher retention has been highlighted as a national aspirational target for schools. This is a pleasing reflection of our significant investment into staff wellbeing and development .

Curriculum and Timetable

EDA's curriculum is organised around a fortnightly timetable of 50 x 1 hour lessons. In Years 7, 8 and 9 (**Development Stage**) students follow 14 different subjects and are taught the National Curriculum. In addition, all students will be taught drama as part of their curriculum offer. All subjects are taught in mixed ability groupings apart from Maths, which is grouped according to ability. A range of data is used to determine sets which includes SATs results, QLA data, GL Assessment data and our own internal baseline tests. In Y8, English classes join Maths and are also grouped according to ability, after students have been assessed throughout the year. The curriculum plans in the Development Stage are logically sequenced and provide students with key underpinning knowledge and skills required to access a range of qualifications. All students complete 2 hours of PE per week to develop an understanding of competition, a healthy body and a healthy mind.

In Years 10 and 11 (**Qualifications Stage**), the curriculum includes 6 core subjects and 3 optional subjects, leading to a total of 9 qualifications for most students. The core subjects, occupying 35 periods per fortnight, lead to GCSE qualifications in English (Language and Literature) Maths, Science and R.E (Philosophy and Ethics) and a GCSE-equivalent qualification in ICT, which is Creative Media at the moment. All students complete 2 hours of PE per week to develop an understanding of competition, a healthy body and a healthy mind. The optional subjects, which is inclusive of a broad list of both GCSE and vocational qualifications, occupy 15 periods per fortnight and are taught in mixed ability groups. Students can follow the EBacc combination of subjects. Our focus on MFL has meant that EBACC entry numbers have dropped slightly however, leadership and management of MFL is now good our aim is to increase the number of students achieving the EBACC. All subjects in the Qualifications Stage lead to accreditation in GCSE or equivalent qualifications, with the exception of core P.E. Students retain an element of free choice with their options and there is an extensive range of option subjects to choose.

In Years 12 and 13 (**Advanced Stage**), subjects are largely taught in half day blocks according to an agreed timetable across the consortium. Accredited courses from 2018 include both GCE A-Level and BTEC Level 3 courses. Tutorials, voluntary work & work experience are also built into post-16 study plans.

For four days annually, the Academy organises PFL (Preparation For Life) Days which focus upon active, cross-curricular learning with a clear focus on careers/ the World of Work plus deep subject-based learning in Years 10-11. The Sixth Form enjoy their own programme focused on IAG/Careers. Extra-curricular provision is extensive and varied and of extremely high quality. It includes sports activities and teams; musical bands and choirs; drama activities and the annual school production; clubs of various kinds; local community work; charitable fundraising; visits to public speaking competitions; galleries and places of interest; national and international visits; global communications; student leadership activities; outdoor pursuits.

Other Features

The Academy works with a consortium of 5 secondary schools to extend Post-16 provision and is part of a District Inclusion Partnership of 5 secondary schools and a Pupil Referral Unit (The Bridge School in Lichfield) which aims to provide a meaningful education to our most vulnerable learners.

The Academy is an integral part of the Arthur Terry Teaching School Alliance (with representation on their strategic board) We also collaborate with the Ninestiles Teaching School and Wolverhampton University's PGCE programme. We also collaborate with an increasing number other schools and HEIs on CPD and school improvement work. And, with meaningful collaboration at the forefront of our educational thinking, we have responded positively and thoughtfully to the national MAT agenda by having detailed negotiations with several existing MATS and by going through due diligence with 2 of them. However, the strategic direction decided upon by the Governing body is to form and shape a cross-phase MAT in collaboration with other schools from both the Primary and Secondary sectors. We are currently in due diligence with another Secondary School with this in mind.

We have a track record of providing support in many and varied ways and we are currently producing a data-base to record and document this improvement work.

Every year, Staffordshire LA's Quality Assurance Team is commissioned by the Regional Schools Commissioner to carry out remote monitoring inspections of every school. They do this by looking at a wide range of performance data, admissions data, leadership & governance information and safeguarding information. And in January 2019, following analysis of this data, we were categorised as a Category One school, which is the highest category of school performance, for the third year running. Thus, the LA recognises that Erasmus Darwin Academy is in a very strong position, with clear capacity for sustained improvement.



ERASMUS DARWIN ACADEMY

Excellence for All

SELF-EVALUATION FORM

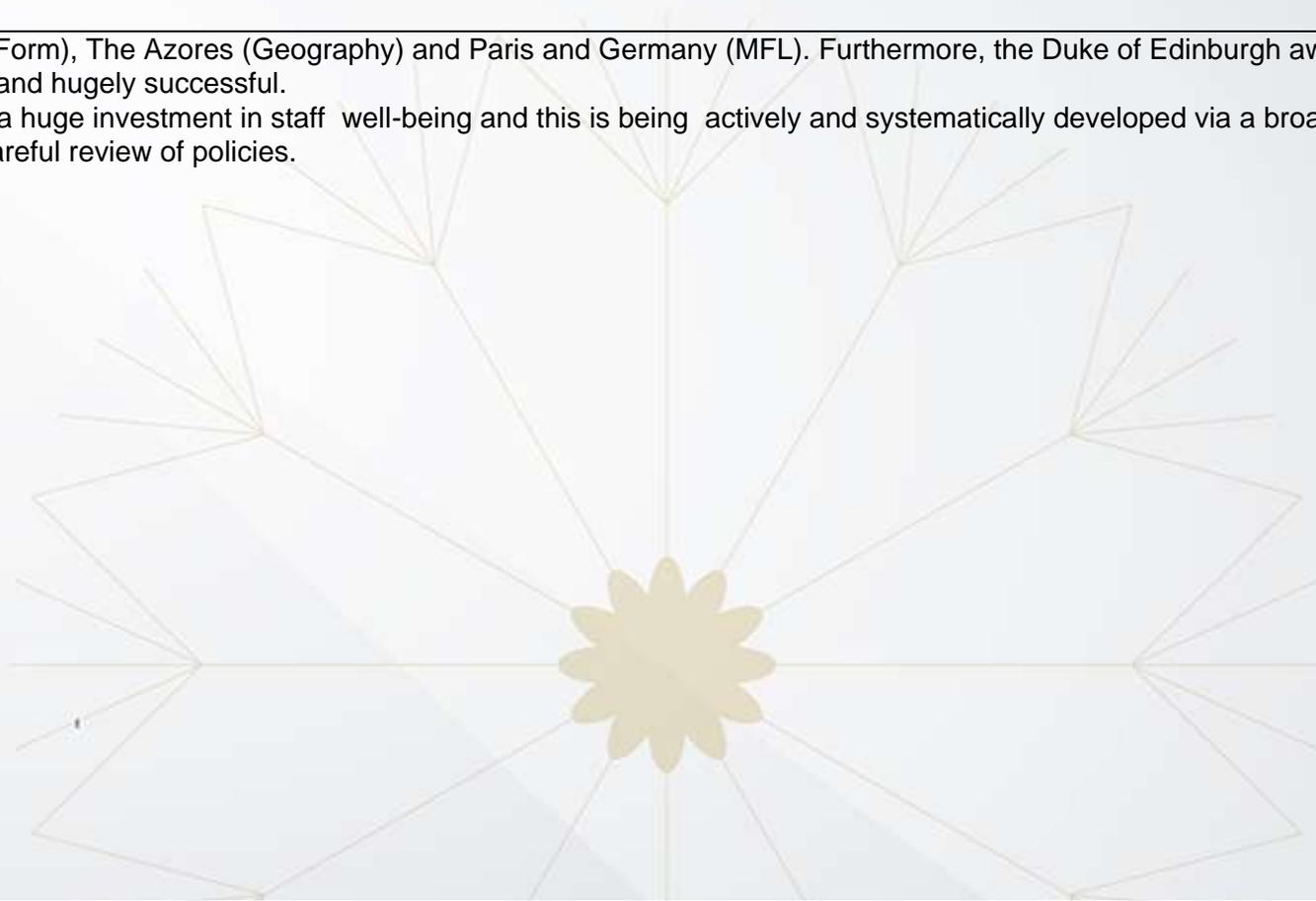
Executive Summary

April 2020

Overall Effectiveness	Judgement at Last Inspection 2018 - Good	Current Academy Judgement 2020 - Good
<p>Current Position Summary:</p> <ul style="list-style-type: none"> • The Academy provides a very good quality of education within a friendly, caring, aspirational and orderly environment where relationships are exemplary. • Students in all key stages follow an aspirational, broad and balanced curriculum. • The curriculum is carefully planned and logically sequenced in all subjects to ensure that students can develop key learning links and remember more. • Our commitment to curriculum enrichment ensure that students are provided with an excellent range of opportunities to supplement excellent classroom experiences with real world experiences. • The local authority, as part of it's annual remote inspection regime, has judged us to be a Category 1 school, the highest category of school performance, for 3 years running. This categorisation is a rounded judgement based on a number of indicators such as leadership and management capacity, safeguarding arrangements, oversubscription, governance, staff retention, exam results, PP provision. • The students follow a curriculum that is as ambitious as the National Curriculum. The breadth of subjects on offer at KS4 and 5 is strong and inclusive of both vocational and GCSE courses. • The progress score for 2019 is +0.5 (+0.2 2017 and +0.6 in 2018). This places the Academy in the top 10% of schools nationally for this key headline measure. The strong basics measure was 59%. Entry for the EBACC was 68% and 31% achieved a strong EBacc pass. • Attendance, behaviour and attitudes to learning are strong. PA is falling but remains a priority even though it is below national av. • Personal development, behaviour and attitudes are strong features and continue to be so through highly effective leadership & management. • A positive climate for learning exists and students have a highly positive experience at the academy, preparing them well for the next stage in their education, training or employment. • Attendance has improved and is now significantly above national benchmarks. The latest official attendance figure is 96.89% • The rate of fixed term exclusions are low and decreasing, as are serious behaviour incidents such as bullying and racism. • Leadership and management is very good, with a clear direction and shared vision at all levels. The quality of the Senior Leadership Team and the Middle Leadership Team has improved and continues to improve due to a strong commitment to leadership development. • Deliberate and effective action is taken to promote a cohesive learning community by promoting spiritual, moral, social and cultural development and students' physical well-being. • Internal academy tracking data is more reliable, valid and positive. The longer students are in the academy the better they achieve. • The needs of all students are met through a broad, balanced and varied curriculum, leading to all student groups making strong progress. • Teaching is strong and improving as a result of careful staffing selection and targeted, effective support for weaker teachers via effective coaching and support, including the capability process. A new CPD programme has been launched in 2019/20 to further develop teaching and leadership. This enables middle leaders to upskill their teams to effectively deliver their curricular. • New student reporting and assessment systems have been welcomed by parents and are an integral part of the teaching and learning process, informing next steps in learning for teachers. • The vision and ambition of the academy is shared by adults, students and the local community. • There is a strong culture of care and safeguarding vigilance at the Academy; Children are safe, and their personal development and welfare is well catered for. • Children are given excellent opportunities and are actively encouraged to develop their interpersonal skills and leadership qualities. • The Academy has an extensive programme of high quality, frequent and varied enrichment opportunities For example, there are over 40 clubs and our current international residential visits offer includes – Naples (RE), Austria (PE), New York (Drama), Iceland (Geography), 		<p>Evidence for Current Position:</p> <ul style="list-style-type: none"> • Key Performance Data (2019) • Internal Data • Staff, student and parental surveys

Central Europe (Sixth Form), The Azores (Geography) and Paris and Germany (MFL). Furthermore, the Duke of Edinburgh award scheme is popular, ever growing and hugely successful.

- There continues to be a huge investment in staff well-being and this is being actively and systematically developed via a broad-range of strategies alongside careful review of policies.



To Develop Further We Need to:

- Embed the new curriculum structure and update schemes of work and assessments.
- Further develop our new CPD system to ensure that both Associate Staff and Teaching Staff are being developed for their positions and also their leadership where applicable.
- Improve student outcomes in line with national expectations, particularly in the Sixth Form. Improve progress at GCSE in Mathematics and Modern Foreign Languages.
- To improve the performance of disadvantaged students by closing the internal progress between gap disadvantaged and non-disadvantaged students.
- Develop, implement and embed a consistent approach to our wider curriculum particularly oracy, literacy, numeracy and SEND.

Academic Success (Quality of Education – Intent and Impact of Curriculum)	Judgement at Last Inspection 2018 - Good	Current Academy Judgement 2020 – Good
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Current Position Summary (Curriculum Intent): [ADD LINK TO CURRICULUM INFO ON WEBSITE](#)

- The curriculum provision has 4 key aims: 1) To prepare students for, and successfully contribute to, life in modern Britain. 2) To equip students with the confidence, knowledge and skills to thrive in their examinations and beyond, preparing them for the next stages in life. 3) To develop courageous, determined, respectful and friendly young people. 4) To ensure all subjects can be accessed at examination level at Key Stages 4 and 5.
- The curriculum is as ambitious as the National Curriculum in Key Stage 3. The choice of subjects at the end of Years 9 and 11 is very broad, and meets the needs, aptitudes and interests of the students. This is inclusive of GCSE and Vocational options.
- The percentage entry for EBACC subjects is very high (with the exception of languages as this has been a developmental area for the last two years).
- The curriculum is carefully planned and logically sequenced in all subjects to ensure that students can develop key learning links and remember more.
- Our commitment to curriculum enrichment ensure that students are provided with an excellent range of opportunities to supplement excellent classroom experiences with real world experiences.
- The curriculum is responsive to and meets the needs and preferences of the students. For example, In Years 7 and 8, two classes have a sharp literacy focus for those students who join the Academy with low levels of literacy. The curriculum for these students enhances their literacy to prepare them for the next stage. Furthermore, in English, Mathematics, Science and IT, students are placed carefully into appropriate sets using prior data and internal data to ensure there is targeted support, stretch and challenge for all groups of learners. Also, upon entry, students select their preferred choice of modern foreign language, depending on the provision they received at primary school.
- KS2 scores, internal baseline tests, accelerated reading ages and GL assessments are used to establish student starting points in Year 7.
- A mathematics catch-up programme, funded by catch up premium, is in place for Year 7 students.
- Knowledge organisers are used throughout to help students gather the key knowledge they require at each stage of the curriculum.
- The list of option subjects is broad and extensive and the options process retains a strong element of free choice, so that students can take some ownership of choosing subjects that inspire them and/or meet their needs. And >95% students gain their first choices.
- Assessment judges whether students are keeping up with the delivered curriculum. Specific intervention weeks are built into the curriculum to enable teachers to continually review, re-teach and re-model key concepts and allow students to address their misconceptions in learning.
- The Academy subscribes to GCSEpod to support students with homework and also serves as a 'go to' point should students miss a lesson due to absence from the Academy alongside comprehensive knowledge organisers for the majority of subjects.
- Changes have been made to support Year 11 students in light of the increased demands of reformed GCSEs. A key middle leader is now responsible for Year 11 progress, working with House Principals. In addition, and due to the success seen in Year 11, changes have been made to the Sixth Form.
- Reading ages are tracked in Years 7-10 with intervention for Year 7 and 8.
- Also, upon entry, students select their preferred choice of modern foreign language, depending on the provision they received at primary school.

Evidence for Current Position:

- Key Performance Indicators
- Student destination data internal data

Current Position Summary (Curriculum Impact):

- Students destination data exceeds the national average (98% v 94%).
- In 2019, the Academy's key headline measure, Progress 8, was +0.5. (historic trend 2017 +0.2 and 2018 + 0.6).

- All progress elements achieved positive progress, with English, EBACC and the Open Element Progress being +0.4 or better.
- All prior attainment groups were positive (LPA +0.4, MPA +0.7 and HPA +0.4).
- In 2019, the progress of disadvantaged students was -0.42 which is in line with other disadvantaged students nationally (-0.41).
- The strong basics measure was 59% and the standard basics measures was 78%, both exceed the national standard.
- The reading age analysis demonstrates that 64% of students improved their reading age during the academic year.
- NEET figures for the academy remain very low (significantly below national benchmarks) as a result of our students receiving a well-rounded, high-quality education.
- Outcome in the Sixth Form continue to improve for both progress and attainment.

To Develop Further We Need to:

- Embed the new curriculum structure and update schemes of work and assessments.
- Develop, implement and embed a consistent approach to our wider curriculum particularly oracy, literacy, numeracy and SEND.
- To improve the performance of disadvantaged students by closing the internal progress gap between disadvantaged and non-disadvantaged students.
- Improve the progress of students in languages and Mathematics.

Broadening Horizons & Skills Sets (Personal Development)	Judgement at Last Inspection 2018 - Good	Current Academy Judgement 2020 – Good
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Current Position Summary:

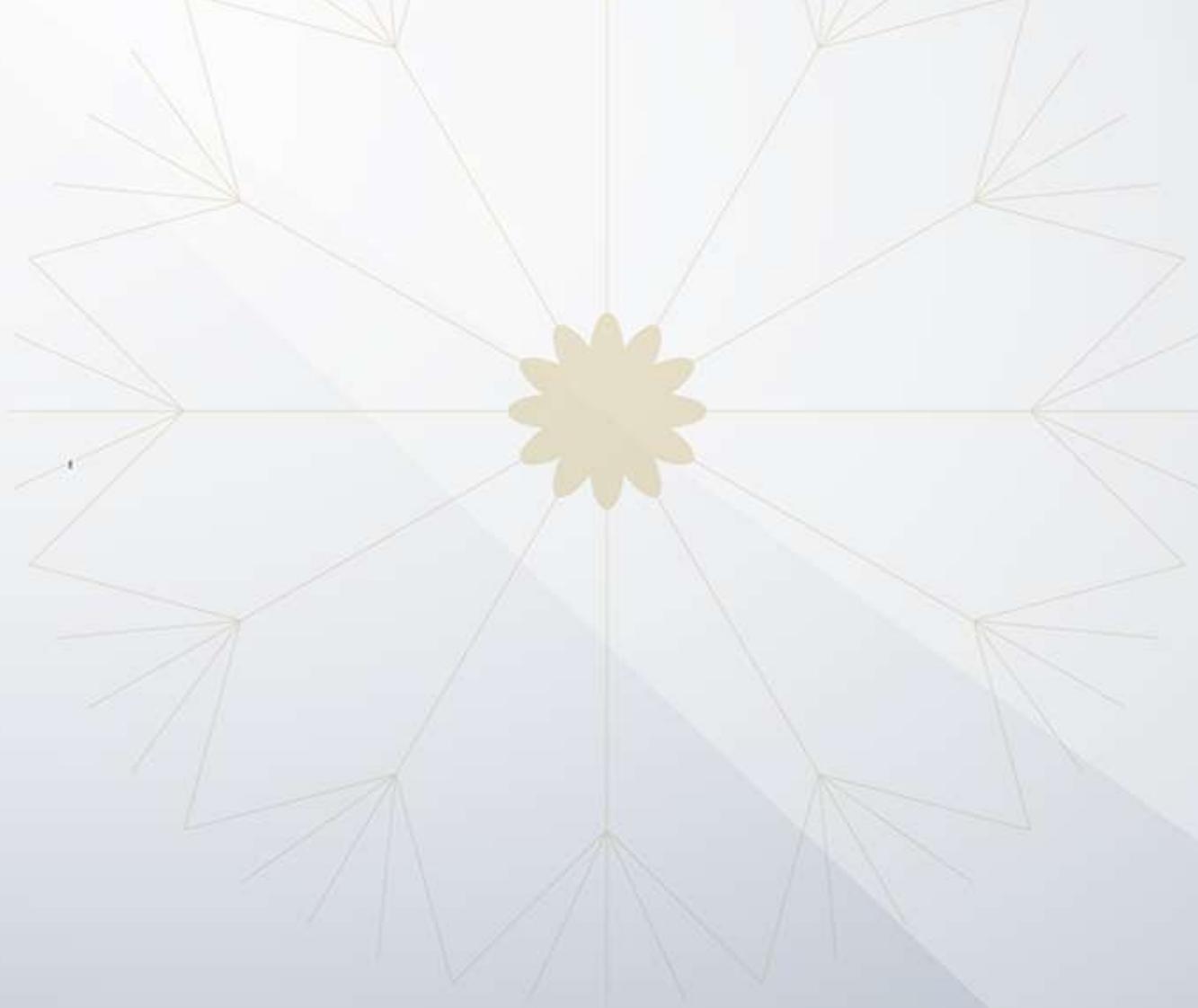
- The Academy's extracurricular offer is extensive with 40 clubs on offer throughout the academic year.
- Almost 40% of the Academy take part in extracurricular activities. The proportion of disadvantaged students accessing this offer is comparable.
- We promote learning beyond the classroom and use external visits to support this. In each academic year an average of 70 external visits are arranged to broaden student horizons and to support their learning. This includes visits to New York, Naples, Iceland, Paris and Austria.
- Educational visits are also used to promote and raise the aspirations of pupils with Y11 students visiting Oxford University, Y8 girls attending STEM events at the University of Birmingham. These are two of many that take place throughout an academic year.
- Inspirational speakers are invited into the Academy to raise the aspirations of pupils.
- Students eligible for Pupil Premium funding are offered assistance to help them take advantage of and access the extensive range of educational visits on offer.
- Careers provision is strong, aiming to both inform and inspire students. There are two clear areas of focus in our careers provision within which we strive to meet all Gatsby Benchmarks: Employability Skills and Explicit Careers Events. We are currently in the process of being assessed for the Careers Quality Mark.
- Employability skills were introduced in 2018/19, these are currently taught within the curriculum but this is not yet consistent.
- 4 Preparation for Life days have been introduced which focuses on both careers events and employability skills. These include off-site visits to ensure the students experience 'real life' careers awareness and talks from a range of professions.
- In 2018/19 we introduced business breakfasts and business lunches for our sixth form students. Current practicing professionals come to the Academy to discuss careers and take part in a question and answer forum.
- The careers leaders offer impartial advice and guidance to many students, mostly focussing in Years 10 and 11 and with particular support for our more vulnerable students (identified through the RONI system).
- Work Experience is now embedded in the 6th Form and planned in Year 10
- There is a range of student leadership opportunities within the Academy (peer buddies, EDA student ambassador programme, anti-bullying and prefect system).
- The student Academy council is strong and the student voice is acted upon. For example, in 2019 students requested a covered area in the playground and this has been granted.
- The Duke of Edinburgh award has had a significant increase in the number of students taking part since its inception 6 years ago, with upwards of 70 students taking part each year and our Year 8 Challenge Week is very well attended with 70% of the year group taking part.
- Public speaking and debating opportunities are well represented within the Academy.
- The Academy has received 'gold status' from the National Citizenship Service' which is promoted with our older students during the Summer holidays.
- Students are encouraged and initiatives are introduced to ensure that students understand how to be an active citizen within the Academy community. Our Academy clean-up programme encourages all students to keep the Academy clean and tidy.

Evidence for Current Position:

- Internal extra-curricular inventory
- Internal tracking of extra-curricular clubs
- Internal tracking of educational visits attendance.

To Develop Further We Need to:

- Deliver work experience for Year 10 and ensure full participation.
- Continue to increase the percentage of students that attend visits that are open to them (inc. increasing % of disadvantaged students attending relevant visits).
- Ensure extra-curricular activities are promoted in as many different ways as possible in order to try and ensure as many students take part as possible.
- Further embed the employability skills throughout the curriculum delivery.
- Further develop student leadership opportunities within school and within the local community (EDA Ambassador programme, EDA clean up programme).



Culture and Ethos (Behaviour and Attitudes)	Judgement at Last Inspection 2018 - Good	Current Academy Judgement 2020 - Good
<p>Current Position Summary:</p> <ul style="list-style-type: none"> • There is a culture of vigilance regarding the safeguarding of our students. 99% of students reported they feel safe in the latest student survey • The vast majority of students also feel that there is an adult in the Academy they can talk to should they feel the need to do so. • Safeguarding training is part of the staff briefing rota and regular tests are taken by staff to outline where safeguarding CPD is required. Induction also requires online testing. • Student assemblies take place throughout the year to ensure that students are aware of current safeguarding risks. The Academy curriculum also ensures that steps are taken to ensure that students are taught appropriate safeguarding content in PSE and IT. • A new online recording system is allowing for easier reporting and follow up of ongoing safeguarding concerns. • The Olympic Rewards system has been fully implemented into Academy life. Rewards are given for demonstrating the Academy values in school life, and parents/carers are notified of all achievements via the MyEd app, and through Twitter posts where appropriate. This system forms the basis of our House Competition, along with other sporting, academic and charitable contributions. • The EDA Way was introduced at the start of the academic year to reinforce the attitude to learning. This document outlines the expectations of all students at all times both inside and outside the Academy. This was shared with all stakeholders and sits on our website. As part of this, new school rules were introduced, and are being embedded this year. It outlines a clearer escalation procedure for staff to follow, aiding the consistency and behaviour management and sanctions. It sets higher expectations. • All Academy staff have the highest of expectations for student's behaviour and conduct, actively encouraging students to demonstrate the EDA Way in daily interactions. • Incidents of Level 3 serious behaviours have decreased compared to last academic year (Sept to Feb half-term). • Incidents of Level 2 behaviours have increased compared to last academic year (Sept to Feb half-term). • Incidents of Level 1 behaviours have increased compared to last academic year (Sept to Feb half-term). • Change of leadership structure and removal of faculties meant after-school detentions had to be centralised for the whole Academy, rather than each faculty running their own detention night. By implementing a system that removes a child from a lesson with a centralised system, the resolution to the issue is more limited than previously. • Standard Strikes continue to effectively manage the presentation of uniform across the Academy, conduct between lessons and at social times. There has been a reduction in the number of Standards Strikes compared to last academic year. • Our FTE percentage is lower than the national average for secondary schools and there is a clear downward 3-year trend. • Incidents of bullying are rare. When they are raised they are dealt with immediately. The vast majority of students indicated that bullying is not a problem at the Academy. Incidents of both racism and bullying continue to be rare. Where students identify that they do have an issue, follow up is implemented. • Students walk around the academy in a calm and orderly manner using the one-way system. Standard strikes ensure that behaviour is well managed during social times. Behaviour at social times is good. • The overwhelming majority of students indicated that behaviour is good in all of their lessons. • Behaviour is well supported through 3 full-time, non-teaching Student Support Managers, who are always available. The Academy also uses a range of external agencies as a way of offering proactive intervention. 	<p>Evidence for Current Position:</p> <ul style="list-style-type: none"> • Behaviour data • Standard strikes data • External FTE data 	

- The Academy works with the local DIP and a number of mid-year transfers and managed moves have been successful due to the Academy's inclusive approaches.
- The last official attendance figure is 96.84%, which is significantly better than the national standard. Attendance for FSM, EHCP and SEN support students also exceeds the national standard, with PP attendance (95.86) being significantly higher than all students nationally.
- Persistent absence is at 6.54% which is significantly lower than the national average of 13.9%. FSM students PA is significantly higher than the national standard. However, EHCP and SEN support students PA is better than the national standard.
- The introduction of an Attendance and Engagement Manager has seen robust systems put in place to improve attendance and persistent absence. This is having a positive impact but could still be improved further.
- SLT walk the Academy every period to check 'behaviour hot spots' and also support staff with behaviour during lessons.
- The curriculum contributes well to students' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. SMSC is delivered in a coherent package during form time, assemblies and through the broader curriculum, with ethics, morals and fundamental British values as the underpinning themes throughout.
- Ofsted described our culture like this and the school is still like this on a daily basis: *"EDA is a strong community...(where) relationships are exemplary...morale is high...pupils are courteous, polite and well-behaved...pastoral care and the ethos of 'excellence for all' stands out..."staff and students are proud to belong"*
- Visitors regularly comment on our calm, friendly, orderly environment and the politeness and good manners of our students.

To Develop Further We Need to:

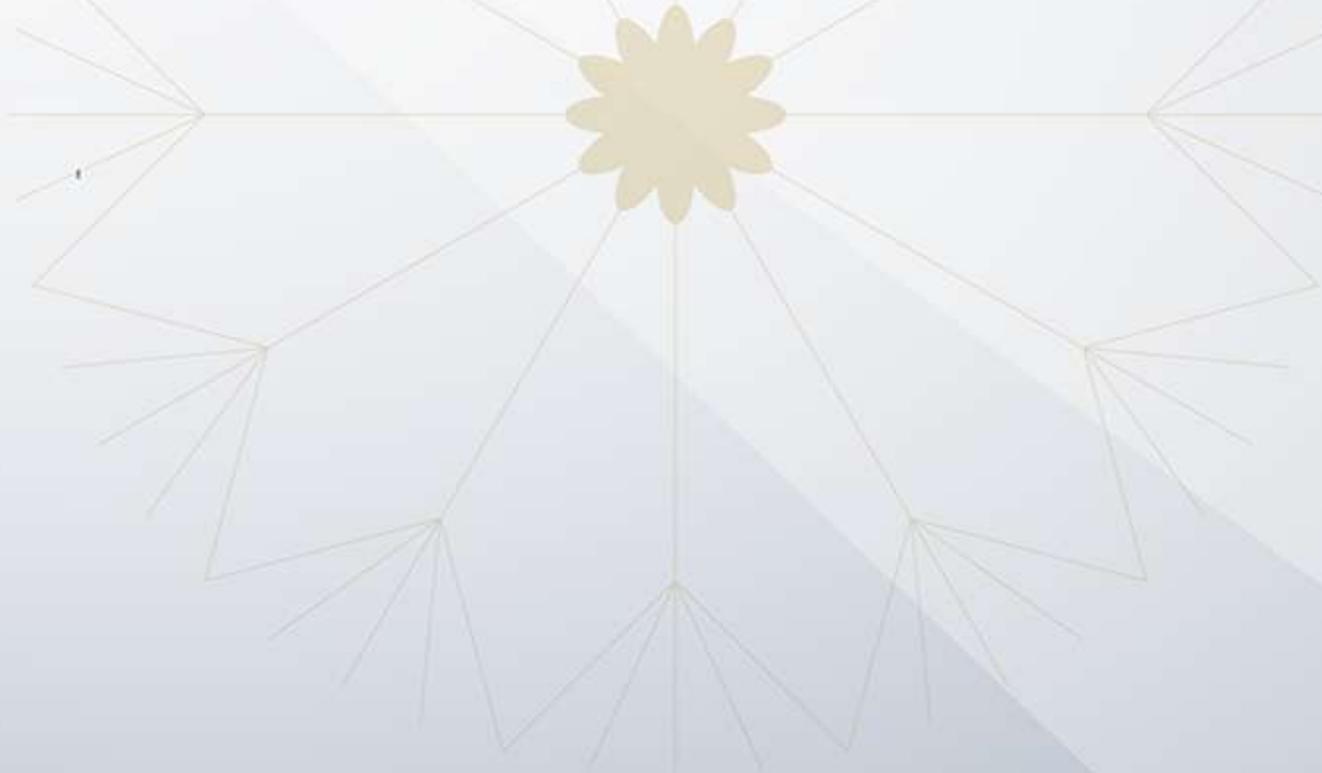
- Upskill all staff to effectively deal with low level disruption.
- Further develop the use of the electronic safeguarding recording system, looking at rolling this out for more staff to use.
- To launch and raise the profile of our emotional wellbeing policy to students and staff.
- Reduce persistent absence, particularly for FSM students.

Developing Staff	Judgement at Last Inspection 2018 - Good	Current Academy Judgement 2020 - Good
<p>Current Position Summary:</p> <ul style="list-style-type: none"> • Leaders at all levels are regarded as our most important and valuable resources. • There has been a concerted investment in staff wellbeing in the last 3 years, to ensure that all our staff feel happy, cared for, listened to and professionally equipped to fulfil their role to the highest possible standard. • We have recently developed a simple, clear Staff Wellbeing Strategy, consisting of ten strands, documented in a staff wellbeing directory, to guarantee transparency and accountability. The ten strands to our Staff Wellbeing Strategy are as follows: <ol style="list-style-type: none"> 1. An open and collaborative approach to leadership so that staff feel informed, empowered and listened to. 2. A thorough induction processes to ensure that employees are supported to settle and establish themselves quickly as part of the EDA community. 3. High quality, ongoing professional development to ensure that staff feel well-equipped and confident to fulfil their role in an effective and satisfying way. 4. Recognition and praise for doing their jobs well. 5. Reducing/managing workload so that staff can focus on doing the key things of their role well and can retain a healthy sense of work-life balance. 6. Feel-good initiatives to build a sense of community and enjoyment about coming to work. 7. Equipping staff to manage and develop their own health, resilience and well-being. 8. Providing access to on and off-site services to help maintain a work-life balance. 9. High quality health and safety provision to ensure peace of mind and to prevent problems regarding the working environment 10. Flexible working arrangements for staff, to build trust and help retain work-life balance. • The 10 strands of the strategy provide a framework for a far-reaching well-rounded approach to the development of staff wellbeing. • A Wellbeing Working Party, consisting of a large number of Teaching and Associate Staff has been formed to systematically review and improve all strands .20% of Academy staff are part of the working party, showing a high level of buy-in and acknowledgement that they will be listened to. • In addition, staff wellbeing is at the forefront of policy review. • A clear, personalised and layered continual professional development programme is now in place for associate staff and teaching staff that includes personalised and bespoke pathways. • Changes to the school day to facilitate <u>weekly</u> CPD, which aims help teachers deliver better for teaching for pupils. • Feedback from staff surveys is very positive, with 99% of staff who responded saying that they enjoyed working at the school. • Staff retention rates are high (97%) and those staff leaving are doing so because they have been promoted or have relocated. • We are committed to developing our own leaders and the following posts have been filled by internal staff (two subject leaders for Science, subject leader for DT, subject leader for PE, subject leader for MFL, two assistant Principals, 1 lead teacher in English, a literacy coordinator and a number of temporary maternity covers have also been filled internally). • Appraisal procedures have been updated for both Teaching and Associate Staff. The objective setting is personalised and responsive. • Exit interview information outlines that staff have felt invested in and given the appropriate support to do their job. 100% of exit interviews have highlighted that they would recommend EDA should a professional colleague consider applying for a future position. 		<p>Evidence for Current Position:</p> <ul style="list-style-type: none"> • Staff well-being directory • External validation for NQT and ITT providers • Parent survey feedback

- Associate staff e.g., LSAs have also been trained to become teachers following successful periods as an LSA or Mentors.
- ITT and NQT provision and support has been externally verified as high quality.
- Staff absence rate is very low.

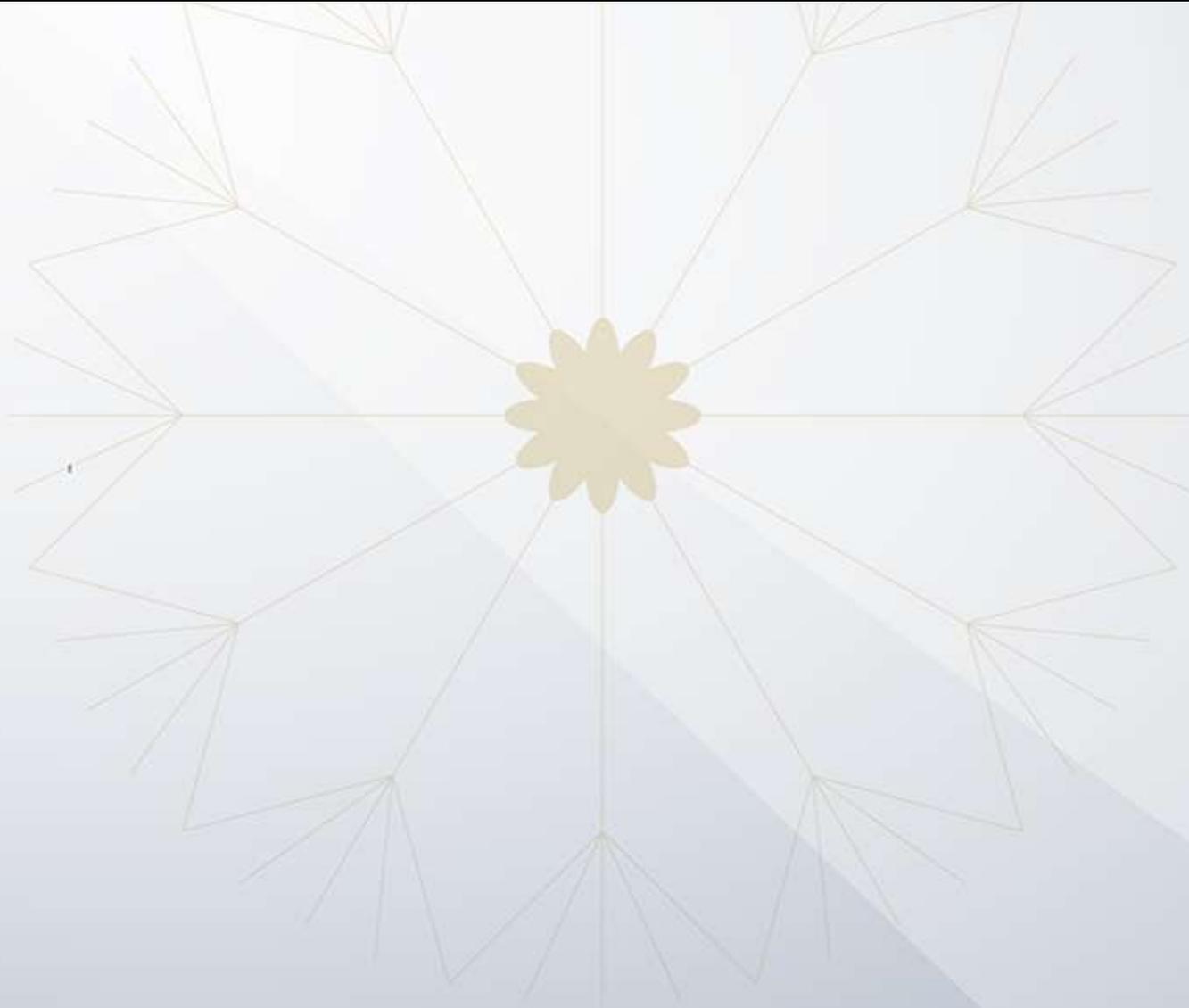
To Develop Further We Need to:

- Further improve staff wellbeing and resilience. Utilise staff voice more in ensuring that all 10 strands of our Staff Wellbeing strategy are more equally and fully addressed.
- Provide varied professional development pathways for all staff with increased synergy between Teaching Staff and Associate Staff and clear links to appraisal
- Embed the updated CPD model with timely evaluations to determine the levels of satisfaction and impact of the training.
- Evaluate the updated CPD and Appraisal Models.
- Update the teacher induction process.



Engaging with the Community (Personal Development)	Judgement at Last Inspection 2018 - Good	Current Academy Judgement 2020 - Good
<p>Current Position Summary:</p> <ul style="list-style-type: none"> All students and staff are made aware of the importance of equality. 99% of students who responded to the student survey believed the Academy did all it could to promote equality. Assemblies promote the Academy values and promote equality and diversity. The Academy takes a collaborative approach to looking after the environment, with students in Year 7 -10 being part of a voluntary clean up team that seeks to make the site a more positive place to learn. The Academy has a range of days which promote equality and diversity which includes Autism Awareness, LGBT Pride Awareness and Black History Month. Where initiatives have been suggested by staff and students, SLT attempt to accommodate these requests where possible. Staff and students indicate that the promotion of equality is very strong (98% agree with the statement). Our RE curriculum reflects the guidance of Staffordshire SACRE, which includes a principally Christian curriculum but is multi-faith based, which promotes tolerance of other faiths and religions. The Academy has increased its positive relations with other primary schools. Half termly experiences for Primary students to visit the Academy for enrichment opportunities through our 'masterclass' model. These have taken place in Science, MFL, English, PSHE and Music in 2019/20. Whilst this is not a recruitment tool, the majority of students who attended masterclasses in 2018/19 placed us as first preference. We have strong uptake from those invited to be student leaders, which supports with social time supervision and engagement with members of the public. Our Academy Council continues to function well, with representatives meeting with their CTTC counterparts and are planning joint initiative projects. The Academy has positive relations with St Anne's Burntwood, who regularly host special events on behalf of the Academy and support us with our uniform bank initiative, allowing disadvantaged families to access free uniform in a neutral setting. Furthermore, the Academy works closely with Burntwood Live at Home, The Co-op and local food banks to offer community support. Parental engagement with the Academy is strong with 100% of parents in 2018/19 agreeing that their child is well looked after within the Academy. Where parental satisfaction is not positive, proactive steps are put in place to address the concerns. Parents engage with Parent Focus meetings and this facilitates meaningful contributions to whole school improvement. Breakfast briefings and business lunches, which have a careers focus, are supported by parents in targeted careers linked to business, medicine and marketing. Where parents are able to, many have agreed to be part of our Year 10 Work Experience provision. A significant number of local businesses and employers contribute to a range of other explicit careers such as mock interviews, business enterprise initiatives through our PFL day model. We have developed positive working relationships with local councillors such as Darren Ennis, Helen Fisher and Michael Fabricant, who have contributed to the life and development of the Academy in a variety of ways. There has also been positive engagement with 'The Fun Club', which has allowed our students most at risk of disengagement and anti-social behaviour to engage positively in a small group setting. In the last 3 years, there has not been one single complaint that has escalated to the 'formal investigation' stage as part of our complaints policy. This is a significant reduction and reflects the increasingly positive and proactive way in which Academy staff work in partnership. Community events planned for 2019/20 were well attended and further opportunities have been welcomed by our student and parent forums. We are now at our capacity number as a result of being the most oversubscribed 11-18 school in Staffordshire for the second year in succession, which has become a hugely popular school of choice within the local community. 		<p>Evidence for Current Position:</p> <ul style="list-style-type: none"> Staff, student and parental surveys Minutes from meetings Masterclass registers. PRIME data
<p>To Develop Further We Need to:</p>		

- Broaden parent involvement in the Academy with the establishment of 'Friends of EDA', allowing students, staff and parents to actively contribute to the Academy in an even greater way, starting with Y7 intake of 2020.
- Increase community opportunities, following on from the successful events of 2019.
- Develop new strategies for working with primary schools, both with the intention of MAT development and for gaining primary data in light of scrapping of Y6 SATS in 2020.



Facilitating Learning and Progress (Quality of Education – Implementation of the Curriculum)	Judgement at Last Inspection 2018 - Good	Current Academy Judgement 2020 - Good
<p>Current Position Summary:</p> <ul style="list-style-type: none"> • The Academy has a clear teaching and learning strategy (learning starts in 60 seconds/ knowledge retrieval/ learning template with learning intentions, learning questions and the lessons language for learning. During each lesson students are expected to perform some form of application challenge which enables them to apply their learning and clear routines for the start and end of the lesson). • Sensible marking policies are in place. Live feedback focussing on presentation expectations, Literacy and quality of work will continue to be a focus in 2020/2021 • Assessment is robust and uses a simple question level analysis framework to identify topics which need to be re-taught or re-modelled. This happens during the curriculum intervention week and is known as the improvement phase. • An assessment without levels system is focussed on developing appropriate knowledge and skills enabling and challenging students to be 'GCSE ready' by the end of Year 9. • Robust quality assurance systems are in place to monitor learning and teaching. These are known as review weeks and are led by middle leaders and standardised by SLT. • All lesson observations are completed by subject experts (where possible) and are standardised by another colleague • Questioning is a strength within lessons as a result of a clear focus during the Academy Teaching and Learning Community forums. This forum continues to run and has a current focus of AFL which is personalised to the Teacher. • Our RE curriculum reflects the guidance of Staffordshire SACRE, which includes a principally Christian curriculum but is multi-faith based, which promotes tolerance of other faiths and religions. • The Academy has a clear strategy to reduce the performance between disadvantaged and non-disadvantaged students. Part of this strategy is to ensure that disadvantaged students are questioned during lessons alongside strategies to promote engagement. • The improvement of literacy is a key focus for all teachers although this is a targeted area for development in 2020/21 with a specific focus on vocabulary. • Student oral responses during lessons are generally well structured and articulate, this will be developed further in 2020/2021. • Our tutor programme promotes British Values with opportunities to engage in Democracy, The Rule of Law, Individual Liberty and Tolerance of other faiths. • 99% of parents who completed the parental feedback form (569 out of 572 parents) in 2018/19 indicated that they believe their child is taught well at the Academy. • Knowledge Organisers are provided for the vast majority of Subjects which provide clear guidance on Curriculum Content and promote independent revision. 		<p>Evidence for Current Position:</p> <ul style="list-style-type: none"> • Parent survey. • Internal monitoring (lesson observations and other monitoring).
<p>To Develop Further We Need to:</p> <ul style="list-style-type: none"> • Evaluate the monitoring and evaluation process for teaching and learning. • Develop, implement and embed a consistent approach to our wider curriculum particularly oracy, literacy, numeracy and SEND. • Further embed the principle of 'Live Feedback' strategies to ensure that students understand how to improve with a specific focus on presentation expectations, Literacy and quality of work. • Evaluate and update the T&L Strategy in preparation for 2020/2021 to ensure the highest of expectations along with consistent application (Template/ Learning starts in 60 seconds (including knowledge organisers)/ Low Stakes Testing/ Application/ Consistent routines for entering/ exiting the classroom). 		

Sixth Form**Judgement at Last Inspection 2018 - Good****Current Academy Judgement 2020 - Good****Current Position Summary:**

- The Director of the Sixth form has a clear vision for our Post-16 provision.
- Our average points score increased from 30.90 to 30.95 for A-Levels, which is above average for Staffordshire.
- Our progress score has increased from -0.21 from 2018 results to -0.15 from 2019 results, which now puts us in the average category nationally.
- Our average point score for the applied general cohort is 30.14 or a Distinction- when expressed as a grade, above average nationally.
- Positive signs are evident in our A*-A percentage which increased in 11 subjects in 2019 and our A*-B percentage increased in 11 subjects. We have an increased number of subjects that perform close to or above the national attainment standards.
- Aspirational and challenging targets are set for all students on all courses.
- Our sixth form curriculum is broad, inclusive of both academic and vocational pathways and we continually seek opportunities to develop and increase our curriculum offer.
- A rigorous assessment programme is now in place to ensure that students have formal assessments throughout Year 12 and 13.
- Our student destination data highlights a three-year trend of performing above the national standard for students staying in education or employment.
- The percentage of students completing their main study programme at 96% is significantly above national and Staffordshire averages.
- Our sixth form volunteering programme is thriving and uses local community establishments
- We have continued with a range of business breakfasts which enables students to gain an insight into different career paths and university choices.
- All students complete Work Experience in Year 12.

Evidence for Current Position:

- Key Performance Indicators
- Student destination data
- Internal data

To Develop Further We Need to:

- Improve our progress score in the sixth form.
- Further embed a high quality work experience programme for Year 12 students.
- Further develop leadership, careers and pastoral opportunities in the sixth form.
- Ensure that performance of sixth form students is discussed at senior level, middle leader level and at tutor level.

Leadership and Management**Judgement at Last Inspection 2018 - Good****Current Academy Judgement 2020 - Good****Current Position Summary:**

- We are committed to improving and developing leadership at all levels, as the key to sustaining ongoing improvement in all strategic areas A-F and the Sixth Form. To illustrate this:
 - All leaders, including The Governing Body, know the school well and consistently communicate high expectations and ambition.
 - Senior and middle leaders are continually developed and demonstrably work to improve teaching and learning, enthusing staff and channelling efforts to good effect.
 - Furthermore, an effective and supportive line management system has been implemented to help support, challenge and quality assure middle and senior leaders.
 - A middle leadership development programme and aspirant senior leadership programme has been in operation for a year and this will continue for 2019/20.
 - Underperformance is challenged at all leadership levels.
 - Aspirant middle leaders are identified and offered bespoke CPD which allows for succession planning and internal promotions
- Importantly, all leaders understand the importance of ethical leadership in education. Consequently, the high expectations of all leaders are underpinned by and regulated by our Academy values.
- Leaders engage with staff positively and collaboratively at all levels. For example:
 - There is an open-door culture, where staff know they are listened to and their ideas and expertise are harnessed.
 - There continues to be a huge investment in staff wellbeing and the development of an incredibly well-developed and well-rounded staff wellbeing strategy. This involves both teaching staff and associate staff being regularly consulted about their concerns, workload, working life, safety and are asked for new ideas to improve things further.
- Leaders have a clear focus on providing the best possible quality of education and has led to:
 - Greater consistency of practice with regard to teaching, assessment and behaviour.
 - Continued successful drive to improve achievement for all students within the Academy (as evidenced by key) indicators
 - A curriculum with a clear rationale and which is designed to be sensitive, relevant, broad, balanced and deep for every student at every stage
 - A robust system of improvement planning, which now aligns key Academy priorities and also specific subject priorities.
 - Robust 'Raising Achievement' plans in place have been put in place and have had a positive impact (Languages).
 - Systems to validate and analyse student progress data are now in place and used effectively by senior and middle leaders.
 - Robust quality assurance and accountability frameworks in place but these are being developed further in 2019/20.
 - Increasingly positive work with families, other schools and the community, local businesses/employers and other agencies
 - Changes to the school day to facilitate weekly CPD, which aims help teachers deliver better for teaching for pupils.
- Staffing changes and restructuring has created the capacity to become a leading school in a Multi Academy Trust whilst sustaining improvement at the Academy
- Leaders work in partnership with parents, other educational organisations, other services, businesses, employers, charities and community groups in the community, in increasingly meaningful productive ways, for the benefit of young people.
- According to official DfE schools benchmarking activities, the Academy is run with a high degree of financial efficiency, and provides an education which is excellent value for money.

Evidence for Current Position:

- Key Performance Indicators
- Student destination data
- Internal data

To Develop Further We Need to:

- Embed the new curriculum structure and update schemes of work and assessments
- Further develop our new CPD system to ensure that both Associate Staff and Teaching Staff are being developed for their positions and also their leadership where applicable.
- Improve student outcomes in line with national expectations, particularly in the Sixth Form. Improve progress at GCSE in Mathematics and Modern Foreign Languages.
- To improve the performance of disadvantaged students by closing the internal progress gap between disadvantaged and non-disadvantaged students.
- Develop, implement and embed a consistent approach to our wider curriculum particularly oracy, literacy, numeracy and SEND.

