

School context

The Cedars Academy is an 11-19 mixed comprehensive school in Leicestershire. There are currently 909 pupils on roll, with 79 pupils in Key Stage 5.

This is a good school because:

- The Academy is well-led and over the past two years the Leadership team have successfully merged two schools together to create a learning environment where both staff and pupils aspire to excellence. The leadership team is well supported by the LAT Executive team that provide expertise and strategic direction from an outstanding school
- Teachers are supported to sharpen their practice through effective performance management and under-performing staff are quickly identified and dealt with appropriately, this means that any inadequate teaching has been eradicated. The LAT offers extensive opportunities for teaching practice to be shared across five schools from Reception to Post 16
- Transition arrangements between Year 6 and Year 7 are excellent. This is aided by our local primaries' membership of the LAT. Weekly LAT meetings bring leaders from all schools together to share practice and improve transition
- Middle Leaders have been empowered through the new Faculty Review process to take the lead on monitoring and evaluating teaching and learning in their subject area
- The new Key Stage 4 curriculum meets the needs of all learners and will help to ensure successful outcomes. At Key Stage 3 the curriculum has been reviewed and updated to provide more challenge for pupils
- At Key Stage 3 new 'Age Related Expectations' and Flight Paths have been introduced to clarify expected levels of progress in years 7 and 8 and beyond, for both pupils and parents
- Pupil Premium pupils' individual learning needs are a clear focus for all staff at the Academy and senior leaders are involved in rigorously tracking their progress across all Key Stages
- There are a wide range of extra-curricular opportunities available to pupils at the Academy including the Brilliant Club's Scholars Programme, various sports teams and the school orchestra
- Pupils feel safe and secure at school, safeguarding is strong with clear systems in place and any child protection issues are dealt with quickly and effectively
- Behaviour in lessons is generally good and a clear 'warning ladder' has been embedded and provides a consistent approach in dealing with low-level disruption.
- Latest predictions for our current Year 11 cohort indicate a positive Progress 8 score of +0.21, demonstrate strong progress for SEN pupils, and provide evidence that we are closing the gap between the progress of Pupil Premium and Non-Pupil Premium pupils

- Provisional KS4 performance table data shows a Progress 8 score of 0.00 for the Academy which places us in the top third of schools within Leicestershire
- 2017 A Level results indicate that excellent progress is being made by pupils between KS4 and KS5 at the Academy with an outstanding value-added score of 0.22. External Review (September 2017) 'Teaching in the sixth form is strong and sixth form pupils are fulsome in their praise about the work their teachers do and the support they give them.'
- External Review (September 2017) 'The quality of teaching and learning had improved well and particularly over the last year....The routines and expectations of work and behaviour are very clear and adhered to well in most lessons. Hence, the climate for learning is tangibly better and provides pupils with a calm, purposeful and ordered learning environment.'

It is not yet outstanding because:

- There is still a significant gap at Key Stage 4 between the attainment of disadvantaged pupils and their peers which needs to be rectified
- Pupils need more opportunities within their lessons to act upon advice given by staff to make improvements to their work
- The attainment and progress of our most-able cohort needs to be improved through providing more stretch and challenge through the formal and informal curriculum
- We need to continue to improve the culture and ethos, in order that pupils have more aspiration and work harder to achieve aspirational goals

Leadership and Management

SEF Judgement September 2017 – Good.

Leadership and management is good. The Head teacher has a good track record of school improvement and has quickly created a professional culture where staff and pupils aspire to excellence. Due to the drive and vision of the Senior Team two schools have successfully merged together (starting in August 2015) committed to the “5Ps”, a school that is Pupil centred, with a Positive outlook, a Passion for learning, a Professional approach to education and where Practice (quality first teaching) is at our Core. The Leadership team is supported by the wider academic trust led by Beauchamp College, an outstanding school with an excellent track record of success.

The governing body plays an active role within the Academy and closely monitor the use of pupil premium and Year 7 catch-up funding. Governors are quick to challenge the leadership team if they feel there are areas for improvement but they also offer support in helping the Academy to make progress and improve our work. Governors are closely involved in decisions relating to teachers’ salary progression and performance, they regularly participate in Learning Walks to different subject areas and attend our ‘Closing the Gap’ meetings where subject leaders are held to account for exam results, latest grade predictions etc.

Leaders maintain detailed records for each teacher based on their planning, delivery and feedback. Performance management and teacher standards are used to drive continuing professional learning. A new bottom-up Faculty Review process for monitoring standards in all subject areas has seen middle leaders respond positively to the challenge of leading on this work. Middle leaders in English have been asked by the Local Authority to provide support at another local school, and present how we achieve success in GCSE English to other schools at a meeting of Leicestershire Secondary Heads.

The removal of under-performing staff means that inadequate teaching has been eradicated within the academy. Teachers identified as requiring improvement follow an intensive 7-8 week Quality Learning and Teaching Programme (QLT) that includes participation in our Coaching Programme, lesson observations, self-reflection via filmed lessons and mentoring by senior colleagues. Four colleagues were supported through the QLT programme in 2016/17 with one member of staff successfully improving their practice and no longer needing this support, and the three other colleagues subsequently deciding to leave the Academy by mutual consent.

The Coaching in Schools programme has been successfully introduced and has been an effective tool to improve teaching and learning both for the four new colleagues that have been trained as ‘champion coaches’ and for over a dozen staff that have been coached during 2016/17.

We have recently completely overhauled our Key Stage 3 curriculum in response to changes at both KS2 and KS4, our KS3 Schemes of work are now more challenging and build upon the work completed at primary school as well as preparing our pupils for the new GCSE specifications. For example, in Maths pupils in year 7 are now covering much more difficult work as part of their curriculum and as a result are making rapid progress in their studies. The next phase of development will focus on assessment at KS3, introducing new ‘Age Related Expectations’ (ARE) and Flight Paths for all pupils, that will clarify for pupils and parents expected levels of progress, during years 7 and 8 and beyond.

External Review (September 2017) 'the standard of written work is often good and, in Key Stage 3, much better than was the case a year ago. In Science, for example, there is more use of questions that require extended answers; in English, pupils are writing at length and going over and editing work well.'

A new 'pathways' curriculum has been introduced at Key Stage 4 which helps to cater for the needs of all learners within the Academy and ensures that they will achieve successful outcomes. Our more-able pupils are encouraged to follow the EBacc curriculum and take a modern foreign language, and more pupils have been guided towards opting for Triple Science in Year 10. The curriculum is personalised for some pupils with particular needs, for example a small number of pupils receive excellent alternative provision through our 'Environmental Studies Project', and our Speech and Language cohort spend some time in the Curriculum Support Centre working on their social skills as well as Maths and English.

External Review (September 2017) 'the curriculum is broad, balanced and well-tailored to the needs of different groups of pupils, in key stages 4 and 5.'

The Academy has recently radically altered its approach to the setting of pupils. Sophisticated setting has been introduced with 6 sets based on ability across each year group. This has enabled us to provide more stretch and challenge for our most-able pupils within higher sets as well as allowing us to create smaller lower sets with more support for less-able and SEN pupils.

Transition arrangements are well established. The benefits of our membership of the LAT are clearly evident here as we are able to work closely with both Highcliffe and Riverside primary schools in Birstall. A good example of this collaboration is the new 'Ruby in the Smoke' scheme of work that has been introduced in English, pupils begin studying this in Year 6 and then continue into Year 7. The text has been specifically chosen to provide a higher level of challenge for pupils and to promote an embedded understanding of 19th Century literary contexts. Our Year 5 'Rising Stars' programme ensures that all the LAT Year 5 primary school pupils visit The Cedars Academy and are taught masterclasses in key subjects, in addition our staff visit the local primaries to offer expertise and deliver specialist knowledge, e.g. in Music and French. Leaders at all schools within the trust meet regularly to plan collaboratively and we are establishing a seamless curriculum from 4 to 18.

External Review (September 2017) 'The increasingly strong relationships with 'feeder' primary schools are helping new pupils to arrive motivated and positive about learning as well as inculcating a greater sense of being part of the academy community. The decision to study a common text, 'The Ruby In The Smoke', across the end of Year 6 and the start of Year 7 in the two feeder primary schools which are part of the trust, has gone a long way to making the process of transition smoother as well as supporting progression in learning.'

Pupils are provided with careers information and guidance via their formal curriculum, tutorial programme and through an extensive programme of extra-curricular activities such as our Year 11 Careers Day and Year 9 Careers Insight talks. We have also recently invested in the ULAS service. There has been an increased emphasis at the Cedars on providing careers guidance to our younger pupils with Careers Focus Weeks within the curriculum in both year 8 and year 9. Our 'Women in to Construction' morning gave 30 Year 9-11 girls hands on experience of plumbing, painting and decorating and electrics. Year 8 pupils have recently become involved in our STEM Stars events working towards a CREST award.

The Academy actively promotes British values via our well-established Student Councils, Tutorial programme and assemblies, as well as visible displays around the Academy that highlight how British values are delivered as part of the curriculum. In the Spring Term 2017 our pupils took part in the 'Going to Extremes' Theatre Production which highlighted the dangers of radicalisation and extremism. British Values and SMSC have been audited across the curriculum and SMSC issues are debated and discussed as part of tutor time on Friday mornings. The screening of Kayleigh's Story produced by Leicestershire police used the tragic story of a local teenager to highlight the dangers of online grooming.

Next steps – moving from Good to Outstanding

- Leaders at all levels need to continue to use our Performance Management process to ensure that all teaching across the Academy is of a consistently high standard
- Teachers need to develop and implement 'Age Related Expectations' and Flight-Paths at Key Stage 3 that will clarify expected levels of progress from KS2-KS4

The quality of teaching, learning and assessment

SEF Judgement September 2017 – Good

The quality of teaching and learning is good. Teachers demonstrate strong subject knowledge and are able to use their expertise to plan and deliver good lessons. A new Faculty Review approach to monitoring standards means that we do not judge individual lessons, instead we have focused on providing meaningful feedback to staff following lesson observations. These observations focus on areas of strength as well as targets for improvement and are then reviewed each term to see if colleagues have developed and improved. Each termly Faculty Review is led by our middle leaders who have been empowered to develop their own specific actions to improve teaching, learning and assessment in their subject area. There were only four colleagues identified as a cause for concern as part of our 2016/17 Faculty Reviews and they have all been supported in order to improve.

This year has seen an increased emphasis on the learning and progress of Pupil Premium pupils within the Academy. Senior leaders take a prominent role in closely tracking the progress made by Pupil Premium pupils, e.g. during the Summer Term 2017 Leadership Team meetings were regularly devoted to work scrutiny of Pupil Premium pupils' books and folders. In addition a Pupil Premium Learning Walk took place in June 2017 where members of the LAT Leadership Team visited lessons, spoke to pupils and interviewed senior leaders in order to quality-assure the provision for disadvantaged pupils. The LAT Learning pathway focused on the issue of Pupil Premium pupils will help us to focus on strategies enabling us to 'close the gap'.

Staff briefings have focused on key Pupil Premium pupils, e.g. our Most-Able Pupil Premium cohort within each year group, and helped to disseminate effective teaching strategies when working with these pupils. Pupil Premium Academic mentors have been appointed and have worked with pupils, particularly within Key Stage 3, on projects such as the 200 word writing challenge and Maths challenges that promote problem-solving skills. Key policies for Pupil Premium pupils are now embedded across the school including ensuring that pupils are targeted with questions within lessons, careful consideration of their placement in classroom seating plans and teachers marking Pupil Premium pupils work first when they have a set of books/folders to mark.

The use of our context for learning sheets are an embedded part of teaching and learning and help to ensure that teachers plan for the needs of all learners including SEN, Pupil Premium and our most-able pupils. Staff are able to 'bid' to make use of Pupil Premium funding to support the learning of these pupils in their subject area.

Quality assuring our written feedback is a key part of our faculty reviews. It is an area that continues to improve. Marking has been developed to ensure that staff provide clear advice for improvement as well as highlighting what pupils have done well within their work. Assessment for Learning is particularly strong within Modern Languages and English. Heads of subject, in conjunction with the Senior Leadership Team, have developed an improved marking and feedback policy that encourages all staff to provide more effective comments to assigned pieces of quality work. Dedicated improvement time now needs to be built into more lessons, so that our pupils are given time to act upon the advice given and this is a key priority for development for 2017/18. Our most recent work scrutiny found that 23% of marking was 'outstanding', 64% 'good' and only 13% 'requires improvement' and within each faculty area any colleague that needed to improve their feedback has had support

Our Professional Learning programme has been closely linked to teachers' individual Performance Management targets. As part of the LAT Pathways programme all staff will follow a bespoke Professional Learning Pathway linked to their Performance Management targets and their own professional development needs. To help us to increase stretch and challenge within the curriculum all departments will be piloting new challenge strategies and then sharing these via Thursday morning briefings to all staff.

Our external Key Stage 3 review (Autumn 2016) highlighted some inconsistencies with how we were assessing pupils' work accurately to inform understanding of their progress. As a result, we have developed 'Age Related Expectations' and clear Flight Paths for Year 7 and Year 8 pupils that provide clarity regarding expected levels of progress within this Key Stage. We have also worked collaboratively with our local primary Schools in cross-moderating the work of our year 7s, allowing us to challenge expectations at Key Stage 3 and leading us to review schemes of work at this Key Stage.

There are a wide-range of opportunities for pupils to learn outside the formal curriculum within the Academy. A good example of this work has been the launch of our 'Scholars Programme' in collaboration with the Brilliant Club. This project targeted our most-able Pupil Premium pupils in Years 8 and 9. Pupils worked with a PhD tutor for 6 weeks on a challenging and stimulating topic area linked to Maths/Science (Year 8) and English/Humanities (Year 9). They then completed a mini-dissertation outlining their findings which was graded using the University grading scale (1st, 2:1, 2:2, etc.). They also visited two highly selective Universities to launch the project and for their graduation ceremony. The scheme has been a tremendous success both in providing stretch and challenge in their studies and helping to raise aspirations regarding University. We are looking to expand upon the number of pupils involved in the programme in 2017/18.

Next steps – moving from Good to outstanding

- Ensure that there is dedicated time within lessons for pupils to make improvements to their work following advice provided by teaching staff
- Support colleagues via the LAT Pathways to become consistently outstanding in their teaching, lesson planning and assessment

Personal Development, Behaviour and Welfare

SEF Judgement September 2017 – Good

Behaviour in class is good, teachers have high expectations and there is clear evidence to support this from our Faculty Review programme. A classroom ‘warning ladder’ has been embedded and is providing clear guidance to staff and pupils about how low-level disruption within the classroom will be dealt with. Pupils show respect for other people’s views and classroom observations indicate that pupils are comfortable putting their view forward, or answering questions within the whole class context. Any instances of bullying are dealt with effectively with strong parental engagement in this area. Parent and pupil surveys indicate that pupils feel safe at school and are confident that any bullying issues will be dealt with effectively.

Heads of Year work closely with our three highly effective (non-teaching) student managers to provide pastoral support for pupils in different year groups. In July 2017 Heads of Year organised an Achievement Evening celebrating the academic success of pupils in their year group. In the same month they also interviewed pupils with their parents who had under-achieved in 2016/17 and each targeted student was provided with catch-up work to complete over the summer. Our focus for Heads of Year in 2017/18 is for them to become more involved in tracking pupils’ progress and academic mentoring. Termly meetings will be held with members of SLT and Heads of Year to focus on academic progress within their year group.

External Review (September 2017) ‘Student managers are an asset and the work they do with pupils and families, especially vulnerable pupils, makes a significant contribution to their safety and care, and supports their continuing education.’

Student managers have proved to be very successful in working with vulnerable children and their parents. Our alternative provision programme has played a key role in improving the behaviour of a number of pupils through our ‘Environmental Studies’ programme. The academy works closely with the local behaviour panel to organise ‘managed moves’ to other schools for pupils who are at-risk of permanent exclusion. Exclusion data shows a marked improvement in 2016/17 including for vulnerable groups such as our SEN and Pupil Premium cohort:

Number of exclusions 2015/16 vs 2016/17 comparison

	2015/16	2016/17	Reduced by:	Percentage reduction
All Pupils	64	23	41	64%
Pupil Premium	33	17	16	48%
SEN-D	23	12	11	47%

Attendance for 2016/17 is 95.6%. Attendance clinics, where pupils with low attendance are invited to a meeting with their parents and representatives from the pastoral team, have proved to be effective in improving attendance. Pupils at risk of being ‘persistently absent’ are quickly identified and interventions are put in place to help improve their attendance record. The attendance of Pupil Premium and SEN support pupils has improved in 2016/17 compared to the rest of the cohort, but there is still a gap between the attendance of these vulnerable groups and all pupils at the Academy so this remains a priority for further improvement.

Attendance percentage 2015/16 vs. 2016/17 comparison

	2015/16	2016/17	Difference
All pupils	95.4%	95.6%	+0.2%
Pupil Premium	92.6%	93.3%	+0.7%
SEN-D	94.4%	95%	+0.6%

The Academy has very clear systems in place to deal with safeguarding and child protection. Issues are dealt with quickly and effectively by our experienced pastoral team. Recent parental surveys have proved to be very positive when commenting on pupils' safety. All staff have undergone 'Prevent' training to help protect young people from the dangers of radicalisation and extremism.

Careers advice is provided through our independent careers officer. Key Stage 4 pathways have been reviewed to allow pupils with different talents and abilities to choose an individualised curriculum. This year has seen an increased emphasis on CEIAG for our younger pupils with more opportunities for pupils at key stage 3 to start to consider their career aspirations. At post-16, pupils who wish to progress to higher education are given support to complete their UCAS applications and pupils who wish to choose an alternative career path e.g. apprenticeships, are also given guidance and support.

Healthy living is promoted within the Academy. Mentoring sessions with our vulnerable pupils cover issues such as healthy diet and the benefits of regular exercise. The school canteen is reviewing its menu options for pupils to offer them a wider range of healthy options. Pupils have two hours of PE a week as part of their core curriculum from 11-16.

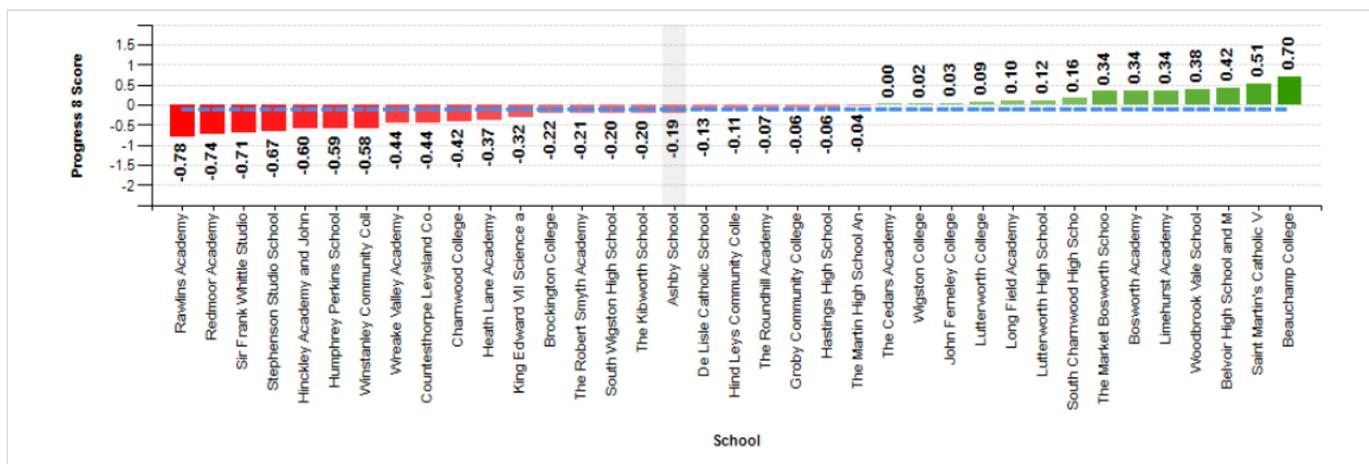
Next steps – moving from Good to Outstanding

- Closing the gap between Pupil Premium and SEN attendance and the rest of the cohort
- Heads of Year to become more involved in tracking the academic progress of their pupils and implementing interventions to support their learning, in particular for disadvantaged pupils

Outcomes for Pupils

SEF Judgement September 2017 – Good

Provisional GCSE exam results for the Academy for 2017 indicate a Progress 8 score of 0.00, which places the Academy in the top third of schools in Leicestershire. There remains a significant gap between the progress of all pupils and Pupil Premium pupils at the Academy although this has narrowed slightly compared to 2016.



Analysis of the Progress 8 element breakdown indicates that the Open and English baskets were both marginally positive whereas the Maths and EBacc baskets were slightly negative. Comparing pupils by prior attainment it is clear that progress was stronger for pupils with low and middle prior attainment than for those with high prior attainment:

	All Pupils	Pupils with low prior attainment	Pupils with middle prior attainment	Pupils with high prior attainment
Progress 8 score	0.00	0.03	0.06	-0.12
Average Attainment 8 score	43.35	25.20	41.05	58.33

	Progress 8 score	English P8 basket	Maths P8 basket	EBacc P8 basket	Open P8 basket
All pupils	0.00	0.01	-0.02	-0.11	0.13
Pupil Premium	-0.62	-0.53	-0.43	-1.00	-0.41

Our most recent predictions for our current Year 11 (2017/18) indicate a positive Progress 8 score of +0.59 for this cohort. The predicted Attainment 8 score is 5.15. There is also evidence that we are being successful in 'closing the gap' between Pupil Premium and Non-Pupil Premium pupils, with a predicted Progress 8 score of +0.62 for Non-Pupil Premium pupils compared to +0.46 for Pupil Premium pupils. Attainment 8 predicted grade for Non-Pupil Premium pupils is 5.3 compared to 4.66 for Pupil Premium pupils.

YEAR 11 (2017/18)	Cohort	Average Core KS2 APS per student	Progress 8 prediction (Summer 2017)	Attainment 8 (Summer 2017)
All pupils	174	28.3	0.59	5.15
Non-Pupil Premium	133	28.7	0.62	5.3
Pupil Premium	41	27.1	0.46	4.66

The progress and attainment of SEN pupils at the Academy is generally positive. Our most recent predictions for our year 11 cohort (2017/18) indicate a positive Progress 8 score for SEN pupils with an Educational Health Care Plan and with the SEN Support classification. EHCP pupils are currently predicted to out-perform Non-SEN pupils at the Academy based on Progress 8:

YEAR 11 (2017/18)	Average Core KS2 APS per student	Progress 8	Attainment 8
Non-SEN	29.0	0.18	5.24
Pupils with an EHCP	21.5	0.89	3.31
SEN Support	24.2	0.21	3.49

Predictions for year 10 also indicate a positive Progress 8 score of +0.53 for this cohort. The predicted Attainment 8 score is 5.33. Again there is evidence that we are closing the gap in terms of progress between Pupil Premium and Non-Pupil Premium pupils, with a predicted Progress 8 score of +0.61 for Non-Pupil Premium pupils compared to +0.27 for Pupil Premium pupils. Attainment 8 predicted grade for Non-Pupil Premium pupils is 5.56 compared to 4.56 for Pupil Premium pupils.

YEAR 10 (2017/18)	Cohort	Average Core KS2 APS per student	Progress 8 prediction (Summer 2017)	Attainment 8 (Summer 2017)
All pupils	157	28.6	0.53	5.33
Non-Pupil Premium	120	29.1	0.61	5.56
Pupil Premium	37	27.1	0.27	4.56

Student progress in Year 7 at The Cedars Academy is excellent. The majority of pupils, including Pupil Premium pupils, make rapid and sustained progress in most subjects given their initial starting points. Based on current data, the majority of pupils in Year 7 are set to reach or exceed current target levels which are aspirational from the outset. Performance in Maths is particularly strong demonstrating high progress levels. This demonstrates that the recent curriculum changes we have implemented within Year 7 are having a real impact on pupil progress and attainment.

Year 7 – Teacher Assessments (Summer 2017)

All pupils	Average Grade	On/Above Track %	Pupil Premium Pupils	Average Grade	On/Above Track %
Computer Sci.	Developing=	71%	Computer Sci.	Developing-	69%
Design & Tech.	Developing=	66%	Design & Tech.	Developing=	69%
English	Developing=	72%	English	Developing-	75%
French	Developing+	91%	French	Developing=	83%
Geography	Secure-	98%	Geography	Developing+	98%
History	Developing+	94%	History	Developing+	91%
Maths	Secure-	98%	Maths	Developing+	94%
Music	Developing+	79%	Music	Developing=	77%
RE/Care	Secure-	93%	RE/Care	Developing+	85%
Science	Developing+	92%	Science	Developing=	83%
Summary	Developing+	85%	Summary	Developing=	82%

Next steps moving from Good to Outstanding

- Improve the Progress 8 score for pupils at the Academy to +0.5 through delivering outstanding teaching across all year groups
- Improve the attainment and progress of our most-able pupils
- Closing the gap between Pupil Premium pupils and their peers is a key priority across the curriculum

Effectiveness of Post-16 to 19 study

SEF Judgement September 2017 – Good

Cedars Academy has recently agreed to work collaboratively with another local 11-16 school to provide post-16 provision across both schools. This will help to ensure the future viability of post-16 study at the Academy. Pupils at post-16 achieve good outcomes. 2017 Level 3 Value Added Scores for the Academy were outstanding with an overall VA score of 0.22. The ALPS value-added score for A Level was a 3 in 2017 indicating strong progress for our pupils from KS4-KS5. The vast majority of our pupils make good progress from their respective starting points. 2017 A Level Results enabled a number of pupils to progress on to highly-selective Universities.

2017 Y13 results	Cohort	Overall APS Per Pupil	Overall APS Per Entry	Overall Avg Grade Per Entry
All pupils	86	91.16	32.22	C+
Pupil Premium	10	61.50	25.63	C-

Attainment levels at the Academy have risen over time and are now closer to the national average in most performance measures. Our Average Points Score per entry has improved from 28.34 (2016) to 32.22 (2017) and a number of subject areas achieved a positive Alps score in 2017. Post-16 Faculty Reviews in 2017/18 will focus on improving the quality of teaching and learning across all subjects. A particular focus will be pupils who enter Post-16 with the highest average GCSE scores, who do not always progress onto achieving their aspirational target grades by the end of year 13 and therefore, we need to improve the support and challenge for this 'most-able' cohort.

Improvements to retention levels between years 12 and 13 have been made over time with the Retention figure for year 12 at 97% and in year 13 96.3%. However, the percentage of pupils staying on into Year 13 could still be improved further (87% 2016/17). Year 11 pupils need more effective guidance to ensure that they embark upon appropriate study programmes at post-16. It may also be necessary to start more pupils on 3 A-Level programmes rather than automatically insist on all pupils selecting 4 options. A mentoring programme has been introduced for pupils with the lowest GCSE entry level to help support them through their A level courses.

Enrichment opportunities are available to all pupils in Post-16 with a large number participating in these activities. These include work experience placements, the Extended Project Qualification, the 'Worth It' mentoring programme where our 6th form pupils mentor year 7 pupils at the Academy, the National Citizenship Service programme, an expedition to Peru with fund raising activities and involvement in reading and literacy support with younger pupils.

External Review (September 2017) 'Pupils in the sixth form are extremely positive about the provision and support they receive from teachers. They feel that teachers really know them and that they challenge them to think about and develop their work.'

Next steps – Moving from Good to Outstanding

- Ensure our 'most able' pupils with the highest average GCSE points score achieve their aspirational target grades (A*-A)