

Context

Hastings is the 2nd most deprived coastal town in the country. Our students are largely drawn from neighbourhoods in the most deprived 10% in England, situated in the 13th (of 354) most deprived local authority district in the country; we are a large 1364 11-16, mixed, sponsored academy. Central St Leonards is the most deprived ward in East Sussex; the 7 most deprived wards in East Sussex are all within this local authority district.

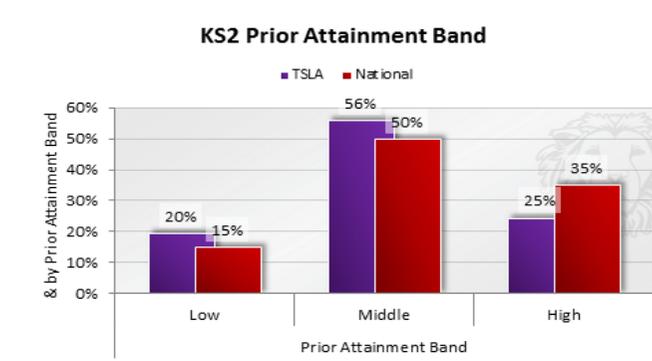
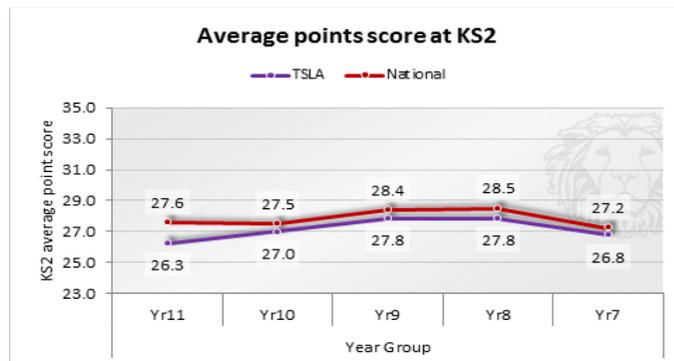
The Academy opened in September 2011, sponsored by the University of Brighton, transforming aspirations and improving the life chances of our learners in a context of coastal deprivation.

Growing confidence within the local community for the Academy's provision is reflected in the increasing number of first preferences – increasing year on year, culminating in being oversubscribed for the second academic year with 300 in Year 7 for 2016/17

We gained an Ofsted grading of 'Good' in each category in May 2013; our leadership has been focussed on driving the quality of teaching and learning to secure excellent outcomes and to become an outstanding school for our community.

Academy Cohort

- 42% pupil premium.
- Our Academy community is predominantly white English (82.5%). 10 % for whom English is an additional language.
- Pupil mobility is high - 71 students during the last academic year.
- Attainment on entry is significantly below the national average for all year groups.
- 46% of the Academy population have a reading age below their chronological age.
- 20.1% of students with SEND - 60 students have statements, 19 within the special facility physical and sensory needs or autism. A significant number of students have complex emotional and social needs.
- 23 LAC students and 11 students on formal plans with social services (19 CP register and 22 identified as Young Carers).



| Effectiveness of leadership and management | Judgement grade: 1 |
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| <p>Key evidence to support judgement</p> <p>Leadership at all levels is committed to excellence, setting and communicating high expectations to parents, pupils and staff. The Academy culture and ethos is characterised by 'Pride Through Success' underpinned by a culture of respect and tolerance (<i>Pride Agenda, Appraisal, Leadership team minutes, MLDG minutes, balanced scorecard, Expert Learner Programme, work scrutiny, Passport to success, Student tutors for literacy and boys' achievement, the academy is full and oversubscribed in year 7 for the second year</i>).</p> <p>Leadership shows a relentless drive to learn from the best nationally and achieve the strongest outcomes for all students. (<i>Partnerships with University of Brighton, Dame Kelly Holmes Trust, Sirius Academy, Challenge The Gap with Hayes School in Bromley, Sound Training to impact on reading ages, SSAT introducing the Teacher Effectiveness Programme, TeachFirst</i>).</p> <p>Middle level leaders drive the agenda to secure substantial improvements in all students' progress and achievement across the curriculum. Effective use of PPI funding has resulted in a trend of improvements in the performance of our most disadvantaged. Rigorous performance management incorporating challenging objectives supports the Academy to improve outcomes, leadership and the quality of teaching and learning (<i>Results 2016, Improvement trends in key areas, PPI review and analysis, in school information for progress of groups</i>). (<i>Performance register, governors' pay committee minutes, CPD Programme</i>).</p> <p>Professional development impacts on performance, ensures staff progression and the retention of talented staff (<i>high quality mentoring and coaching, leadership pathways programme, in house teacher led bespoke CPD, development of IRIS, highest possible judgement from LEA for NQT provision, case studies of teaching and support staff taking on enhanced roles, attendance at teaching and learning drop ins</i>).</p> <p>Leadership ensures transition to the academy is exceptional with a focus effective partnership with primary schools, on 'No Wasted Years' in KS3 through developing dynamic and knowledge focussed mastery curriculum, and systematic catch up in addition to quality wave one teaching. (<i>External verification, pupil pursuit, Raising Standards Year 7 minutes, PP 'scrum' minutes, Summer School planning evaluation, parents' survey</i>).</p> <p>An innovative and inclusive curriculum at KS4, enhanced by discrete use of cutting edge technology, designed to meet the diverse needs of our students, which creates opportunity and inspires students as well as equipping them with the skills for success, supporting excellent behaviour. (<i>curriculum model, timetables, options process, learning walks, MLDG minutes, HAT board, peer review</i>).</p> <p>HAT Board and the governing body hold leaders to account and have a clear understanding of the Academy's strengths and areas for improvement (<i>Governors minutes, link governors, finance minutes, records of visits, governor training, training, governor skills audit</i>).</p> | <p>Key actions planned/implemented for further development</p> <ul style="list-style-type: none"> Leadership at all levels focused on improving outcomes for PPI, SEND, and high on entry students across all performance indicators. Eliminate in school variation particularly at Key Stage 3 by developing 'cross phase' teaching and collaboration with Trust primaries, 'mastery' across KS3 curriculum and embed TEEP as a vehicle for ensuring consistency and excellence in teaching and learning. Leadership relentlessly focussed on creation of culture of excellence with exceptional staff and student relationships through introduction of TSLA way and 'Pride' project as well as embedding 'Expert Learner' programme. |

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| Quality of teaching, learning and assessment | Judgement grade: 1 |
| <p>Evidence to support judgement</p> <p>Lessons are typically good or better with much routinely outstanding. This is reflected in good student progress rates in all years. <i>(PPI students are rapidly catching up in all subjects where there may be gaps, whilst a strong focus on our most able students has allowed historic gaps to close quickly).</i></p> <p>Our approach to quality teaching, 'TEEP' is embedded throughout all lessons, providing a consistent academy wide framework for improving student progress. TEEP underpins a mastery curriculum. The curriculum, underpinned by technology within and beyond the classroom, offers carefully crafted lessons that allow deep learning through differentiated support and intervention. <i>(Work scrutinies, departmental monitoring, learning walks, units of work).</i></p> <p>A culture of high accountability and rigorous quality assurance enables the academy to make judgments on the quality of teaching through learning walks, lesson observations; work scrutiny, student voice. Judgements are moderated by colleagues and experts from within the Trust as part of regular departmental and academy wide peer reviews. Judgements are also moderated by external Ofsted trained inspectors. <i>(Judgements secure in this area)</i></p> <p>High quality feedback has a significant impact on student progress and learning. <i>(learning walks, work scrutinies, departmental monitoring,).</i></p> <p>A strong literacy emphasis across the curriculum ensures student resilience towards the completion of extended writing tasks. These tasks are supported by a whole school approach to improving student literacy through a shared literacy marking code and a weekly literacy focus. <i>(Lesson observations, learning walks, work scrutinies, English achievement data, reading age data, Writing Wednesdays, Literacy Code.)</i></p> | <p>Key actions planned/implemented for further development</p> <ul style="list-style-type: none"> • Continue the teaching and learning focus on the exceptional support and provision for all groups of students. • Further utilise TEEP as a vehicle to develop literacy across the curriculum with particular focus on collaborative learning. • To facilitate staff development in the self or peer review of their teaching practice using coaching, IRIS and lesson study through Learning Partners. |
| Personal development, behaviour and welfare | Judgement grade: 1 |
| <p>Key evidence to support judgement</p> <p>A strength of the academy is the outstanding climate for learning characterised by respectful relationships between staff and students.</p> <p>Students attitudes and levels of engagement demonstrate a thirst for learning and a desire to succeed <i>(evident from Learning Walk database records and feedback, student interview records, Departmental Review records, Expert Learner termly % increases, Passport to Success graduation %)</i></p> <p>The fully embedded academy Behaviour For Success (BFS) system ensures all teachers are empowered to manage incidents of student behaviour which may negatively impact upon their own learning or that of others. <i>(efficacy of BFS evident from Staff Survey – June 2016, Departmental Review records, SIMS BFS database, Student Survey – June 2016)</i></p> <p>The academy pastoral teams are highly effective in supporting students in modifying and improving their behaviour <i>(SIMS BFS database, student case studies, student feedback)</i></p> | <p>Key actions planned/implemented for further development</p> <ul style="list-style-type: none"> • Further develop the academy Expert Learner programme. • Continue to improve the attendance and punctuality of all vulnerable students to secure excellent outcomes with relentless focus on PPI. • To develop and embed the SLA Way to underpin the academy's values and ethos. |

| Personal development, behaviour and welfare (contd....) | Judgement grade: 1 |
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| <p>% Permanent exclusions and % Fixed term exclusions is below national average and that of statistically neighbouring schools.</p> <p>Attendance and punctuality have improved significantly since the last inspection. % Attendance of all students for 2015-16 was 94.9%. PA students are closely monitored, challenged and supported by the effective pastoral team to secure strong outcomes.</p> <p>Exemplary student attitudes to learning are underpinned by a clear set of (PRIDE) values and are exemplified by various school programmes (<i>Learning Partners, Passport to Success, Student Parliament, Expert Learner Programme, PRIDE tutor groups, TSLA Alumni</i>)</p> <p>SMSC and British Values are built into the fabric of the academy and the curriculum (<i>British Values audit, Children's Charter, PSHE programme, assemblies</i>)</p> <p>Students are aware of risk-taking behaviour and know how to stay safe (<i>low incidents of bullying/dangerous behaviour, low exclusion data, all staff fully trained and updated with regard to student safeguarding (including student vulnerability to radicalisation – all staff have completed Prevent training)</i>).</p> <p>Academy leaders protect pupils from radicalisation and extremism ensuring staff are trained and vigilant (<i>all staff completed Safeguarding and Prevent training Sept 2015</i>).</p> | |

| Outcomes for pupils | Judgement grade: 1 |
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| <p>2016 Exam Results</p> <ul style="list-style-type: none"> ▪ Progress 8 scores in the top 9% nationally at +0.46 ▪ Progress in Basics is the top 11% of schools nationally ▪ Attainment 8 has improved rapidly from a D+ to a C in one year ▪ 1 in 5 grades A/A* - considerably above national, evidencing challenge for more able ▪ 92% of students make three levels of progress in English ▪ 82% PPI students making three levels of progress in English, which is significantly better than national others ▪ The progress that disadvantaged students make is rapidly improving ▪ Gender gap has closed for headline measures | <p>Key actions planned/implemented for further development</p> <ul style="list-style-type: none"> • Ensure outcomes in all subjects are in top 20% nationally and most in top 5% nationally. • Continue to accelerate progress for disadvantaged in all year groups • Drive maths outcomes to match those in English. |