

SUMMARY SEF: Ormiston NEW Academy December 2023

Academy SEF Context

Ormiston NEW Academy (NEWA) is a 11-19 secondary school serving a socially deprived area of Wolverhampton, which in February 2022, for the first time in its history, was defined as a “Good” school by OFSTED:

“This is a vibrant school. Pupils, including those in the sixth form, enjoy coming to school”.

Historically, the Academy was “rebrokered” to Ormiston Trust in September of 2017. Whilst the predecessor School received a “Requires Improvement” judgement in 2015, it is universally acknowledged that the Academy was in decline, with behaviour, learning and outcomes all placing the Academy as a candidate for “special measures”, which subsequently led to the rebrokering process. The current Principal has been in post since September 2019. Upon appointment he was the 4th principal to be appointed in 4 years. The Principal and the executive team have made significant changes to the day structure, staffing structure, pastoral structure, behavioural expectations and teaching and learning, all planned to affect the situation of the academy.

Indeed, OFSTED stated:

“The principal, supported by the multi-academy trust, has successfully guided the school through a turbulent period. Leaders are taking the right steps, in the right order, to secure improvements for the school. They have created a culture where positive behaviour and discipline are celebrated. Pupils value this. They behave well in lessons and around the school site. Staff say the school has undergone a ‘sea change’ in recent years.”

And “The Principal has galvanised his staff. They share his ambitious vision.”

Contextually, students at the academy are in the lowest quintile 5 (most deprived) of all schools in terms of deprivation, with 58% eligible for Pupil Premium and a large proportion of the remainder population are “almost premium”. The academy has a pan of 210. Recruitment is improving rapidly with 185+ starting in Year 7 in September 2023 and a significant increase in, in year admissions resulting in an Academy of 930+ students. Since Inspection the Academy has grown rapidly, receiving over 100 students as a result of in year transfers from the local authority. In November the Academy won awards for “The most improved academy in Ormiston” and “Enjoy the challenge” as recognition of the transformation of the school since the principal started in 2019.

Features of everyday academy life include:

- A Curriculum vision which is ambitious, knowledge rich and driven by endeavour, practice and discipline
- A Strong pedagogical model: the “4-part lesson” is the pedagogical architecture of the school
- Explicitly taught behavioural norms for all aspects of Academy life
- Increased leadership visibility and a real zeal and focus on leadership development at all levels
- Personal development is a strength of the school, politeness, courtesy and the celebration of difference are cornerstones of Academy practice
- Low staff and student absence further impacting on academy improvement

These were recognised by the Inspection team:

“Leaders have designed an ambitious curriculum that emphasises pupils’ personal development alongside their academic one Leaders’ work to encourage pupils’ personal development is a strength of the school.”

The academy has a small but sustainable 6th form of over 100 students; this is growing rapidly and will be thriving and sustainable by September 2023, with a cohort size that exceeds 55 in both year groups. Student outcomes in key stage 5 are improving rapidly. Attainment and progress have improved substantially since 2019.

Sections	Summary evaluation – ONEWA is a “Good” School.
<p>Overall effectiveness:</p> <p>GOOD</p>	<p>In recent years, the Academy has transformed from the current Principal’s inherited state in which routines, learning, behaviours and values are embedding as a result of our improvement journey. The expansion of the school since it’s 2022 OFSTED inspection, whilst challenging, has been managed and the Academy is now viable, calm, quiet and becoming far more academic and thus industrious.</p> <p>Significant improvements in a range of KPIs</p> <ul style="list-style-type: none"> • Pupil numbers have improved year on year for Y7: from 699 in 2019 to 930+ in 2023. • Attendance sits at just under 90% broadly in line with both the national and OAT average • Suspension and PEX rates are at appropriate levels given the rapid increase in student population numbers and the context of the school • Progress 8 score for 2022 was -0.55 (This was -0.93 in 2019) • Basics grade 4+ for 2022 was 48% (This was 46% in 2019) • Basics grade 5+ For 2022 was 29% (This was 18% in 2019) • Average A level and Applied general grade is 24 - D+ (this was 21 in 2019 and when progress when counted is likely to be positive) • The academy’s financial position has improved from a considerable projected deficit to a surplus outturn. • Student outcomes were significantly more positive in both key stage 4 and 5 in 2021 and will improve further in 2022. • Since inspection there has been a concerted effort to maintain the upward trajectory of the Academy: outcomes and feedback from governors and external quality assurance evidence this. • Department Line Management is standardised, by reducing the number of leaders responsible for line management. Any under-performance is quickly addressed. The principal is visible and leads from the front, developing and guiding practice. The executive team are demonstrably strong in all areas. • Since September 2019 there has been transformational change in students’ behaviour and conduct. Internal data, quality assurance from leaders external to the academy and learning walks indicate that learning is improving at a similar rate. • Academy norms, introduced in September 2019, and developed in subsequent years are embedded, affecting the culture rapidly. • Safeguarding is effective. Children are safe and their personal development, behaviour and welfare is well catered for. Students can articulate how to keep themselves safe and who to refer to if there is an issue. • Curriculum planning is a strength. Significant investment in departmental time has resulted in students experiencing a well-planned, challenging and knowledge-rich curriculum.

	<ul style="list-style-type: none"> • Outcomes in 6th form are improving rapidly; there is a three-year improving trend. • Current year 10 are performing well in all areas: engagement, homework, attendance and behaviour and as a result significantly improved outcomes are expected in 2024
<p>Effectiveness of leadership & management:</p> <p>GOOD</p>	<p>Commentary</p> <ul style="list-style-type: none"> • Leaders are committed to improving the academy. A strong and coherent message has resulted in strategic improvement in both pedagogical consistency and behaviour of the students. • Academy leaders have an accurate view of the academy. Plans for improvement are incisive and making a difference. • The principal and senior vice principal have been recruited from schools with track records of success. • Governors know the key challenges facing the academy, and whilst they are skilled and supportive, they also offer firm challenge and are taking, now, a more active role in academy life. • The academy is effectively supported by the academy sponsor. The Principal is supported by the Regional Executive Principal, Regional Finance Director, Senior Vice Principal and an excellent executive team. • The 2nd half of 2023 saw the principal and the executive team perform a remodel of both the executive and senior leadership teams. Roles and responsibilities were reorganised to reflect complementary strengths and greater capacity was created beneath the SVP an both VOP positions. • The focus on behavioural norms, pedagogical consistency and constant vigilance of the academy culture is affecting the culture significantly. Students are actively engaged in their learning daily. • Safeguarding meets statutory guidance. Students are safe at the academy. Both parents and students are confident in the new direction the academy is heading. • Curriculum development has been introduced and developed significantly since September 2019. The curriculum support student progress, delivering a fun, challenging and knowledge rich curriculum based on our principles of endeavour, practice and discipline. • Leaders have a clear ambitious curriculum vision for providing high-quality education to all pupils. This is seen in and across all departments, in which a knowledge rich and challenging curriculum is now evident on a daily basis. • The Academy has strong shared values and practice which revolve around students’ ability to know and remember more and discipline, practice and endeavour are used to ensure routines enable a calm, ordered and increasingly engaged environment in which students can thrive. • Governance through the Trust’s accountability and support mechanisms and via the Academy governing body ensure the Academy’s vision and strategy are supported but also quality assured. • Staff voice, attendance and demonstrable commitment evidence a staffing body whose workload is managed proactively and who enjoy teaching at the Academy. • Development of staff has increasingly become bespoke, ensuring all staff receive appropriate support and development. The practice and subject knowledge of staff has built and improved over the time that then Principal has led the Academy. • Following investment by Ormiston, an extension to the canteen is being built during the second half of 2023 to accommodate and feed the significantly increased number of students served by the academy. • There is a clear and demonstrable focus on leadership at all levels. During 2023 “Leadership protocol #1” was developed, launched and training has been delivered to leaders at all levels regarding the protocol. • From September 2023 the new extended school day will revolve around a pastoral model designed to increase exposure of the form tutor with each child and an increased focus on rewards and inspiration through assembly and developed relationships as a result.

<p>Quality of Education:</p> <p>GOOD</p>	<p>Commentary</p> <p>Intent</p> <ul style="list-style-type: none"> • Leaders reviewed the legacy curriculum and lead the development of a new one, ready for first teaching in September 2020; there is a clear timeline for this new curriculum to filter through the academy and staged review and improvement points. Our students experience a fun, challenging and knowledge-rich curriculum that teaches them to be industrious and respectful, enabling them to thrive. Our curriculum is built upon reading, writing, oracy and mathematics and delivers excellence based on our principles of endeavor, practice and discipline. • Leaders have given teaching staff and middle leaders appropriate, supported time to carefully consider the content and sequencing of this new curriculum, so that it can be developed to its full effect. • Leaders have made immediate changes to ensure that students study a broad curriculum for as long as possible. • Many departments have really embraced the challenge of developing a new curriculum. Leaders have constructed a curriculum which is ambitious and designed to give all pupils, particularly disadvantaged and SEND, the knowledge and cultural capital to succeed in life. Indeed,

the curriculum goes beyond the national curriculum as evidenced in Art, History and PSE. The mission statement is reflected in coherently planned and sequenced lessons which accumulate knowledge and skills for future learning and employment.

- Teachers have good knowledge of the subjects and courses they teach particularly evident in English, humanities, computer science, MFL and art.
- The 4-part lesson, diagnostic marking and live feedback means that children are making progress, understanding is checked systematically and identified misconceptions are provided with clear and direct feedback.
- Teaching is designed to help pupils remember long term content they have been taught, this is evident in the homework/revision strategy, daily in diagnostically assessed Do Now activities and in classwork and thus in the impact of the curriculum in student books.
- Finally, the work given to students in part 3 of the lesson is planned to build upon the teacher expertise that has been shared and allows students to practice and use their endeavour to demonstrate progress on the knowledge and skills they have been taught
- In 2023 there has been a marked shift towards ensuring children become more academic through a variety of means. A greater focus on reading, envision completion using academy revision books and note-taking practice are the key levers for this improvement.

Implementation

- Teaching has rapidly improved across the academy due to the consistent implementation of a 4-part lesson structure
- Learning behaviours are taught to support the 4-part lesson structure
- All departments in the last two years have received development packages to improve the quality and consistency of their delivery. Most department are actively engaged in continuous development.
- The expertise of the new principal and new SLT has given the academy a renewed approach to developing teaching and learning in the academy
- CPD is focused to ensure that new strategies are fully understood and embedded. CPD is regular and regularly reviewed to ensure staff are clear on how to implement teaching strategies
- Coaching and support plans are in place for underperforming staff.
- Regular and robust Quality Assurance gives accurate temperature checking and informs practice and strategic development.
- Most teachers can and do deliver good or better teaching 'all day everyday'.
- Maintenance of the new standard through continued learning walks and providing specific CPD and training where required to ensure staff do not slide back.
- A new quality assurance model was introduced in July of 2023 – standardising practice around learning walks, book analysis and data harvests. Following the production of the academy development plan for 23/24 departmental development plans have now been introduced also. These are so that departmental development reflects overall academy priorities.
- The 4 part lesson was relaunched in July of 2023 with a new focus on more academic behaviours including an emphasis on revision completion, notetaking, live marking and diagnostic feedback

Impact

	<ul style="list-style-type: none"> • The academy is the most improved Academy in Ormiston and Wolverhampton as a result of it's 2022 outcomes. • It has improved in both Key stages 4 and 5. • The overall progress of the current year 11 cohort is predicted to match or improve in 2023, including within core and ebacc subject • Students are now actively engaged in lessons as evidenced by the reduction in the number of call-outs and fewer incidents of poor behaviour • Outcomes in the 6th form improved in all years following the Principal's appointment and will improve further in 2023 • Student progress is measured during lessons by continuous formative assessment undertaken by the teacher during part 3 of the lesson. Progress is judged to be the amount of the curriculum students demonstrate they can remember and have understood.
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<p>Behaviour and Attitudes:</p> <p>GOOD</p>	<p>Commentary</p>
	<ul style="list-style-type: none"> • The academy has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. Leaders have created a culture where these expectations are universally shared through visual and verbal prompting across the academy, ensuring consistency in expectation and application. This is now beginning to be reflected in pupils' positive behaviour and conduct. • Low-level disruption is dealt with swiftly. The academy has an effective 'walkabout' rota that ensures senior staff are able to quickly intervene and support. • Leaders support all staff in managing student behaviour. The Pastoral Team effectively intervene and support staff and pupils, through both reactive and strategic actions. The pastoral team has received significant investment in terms of tour training and as a result of feedback. A new model has been designed to enable each member to be present and lead improvement interventions with students as well as completing administration. • Staff make sure that pupils follow appropriate routines. Student voice activities show that students understand routines, and all students take part in regular 'boot camp' lessons to reiterate/reinforce expectations. • Following the senior leadership remodelling of 2023 and the appointment of a new assistant principal, two of the senior leader posts were redesigned to focus on behaviour in all year groups and rewards. • A new rewards policy built upon the relaunched house system will be the key motivational arm of the academy designed too inspire children and increase aspiration. • Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively. Student voice supports this. • The academy has put in place a strong system for affecting attendance and punctuality. It is monitored closely and challenged daily with appropriate sanctions/consequences in place. • Weekly data analysis of attendance and punctuality takes place with targeted interventions for students not maintaining acceptable levels of conformance to academy expectations. Students know their attendance. • Fixed-term and internal exclusions are used appropriately. The academy reintegrates excluded pupils on their return and manages their behaviour effectively through a consistent approach to reintegration focussing on individual student needs. • Permanent exclusions are used appropriately as a last resort. Historically FTE and PEX numbers have been high. Whilst there is some legacy issues to deal with the improvement in conduct has been reflected by a drastic fall in the number of FTE and PEX.

	<ul style="list-style-type: none"> • Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. The academy undertakes regular student voice activities and, following an initial response from students that caused concern, put in place a range of measures that highlighted safeguarding and signposted support and activity to students that would ensure their safety and wellbeing was supported. • Safeguarding is effective. • The Academy has high expectations for pupils' behaviour and conduct. Especially in lesson behaviour is exemplified in and across departments, with active engagement in each part of the 4-part lesson structure. Leaders support all staff well in managing students' behaviour and staff ensure students follow appropriate routines such as SLANT, SHAPE, NO OPT OUT and have pride in the Academy. Academy Propaganda supports the delivery of these ideas. • Relationships between staff and student reflect a positive and respectful culture in which students feel safe. • The academy is "calm and quiet" most days for the majority of the day as a result of high staff presence and consistently executed routines.
<p>Personal Development:</p> <p>GOOD</p>	<p>Commentary</p> <ul style="list-style-type: none"> • The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The academy's work to enhance pupils' spiritual, moral, social and cultural development reflects the national RSHE guidelines. The Academy has recently increased its statutory hours in line with DFE guidelines. As a result we have increased the time given to PSE by an extra hour (33%). • A PSHE programme is delivered through extended tutor time. The weekly assembly rota provides opportunities for students to experience a range of wider social contexts. • The curriculum and the academy's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The pastoral team work closely with the SEND and Safeguarding staff to ensure effective 'wrap around' provision for all students and work is centred in the academy's Hub. • The academy provides high-quality pastoral support. Students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. The PSHE programme provides effective educational opportunity to develop understanding of these areas. The wider curriculum, including Science and Physical Education look to underpin this understanding. • The academy provides a wide range of opportunities to nurture, develop and stretch students' talents and interests. Students appreciate these and make good use of them. The academy has a vibrant and well attended extracurricular offer; including a range of sports clubs, puzzle club and photography club. • The academy prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. The wider curriculum helps deliver fundamental British Values, whilst the diverse nature of the academy's community is celebrated through a range of cultural and community-based activities. The Religious Studies curriculum looks to develop understanding and tolerance of all faiths and cultures. • The academy prepares pupils for future success in education, employment or training, and is a lead school for Black Country. The Gatsby Benchmarks are used to develop and improve careers provision. All students receive unbiased information about potential next steps and high-quality careers guidance. The academy provides good quality, meaningful opportunities for students to encounter the world of work. The Academy's PSE programme is well-established and delivered during extended form time. • The curriculum and the Academy's focus on routines and expectations including explicit character-building lessons have developed students' resilience and independence. This is best demonstrated in learning behaviours evident daily in each part of the 4-part lesson. • Student voice demonstrates that the children feel safe and "proud" to be part of a now successful school.

	<ul style="list-style-type: none"> • During 2023 there has been a sharp focus on improving the Academy through It's values of pride, Endeavour and Collaboration. • Enrichment is rapidly improving as a result of some key appointments in middle management there are over 40 clubs offering a range of sporting and non-sporting activities for students.
<p>Effectiveness of the Sixth Form:</p> <p>GOOD</p>	<p>Commentary</p> <ul style="list-style-type: none"> • As the academy improves more students want to stay on and join the 6th form. Students appreciate the nurturing nature of the academy and the support they receive. • The 6th form, following a period of turbulence, is now led well by it's Senior Leader and capacity has now been developed underneath him. • Attainment and progress have improved significantly in both A level and Applied General since 2019 however, there is still a need for further improvement. • Attainment improved from 18 (D) in 2019 to 24 (D+) for A Level - it is expected that progress for 2023 and 2024 will be positive. • Student outcomes are an improving three-year trajectory – the current Y13 A Level cohort are expected to achieve an average grade of a C, this was an average grade E four years ago. Applied General remains relatively stable over the same period with outcome for 2/23 expected to be a merit. • Curriculum provision is a combination of A-Level and Vocational courses, which meet the needs of our students. 42% of all 6th form students currently follow a hybrid pathway. • Curriculum review to be enacted in September of 2023 to meet the demands of DFE reforms regarding applied general courses. • The Principal and the Senior Leader have been entrepreneurial by developing the football academy and setting up the basketball academy to compliment our BTEC sport provision and recruit aggressively into they 6th form. It is expected that 60+ students will attended Year 12 in September of 2023. • The curriculum is coherently planned and sequenced towards an accumulation of knowledge and skills which prepares students effectively for future learning and employment. The proportion of students progressing to university has remained a challenge in the context of the covid pandemic, with 80% of the current Year 12 cohort having applied to university. • All students receive bespoke careers support and guidance during their time in sixth form. • There is now a clear strategy underpinning the leadership and 6th form. During 22/23 the culture became more academic and cultural norms became apparent including better engagement and focus in and out of lessons, home-working introduced and a greater sense of belonging and pride as evidenced in student voice. • Well being Wednesday was launched in September of 2022, this was successful in increasing the number of hours studied by students to meet their appropriate pathways, further development is needed to increase choice in 2023. • Teachers have expert knowledge of the subjects and courses they teach this is explicitly and expertly seen in classics, English, history, photography and computer science. • The majority of 6th form teachers are strong middle and senior leaders who are experienced and know the curriculum content and skill they deliver. • Learning walks indicate the level of challenge and expectations are in line with the curriculum vision for 6th form and the specifications of the exam courses delivered.

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| | <ul style="list-style-type: none">• The Curriculum offer is tailored to meet the needs of students within the Academy following a curriculum mapping exercise. Destination and recruitment surveys are used to build curriculum pathways appropriate to the ability and interests of the students. |
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