

Context	November 1 st 2021	7		8		9		10		11		12		13/14		Total	
	All	92		112		106		110		103		46		20		589	
	Attainment KS2 CAT/SATs	95.1(100) 26.8(28.9)		93.4(100) 25.9 (28.9)		101.5(105) 28.3 (29.4)		102.1(105) 28.4 (29.4)		101.6(104) 28.3 (28.9)				31.67 A Level 27.55 BTEC			
	Boys	53	57.6%	55	49.1%	48	45.3%	65	59.1%	50	48.5%	26	56.5%	11	55.0%	308	52.3%
	Girls	39	42.4%	57	50.9%	58	54.7%	45	40.9%	53	51.5%	20	43.5%	9	45.0%	281	47.7%
	PP	31	33.7%	60	53.8%	41	38.7%	37	33.6%	30	30.1%	16	34.8%	3	15.0%	219	37.2%
	SEND (E/S)	27	29.3%	36	32.1%	29	27.4%	29	26.4%	24	23.3%	4	8.7%	9	45.0%	158	26.8%
	LAC	0	0	0	0	0	0	0	0	1	1.0%	1	2.2%	0	0	2	0.3%
	EAL	11	12.0%	12	10.7%	12	11.3%	14	12.7%	16	15.5%	5	10.9%	1	5.0%	71	12.1%
	Movement in	1						3		1		6		1		12	
	Movement out	3		1		4		1				1		1		11	
	PA/Attendance	23	92.08%	33	90.60%	43	90.05%	54	85.48%	39	88.23%	16	89.34%	9	77.72%	217	88.90%
	FEX Pupils/Days	1	7.5	3	4	3	6	3	13	3	5.5	0	0D	0	0D	63	75.5DAYS
	PEX	0		0		0		0		0		0		0		0	

We are located in an area with the highest 10% of households nationally for deprivation. We are part of The Norwich Opportunity Area. PP numbers are high. The academy serves one of the most deprived wards in the Eastern region.

The high incidence of SEN - twice national average and rising and 23% higher than any local school is being addressed with the LA. You are 10 times more likely to be an SEN student and transferring from a Gr1 school to Open Academy than going the other way over the past 5 years. Six students that joined us later from year 9 doubled the progress 8 gap to national – with them -0.68 without them -0.34 in 2019. We run a Specialist Resource Base providing for 10 young people with ASD. We have: National Tutoring Programme Certificate; Eco Schools Award; Magic Breakfast provider.

Last year we permanently excluded 4 students for either drugs or violence / weapons offence. We have had a total of 63 exclusions totalling 75 days. This is a substantial reduction in the number from previous years for the same time period.

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<p><i>There have been significant planned staffing changes as part of our drive to be more efficient and effective.</i></p> <p><i>Significant school improvement initiatives include: a revamped faculty review process for quality assuring the quality of education, carefully planned curriculum improvement plan working with SLE's in English & Science; the development of the Open Way of both Teaching and Learning and behaviour.</i></p> <p><i>We are part of a group of 10 secondary academies brought together by a school improvement not for profit trust (VNET).</i></p> <p><i>We have contributed to the OAK National Academy, we have worked with the Church of England education development network.</i></p> <p><i>We are active participants in the Norwich Opportunity Area Standards legacy committee, we chair the opportunity area's transition work and have co-ordinated the Opportunity Area Transition project for the last 2 years along with the inclusion legacy team</i></p> <p><i>We became a Microsoft Showcase School in September 2021 recognising our excellence in the use of TEAMS during Lockdown</i></p> <p><i>We developed a radical approach to catch-up throughout the year through the development of after school hubs and our post TAG internship programme for years 11/13</i></p>	
<p>Progress against previous inspection (https://files.ofsted.gov.uk/v1/file/50041881)</p>	
<p>Areas to improve</p> <p>These areas have been the stem of our 1-year improvement plans in 2018/19 and 19/20. Having achieved a degree of success with them, our focus has been shifted somewhat by events 20/21, however the core of high-quality education and good outcomes for all groups remains at our current plans core</p>	<p>How we tackled each area for improvement and impact made</p>
<p>Improve leadership and management by:</p> <ul style="list-style-type: none"> <i>– ensuring that leaders across the school, including governors and trustees, have a clear understanding of the progress that pupils make from their starting points</i> <i>– making sure that senior and middle leaders evaluate the impact of their work precisely and accurately</i> <i>– ensuring that those responsible for governance have a realistic understanding of the strengths and weaknesses of provision and are effective in holding leaders to account for the school's performance.</i> <p>Improve pupils' personal development and behaviour by:</p> <ul style="list-style-type: none"> <i>– raising teachers' and pupils' expectations of how much effort and care pupils need to put into their work</i> <i>– reducing incidents of unacceptable behaviour so that they no longer happen</i> <i>– improving rates of attendance so that persistent absence and overall attendance are at least in line with national averages.</i> <p>Improve the progress pupils make, including those in the sixth form, by:</p> <ul style="list-style-type: none"> <i>– making sure that teachers consistently take pupils' starting points into account when deciding on the work they should do</i> 	<p>Detailed Evaluation of Ofsted Focussed KPI trackers from 19/20 & 2021 summarise key actions and impact</p> <p>Faculty review / QA processes / FROAP / Governor development</p> <p>Trust AIR, KPI tracking introduced inc. RAG rating developments for Govs.</p> <p>Teaching & Learning expectations</p> <p>The Open Way Behaviour Approach and LEARNNT behaviour training programme</p> <p>New pastoral support system</p> <p>Attendance has been broadly in line with or above national throughout past 15 months, through strong pastoral care</p>

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<p>– raising teachers’ expectations of pupils’ capabilities</p> <p>– analysing and reviewing the impact of additional funding for groups of pupils and making better use of that funding so that those pupils’ progress is maximised.</p> <p>An external review of the school’s use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.</p> <p>An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>	<p>New assessment system including GL assessment baselining and tracing / low stakes testing. homework assessments and twice yearly exams</p> <p>See external SEN review and Action Plan</p> <p>A review of curriculum expectations and a choice to encourage all to study EBacc - Over 75% in year 11 are on an EBacc pathway</p> <p>Completed See PP summary</p> <p>Completed see summary Govs minutes</p> <p>Target setting at challenge level either FFT20 or ALPs 3</p>
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<p>QUALITY OF EDUCATION</p>	
<p>QE1</p>	<p>We have constructed a curriculum with the national curriculum as its standard, that is ambitious and designed to give all pupils, particularly disadvantaged pupils (as evidenced in our PP strategy our PP teacher prompt sheet, our war board tracking and intervention process) and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p> <p>Since the last inspection, a review took place to ensure full coverage of the POS ensuring that Religious Studies is now in mandatory for all in the KS4 curriculum. At the last audit there were three areas not fully covered - dance in PE and Africa in geography and programming in computer science for all at KS4. These have been addressed in lockdown activities. An ambitious plan to cover computer science for all is under consideration. See link: https://www.open-academy.org.uk/parent/curriculum/</p>
<p>QE2</p>	<p>Coherently planned curriculum training has taken place formally through middle leader training and coaching plans and via line management. By sequencing through knowledge organisers, we now have a clear pathway to the knowledge and cultural capital that the students require. Staff know why they are approaching a particular topic at a particular time and where it will lead. Further planning documents to describe a curriculum journey are available to all subject staff</p> <p>During remote learning, some units of work were moved to later in the year due to their complex, practical or sensitive nature.</p> <p>We judge curriculum to be strongest in maths, history and food technology. We are working to develop the curriculum in science. This is proving successful.</p> <p>Our CPD programme is enhanced with the inclusion of six specialist subject specific twilight sessions which staff will choose from The Prince’s Teaching Institute subject offer, Microsoft’s Educator Centre or ‘Subject Professional Body’ offer. These sessions complement our subject learning community triads which aim to put our ‘in-house’ and subject training packages in to practice with peer observation and reflection</p>

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QE3	<p>Our curriculum structural changes allow for students to have the curriculum adapted without reducing quality of education e.g., 64% SEN pupils in year 10 take full EBacc now, up from 0% in every year previously. Accessibility of our curriculum is a constant theme as part of all CPD and developmental work as evidenced in our new lesson plan pro forma and self-evaluation tools and is embedded into our PM process, with all our PM objectives linked to either the Open Way, SEND provision in the classroom or literacy improvement.</p> <p>Issues of scale and historic underperformance by students with SEND are being addressed as SEND is a central core theme running through all of our development plans and work. Long term staff absence has been met with high-quality long-term cover for this work. We also have a successful SRB for Autism on site.</p>
QE4	<p>We teach a broad range of KS3 subjects throughout Years 7 to 9. Good progress has been made towards our ambition to have the EBacc at the heart of our curriculum. From 16% (2020) and 9% (2021) to 75% of current and future cohorts. PP students from 8% to 72% of current cohort.</p>
QE5	<p>Teachers have good knowledge of the subjects and courses they teach. Our evidence shows that curriculum delivery is strongest Maths. history, food tech, English and sport. The numbers of teachers teaching out of specialism has reduced from 23% of lessons at the time of the last inspection to 0%. Lessons taught by teachers on the second subject has reduced from 31% to 11%. An overall change from most lessons, particularly at KS3 being taught by someone not in the first subject to 14% where appropriate training and support have been given. Quality curriculum is shared through frequently updated schemes of work and knowledge organisers</p>
QE6	<p>Using our Open Way lesson planning approach teachers are supported to check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching well.</p> <p>A focus on clear purpose around lessons has tightened this. We judge that most teachers have good questioning techniques and use regular retrieval practice. Assessment quality and effectiveness is developing fast in using The Open Way by encouraging staff to reflect on planning using our amended lesson planning and self-evaluation tools. The use of the homework and in-class assessment policy allows student confidence in learning to be formally understood.</p>
QE7	<p>Teachers and leaders use assessment well. Our new assessment calendar which further reduces the burden from 3 formal assessments per year to 2 also encourages frequent interim assessment and low stakes testing which allow teachers to adapt their curriculum to suit the student's needs a range of methods including setting assignments via TEAMS whilst ensuring frequent recap and practice re-enforces learning. This has replaced the marking of books which has reduced workload whilst placing an emphasis on high-quality and purposeful feedback using DNA in the classroom and rubrics via TEAMS and Student feedback summaries – from Faculty Review and Questionnaires. Our assessment plan ensures that we know what work students should have covered and we track students' learning to ensure that all work is completed.</p>
QE 8	<p>Lockdown, then sporadic isolation, demanded that remote education be well integrated within course(s) of study using Microsoft TEAMS and class note technology and is well designed to support the wider implementation of the school's curriculum. During lockdown three we invented DARES – Directed Activities Related to Everyday Situations – to get students learning away from their electronic devices. This successful programme saw us introduce the idea of Thursdares – all activities on one day of the week were DARES and we asked all staff to deliver approx. 1/3 of their teaching through DARES. A radical invention which engaged a wider group of students than in lockdown 1 and 2. The quality of work which was shared from many students was amazing - we had galleries of student prepared meals, art works, games they had designed and notably some videos of families having been persuaded to act out key scenes from Macbeth. We supported other local schools through lockdown including Norwich School with use and analysis of TEAMS data.</p>

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QE9	<p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Twice yearly tracking checks provides leaders to identify which student may need extra support or different provision. Our move to online homework and in class assessments allows teachers to track students' progress through the curriculum and identifies who may need extra support.</p>
QE10	<p>Subject leaders choose resource materials that clearly support the intent of our curriculum. Staff select high quality resources to support teaching and learning. During lockdowns Open staff helped create some of the Oak Academy resources. Staff have selected from a wide variety of resources that allows them to meet students' needs. The knowledge organisers at key stage 3 are updated and refined after each teaching annually.</p>
QE11	<p>Our evidence from rigorous faculty review processes (which draw on observation, student voice taken by Governors, work checking and discussing curriculum with staff and students), indicates that in most subjects, students receive suitably challenging and ambitious work. Observations (including virtual learning walks when we were on lockdown) indicate a variety of high-quality work. The sequencing is improved by using knowledge organisers which are improved after each teaching cycle. Our SEND offer suffered during the initial phase of long absence of our SENDCO, however having found a suitable stand in and now replacement, the offer for SEND students is also rapidly improving and already strong in many areas</p>
QE12	<p>The development of students' literacy knowledge and skills is pivotal in our work. We judge we have made significant strides in this work but have further to go with some cohorts of students (SEND, some boys and PP). Reading lessons - branded as Reading for Progress have been developed even further. We are making better use academic articles across the curriculum including the recovery curriculum. CPD took place to share best practise with staff on implementing academic reading into lessons so that all students are confident. This is frequently revisited, with a renewed focus on literacy across the Academy to improve quality first teaching and the comprehensive use of Accelerated Reader right through to key stage 4, we have a strong commitment to the improvement of reading for understanding and pleasure. Guided Reading lessons have been reviewed by our librarian and have seen the introduction of a new scheme from September 2021</p>
QE13	<p>We make effective use of the excellent Accelerated Reader programme to promote reading and AR data 'war board' and action plans evidence its impact. External data from GL Assessments indicates that reading is improving. In Year 7 the intervention programmes and high quality first teaching led to overall English language projection rising from 54% to 66% in the first term. A curriculum map linked to reading aims is under development covering key questions and strategies related to reading broken down by year group. See link: https://openacademyorguk-my.sharepoint.com/:p/g/personal/donna_ling_open-academy_org_uk/EU2Zx6ZQCxpOrASrSUsu7r0BGPT8ILIFIJRZ6-vYKBmj2Q?e=NY8om2</p>
QE14	<p>Our A* Programme at KS3 uses phonics in small groups with those who struggle in year 7 and 8 and further development is currently underway using PiXL resources to support those who are still struggling by Year 9. Although we have had to pause it whilst we recruit suitable staff for 21/22 We have used GL Assessment data to help identify key cohorts who are behind at KS3. They have an adapted curriculum in small groups to rapidly increase reading skills. Progress last year was +0.4 GCSE grades increase across the cohort externally verified by GL Assessments at the end of the programme.</p>
QE15	<p>Knowledge organisers (KO) and other resources are written in target language at an appropriate level. Reading age across the Year 7 KO is 12.2 and the Year 8 and 9 are 13.8. Link to knowledge organisers: https://www.open-academy.org.uk/student/pastoral/</p>

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<p>QE16</p>	<p>We judge that students' work is of an improving or good quality – with strengths in maths English, history, Geography, MFL, Sport and Food Technology We monitor examples of work and lockdown work on display, in in-class progress folders and assessments and samples of homework from across the curriculum assessed using rubrics in teams and tracked using a PowerBI matrix to track homework completion and marking / return rates.</p>
<p>QE17</p>	<p>P8 scores (unvalidated) indicate a trajectory of improvement from (-0.68 data on which academy was inspected) to (-0.34 and -0.39) to (0.01 before algorithm) This trend is supported in every year group by externally moderated GL Assessment data in CATs, PTE, PTM, PTS which whilst unofficially is largely regarded as significant. The TAG grades processed with as good a model as possible indicates a P8 of +0.11 for current Year 11. This has been achieved with a relentless focus on high quality teaching, with frequent retrieval practice, identification of weaknesses leading to targeted teaching to support improvement, alongside long term encouragement and focus on reading for understanding and a curriculum designed to interest and engage our students</p>
<p>QE18</p>	<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND are proportionally as likely as non-SEND pupils to go on to further study</p>
<p>QE19</p>	<p>See mock exams for maths sampled at HAP, MAP and LAP on track for P8 approx. +0.5 Reading data supplied by AR. In line with students nationally (Juniper survey and Learning Loss studies) there was a downward dip due to lockdown 1 which was recovered in time for lockdown 3. Data confirming how far we have caught up available May. Accelerated Reader data has been used to develop reading intervention 'war boards' to support pastoral conversations with students about reading activity and next steps. Parents have been issued with guidance on how to understand the AR data and how to support developing reading at home. ReadFit-daily 'workouts' are used to increase the amount of time students read each day. We invest in a librarian who is incredibly pro-active in hooking students in to reading - her plans summarised well in the Vision for Reading planning document GL Assessment data demonstrates that cohorts are broadly at or above normal levels of progress despite the pandemic. Therefore, the recovery curriculum has been successful in mitigating the educational gap.</p>

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<p>Key actions taken from previous year:</p> <ul style="list-style-type: none"> • <i>Complete the curriculum review project to increase curriculum breadth and EBACC uptake, produce clear knowledge organisers for KS3 and implement CLFP re-structuring for efficiency.</i> • <i>Codified teaching and learning expectations through new lesson planning expectations framework and self-evaluation tool and Develop QA processes which support this implementation.</i> • <i>Reduce teacher workload through a revised homework/assessment policy, an enhanced communication strategy using TEAMS and curating information into a weekly bulletin.</i> • <i>Built on a strong monitoring and tracking system to automate some assessments and homework feedback rubrics to allow better feedback from reduced teacher workload.</i> 	<p>Impact of actions:</p> <p>Having a clearly defined and curated KS3 curriculum summary by half term through our Knowledge Organisers meant that we were able to clearly track student progress during lockdown, recovery and blended learning times. Further they have provided a framework for catch up through our School day extension programme or Hub approach which sees those who missed most receive most catch up.</p> <p>Teachers feel confident in the Quality Assurance processes as being developmental rather than judgemental. Evidenced by their willingness to agree an adapted set of QA processes even during lockdown. Whilst the latest iteration of the 'The Open Way' teaching and learning expectations is relatively new, there is broad agreement regarding its purpose and implementation monitoring is underway. Faculty review provides clear evidence for next stage improvement planning.</p> <p>We have a robust means of tracking work which, whilst borne out of pandemic response to reduce book quarantining issues, has allowed us in collaboration with staff to produce a more effective assessment process which uses the best of online learning from TEAMS assignments and rubrics to automate and streamline workload for staff, and provides students with regular feedback through tasks related to classwork, frequent low stakes assessments and tests and regular testing and progress testing. War boarding and RAP processes ensure data is used effectively for students. Along with developing online formative assessment tools we now have far more sophisticated methods to diagnose what students need to progress further.</p>
<p>Next step</p>	<p>Subject Collaboration with outstanding practice. <i>The positive impact of our support programme for the English and Science Faculties indicates a useful framework for all our faculties to collaborate with outstanding providers to take our practice a further step on</i></p> <ol style="list-style-type: none"> 1. To Embed all elements of 'The Open Way' of teaching and learning particularly Homework, Assessment and Marking Processes whilst developing high quality subject delivery skills 2. To ensure that all elements of the Open Way teaching and Learning support SEND & PP pupils to progress as well as their peers 3. To place literacy at the heart of The Open Way Teaching and Learning pedagogy

BEHAVIOUR AND ATTITUDES

2021

<p>BAA1</p>	<p>The Open Way is our high expectations for students' and adults' behaviour and conduct. It is based on our core values and we expect it to be frequently referenced in class. Many students behave well as evidenced in the termly behaviour report to governors which includes attendance, achievement points LEARNT achievement points and behaviour points and exclusions.</p> <p>Low-level disruption is not tolerated. Teachers are supported through our Open Way positive behaviour policy so that poor behaviour does not inhibit learning. Our Positive discipline training programme LEARNT is designed to reinforce positive learning behaviours and is rapidly reducing the amount of low-level disruption in lessons. Our restructured school day and well-established routines minimise the disruption of the day-to-day life of the school.</p> <p>A recent Kirkland Rowell survey of staff showed that behaviour, which was noted as a problem three years ago by staff, has improved markedly.</p> <p>Student surveys tell us that behaviour in lessons is good in Years 7, 9 & 10 (No Year 11 on site at time of survey).</p> <p>We have work to do with a small minority of students who have found it hard to adapt to the raised expectations. This includes a number in Year 7, who have had less time in our academy culture due to lockdown and in Year 8 where LEARNT behaviour is not yet fully embedded. This is due in part to the impact of lockdown. We are revisiting and reinforcing LEARNT behaviours in Autumn 2021 – after refreshing staff training.</p> <p>We also have a relatively high number of vulnerable and traumatised students who we support to succeed through our 'green Card' system which allows us - and them to identify when they are struggling and needing extra support</p>
<p>BAA2</p>	<p>We have a high-profile approach to anti-bullying. We are revisiting this in the Autumn term – in a drive led by our student school council – with a focus on equalities</p> <p>We have established a global majority group to explore race and an LGBTQ+ group to ensure students who have questions about sexuality have a system of support - both groups will contribute to anti bullying week in November</p> <p>There was a slight increase in incidents of bullying after lockdown – however the prevalence of these remains low.</p> <p>Students tell us that there is a little bullying and that we are good at dealing with it. Students also tell us they have someone to speak with.</p> <p>Parents tell us that academy control of bullying and our school discipline is improving. We know we have work to do with a small minority of vocal parents and families so that they better understand the difference between bullying and falling out. We have noticed that since the whole community has returned to face-to-face learning, we have had to work very hard to restore our values in a small minority of students and their families.</p> <p>Staff tell us that the effectiveness of pastoral care has improved.</p>
<p>BAA3</p>	<p>We have 158 (27%) of students with Special Educational Needs. National Average is 11.5%. Some of these students present very challenging behaviours. We judge that we work well with these students and their families (case studies available). There is significant improvement in these students' behaviour especially at social times. We engage well with external agencies – and have to call upon the expertise of a wide range of agencies. The pastoral team have had specific training so that they are able to de-escalate any situations that arise with students with particular needs. We also work well to enable these students to make their own correct behaviour choices – our 'Green card' system is critical to this approach. That said, some students find it hard to self-regulate and can experience behaviour episodes or outbursts. We manage these incidents well and work with individual students and their families to help establish strategies to reduce the frequency of these episodes.</p>
<p>BAA4</p>	<p>Prior to lockdown most students' attitudes to their education were positive. On return, many show they were still keen to learn - students are increasingly committed to their learning hub. But our survey of students' views post lockdown three, indicate that attitudes to education are less positive than they were. While many are recovering nicely, we have to work very hard to help a minority of students to know how to study effectively and to grow their learning stamina. We judge that we do this well and many students know how to study effectively and do so, and take pride in their achievements as evidenced in the newsletter celebrations and work of the week report.</p>

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<p>BAA5</p>	<p>Students have increasingly improved attendance, and come to school on time and are punctual to lessons. Attendance in the past academic year was above national average for secondary, which is high in the context of the pandemic and particularly high in the local context.</p>
<p>BAA6</p>	<p>Since the previous inspection, we have worked hard to improve provision for the high proportion of students that we have which arrive with complex needs, Exclusions at that time were high, as too many students' behaviour was challenging. Over time we have re-set the culture and improved provision to ensure that the high degree of social need is met. Behaviour data was improving as we went into lockdown, and despite having even more students with higher needs and the impact of COVID noted above in BaA1 & BaA2, exclusions have begun to fall after a brief rise post-lockdown. Governors and the Trust monitor the use of exclusion and ensure that it is in line with our policy.</p>
<p>BAA7</p>	<p>We have changed the culture for the better over the past three years which has not be an easy journey and is one that COVID interrupted and led to us reprioritising in our improvement plan. The Open Academy ethos is one of inclusivity. We educate and care for students who come in with very mixed social, emotional and educational experiences. Too many enter the academy with negative prior experiences. From this position many more students successfully adopt our positive and respectful culture. There remains a number of students and families who push back hard and require additional love and care despite their anger and reluctance to adapt to our ethos.</p> <p>We support other local schools with students that present challenge in the managed move process and helping students who have been PEXd from other institutions. Students are safe and tell us that they feel safe., but post lockdown the proportion was a little lower. We are working hard to regain the ground lost in lockdown.</p>
<p>Key actions taken from previous year:</p> <ul style="list-style-type: none"> • <i>Establishing the Open Way positive behaviour culture including, time out, after school detention, and repair conversation and green card support system</i> • <i>Re-establishing the Open Voice structures and processes which include year councils, academy council and student leadership teams in each year and student leadership programmes including prefects' ambassadors and community leaders</i> • <i>The embedding of LEARNT as a positive training programme which promotes best learning behaviours and further development of our RIP and PIP process – praise in public reprimand in private approach</i> • <i>Restructuring the start of the Academy day for calm routine checks prior to entry, and re-structuring the school day to ensure calm breaks and lunches</i> 	<p>Impact of actions:</p> <p>Staff and Student relationships have improved, repair conversations at the end of the lessons and day are helping to support learning Students have a real say in their 'Academy'. They have pride in the academy and can see how it reflects their values. They value the chance to be listened too from tutor time to the full formal council meeting. They have regular opportunities to discuss issues with the Principal/SLT Students are used to the common language of learning. They know what is expected of them in and out of the classroom.</p> <p>Lessons are calmer and structures are in place to help students with their learning Students know the set routines in the morning which allows for informal conversations with lots of adults before they enter the academy. They are better prepared for learning.</p> <p>Break and lunch times allow for a calmer movement around the building and students have a set zone for their year group. It has meant we have space if the weather is inclement. In turn students are better prepared for learning.</p>

2021

**Next
step**

Then Open Way to Reward programme is the next step in our development

4. That the Open Way pastoral system and LEARNT strategy supports all students especially SEND and PP to achieve their best ensuring good behaviour across the academy at all times

6. To develop a rewards system and celebration activities linked to our LEARNT training program for students

2021

PERSONAL DEVELOPMENT	
PD1	<p>We know that our students' out-of-academy experiences of the richer aspects of SMSC vary widely extensive.</p> <p>We put in place a wide extra-curricular offer which includes residential trips in the UK during keys stage 3 and the opportunity to go abroad in KS4. All faculty areas run trips visits and guest speakers (although this has been affected by the pandemic) and all students have a wide range of clubs teams and societies to become involved with ensuring we provide a strong extracurricular program for all. This is impacted a little by catch up hub however , hub also provides us the opportunity to offer extension and development work for those who choose</p> <p>Our Skills For Life (SFL) journey includes a range of aspects of the taught PHSE, RSE, RE, CIAG, tutor time and weekly assembly experience and an overview map aims to ensure that key topics in citizenship, relationship and wider understanding of our context happen regularly and appropriately</p> <p>We were delighted to have been approached to produce an assembly for the OAK National Academy from our work with the Church of England and our Chaplain is a widely used community resource as well as support for our students</p>
PD2	<p>We know our students want to do well, but enter the academy with widely varying degrees of confidence resilience and self-esteem.</p> <p>We help them to develop their confidence and strength of character through our assembly programme, and tutor programme and SFL programmes. This values based wider curriculum offer monitors and tracks the engagement of disadvantaged with a 'start with PP approach' to marketing for all our clubs, groups teams and activities which means that the majority of our clubs, teams and activities are as inclusive as the academy</p> <p>Post pandemic we responded to the experience loss for year 11 and 13 by developing an internship program designed to specifically teach elements of self-confidence, resilience and other soft skills. In the end over 50 students completed the 2 week voluntary programme post TAGS in may and June last year - and then went on to peer teach for us for 16 hours per week, around an extended preparing for next steps program which have seen our new year 12's more confident than we could have hoped.</p> <p>The peer teaching was used in a curriculum project to re-enforce key learning at Key Stage 3 through what we called a 'Guild Programme' A cross curricular themed month of activities for KS3 to re-energise them into school life around key knowledge they may have missed. The impact was incredible in terms of both progress and engagement</p>
PD3	<p>We re-structured our pastoral team and offer which was long overdue. This has been a great success. We continue to make adaptations in response to ever changing student needs. Each year group has a teaching Head Of Year who monitors and supports student progress, and an Assistant Head of Year - a non-teaching pastoral worker who works solely to support the pastoral needs of the students</p> <p>Many of our students come from deprived communities. Some lack a balanced diet. We are successful in helping students to know how to eat healthily but we go further and provide too - supporting over 50 families through food poverty during the lockdown - on top of our free school meals support work</p> <p>Our breakfast provision maintained beyond the life of the magic breakfast programme feeds over 30% of our children daily and a comprehensive PE curriculum and extracurricular sporting offer maintain an active lifestyle and keep physically and mentally healthy.</p> <p>Student survey results indicate attitudes towards expectations about healthy relationships are improving all the time as shown in the annual health survey trend data and we are working hard to ensure that the new guidance on sexual harms along with recommendations from the Ofsted Sexual Harms review is a thread through both the curriculum and our response to incidents</p>
PD4	<p>Our students amaze us (and sometimes themselves) with their talents and interests. We are celebrating that one of last year's year 11 students is the International Schools 400M and 4X400M Champion and No.1 Uk 400M under 17. We are so proud of Calvin and note that he was not going to attend the national Schools championship, where he became English Schools Champion and earnt his England Vest, due to the cost of entry. Our Head of PE ensured it was covered and we are delighted to see Calvin move</p>

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	<p>on to the international acclaim he deserves - he has been offered a range of scholarships in the US and we hope to hear much about him in the future. We have a county distance runner, a potential boxer, a stock car racer and a re-enactment enthusiast amongst the many students that we encourage with whatever their interest</p> <p>Many students made good use of post lockdown catch up hubs - which worked with almost 200 students per week who had not engaged well during lockdown 1. Those who had but wanted to do more were engaged with a thrive group which acts to extend the curriculum for those who did fully engage - and want to do more. Hub has now morphed in to a homework catch-up / support group but the thrive group continues to extend the curriculum for those who are keen.</p>
PD5	<p>Through our SFL program we prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our leadership program gives all students a taste of democratic process - with the annual election of form representatives and year group leaders. The year group councils meet to plan activities and develop leadership roles such as prefects and mentors and representatives form year councils attend the formal Open Voice school council - the driving force behind the development of the Global majority and LGBTQ+ groups. We arrange visits with local dignitaries for instance our MP Chloe Smith and the Deputy Lord Lieutenant which allows the students to understand soft power and influence along with democratic power and campaigning</p>
PD6	<p>The school promotes equality of opportunity and diversity effectively and has recently, at the students requested started a Global Majority group to allow students to explore race and ethnicity issues in more depth and an LGBTQ+ group to offer understanding and support to those who have questions of sexuality. As a result of the SFL program - particularly in Religious studies, assemblies and our tutor programme, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities. These themes are explored throughout our curriculum in depth be it in geography looking at the living conditions in different cities, English exploring experiences from other places and other times juts two examples of the many on offer</p>
PD7	<p>Our participation in the annual SHEU student survey, we can see how pupils engage with views, beliefs and opinions that are different from their own and what their experiences of and attitudes towards discrimination are. Although not named as a school in the local Everyone's Invited list, we have nevertheless redoubled our work on raising the understanding of and response to sexual harms and discrimination through both updating our SKL curriculum, adding additional training for staff on LGBTQ+ and raising the pastoral teams awareness of issues. We have acted as though much may have gone unreported and unchallenged, this has led to us dealing with a number of historical cases and a rapidly improving understanding of the issues of sexual harm and harassment and how we can respond to it.</p>
PD8	<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. In lessons pupils are encouraged to discuss and debate issues and ideas in a considered way. Our student leadership program is designed to involve everyone in the democratic process - electing representatives from each form and using them to have a voice in school is another key way that we show students how to play an active part in their society. Volunteer students and form representatives undertake acts of charity every year, with all students getting involved in the high profile causes such as our Christmas hamper scheme, where every form raises money and donations to provide a high quality Christmas lunch for someone on our community - including a £25 Meat voucher from the local butcher, finest treats right down to stuffing and gravy granules. We frequently deliver over 50 although the pandemic saw a significant drop in what people were able to donate - we still managed 30 this year - staff delivered them according to need this year which reminded us of the heart-breaking poverty many of our families live through</p>
PD9	<p>Open Academy prepare pupils for future success in education, employment or training as usually evidenced by our NEET figures although these appear to be pandemic affected most recently, and our achieving the Gatsby benchmarks in CIAG education. We use the Gatsby Benchmarks to develop and improve our careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality</p>

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	<p>careers guidance and we work closely with other providers from The Norwich School, and Thorpe St Andrew, to City College and Include Music. The school provides good quality, meaningful opportunities for pupils to encounter the world of work by continuing to run a full work experience program for all (pandemic permitting!)</p>	
<p>Key actions taken from previous year:</p> <ul style="list-style-type: none"> • <i>New pastoral system implemented to ensure all students are supported in the basics of being prepared and ready for their school experience</i> • <i>The implementation of the Open voice year and school councils to collect student views and co-create the Academy we want</i> • <i>Coherence mapping of our RSE, OHSE, Citizenship, LEARNT and values education in to one clear co-ordinated pathway, which addresses needs in a timely manner and prepare students for the challenges they face</i> 	<p>Impact of actions:</p> <p>Pastoral investment is key to reducing the external factors which affect the chances of success for many of our children, from safeguarding issues, to lack of basic food and clothing, we have used PP funding to invest in the time through the Assistant Heads of Year to provide care and support to a significant number of children</p> <p>The Open voice activities are designed to introduce all students to the methods, language processes and experience of civic duty, responsibility and democracy. Students are being empowered to have their say in the development of our academy to increase their buy in and ownership of our growth. Whilst class, year and academy representatives take the program further, all students are encouraged to use their representatives to have their say</p> <p>Our SKL or Skills for life programme, which encompasses the wide range of personal, health, social, relationship, citizenship, careers, values and wider cultural education. Now we have provision mapped and are choosing the most appropriate pathways to meet the student's needs we are starting to see a positive impact on not only the students views as expressed in the SHEU survey results annually but also in our behaviour statistics and exclusion figures</p> <p>The longer the students are with us at Open Academy the more they embrace the values and are ready for life beyond the academy. Learning time lost developing social capital and character due the pandemic was in part recovered by our very successful internship programme which kept a large proportion of Year 11 and 13 in full time education until the end of July 2021.</p>	
<p>Next step</p>	<p>Further develop our peer teaching and internship programmes to build on the success of last summer</p> <p>5. To further develop an inclusive pastoral system which is consistent in principal and supportive in practice of all students particularly those with SEND and PP 10. To develop in more detail the Open Way curriculum map – to ensure that key cross faculty themes are approached holistically and contextualised for engagement and tracked by PLC's</p>	

LEADERSHIP AND MANAGEMENT	
LM1	<p>Three years ago, in congruence with Ofsted, we judged that the culture was not right. Leaders and staff have therefore since taken effective action to make clear our ambitious vision for providing inclusive high-quality education. This is our ‘Open Way’ approach to Curriculum, Behaviour Management, and Teaching and learning.</p> <p>Our clear fundamental shared values form the basis for all our policies and practice and are referred to and reinforced frequently for instance through assemblies, in our curriculum and our communications to students, staff and parents.</p> <p>It has not been without its bumps in the road as staff and students got to grip with our more inclusive approach. There is more work to be done so that all staff are confidently applying our approaches (For example, LEARNT behaviours and supporting those with SEND). However, overall staff know, understand, and enact our expectations. Staff, in our recent surveys rated L&M to be good (a huge improvement on surveys done at the start of the current regime) – with significant increase in staff reporting good communication with leaders. Our surveys of parents tell us that we communicated our vision and work very well during lockdowns. We identified the leadership of provision for students with SEND needed improvement. We have acted to bring this improvement about.</p>
LM2	<p>We invest heavily in our staff’s development. We have a Member of the Chartered College of Teaching in every faculty funded by Academy in order to enhance the teaching of the curriculum. There are 2 fellows of the Chartered College of Teaching on SLT. We have introduced a PTI subject knowledge and pedagogical knowledge training programme funded by the Trust and part of integrated CPD approach led by an AHT. Our assessment and homework development is being overseen by a secondment paid for by the Norwich opportunity Area using Evidence Informed practice processes to ensure high impact</p> <p>Through our Faculty Review Observation QA process, we identify good practice to share and areas to support. Our Academy teaching profile builds over time to evidence our strengths and resources and to identify training needs. We support middle leaders to become examiners. Where we judged that subject leadership would benefit from additional support – we have put in place a range of strategies – including trust funded SLE support. We judge this has worked well - for example, in English.</p>
LM3	<p>There is no off rolling. We take an unusually high number of students with SEND and complex needs from other local institutions. Provision has been rapidly improving to allow inclusion without permissiveness which creates an inclusive culture which does not tolerate gaming or off-rolling. Case study examples of students persuaded to remain show the lengths we go to avoid a student leaving. Almost all students complete meaningful courses and remain in education.</p>
LM4	<p>Leaders engage effectively with students through frequent surveys. We have used a range of feedback methods from short daily check in surveys during lockdown to full length Kirkland Rowell Surveys and we try to follow a ‘you said we did’ approach. We also engage fully with others in their community, including, when relevant, through parents’ frequent newsletters and subsequent questionnaires, employers as evidenced in our careers mark document and local services. Our success in engaging parents with feedback is variable. As is often the case in challenging community parents are reluctant to share positive views, only choosing to engage when there is a problem. Our most recent Kirkland Rowell for parents had a very low response and therefore unrepresentative of the feedback we had been getting over the lockdown and return which leads to our development focus on parental engagement</p>

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<p>LM5</p>	<p>Staff tell us that we support them well. This is a huge improvement on two years ago. We engage with staff through weekly wellbeing survey and workload check and weekly bulletins and briefings and are aware and take account of the main pressures on them. We co-constructed key initiatives i.e., LEARNT pro-active behaviour training programme, and we consult on new initiatives - re-opening plans are a good example of this that even where rapid planning is required, we model possible solutions and share at the weekly staff meeting, collect feedback on the weekly Q and A sessions, then re-draft ready for weekly parent comms if appropriate , Our appropriate use of assessment defined through our new homework and assessment policy is designed to give accurate timely assessment information and reduce teacher workload.</p>
<p>LM6</p>	<p>Leaders protect staff from bullying and harassment as evidenced by our policies and staff feedback. Leadership meet termly with union representatives and both groups see these meetings as an opportunity to meet challenges together</p>
<p>LM7</p>	<p>Our governors come from a wide range of backgrounds and have a wide range of experience and training in holding the leaders of the Academy to account. They approve the 3 year strategic vision and the 1 year development plan, and have worked to develop a clear process of Key performance indicator tracking which incorporates success criteria and checkpoints for them to check how leaders in the school are progressing issues for development and improvement, in this way they can accurately and efficiently hold leaders to account for the quality of education and improvement</p>
<p>LM8</p>	<p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Our Website, Single Central Record and SEND accessibility plans are all checked regularly by specialist trained governors and the trust works with both governors and leaders to check compliance too. Our Faculty review process summary shows how governors get students feedback systematically and how this is incorporated into management evaluation and planning</p>
<p>LM9</p>	<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils . This work is monitored regularly by governors and trends identified annually in the DSL report to governors. This year the effect of lockdown has been huge with our report rate doubling on the previous year. We have therefore had to add further capacity to the DSL team - training a further two DSLs and adding administrative support along with clinical supervision to the full time DSL</p> <p>After the Ofsted Sexual Harms review in summer 2021 we assumed not only that it could happen here, but that it was likely to have happened and due to the vulnerability of some of our students, gone unreported. We planned to raise the issue in the SKL / RHSE curriculum from the start of term and worked to ensure the DSLs were retrained in handling cases of harassment and peer on peer abuse. Our approach has led to four historical cases being followed up and responded too and we are alert to any further issues having set up a tellus@open-academy.org.uk email address - triaged by a full time DSL which is referred to frequently in assemblies as well as the PHSE curriculum</p>

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<p>Key actions taken from previous year:</p> <ul style="list-style-type: none"> • <i>Re-structured and streamlined the senior leadership group to reduce costs and focus on Key performance indicators linked to outcomes</i> • <i>Implemented main phase of curriculum led financial planning changes, reducing costs whilst ensuring specialist teaching is prioritised</i> • <i>Refined QA systems to ensure full governor participation in collecting first hand evidence and providing a sophisticated teaching audit process which removes the unhelpful numerical teacher grading system</i> • <i>Pandemic response has not affected our drive to improve, and whilst attenuating student progress, it has driven significant progress in systems and curriculum development</i> • <i>We have fully engaged in system improvements and leadership through the Norwich Opportunity area and VNET collaborating with a group of local secondaries, Norwich Research school and The Church of England</i> • <i>We have fully engaged with learning opportunities including upskilling the whole senior leadership team to NPQH level. Principal is completing NPQEL and we have two middle leaders on NPQSL and 3 on NPQML. We also have a cohort of 4 middle leaders on the PiXL middle leader programme</i> 	<p>Impact of actions:</p> <p>Having re-structured to reduce costs and increase focus the senior leadership team is now clear of what each person's role and scope is. The team meets daily and although workload and expectations are high, feedback indicates that all are more satisfied in the working life. Progress against KPI's and response through the pandemic indicates a success.</p> <p>The Academy has its lowest number of teachers since opening for its highest number of students. Non-specialists teaching has been reduced substantially to a negligible amount and the curriculum is in line with the government criteria for a broad and balanced curriculum</p> <p>Faculty review is developing into a real strength of the academy with developments around the need to evaluate curriculum having been incorporated successfully this year . Governors have a strong evidence base to validate or challenge the leaderships views on provision from the students. Teachers have a QA system which supports their CPD and removes the unhelpful numerical judgement summaries. Performance management is therefore a constructive and robust process</p> <p>The need to solve problems such as not being able to touch exercise books to mark them and the opportunities that technology has brought - for instance, automatic assessments through TEAMS have come together to create a fertile backdrop for innovation. Our new assessment policy and approach is therefore one which will not only see us through the pandemic, but will ensure reduced teacher workload upon our return to normality</p> <p>Along with fully engaging with SLEs and NLEs where offered to improve Leadership overall, and our Science and English departments, we have shared our best practice through VNET, NOA inclusion charter visits, Charing the NOA transition group, the Association of Anglican Secondary Heads. We have worked with local alternative provision to develop suitable programmes and been consulted by the LA on elements of lockdown response. Our Computing leader is a national trainer of ICT teachers and a system leader in his own right</p> <p>Formally we have taken up all offers of CPD support available through the opportunity Area, and have therefore further developed our research led approach, research culture and greatly upskilled our leaders for coaching to improve their teams. Informally we have become sophisticated users of Microsoft 365 including TEAMS and are strong enough to currently be being considered to become a Microsoft Showcase School which would bring international recognition for our technical development work</p>
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Next step	<p>Parental engagement. Building upon the improving connection with parents through the lockdown, and recognising the importance of home school communication, the leadership and management focus for the next academic year will be to create and deliver a parental engagement plan to ensure, particularly those hard to reach parents are supported to engage constructively with the academy</p> <p>7. To develop a culture of quality assurance which encourages all leaders to look objectively at their areas and to celebrate the best practice and improve practice where required</p> <p>8. To develop the new faculty and thematic review process to more accurately reflect how effective the academy is delivering its objectives</p> <p>9. To ensure that Quality Assurance is a built-in, integral part of the Open Way in lockstep coordination with both curriculum plans, CPD and tracking and monitoring points</p>
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Sixth Form Provision	
SFP1	The Sixth Form curriculum is a blended mixture of academic and vocational courses. The Sixth Form is a boutique centre designed to meet the needs of the pupils that it serves many of whom would not be accepted elsewhere or would not thrive elsewhere. The Sixth Form response to COVID has been excellent with live lessons from April 2020. The curriculum was adapted quickly as lockdowns occurred including for vulnerable students. All Year 13s were able to complete their courses in both effected years so that they were prepared for their next steps. Most academic students in Year 12 are taking the opportunity to take EPQ in addition to their studies.
SFP2	The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The Sixth Form is a small setting which adapts the curriculum annually based upon the needs of the students. The purpose of our Sixth Form is to give some students a place to go who would not thrive elsewhere, we are flexible on our entry requirements and strive to be as inclusive in 6ht form as the rest of the Academy. The careers lead for the academy is also the assistant head of year ensuring that students are given careers advice and support throughout their time in Sixth Form. Dedicated Sixth Form tutors give a wide range of support to students.
SFP3	The school is ambitious for all its Sixth-Form students, including those with SEND and those who have high needs as evidenced by the CASE study of vulnerable student from Leila (historical) and current (Charlotte). This is reflected in a curriculum that responds to student demand and need. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.
SFP4	Sixth-Form students study the intended curriculum. Adaptations are made to support the students to access the full curriculum. The school ensured this by teaching all components of the full programmes of study even during lockdowns. Most A-level students also develop university skills in EPQ. RE in the Sixth Form is developing through pastoral programme.
SFP5	Teachers have expert knowledge of the subject(s) and courses they teach and this is supported by appropriate CPD. All staff are within their area of subject expertise.

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SFP6	Teachers present content clearly and demonstrate the skills required to flourish be it on the football pitch on a Level 3 Sport programme or in A-levels. This is reviewed in the QA processes including RAP meetings. Teachers check students' understanding systematically, identify misconceptions and provide clear, direct feedback using efficient marking and feedback processes. Where a student needs additional support time in HUB is provided. This is done in and out of lockdowns using assignments amongst other tools.
SFP7	Sixth Form work is challenging for the students and gives all students in the academy something to aspire to. This was noted in particular during the Internship Programme where Year 13 students support KS3 students with immense grace and effectiveness.
SFP8	Student work is expected to use subject specific vocabulary and conventions be it in essay writing, production of tables or results and analysis or creation of art work.
SFP9	Teachers regularly check that knowledge is retained and built upon by reviewing past content and linking that content to current and future work.
SFP10	Class assessment folders show the progress of students and enable staff to evaluate the application of skills, or to check understanding and inform teaching. Each year group has 2 formal assessments per calendar year supported by more informal in class assessments and tasks that are completed at study times or at home. Revisions to the assessment schedule have been made to ensure valid and quality evidence that leads to improved learning takes place.
SFP11	The Sixth Form areas create a fantastic space to develop learning skills. Sixth Form students are encouraged to use materials provided by staff in areas such as class notes to review their learning and develop their thinking. Students are encouraged to become ever more independent learners to prepare them for life beyond the Academy.
SFP12	Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained. See results over time improving at KS5.
SFP13	The Academy has a high proportion of students progressing into education or employment (89% NA 81%). However, fewer students typically stay in education than national average because more of the students are ready to enter employment 46% (25% NA). This reflects the nature of the sixth form intake. Had those students not entered our Sixth Form several were at risk of being NEETs.
SFP14	Students have high attendance and are punctual. Their attitudes to their education are positive.
SFP15	The Sixth Form prepares its students for future success in education, employment or training. It does this through complying with and meeting the Gatsby benchmarks providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work. Year 12 work experience is supplemented with the NCS programme. Some students are completing the Duke of Edinburgh scheme.

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<p>Key actions taken from previous year:</p> <ul style="list-style-type: none"> • <i>Designed and delivered a far more cost effective model of curriculum which more accurately meets students desires and needs but which is also affordable even despite its small size.</i> • <i>The sixth form outcomes show that the quality of education has improved as students gain improved knowledge of the curriculum . Ensuring suitable courses are taught and with appropriate changes to vocational provision.</i> • <i>Further development of the sixth form pastoral team have seen the increasing need met with an increasingly sophisticated support response</i> 	<p>Impact of actions:</p> <p>We continue to deliver a bespoke Sixth Form to support vulnerable students who may not thrive in other larger provision however we are now doing so in a far more efficient and cost effective way whilst improving outcomes at the same time.</p>
<p>Next step</p>	<p><i>Our next step will be to review Key Stage five provision for opportunities to collaborate with other local excellent providers but as far as possible retain the ability for us to cater for students who might struggle to succeed in unfamiliar surroundings. This will ensure that we continue to deliver the transformative education set out in our Academy aims</i></p>

OVERALL EFFECTIVENESS – *[Insert your SEF grade]*

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<p>Academy's promotion of SMSC</p>	<p>All elements of what we do, from our uniform and equipment check first thing in the morning, through our approach in lessons, our calm seated, split lunches to the end of the support hubs / period 6 and clubs in the evening, everything we do, is with the intent of modelling how to be good citizens, to appreciate everyone around us as the blessing that they are, and to use our talents for our own improvement and the improvement of our community. Our strong Christian Values reinforced subtly but at every turn. Specifically</p> <p>Spiritual</p> <ul style="list-style-type: none"> • Students receive regular acts of reflection which are acts of worship in themselves be they assemblies, tutor programme, the newsletter reflections • We have our day to day emphasis in lessons on highlighting our strong Christian values • Students have a full RE Programme across key stages 3 and 4 <p>Moral</p> <ul style="list-style-type: none"> • Being a values based organisation is key to everything we do. It is evident in what we teach, how we teach it and how we support our learners, staff and the wider community • We use regular reflection when students have struggled and had to leave a lesson. Teachers hold discussion with students they put in detention to reflect on how things could go differently • Our positive behaviour culture is designed to model the positive moral compass which guides our work <p>Social</p> <ul style="list-style-type: none"> • Comprehensive tutor and assembly programme alongside our PHSE curriculum ensure all students are brought up to a marble floor of 'social induction' and many can progress beyond • Opportunities to leave the academy in safety on trips and visits to expand horizons alongside those who can model response and reaction are a significant part of what we offer • Student leadership programs, volunteering and charity opportunities, clubs, bands, teams, library groups and activities all provide diverse opportunities to develop social skills and expectations <p>Cultural</p> <ul style="list-style-type: none"> • Across all subjects we take the students on their Open Way learning journey to self-realisation to enjoy becoming the blessings that they are by experiencing the best of what is thought, written, performed and available to all. • Subjects have developed curricula that provide lots of opportunities for debate, group work and teamwork appropriate to the child's developmental stage to encourage them to take educational risks in a safe environment, try something new or to step up to lead • Our wide range of trips and visits ensures that students gain a full experience of what our world has to offer - a marble floor including spending nights under canvas - the opportunity for a foreign trip, learning a language, exploring the arts fully and enjoying rewards which build on their social skills • We have started Latin in KS3 in collaboration with The Norwich School for our talented linguists in a bid to introduce it to the curriculum at KS4 in 2 year's time <p>RSE</p> <ul style="list-style-type: none"> • Designed to be a comprehensive coverage of the RSE programme requirements delivered in a locally contextualised offer. We have adapted it recently to ensure an initial re-focus on sexual harms and discrimination
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**Summary
Statement**

- The academy has made rapid and significant steps since the Requires Improvement judgment from Ofsted in 2018 at the start of a new management regime with no area of the academy not significantly better than it was
- Whilst the pandemic may have hampered some elements of evidencing good outcomes, the academy has used it to forward its improvement agenda
- Safeguarding is strong and students are happy and safe in the academy