

Headteacher's report to the governing body



Name of school:	Top Valley Academy
Period covered:	3 rd September – 22 nd October 2015
Numerical information	

Pupil progress

Year 11 (October 2015 formal mock examinations and October 2015 teacher assessments)

All students

Measure	Base	AP1	AP2	AP3	Trust Target
	(Y10)				
Progress 8	-0.12	-0.42			0 - -0.5
Attainment 8	D+	D			C
5A*CEM	36%	33%			44%
3LOP En	64%	55%			60%
4LOP En	19%	13%			22%
3LOP Ma	61%	50%			51%
4LOP Ma	14%	9%			16%
English A*-C	54%	49%			60%
Maths A*-C	58%	49%			66%
Ebacc	8%	16%			32%
VA	1002	975.41			1000

Pupil Premium students

Measure	Base	AP1	AP2	AP3	Trust Target
	(Y10)				
Progress 8	-0.28	-0.73			0 - -0.5
Attainment 8	D	D-			C
5A*CEM	27%	24%			44%
3LOP En	52%	41%			60%
4LOP En	11%	7%			22%
3LOP Ma	50%	38%			51%
4LOP Ma	8%	6%			16%
English A*-C	44%	37%			54%
Maths A*-C	45%	66%			62%
Ebacc	17%	11%			32%
VA	988.04	953.34			1000

AP1 indicators reflect two strategic priorities from this early mock examination based on a "hard mark" approach: 1) early identification for intervention as outlined in the Y11 Intervention Strategy within the School Improvement Plan 2) ensure students do not become complacent as a result of generous marking early in the strategy.

Pupil numbers

Year	03.09.15	22.10.15	Due to start (02.11.15)	On Spreadsheet (still to be interviewed)	Projection if all places are taken
7	163	165		1	166
8	158	163		5	168
9	132	136	1	3	140
10	95	97	1	4	102
11	129	133	2	5	140
ws	677	694	4	18	716

As noted in the October Headteacher report, numbers continue to climb (these projections indicate a combined total of 39 students for this academic year to date) and I pleased to report this high volume of new students continues to be positively embraced by all staff.

Attendance and punctuality

Year group	Attendance			Punctuality		
	%	Key stage	%	No	Key Stage	No
7	96.96	3	94.55	29	3	104
8	95.33			26		
9	91.37			49		
10	90.95	4	91.77	44	4	107
11	92.58			63		

Year to date whole school figure – 93.81% (dropped from 94.21% last week). 34 students late on average per week (5% late on average per week). The Academy continues to work to address issues related to punctuality.

Personal development, Behaviour and Welfare

Exclusion

Year group	Fixed term			Permanent exclusion		
	No	Key stage	Common reasons	No	Key Stage	Common reasons
7	2	11	<ul style="list-style-type: none"> Verbal Abuse/Threatening behaviour against a pupil Shop Lifting 		1	
8	3		<ul style="list-style-type: none"> Verbal Abuse/Threatening behaviour against a pupil Shop Lifting 			
9	6		<ul style="list-style-type: none"> Verbal Abuse against an Adult & Student Shop Lifting Verbal Abuse/Threatening behaviour against a pupil Verbal Abuse/Threatening behaviour against a pupil & Bullying 	1		<ul style="list-style-type: none"> Verbal intimidation towards staff, and a continued lack of respect towards the school and its staff.
10	4	6	<ul style="list-style-type: none"> Verbal Abuse to a MOS Persistent Disruptive Behaviour 		2	
11	2		<ul style="list-style-type: none"> Physical Assault against a Student Persistent Disruptive Behaviour 	2		<ul style="list-style-type: none"> Verbal Abuse/Threatening behaviour against a pupil Persistent Disruptive Behaviour

The use of exclusions continues to be low and is most commonly used for persistence after lengthy academy based intervention. It is also worth noting that both of the permanent exclusions in Y11 are for students who are categorised as 'in-year transfers'. In addition the Academy has already run 2 Saturday school detentions (as an alternative to fixed term exclusions) with 100% attendance at both.

Low Level Disruption Strategy

Year Group	C1	C2	C3	C4	C5	Total by Year Group	Percentage of C5s by year group (as a total of Cs for year group)
Year 7	271	46	40	26	13	396	3.28%
Year 8	513	191	130	40	13	887	1.46%
Year 9	369	237	106	104	42	858	4.89%
Year 10	227	110	31	50	42	460	9.13%
Year 11	92	60	32	49	30	263	11.4%
Total Cs	1472	644	339	269	140	2864	4.88%

The Outward Grange low-level behaviour framework was introduced into the Academy last year on a trial basis following research into effective models to eradicate low level disturbance. The trial was judged to be effective by both staff and students and formally introduced into academy policy this year. As such the above data should act as a baseline through the year to monitor improvements. It should also be noted that the high number of C 1 and 2s reflects the staff's collective ambition to intervene early using this warning system and at this point I am pleased to report the system is being used consistently across all departments and year groups. Governors may wish to receive a more detailed update and breakdown later in the year as an agenda item.

Level of students with Special Educational Needs and Disability

Year	SEN	SEN as a %
Year 10	18	18.56
Year 11	26	19.85
Year 7	39	23.64
Year 8	34	20.86
Year 9	23	16.91
Totals	140	20.23

The Academy is currently developing a pilot to develop independence and improve progress through the use of an SEN Toolkit that pilot students will carry with them in a "special bag". The rucksack will include: a Tablet connected to the Academy system; a Dictaphone to record teachers' instruction; a phonics dictionary; and a range of other resources to aid individual students and their learning. The pilot group will be drawn from year 8 and in particular students from within the EAGLE Project.

English As a Growing Language (The EAGLE Project)

The EAGLE centre was initiated in September 2015. The tutor group is cross phase from years 7-11 and at that time consisted of 5 full time EAGLE students and 27 other students who use the centre part time. Many are EAL students although there is a cluster of year 7-9 SEN students who struggle with literacy skills. Since its start the group has slowly grown and after half term will stand at 40 students; of which 8 will be full time EAGLES. The EAL full time students (EAGLES) have lessons delivered by a variety of teaching staff and where possible this is achieved in teaching teams of two qualified teachers.

There is a degree of curriculum freedom for teachers, however, they are expected to complete a review sheet and try to focus their lesson around one of the grammar objectives provided. Part-time EAL students (nicknamed FALCONS as they have begun to 'Fly the Nest') receive some in class support and occasional withdrawal to work on specific skills. The SEN students (HAWKS) receive focussed literacy intervention for approximately 6 lessons/week (instead of attending History, Geography and MFL). Each student is working their way through a traditional reading scheme and one member of staff, alongside two volunteers, listens to students read regularly.

It is proposed that two of the full time EAGLES will begin attending Maths lessons after half term having made good progress in this specialised pilot resource.

Attitudinal results

Staff

Staff respondents improved on the previous year from 56 (2014) to 74 (2015). Below are the summary figures below with a comparison against 2014 if required (some positive and some not):

- 97.3% of staff are proud to be a member of the Academy.
- 93.3% of staff, **an increase of 4.1%** from 2014, are satisfied in their work.
- 89% of staff feel their contribution is valued (**down 5.4%** from 2014)
- 88% of staff feel part of the school community (**down 5.1%** from 2014)
- 69% feel that the Academy helps to maintain a good work life balance (**down 4.3%** from 2014)
- 82% are NOT planning to leave their job (**2%** more than in 2014)
- 96% enjoy working at the Academy (same as 2014)

- 99% understand the goals of the Academy and what the Academy is trying to achieve.
- 96% of staff feel involved in what the Academy is trying to achieve (**down 2.2%** from 2014)
- 95% feel that the Academy is well regarded by the local community
- 97% feel that the Academy has a good relationship with parents (**up 0.9%** from 2014)
- 92% of staff feel that the Academy meets the expectations of carers/parents (**down 4.5%** from 2014)
- 85% of staff believe that the Academy has a positive approach to healthy eating (**down 2.4%** from 2014)
- 97% believe there is a caring ethos at the Academy (**up 2.7%** from 2014)
- 95% believe there is a good relationship between teachers and pupils (**down 1.8%** from 2014)

- 92% of all staff (**down 2.7%** from 2014) and 100% of middle leaders feel the Academy is well led by senior leaders
- 86% of staff feel that governors do an effective job (**down 8.1%** from 2014)
- 92% feel that the Academy runs smoothly on a daily basis (**down 6.3%** from 2014)
- All staff believe children are safe in the Academy 55% strongly agree.
- 91% of all staff (**up 4.8%** from 2014) feel well supported by management
- 81% of staff (**up 9.7%** from 2014) feel their opinions are sought and listened to
- 61% of all staff feel involved in the decision making in the Academy (**up 1.9%** on 2014)
- 92% of staff (**down 6.3%** from 2014) feel that cover arrangements are effective
- 84% of staff (**up 3.4%** from 2014) agree they receive constructive feedback about their work

Students

The 2015 survey included the responses from 454 pupils (51% male, 49% female). The percentage year groups were Y7 32.8%, Y8 31.3%, Y9 10.8%, Y10 9.7% and Y11 15.4%). 25% of respondents were FSM. 93.4% of respondents have internet access at home, an increase of 0.7% from 2014.

Be Healthy	total agree 2014	total agree 2015	+/-
Top Valley Academy helps me lead a healthy lifestyle	67.3%	72.4%	5.1%
Top Valley Academy encourages me to eat healthy food	58.1%	62.4%	4.4%
Top Valley Academy encourages me to exercise regularly	64.0%	70.3%	6.4%
I know how to look after my personal health	90.5%	93.7%	3.2%
The toilets are clean and free of graffiti	18.2%	23.1%	4.8%
I can easily get water to drink at school	72.0%	78.9%	6.9%
Top Valley Academy is kept clean and free from litter	31.8%	28.9%	-2.9%
Top Valley Academy rewards pupils	83.2%	91.5%	8.3%

Stay Safe	total agree 2014	total agree 2015	+/-
I feel safe at Top Valley Academy	85.7%	84.7%	-1.0%
I know where to go/what to do if I feel unsafe or unhappy	87.5%	88.2%	0.7%
Top Valley Academy deals well with bullying & cyber-bullying	76.5%	73.7%	-2.8%
Top Valley Academy deals well with racial and homophobic incidents	79.7%	80.4%	0.8%
I know how to stay safe when using the internet	97.3%	96.8%	-0.5%
Top Valley Academy makes sure I am well behaved	87.0%	88.2%	1.3%

The following have helped improve safety at Top Valley Academy (please tick all that apply):	2014	2015	+/-
Peer Counsellors	36.5%	22.3%	-14.2%
SHARP system	45.9%	31.2%	-14.7%
Police Community Support Officers	31.6%	31.6%	0.0%
Staff on duty	60.9%	71.3%	10.4%
SAFE SID tutor campaign	41.1%	34.3%	-6.8%
Support Centres	35.5%	47.2%	11.7%

Enjoy & Achieve	total agree 2014	total agree 2015	+/-
I enjoy attending Top Valley Academy	79.1%	83.4%	4.4%
I am doing well in my lessons	88.2%	92.6%	4.3%
Teachers expect me to work hard and do my best	93.1%	93.7%	0.6%
Teachers try to make lessons fun and interesting	58.0%	70.1%	12.1%
I get enough support with my learning	76.2%	81.4%	5.1%
I know where to go/what to do if I need help with my learning	80.5%	83.3%	2.8%
Homework is set regularly	83.0%	93.5%	10.5%
My teachers regularly share learning objectives with me	75.7%	80.0%	4.3%
My teachers regularly tell me how well I'm doing in class	67.9%	62.3%	-5.6%
My teachers mark my work regularly	73.3%	80.3%	7.0%
My teachers give me useful feedback on what I have achieved/done well and what I still need to do to improve	76.8%	83.3%	6.4%
I receive useful information about my progress and my targets	74.3%	79.7%	5.4%
My teachers share my target grades with me	78.7%	78.6%	-0.1%
Top Valley Academy deals well with poor behaviour	78.1%	77.2%	-0.9%

Make a Positive Contribution	total agree 2014	total agree 2015	+/-
There are a variety of clubs and activities to do at lunchtimes	71.9%	69.6%	-2.4%
There are a variety of clubs and activities to do after school	74.6%	84.5%	9.9%
I get involved and take part in my lessons	84.4%	89.6%	5.2%
Top Valley Academy listens and cares about what students have to say	70.2%	75.8%	5.6%
There are chances for me to be rewarded when I do well	76.7%	86.6%	9.9%
I am proud to be a student at Top Valley Academy	81.4%	87.6%	6.2%

Economic Wellbeing	total agree 2014	total agree 2015	+/-
Top Valley Academy is helping me prepare for the future	83.0%	89.6%	6.6%
Doing well at school is important to me	91.7%	94.3%	2.6%
Attending school every day is important	90.4%	95.5%	5.1%
Attending school on time is important	85.6%	92.7%	7.1%

Staffing

There are two long term absences to report. One is related to the individual employee undergoing hospital treatment, although I am pleased to report the employee will be returning from HT2 on a phased return until a scheduled operation in December. From this further absence will be anticipated. The second relates to ongoing support of an employee's spouse, who will continue to be supported by a critical care team until December, following a routine operation that led to complications. Again, I am pleased to report the employee intends on returning in HT2 part-time.

Short term absence is low and supply infrequent. Where supply has been used this has been for planned extra-curricular events i.e. curriculum discovery day, and three year 5 transition days.

Equality incidents

There have been two reported incidents both related to Gender Identity.

Safeguarding and Child Protection Referrals

There have been no Child Protection referrals made.

- All teaching and support staff completed their 3 yearly training refresher through an NSPCC online course (last training was April 2013). Any remaining staff who have yet to complete (due to prolonged absence before the half term break) will be picked up within the first two weeks after half term.
- All SLT, plus the Finance Manager have completed Safer Recruitment training (also via the NSPCC website). The HR Manager will complete this before Christmas.
- Sue Matthews and Phil Owen (Safeguarding and Child Protection workers) have completed training to deliver statutory safeguarding training to staff. They will be delivering basic training to premises staff, catering, lunchtime supervisors and cleaners, which started with a group on the INSET day.
- SKL and KVN completed a partnership review of the safeguarding practice at Quarrydale Academy.
- The Academy has introduced Impero software to our computer systems, which detects and flags terms related to safeguarding and child protection (including radicalisation).

Planned for half-term 2

- DSL network meeting (Nottingham City Safeguarding Children Board)
- Safeguarding governor visit (date TBC)
- Remaining staff complete safeguarding refresher training

Policy compliance

- Safeguarding and child protection policy has been updated and approved by governors on 29th September. The policy has been circulated to all staff.

Planned for half-term 2

- Policies to be ratified by governors: Admissions Arrangements (16-17), Attendance, Behaviour, E-Safety, Medical Treatment of Pupils, Staff Social Media.
- CAT Code of Conduct to be circulated to all staff.

School Improvement Plan

Draft vision developed by the Senior Leadership Team for consideration by the Local Governing Body on 11th November 2015.

Top Valley Academy is committed to ensuring its pupils successfully learn in a rich and diverse learning community.

We believe all students are entitled to a highly inclusive education in a respectful, tolerant and welcoming culture. This reflects our ethos which is built on the four principles of: pride, opportunity, respect and belief. We want all children to learn, flourish and be well equipped socially, emotionally and academically to successfully take the next steps into adulthood.

This vision will be further enhanced as the community reaps the benefit of a new school building in 2017, therefore ensuring that Top Valley Academy, a good school, with a good culture and outstanding achievements, is the destination of choice for families in the local community.

Strategic Priorities

Following the detailed self-evaluation form presented to the Local Governing Body in October, it was agreed the emerging themes would be reduced to clear aims and a small number of key strategic priorities.

Aims:

- To be the Secondary School of choice for the Top Valley Community
- To be judged as 'Good' by Ofsted at the next inspection on its journey to 'Outstanding'

By increasing the proportion of:

1. Students achieving 5A*CEM by the end of KS4.
2. Students (and all groups), making expected and more than expected progress by the end of KS4 so that all progress in mathematics compares favourably to the national average.
3. High ability students on entry making expected and more than expected progress in all subjects by the end of KS4 so this starting point compares favourably to the national average.
4. Students with Special Educational Needs making progress socially, emotionally and/or academically to better prepare them for the next phase of education.
5. Pupil Premium students making expected progress, by the end of KS4 in all subjects.

The use of Y7 Catch-up funding

All students in receipt of catch up for numeracy will be attending an intervention session on Monday period 6 with Tim Pickup. (Catch up money will be used to invest in a range of strategies /resources such as Numicon to use with these students and pay for cover if necessary for TPU to observe excellent practice in primary school of teaching maths at a lower level)

- 3c on entry students in maths and English will be receiving one to one tuition twice a week for the rest of the year (9 students) - £1600
- 10 3a students in English will receive an intensive 6 week programme designed to building reading and vocabulary skills (£3600)
- Also been used to purchase weekly school newspapers to encourage students to read student friendly texts - £1500
- Below level 3 in English receiving bespoke support through personalised timetable and AHW / JSM

Key year group updates

Year 7

The majority of students have generally settled in well. There has been a low rate of Cs recorded in the C system as expected and a number of parent meetings have already taken place where pupils' starts have not been positive.

There has been one exclusion in year 7 already - a third parent meeting is happening on the first Monday back after half term as parents are exploring alternative provision for their child. Attendance is good and students are responding well to the initiatives around this (finished the half term on 96.85% - just slightly under the target of 97%).

The settling in evening where parents meet their child's tutor was well attended - 73%, and 64% of parents have signed up to class Dojo - an app which allows the head of year and tutors to communicate directly with parents. As another way to improve parental engagement, our first year 7 newsletter is due to be sent home in the first week back. A number of extra-curricular activities are in place and a record number of students have signed up for music lessons, choir and dance academy. In addition to this, tutors will be running extra-curricular sessions on a Friday during tutor time, with the option of students staying after school. Friday clubs include basketball, dodgeball, choir, crafts, drama, chess and debate mate. These will start in half term 2.

Students have responded well to theme days including Roald Dah Day through English and Design a Country as part of the drop down days. Project style homework, a big success in geography last year, is being trialled in English - a homework celebration event will take place on Friday 6th November, allowing students to share their homework with the rest of the year group. Miss Morley is also running homework "Selfie" postcards to raise the profile of homework with parents and pupils alike, and a rewards system to promote attendance and extra-curricular clubs. A number of intervention strategies are also due to start in half term 2: catch up literacy and numeracy; one to one support twice a week for students who are level 3 on entr., and "Sound Training" - a weekly small group intervention for level 3 on entry students to boost their reading skills. A Monday Maths weekly group will also start to meet in half term 2 for all students who came into the Academy with their maths at level 2 or below. The competition to read a million words and win a bike is also gaining momentum and encouraging our more able students to read more, and use Accelerated Reader. More work will be done in half term 2 to get less able students reading more and using Accelerated Reader.

Year 11

Attendance of the main cohort in HT1 was 95% and 76 students have attendance above 97%.

- All students in the main cohort had an individual academic review with SKL, TMK or KVN within the first week back to review summer mock results and discuss preparation for the October mocks. Attendance at these meetings was 85%. Follow up meetings are planned for the first week back after half term.
- Co-ordinated revision timetable launched for the mock exams with a reward incentive for attendance. Revision cards were given to students and on attendance at two sessions, they could place their card in the tombola for a prize draw.
- At the halfway point, there were 64 completed revision cards and at the end of the mocks an additional 84 revision cards.
- Assemblies have covered the following: Introduction to HOY, careers, revision/memory techniques, preparation for mocks.
- Futures interviews for priority one cases have started and specific students have been signposted to an additional careers advisor (voluntary).
- Outward Bound trip (28th Sep-2nd Oct) attended by 35 students.
- Mock exams (12th – 19th Oct) – attendance during this period for the entire year group was 94.6%.

Planned for half-term 2

- Second round of academic review meetings following mock results
- Timetable adjustments, including subject withdrawal and intervention
- Y11 parents evening
- Focus on post-16 applications
- Subject-specific drop down days to support completion of controlled assessment
- 17th December – Mindset for exams workshops (revision techniques, stress, time management, positive mindset) delivered by Live N Learn in preparation for January mock exams

Whole school developments

Transition

The Academy's transition strategy continues to grow from strength to strength. During this period there has been extensive work carried out as described below. In addition, I have begun to work my way around our Primary schools formally introducing myself as the new Headteacher of Top Valley Academy.

Year 6 Curriculum Discovery Day (Wednesday 23rd September)

All five 'feeder schools' (totalling 200 Year 6 pupil), attended a day long workshop to discover more about the TVA curriculum. 120 students returned in the evening to show their parents what they had learned throughout the day as part of 'Open Evening'.

Workshops:

- Myths and Legends (Maths and English)
- Discovering Volcanoes (Science)
- Sports Science (Physical Education)
- The Spanish Armada (Languages and History)
- TVA Ceramics (Art)
- Dance Academy (Dance)
- Matilda (Drama)
- If you go down to the woods today! (Geography)
- At The Movies (ICT)
- The F1 Challenge (Engineering)

Year 6 Open Evening (Wednesday 23rd September)

400 parents and Y5/Y6 students came to TVA to find out about the Academy.

Year 3 Indoor Athletics (Wednesday 7th October)

The weather was wet but children came in excited, enthused and ready to compete. The events the Year 3 Athletes took part in were obstacle, hurdle and sprint relay races, as well as the field events long jump, seated throw and speed bounce. All of the schools were cheering their teams on, providing an excellent atmosphere for the competing pupils. The results were close in the end but the winning school was Henry Whipple, who cheered and smiled as the results were announced. Rise Park, Stanstead, Henry Whipple, Westglade and Robin Hood were all in attendance with 200 Year 3 students coming from across the schools.

Miss Smyth said:

'It was a great morning, all of the pupils competed with enthusiasm and lots of energy which was lovely to see. The event was a huge success. I would like to thank the Year 10 GCSE PE students who helped to run it and did a fantastic job!!'

Primary pupils also clearly enjoyed the event, Year 3s said about the day:

"The best bit about today was all of it!"

Chloe from Stanstead School

"I am really excited for my race. It's the 14th relay"

Ralph from Henry Whipple

"It was the best day ever!"

Nevaeh from Robin Hood

"We love the obstacle race best"

Dylan from Henry Whipple

Year 5 Forensic Science (Tuesday 13-15th October)

Year 5 pupils from local primary schools have been visiting the Academy this week to solve the murder mystery of Charlotte Dymond. They have worked hard to investigate the crime with both their teachers and Top Valley staff to prepare the facts and evidence for a courtroom scenario. This determined whether or not the suspect, Mathew Weeks, was guilty.

Miss Walden, Senior Strategy Manager for Transition and Marketing said:

"What a brilliant week! It is great to have Year 5 up at the Academy again working in the English, Maths and Science Departments. I love seeing the Year 5s don the costumes and take their roles seriously."

In Science pupils carried out two experiments: simple chromatography and pH testing. This established whether Matthew Weeks can be linked with the evidence that the police have to place him at the scene of the crime.

All five feeder schools (Rise Park, Stanstead, Henry Whipple, Westglade and Robin Hood) year 5 students (180) came for a morning of 'Forensic Science' led by the maths, English and science departments.



"I liked mixing up the chemicals, it was interesting."
Cameron – Rise Park



"I know how they take finger prints now!"
Karla - Robin Hood

'I feel like a scientist with my white coat and goggles on.'
Abigail – Rise Park

In English, pupils gathered the information from the poem and produced news reports with key witness statements and information about clues.

"It's been awesome being a reporter."
Emre - Rise Park

"It's exciting and worrying at the same time because we don't know who has been killed!"
Katie – Robin Hood

In the maths department, pupils worked with 'Chief Inspector Steel' in 3 teams of police officers to investigate information on:

- The victim – code breaking/problem solving
- The suspect – four operations of number
- The crime scene – using coordinates in four quadrants

Each group found information for the three categories, then reported back as investigating police officers to the courtroom.

"I loved being a detective; it has been great fun!"
Trae – Rise Park

"Interesting! The murder scene is so realistic!"
Dylan - Robin Hood

We look forward to welcoming year 5 again for the Culture week in January.



Dance Academy Auditions

Auditions were held for Year 4 students upwards the first week of October. 60 students auditioned for only 20 places so a new Dance Academy was created to accommodate the swell in numbers.

Each of the 6 Dance Academies are now full (apart from the Boys Breakdance Academy) which means over 160 students are engaging in 2 hours of dance on a weekly basis in the Top Valley community, from age 8-16.

Mastery update

The new year 7 curriculum has been launched with two key aims:

1. To ensure that the essential skills that pupils need by year 11, are mastered from year 7 and then reinforced over the next 4 years;
2. To ensure that assessment without levels is embedded. This guarantees that all assessment is diagnostic and linear – pupils cannot simply jump into the next band or level without first grasping all the skills in their current block. All subjects volunteered to be part of this pilot programme and so this is now being delivered across the entire year 7 timetable.

All parents have been given a copy of the new curriculum and ASK grids, all pupils have been issued with new targets, and all baseline assessments have been completed in every subject.

Term one of the 'mastery curriculum' is currently being evaluated through line management (there are a set of standardised questions which are currently being explored with all subject leaders) in preparation for the creation of Term two.

New school day

The new school day has been positively received by students and staff. Over HT1 we have now gained an additional 18 hours of curriculum time per pupil as a consequence of the change.

Line management arrangements

The line management of the curriculum is now spread across all of SLT following the leadership reorganisation in the summer term. This additional capacity has allowed for increased challenge and support and a closer working relationship between SLT and subject leaders.

This has ensured that all subject leaders have conducted a verified scrutiny of year 11 books (as a minimum – English and maths have conducted two further scrutinies) and have taken part in a verified learning walk with their SLT line manager; thus widening their own knowledge and accountability. Any actions arising from these are agreed and then reviewed. An example of good practice from this is where a year 11 learning walk in maths highlighted a passive climate for learning in one NQT's classroom. As a response to this the NQT's mentor was asked to conduct a session with the NQT to address this. The Subject leader and SLT line manager then agreed to re-visit the learning walk to see if this was rectified and were able to record that this problem had indeed been eradicated.

Work scrutiny and moderation.

As part of the scrutiny of marking and assessment, all teams have highlighted key actions to be addressed and have agreed when these will be reviewed. The Senior Deputy Headteacher has then verified a cross-section of these to ensure that there is consistency across SLT.

Pleasingly, key actions have tended to be around minor issues such as the standardisation of the colours being used for feedback and response marking, and ensuring all staff are fully addressing the presentation policy – these may seem minor areas but the Academy is committed to the belief that this consistency around colours aids pupils in understanding how to use their feedback and allows all subjects to easily and obviously demonstrate how their use of marking and assessment aids progress. The push on presentation is equally vital if the Academy is to demonstrate that all pupils take pride in, and value, their curriculum – something which is intrinsic to our ethos and which is a key component of the new Ofsted framework.

There was only one subject area where deeper concerns were raised and the subject leader has understood and accepted these and the subject policy has been amended to reflect this. All actions will be reviewed in the scrutiny of year 9 and 7, both of which are timetabled for HT2.

Trust Moderation Day

In addition to the internal quality assurance which has taken place, all subjects (other than Engineering) have participated in an external moderation process via the trust. This has focused on year 11 mock exams, year 11 marking and assessment, and year 9 marking and assessment in line with our own internal QA timetable. This will help to ensure that the Academy sustains its rating as 'accurate' from the LA, when it comes to KS4 predictions.

Subject leaders have given feedback that this was a positive and useful event and have already requested additional opportunities to meet with their counterparts from South Nottinghamshire Academy.

CPD, Transform, Coaching for Quality Assurance, Subject Specific Quality Assurance

The CPD schedule for the year has been designed. Three key whole school priorities for teaching and learning were set as:

1. Marking and assessment
2. Differentiation
3. Building a positive climate for learning.

Sessions have been timetabled to address these whole school issues; one has taken place on differentiation and an external provider has been booked for December to target the underachievement of boys. Other sessions will focus on gifted and talented pupils, the climate for learning, as well as e-safety and whole school literacy needs. All staff will also be given the opportunity to identify individual CPD needs during the Appraisal process. The Exams Officer has also coordinated exam specific departmental CPD requests – accessing this training was a key success factor last year.

Through extensive consultation with Transform, the Coaching for Quality Assurance programme has been re-worked. It received positive feedback from all participants last year and the increase in school outcomes is a measure of its success but it has now been further refined to give it more of a departmental role to ensure two things - the increased accountability of middle leaders within the process, and secondly to ensure that areas for development align more closely to departmental needs (be these identified through analysis of summer performance, QA, or internal data collections) in order to further impact on pupil progress and outcomes.

The role of a coach within the process is something that will be further enhanced and substantial further training will be delivered on this aspect. The programme is being re-launched firstly to middle leaders on the 11th Nov. Phase two – a review and further refinement following phase one - will be launched on the inset day on 1st Feb.

Further involvement with Transform has included the primary liaison network – attended by the Head of Year 7 who has brought back curriculum resources in year 7 English and maths; work beginning with the Head of English exploring the role of SLE; and the SDHT's participation in the Teaching and Learning Focus group. All of our 7 NQTs have also attended the first session of the Transform NQT Getting to Good programme. These have all offered individual development opportunities for all involved and are all being used to ensure that the quality of teaching and learning in the Academy continues to develop and improve further.

The next three Subject Specific Quality Assurance Reviews have all been timetabled and agreed with Subject Leaders; Spanish, Geography and Science.

The Heads of English, maths and history have all got live QA response plans in place to specifically target and address key findings from the reviews. The English and maths plans are all ragged as these have now been live for a term so it is clear to see how progress against these targets is being delivered. All three heads of department have consistently and assuredly spoken about how beneficial and worthwhile the process has been for them - both as individual leaders and for their departments.

Therefore, we are confident that the forthcoming reviews will be equally beneficial.

All subject leaders have completed their analysis of summer performance reviews. These have all been validated by line managers and all subjects have an individual response plan in place to address how they will further drive improvement across all year groups this academic year.

British Values curriculum initiative

Students came back to school and participated in a two hour workshop exploring the fundamental British values. They learnt about what they were, what they meant and why they are important. They developed their understanding of the fundamental British values by looking at them in relation to other countries with different values to ours. This was followed up by some display work from the year 7s and will be revisited on the first day back after half term. Students will complete a quiz on the fundamental British Values to receive their British Values badge.



Drop Down Days:

In light of changes to the school day, and the 25% increase in formal lessons this year, the Academy introduced 'drop-down days' to ensure the Academy continues to be compliant in its PSHE, RE and Citizenship requirements. We believe that offering these in a creative theme based way deepens students' participation, understanding, and learning in these vital areas as by spending a whole day in interactive sessions they are able to explore concepts to a much deeper level than would ordinarily be possible.

There are 6 days planned through the year, these are: 1. Democracy, 2. Rights and Responsibilities, 3. Relationships, 4. Faith, Morals and Ethics, 5. Law and Finance, 6. S.I.D

There are also a group of Roving Reporters (across years 7-10) who have a special role during Drop Down Days: they spend the day interviewing staff and students to capture and record the highlights of each event for the newsletter and website film.

Drop down day 1 – Democracy (the student newsletter attached offers a good overview of the day)

- Year 7 – Design your own country
- Year 8 – Mock election
- Year 7/8 reward trip – Council house and Riverside Bulwell, Democratic Dilemmas
- Year 9 – Trip to Galleries of Justice (suffragettes)
- Year 10 – Government for a day (external provider – Political Education for Students)
- Year 11 – Science controlled assessment

Dates to note for Governors

Dates highlighted in YELLOW may be of particular interest for Governors. Please let me know in advance and I will make any arrangements necessary.

Day	Date(s)	Time	Event
Wednesday	25 November 2015	4.00 – 7.00 pm	Yr 11 Parents' Evening
Thursday	10 December 2015	6.30 – 7.30 pm	Carol Concert
Friday	11 December 2015	Full Day	Christmas Jumper & Bobble Hat Day
Thursday	28 January 2016	4.00 – 7.00 pm	Yr 7 Parents Evening
Monday	1 February 2016	Full Day	INSET DAY – school closed to pupils
Thursday	4 February 2016	7.00 pm	Performing Arts Showcase - Parents
Friday	5 February 2016	7.00 pm	Performing Arts Showcase - Parents
Monday	7 March 2016	4.00 – 7.00 pm	Yr 8 Parents' Evening
Wednesday	30 March 2016	4.00 – 7.00 pm	Yr 10 Parents' Evening
Friday	1 April 2016	Full Day	INSET Day – school closed to pupils
Thursday	12 May 2016	4.00 – 7.00 pm	Yr 9 Parents' & Options Evening
Monday – Friday	9 May 2016 – 17 June 2016	Full Days	GCSE Examination Time (Provisional)
Thursday	7 July 2016	6.00 – 7.30 pm	Yr 6 Parents' Evening
Friday	8 July 2016	TBC	Prom 2016
Monday	25 July 2016	Full Day	INSET Day – school closed to pupils
Tuesday	26 July 2016	-	First day of the summer holidays