



Willenhall E-ACT Academy update to Walsall Council

Tuesday 27 March 2018

1. Background / introduction

- 1.1. Willenhall Academy was inspected by Ofsted in March 2017 and put into special measures in all areas. Prior to this, there were 3 headteachers over 2 years and a high turnover of staff, coupled with low expectations of behaviour and learning.
- 1.2. The DfE have visited the academy 7 times since March 2017, with each report stating the very positive steps forward the academy has taken in a short space of time. The DfE visits and reports clearly support the work of the academy leaders, the Trust, the rapid actions taken, and the time devoted to this academy.

2. Willenhall Academy Impact Indicators

Attendance/Safeguarding

- A newly appointed senior leader with responsibility for Attendance and Safeguarding has made significant progress in embedding systems to track attendance of pupils and ensure strategies to address poor attendance are being utilised by all members of the academy.
- All staff have received training on the Academy's attendance procedures and are clear in their role to raise attendance (this includes the role of Form tutors in pupil return to school interviews following absence).
- Significant reduction on internal truancy with a tiered response in place including daily truancy checks.
- Daily monitoring of register completion to support safeguarding practices.
- The attendance team has increased capacity with the appointment of three additional pastoral staff to support with first day contact, safe and well checks and tracking of PAs.
- Increased hours from external educational welfare officer (2 days per week).
- Safeguarding practices are now robust and ensure pupils are safe.
- Improved tracking system now used to inform staff training and pupil personal, social, health and cultural education programme.
- New approach to improving whole academy punctuality.

Behaviour

- A newly appointed senior leader with responsibility for Culture and Ethos has ensured that high expectations of behaviour are present, there is consistent and appropriate application of the behaviour protocols and a new rewards system recognises positive engagement from pupils.
- Significant progress in embedding systems to track pupil behaviour using Class Charts allowing the pastoral team to proactively intervene with pupils.
- All staff have received training on Class Charts and the Academy's behaviour protocol to ensure consistency.
- Significant reduction in lost learning time due to C4s (isolation).
- Increased capacity within the Pastoral team including the redefining of roles and the appointment of new staff with relevant expertise.

Alternative Provision (AP)

- The appointment of a senior leader to run AP has led to significant improvements in the provision, safeguarding practices and attendance of AP pupils.
- Provision is now in a suitable building, pupils are accessing a curriculum that supports period 8 and their individual and often complex needs are supported by a trained learning mentor.
- Increased capacity to support AP pupils including the appointment of a learning mentor, attendance officer, and two teaching staff. AP is supported by specialist teacher's travelling to the IC to deliver the curriculum.

Leadership and Staffing

- The Academy is fully staffed including a new leadership team with relevant experience and expertise to address whole academy priorities.
- All staff are engaging in both internal and external CPD/Coaching opportunities.
- Recent staff voice showed a positive view.
- Staff are now better utilised to support pupil progress (teaching groups which plays to their strengths e.g. teaching HAPs or SEND).
- Urgent action is being taken with those staff where teaching or performance is of concern.

Summary of Ofsted's first Monitoring Visit 21/22 November 2017:

- Effective action taken by the Academy
- Academy Post-Ofsted Action Plan (POAP) is fit for purpose
- Trust Statement of Action is fit for purpose
- The academy may appoint NQTs
- No additional areas to focus on
- The findings of the visit were very positive and agreed with the academy's assessment of progress so far
- 'The school's leadership has acted quickly to address the areas for improvement identified by the previous inspection. There have been marked improvements in pupils' behaviour and safety as a result of actions taken. There are improvements in the quality of teaching, although these are as yet inconsistent. Early indications suggest that pupils' outcomes are starting to improve. However, actions taken in the last school year had a limited impact on outcomes in the summer. The energy and enthusiasm of the new headteacher and other leaders to tackle the significant issues the school faces are clearly apparent. There are determination and ambition among staff to improve the school's effectiveness. Staff are supportive of leaders and are working hard to bring about the necessary changes.'
- 'The trust has prioritised the school for additional support. The school is benefiting from high levels of carefully placed support in a number of key areas. The support provided is effective and welcomed by school staff. For example, a system leader from the trust has strengthened leadership of SEN and secured additional capacity in this area of high priority. The sponsor has also provided effective behaviour management training for teaching staff. A recent audit of the school's safeguarding provision has provided external validation of the success of leaders' actions to address this aspect of the school. Staff are benefiting from sharing best practice and expertise following establishment of strong links with other local schools. The impact of support is carefully evaluated by regular meetings of the RAB.'

Overall Progress since March 2017

- New target setting strategy enabling the academy to effectively diminish differences and improve outcomes within a realistic context.
- Increased support from teaching and learning coaches to address teaching which still requires attention.
- Revised approach to lesson observations to identify specific areas of strength and area for improvement including good practice observation form to be used by those staff who still require attention (walk and talk supported observation).
- All of the academy leadership team produce half term priorities to ensure they focus on the strategic work required from their role and that the impact of their actions can be measured/actions include POAP.
- Parental engagement is more positive/social media and attendance at parent events supports this.
- Interventions plans in place for Year 11.
- Appointment of Academic Coaches (English, Maths and Science).
- Pupil Premium (PP) audit complete and PP plan in place.
- Leading Parent Partnership Award (LPPA; national scheme) registration and action plan complete.

Recommendation

3.1 Willenhall Academy needs a further period of stabilisation to fully embed the improvements and ensure teaching, and therefore outcomes, improve rapidly.

3. Next steps

- Continued intense support from the Trust and other E-ACT academies.
- RABs and regular monitoring to continue.
- Close work with parents, the local community and the LA.
- Termly monitoring visits from Ofsted.
- Termly visits from the DfE.
- Continued high expectations and improvements in attendance, behaviour, safeguarding and teaching.
- Improved outcomes for all students.

Willenhall E-Act Impact Statements

Spring 2 Half-term – Headline behaviour / rewards data

- A reduction in number of days lost to FTE (26% decrease – diff. 23.5 days) (January 2018 vs February 2018)
- Percentage of all pupils in the academy with 1+ FTE = 2.33% (less than National Average of 4.7%)
- Significant reduction in lost learning hours in C4 – WK 18=428hrs, WK 19=241, WK 20=220, WK 21=215, WK 22=174 (59% decrease (WK 18 - WK 22))
- Following C4 restructure – reduction of C4 = 40% (Autumn 2 vs Spring 1)
- Reduction in warnings (strikes) given to pupils whilst in C4 Inclusion of 53% (Week 18 vs Week 22)
- Reduction in Consequences issued (C3) reduction of 15% (January 2018 vs February 2018)
- 31,324 more rewards issued – 163% increase (Summer Term vs Autumn Term)

Spring 2 Half-term – Headline Attendance and safeguarding

- Attendance figure summer term 87.96% now 90.4%(week 21)
- SEND attendance has improved by 4.54% (term 3b 2016/17 vs term 2a 2017/18)
- EAL attendance has improved by 1.1% (term 3b 2016/17 vs term 2a 2017/18)
- PP attendance has improved by 3.76% (term 3b 2016/17 vs term 2a 2017/18)
- Increase in pupils with 100% attendance by 3% (term 2a 2016/17 vs term 2a 2017/18)
- PA reduced by 0.4% since 11/1/18
- Weekly tracker introduced to monitor register completion, only 3 incidents reported between RAB 2a to RAB 2b
- Since internal truancy procedure has been reviewed only 3 incidents recorded since Jan 2018.
- 12 cases referred to the LA for fixed penalty notices, all 12 have now received their FPN (5th March).
- 80% of pupils said their Safeguarding understanding had improved since September.
- 77% of pupils can now name all the Safeguarding team.
- 86% of pupils could give examples of the safeguarding curriculum.

Spring 2 Half-term - SEND

- 5.8% reduction in PA for SEND pupils from Autumn 2 to Spring 1.
- 13.8% increase in SEND pupils over 95% attendance.
- New SEND referral process launched on 16th Feb.
- Monitoring of EAL pupils recorded has taken place. 73 pupils were recorded on SIMS in Autumn 1 compared to 52 spring 1. Introduction of 'Bell Foundation' has refined the bands of intervention required for pupils in Y7/11 & 13. Work to continue across remaining year groups. 21 pupils now assessed as 'fluent'.
- A clear line of communication has been initiated between SEND and Alternative Provision (both IC and Shepwell). All SEND pupils at the IC now have ISPs written.
- In autumn 2 4% of the Y7 L4L pupils had a chronological reading age, compared to 63% of pupils when re-assessed in Spring 1.
- In autumn 2 14% of the Y7 L4L pupils had a chronological spelling age, compared to 56% of pupils in Spring 1.

Spring 2 Half-term – Headline Alternative Provision

- Attendance figure Autumn 2b - 58.8% Spring 3a attendance figure 63.5% - an increase of 4.7%
- AP PP attendance average for autumn 2b – 50.8% % PP attendance average for spring 3a 57.03% - an increase of 6.23%.
- AP SEND attendance average for Autumn 2b – 57.3% SEND attendance average for Spring 3a at the IC – 75.0% an increase of 17.7%
- 142 Rewards postcards issued in Sprig 3a Term 2017/2018.

Autumn 2 Half-term – Headline whole academy issues (incl. T&L, academy voice, staffing)

- Teaching and learning strongest practice observed in Creative Learning, PE, and Performing Arts where 94% or more is typically good or better.
- Introduction of Perspective and recording and monitoring system for Teaching and learning. Middle leaders are positive about this system as it aides with analysis at all levels for both middle leaders and senior leaders and is user friendly. Further training to middle leaders has been given to develop consistency.
- 5 departmental monitoring reviews taken place all show departments are making progress towards AFIs
- Outstanding teaching increased to 13% from 7%
- 100% of staff who responded felt that the CPD delivered on the most resent INST day will better equip them to do their job
- Parent voice surveys show:
 - 90% of parents feel that the Head teacher and academy team are changing things for the better
 - 92% of parents feel that interventions and opportunities in the academy are helping their child improve

Willenhall E-Act Impact Statements

<ul style="list-style-type: none"> ○ 85% of parents feel that safety has improved and that their child is now safer than ever
<ul style="list-style-type: none"> ● Pupil voice – Teaching and learning shows: <ul style="list-style-type: none"> ○ 98.5% of all questions answered had positives responses and the remaining 1.5 % were not sure. ○ 83% of pupils say they always do a do now ○ 71% of pupils say they always do an exit ticket ○ 78% of pupils know what part of the lesson they are on ○ 76% of pupils feel they are given opportunities to work independently
<ul style="list-style-type: none"> ● Introduction of English entry level (gold) for Year 10 at the AP
<ul style="list-style-type: none"> ● Reading ages Year 7: <ul style="list-style-type: none"> ○ 13% increase in pupils with a reading age above 13 – up to ○ 11% reduction in pupils with a reading age below 10 – down to 11% ○ 63% of pupils doing the Fresh Start and Progress Unit schemes now have a reading age above 11 ○ Pupils re-banded to allow the right pupils to be targeted for this intervention ○ Following the success of these schemes, year 8 and 9 are now receiving similar intervention.
<ul style="list-style-type: none"> ● Introduction of enrichment pledge for all HAPs (Yr7-11) to ensure additional opportunities are available to support our most able pupils
<ul style="list-style-type: none"> ● Yr. 10 G2G pupils now in receipt of Science intervention during Form Time
<ul style="list-style-type: none"> ● GCSE Pod relaunched: <ul style="list-style-type: none"> ○ Year 11 has gone from 4% signed up to 64% - 31.01.18 - 12.03.18 ○ Year 10 has gone from 1% signed up to 23% - As above ○ From re-launch there has been 2200 streams and downloads compared to the 2400 streams and downloads which came from one whole year of usage. (2016/17) ○ We entered the GCSE Pod games on the 7th of March and out of a total 88 schools we are sitting at 15th place

Spring 1 Half-term – Headline Pupil Progress (Yr11)

Basics 9-5 measure

- Increase in English & Maths from 13.8% to 17%
- Increase in Maths from 20.5% to 22.8%
- Increase in English from 23.2% to 25.4%
- PP students increase in English & Maths from 5.8% to 7.7%

Basics 9-4 measure

- Increase in Maths from 37.5% to 44.2%
- Increase for PP students in English & Maths from 16.3% to 20.2%
- Increase for SEND students in English & Maths from 8.3% to 11.1%
- Gender gap closing in English & Maths from residual of 11% to 9.1%

On/Above Track Percentages

- Core increase in Maths from 31.5% to 33.8% on/above track
- Non-core increases in Art (+6.7%), Business studies (+14.9%), Resistant Materials (+16.7%) and French (+28.6%).
- Non-core subjects with over 80% students on/above track include BTEC Dance (88.9%), BTEC H&SC (85.7%) and Resistant Materials (91.7%)

Spring 1 Half-term – Headline Pupil Progress (Yr10)

Basics 9-4 measure

- Increase in English & Maths from 12.1% to 15.5%
- Increase in Maths from 12.6% to 20.1%
- Increase for PP students in English & Maths from 2.2% to 6.3%
- Increase for PP HAPs in Maths from 20% to 50%

Basics 9-3 measure

- Increase in English & Maths from 29.1% to 31.2%
- Increase in Maths from 31.4% to 33.9%
- Increase for PP students in Maths from 16.7% to 20.3%
- PP vs. non-PP gap closed in Maths from residual of 26.9% to 25%

Willenhall E-Act Impact Statements

On/Above Track Percentages

- Core increase in Maths from 29.9% to 32.3% on/above track.
- Non-core subjects with over 90% on/above track include Art, BTEC Business, BTEC Dance, Resistant Materials and PE.
- Non-core increase in Art (+17.4%), BTEC Business (+35.7%) and French (+22%) on/above track.

Autumn 2 Half-term – Headline Pupil Progress (Yr9)

Basics 9-3 measure

- Increase in English & Maths from 4.8% to 11.1%
- Increase in Maths from 15% to 22.1%
- Gender gap closed in Maths from residual of 5.3% to 2.8%

Basics 9-2 measure

- Increase in Maths from 37.3% to 41.6%
- Increase for HAPs students in English & Maths from 63.6% to 86.4%
- Increase for PP HAPs students in English & Maths from 50% to 60%

On/Above Track Percentages

- Non-core subjects with over 90% on/above track include Spanish (94.9%) and PE (92.2%).
- Non-core subjects with over 10% improvement against summer results include PA and PE.