

## Headteacher's report to the governing body

Name of school:	Top Valley Academy
Period covered:	19 <sup>th</sup> January – 23 <sup>rd</sup> February 2016
Numerical information	



### Pupil progress

Year 11 (January assessment point 2)

GREEN	On target or above
AMBER	Within 10% (3LP) or 5% (4LP) & 5% Attainment measure
RED	Below by more than 10% (3LP) or 5% (4LP)

#### All students

Measure	Base (Y10)	AP1	AP2	AP3	Trust Target
Progress 8	-0.12	-0.42	-0.15		0 - -0.5
Attainment 8	D+	D	D+		C
5A*CEM	36%	33%	44%		44%
3LOP En	64%	55%	68%		60%
4LOP En	19%	13%	13%		22%
3LOP Ma	61%	50%	57%		51%
4LOP Ma	14%	9%	11%		16%
English A*-C	54%	49%	57%		60%
Maths A*-C	58%	49%	52%		66%
Ebacc	8%	16%	18%		32%

#### Pupil Premium students

Measure	Base (Y10)	AP1	AP2	AP3	Trust Target
Progress 8	-0.28	-0.73	-0.44		
Attainment 8	D	D-	D		
5A*CEM	27%	24%	34%		
3LOP En	52%	41%	54%		
4LOP En	11%	7%	6%		
3LOP Ma	50%	38%	45%		
4LOP Ma	8%	6%	8%		
English A*-C	44%	37%	45%		
Maths A*-C	45%	66%	43%		
Ebacc	17%	11%	11%		

Assessment Point 2 follows the second round of formal mock exams during January 2016. It is pleasing to report that a number of key indicators continue to move in the right direction:

#### All students

- ✓ Progress8 improved by 0.27 and is now within 0 - -0.5.
- ✓ Attainment8 improved by the equivalent of 1 sub-level moving from a D to a D+.
- ✓ 5A\*CEM improved by 11 percentage points to 44% and now set to achieve the Trust target.
- ✓ 3LOP English improved by 13 percentage points and now above the Trust target and indicating to be in line with national average (2015).
- ✓ 3LOP Maths improved by 7 percentage points and now above the Trust target. However, this continues to be a key challenge until such time that it is in line with national average.
- ✓ 4LOP Maths improved by 3 percentage points and now within 5% of the Trust target.
- ✓ English A\*-C improved by 8 percentage points and now within 3 percentage points of the Trust target.

A small number of measures remain a concern.

- ❖ 4LOP English has remained static and still well adrift of the Trust target by 9 percentage points.
- ❖ Maths A\*-C improved by 3 percentage points but is still 14 percentage points away from the Trust target.
- ❖ Whilst there has been a 2 percentage point rise in Ebacc this is still well adrift of the Trust target by 14 percentage points.

#### Pupil Premium

We have noted internally that the previous PP tracking against the Trust target was actually assessing against 'all students' and not PP. We are currently reviewing the targets and will report the RAG analysis against these at a later date.

- ✓ Progress8 improved by 0.29 points and is now within 0 - -0.5.
- ✓ Attainment8 improved by the equivalent of 1 sub-level moving from a D- to a D.
- ✓ 5A\*CEM improved by 10 percentage points.
- ✓ 3LOP English improved by 13 percentage points.
- ✓ 3LOP maths improved by 7 percentage points.
- ✓ 4LOP maths improved by 2 percentage points.
- ✓ English A\*-C improved by 8 percentage points.

A small number of measures remain a concern.

- ❖ 4LOP English decreased by 1 percentage point.
- ❖ Maths A\*-C sharply decreased from assessment point 1 by 23 percentage points.
- ❖ Ebacc remains static at 11%.

## Y11 strategic Improvement Drive (highlights)

- **Attendance intervention**

Attendance of the main cohort in HT3 (cumulative) was 93.97% (95% HT1, 94% HT2) and 59 students have attendance above 97% (53 HT2, 76 HT1). This was correct on 5<sup>th</sup> February 2016.

- **8am revision sessions for mock exams (11<sup>th</sup>-20<sup>th</sup> January 2016)**

A total of eight 8am revision sessions were put on, including breakfast, for 9am exams during the January mock exams with a total attendance of 206 across all sessions.

- **Raising boys aspiration session (27<sup>th</sup> January 2016)**

Following the January mocks, a total of 19 boys were invited to attend an after school session to raise their future aspirations (12 attended, 7PP). All were below target based on AP1 data and there were concerns about general attitude and commitment. The boys attended a physical session led by a local self-employed male who had started his own fitness business and an informal discussion session with four male staff and one of our ex-students, where they shared their stories with the boys.



- **Weekend revision sessions**

The Academy has been open for 4 Saturdays and 1 Sunday during this half term with a total attendance of 122. Subjects covered so far have been art, engineering, Spanish and students have also attended for independent study. In addition, during half-term Core subjects conducted sessions with the highlight attendance of 66 students attending Science and ICT.



- **University of Nottingham psychology master class (1<sup>st</sup> February 2016)**

This session was aimed at Year 12 A-level psychology students but a total of 14 students (2 male, 12 female) who had applied for psychology A-levels were allowed to attend. The afternoon was focused on neuropsychology. Students heard lectures on schizophrenia and Tourette's syndrome, took part in a working memory lab class, experimented with brain activity equipment and tested out the university's bicycle and driving simulators.

## **Quality of Teaching and Learning**

The Academy has reported to governors on a number of occasions the outcomes from a range of activities to quality assure provision. Over time these reports have signalled where practice is improving to at least good with a growing number of outstanding examples. The Academy coordinated with the Trust to conduct an external review of practice on the 4<sup>th</sup> of February. This review was conducted jointly by David Anstead (ex-HMI and current SIP) with Peter Brown (Trust Director). The note is attached to the end of this report.

In brief, against all three Teaching and Learning priorities (climate for learning, marking and assessment and differentiation) the language most frequently used by David Anstead was the view that those three areas were typically outstanding. Pupils' overall attitudes to learning were outstanding; David noted how across the Academy all pupils were engaged, purposeful and polite.

Marking and assessment was highlighted as a real strength in all lessons; pupils demonstrated evident pride in their books. Use of assessment to inform planning was a further strength demonstrating personalised knowledge of pupils and showing that any underachievement was being accurately responded to. Typically, progress in observed lessons was good with many examples where it was outstanding. Planned tasks were creative and showed innovation. Response marking was also consistently heralded as a further strength showing feedback that is purposeful and personalised and contributing to high levels of progress.

Differentiation has also been a real strength of the day – again contributing to high levels of progress. Typically the vast amount of time in lessons was given over to children's learning and was not teacher led.

It was also noted that the Academy as a whole is calm and litter free and the overall climate was noted as an outstanding feature with regards to attitudes, relationships and the general sense of purposefulness that went beyond the formal observations.

In addition to the lessons and general climate, the Academy was thrilled to report that David was hugely impressed with the EAGLE Project observing students engaged and learning well in Science (unplanned visit), enhanced by a well organised environment and teacher positively engaged with this vulnerable group. The general view on how we presented both the one year improvements and how the internal data across many subjects stacked up our view that the Academy is at least good. Peter met with a group of Y11 students who fully endorsed the findings and spoke very warmly about the staff and the support they receive.

This was not an Inspection, but a good opportunity for us to engage in an activity that helps to further our confidence to continue to drive improvements following the adopted strategy.

## **External Academy representation**

It is not unusual for a Head Teacher to be called upon to make a contribution within another organisation. It does appear this call has been a little more frequent during Term 2, and therefore worthy of reporting to governors.

### **February**

Invited to act as the keynote speaker at a Transform Teaching School Alliance Leadership and Management Conference at the National Leadership College. The theme was "Knowledge Transfer and Transition".

Invited to close the Inclusive Schools Series with a lecture of the 'challenges facing inner-city school and the adoption of an asset-based approach to school improvement' (circa 300 PGCE participants) at the University of Nottingham.

### **March**

Invited as a guest speaker at the National Outward Bound Trust Conference in the Lake District (circa 400 delegates). This talk will follow Sir Chris Bonington (Deputy Patron of the Trust).

## 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
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

