



Longspee Academy
Termly Accountability Review: Spring 2016

Characteristic	School
Number on roll	44 (45 at last progress tracking point)
% free school meal eligibility	56%
% pupils from minority ethnic groups	4%
% pupils with first language not English	0%
% of LAC	20%
% of PPG	64%

Summary Judgements

Outcomes for pupils	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Effectiveness of leadership and management	Outstanding
Overall effectiveness	Outstanding

Outcomes for Pupils

'Progress' comparison between National Statemented Pupil and Longspee Academy 2014 -2015

Year 6 (2014- 2015)	National Average APS Progress Statemented Pupils	Longspee KS 1 to 2 APS Progress
Maths	11.7	10.5 RAP Priority
Reading	12	14.3 <u>OUTSTANDING progress</u>
Writing	9.2	11.2 <u>OUTSTANDING progress</u>
All (R, W, M)	11.2	12 <u>OUTSTANDING progress</u>

Both PPG pupils with W at Key Stage 1 made expected progress in KS 2 (2015), one of the pupils made better than expected progress. In reading 100% of pupils made 2 whole levels of progress from Key Stage 1 to 2 in 2015.

For the end of the academic year 2014 -2015, Raise online data indicated that nationally the overall APS for Reading, Writing and Mathematics for Statemented pupils was 18.8 end of KS2. By comparison the overall APS at Longspee was 22.4 at the end of this period. Therefore, at the end of the last academic year, Longspee Academy was **3.6 above average** and successfully closed the gaps of disadvantaged pupils.

Achievement

Data below indicates for reading, writing and maths all pupils are on track to achieve challenging end of year targets, at the February 2016 half term/ year tracking point ALL pupils continue to remain on track.

February 2016 Data Summary	Numbers of pupils who are on track to achieve their end of year target	% of pupils who are on track to achieve their end of year targets	Numbers of pupils who have made expected progress	% of pupils who have made expected progress	Numbers of pupils who have made accelerated progress (accelerated progress = more than 2 steps of progress)	% of pupils who have made accelerated progress (accelerated progress = more than 2 steps of progress)
Reading	45 out of 45	100%	22	49%	23	51%
Writing	45 out of 45	100%	18	40%	27	60%
Maths	45 out of 45	100%	18	40%	27	60%

Challenging targets are set on an individual basis with the vast majority expected to achieve or exceed nationally recognised rates of progress. Progress is measured using 'steps' of progress on the progression grids (i.e. Emerging, Developing, and Secure with Mastery not being included in the formula). Pupils are expected to make an average of 2 steps across reading, writing and maths. Targets are set based on pupils achieving at least 2 steps progress in every area of the curriculum represented as "good" with some pupils exceeding this and therefore accelerated progress/closing the gap. **At the half termly tracking point February 2016 all pupils continue to remain on track to achieve their targets.**

PPG Progress Data Autumn 2015

Data below indicates for reading, writing and maths all pupils in receipt of PPG are performing as well as those not in receipt.

Overall there are no discernible differences in achievement of pupil outcomes for the most vulnerable pupils.

The Academy has secured substantial improvement in progress for the most vulnerable pupils.

Subject	Numbers of pupils who have achieved their targets *	% of pupils who have achieved their targets* <u>Outstanding progress</u>	Numbers of pupils who narrowly missed their target	% of pupils who have narrowly missed their target
ENGLISH	December 2015	December 2015	December 2015	December 2015
Reading (PPG)	29	100%	0	0%
Reading - not PPG	16	100%	0	0%
Subject	Numbers of pupils who have achieved their targets *	% of pupils who have achieved their	Numbers of pupils who narrowly missed their target	% of pupils who have narrowly missed their target

		targets*		
		<u>Outstanding progress</u>		
Writing PPG	29	100%	0	0%
Writing – not PPG	16	100%	0	0%
MATHS – PPG	29	100%	0	0%
Not PPG	16	100%	0	0%

Total amount of PPG 2015-2016: £32,175

(PPG = Pupil Premium Group, including LAC)

64% of the Academy pupil population are in receipt of PPG. The positive impact of the allocation of the PPG funding (2015-2016) is demonstrated in the table above illustrating no gap between PPG and non-PPG pupil outcomes.

See full details of the impact of the PPG funding, interventions evaluation and outcomes for all tracked groups for pupils at Longspee Academy in Inclusion Lead report December 2015 (Appendix 1).

PE and Sport at Longspee Academy

The total PE/ Sport grant for 2015 – 2016 was £8,145. This is a summary of the impact of the expenditure:

Provision	Frequency	IMPACT
Specialist fitness coach providing a range of sporting and physical development opportunities	At least twice weekly	100% of pupils achieved their half termly personal fitness targets
Specialist football coach	Weekly football for all upper KS 2/ 3 pupils	Pupils have improved social skills, improved tolerance and team co-operation skills
Equipment of high quality PE resources/ off site adventure activities	At least twice weekly PE	100% of pupils achieved their half termly personal fitness targets
Health Related Exercise HRE	Across the school	100% of pupils achieved their half termly personal fitness targets Increased self-control and improved social skills

Quality of Teaching, Learning and Assessment

Standards of Teaching 2015-2016 over time	Number of lessons observed	Lesson Observation judgements (based upon weekly snap shots by AP/ VP/ DSE/ Trust Improvement Report quality assured February 2016, Learning Walk GO & NM June 2015 and October 2015 by CEO Review and Local Authority Review: see reports in school)
<i>Outstanding</i>	3	50%
<i>Good</i>	3	100%
<i>Requires Improvement</i>	0	xx%
<i>Inadequate</i>	0	xx%

IMPACT

- “As a result of uncompromising ambition, all pupils have made progress across all groups in relation to national standards for pupils with and without statements. Consistent high expectations will continue to improve outcomes for all pupils.”
- As a result of highly engaging teaching and learning, pupils’ feelings about school increased from 35.6 to 53.4 out of 100 when surveyed using PASS. Next steps are to increase to 60+.”
- “As a result of regularly updated IEP targets, the impact on pupil progress is that all pupils have made or exceeded expected progress. The next steps are achievement of Mastery across the curriculum.”
- “As a result of accurate and rigorous assessment and base-lining, 100% of pupils are on track to meet their challenging end of year targets.
- “Very effective planning by teachers ensures that the impact on pupil progress in Reading, Writing and Maths is maximised: the overwhelming majority of pupils met or exceeded their targets in the last academic year. Ongoing and incisive monitoring will continue to develop and enrich our broad, balanced and inspiring curriculum.”
- “As a result of teachers checking pupils’ understanding systematically and effectively, as well as pupils frequently acting on incisive feedback and rectifying misconceptions, 100% of pupils have made expected or accelerated progress.
- The introduction of Solotaxonomy and Master’s club has ensured that 100% of classes across the school have continued and relentless focus on ‘high expectations leading to high achievers’.

There is a relentless focus on improving teaching and learning. Performance management is rigorous. Professional development opportunities for staff, including newly qualified teachers, focus on aspects of teaching that will improve pupil outcomes.

Figure 1. Anonymised performance management data (for 2015-2016)

	MPS	Threshold	UPS	Leadership	TLR / other
Staff Progression*	3	0	1	1	2
Quality of teaching**	100	0	100	100	100

* Number of staff making progress along relevant pay spine or awarded additional responsibility points (figure in brackets indicates how many staff were eligible to be considered for progression) ** Percentage of such staff graded as good or outstanding for overall quality of teaching over time.

Performance management within the school is rigorous and robust and is used to develop, support and challenge the professional practice of all staff which is challenged by the Advisory Academy Committee. As a result, the quality of teaching and learning and pupil achievement has improved significantly over the year.

Pupil Destinations: Longspee Academy supports pupils’ reintegration back to mainstream provision when they are able to manage academically, emotionally and socially. During the Autumn Term 2014, 2 pupils were successfully reintegrated: one of these pupils is making excellent progress at a local Grammar School (see Daily Echo article) and another successfully reintegrated into a local mainstream school. By the end of the summer term 2015, a further 2 pupils reintegrated successfully into 2 different mainstream secondary schools.

Personal Development, Behaviour and Welfare

Attendance	
Autumn Term 2015	96 %
Authorised Absence	3%
Unauthorised Absence	1 %
Longspee Absence combined	4 % <ul style="list-style-type: none"> ▪ In line with National Primary Schools ▪ 5 % lower than national statemented pupils ▪ 1.2 % lower than National Secondary Schools
National Statemented Pupils combined absence	9%
Individual pupil’s attendance typically improves dramatically on entry to the Academy. Please see Case Studies for examples.	
There continues to have been no exclusions this term. There have been no exclusions at Longspee since we became an Academy	

Behaviour	based on 45 students who have completed a full term so we have comparable data
Autumn 2015% of pupils whose behaviour has improved since the start of this academic year	68% Outstanding progress 32% Good Progress
Personal Development, Behaviour and Welfare September 2015 – February 2016	100% of pupils are on track to meet or exceed their personal development, behaviour and welfare targets
Safeguarding	100% of pupils expressed that they feel safe in school Continued partnership working with pupils and parent/ carers and outside agencies is in place to increase pupil understanding and awareness issues relating to E safety, Prevent agenda, Healthy relationships and FGM. 100% of pupils have risk assessments that include risk reduction relating to the Prevent Agenda

Type of Bullying September 2015 - February 2016	Number of Incidents
Bullying	0
Bullying of a Racist Nature	0
Homophobic	0
No vulnerable group is at risk including LAC and PPG	

Spiritual, moral social and cultural development and, within this, the promotion of fundamental British Values

Credits are earned by the pupils for tolerance, following rules of law and showing respect, this is linked to house teams working towards their termly trophy award and individual pupils spend their credits in a weekly tuck shop. Democracy is promoted regularly in school, in particular, pupils vote each term for their school council reps, house team captains and also head boy or girl.

Pupils' spiritual, moral social and cultural development and, within this, the promotion of fundamental British Values, are at the heart of the school's work. This is evidenced in curriculum planning, whole school events involving wider stakeholders, for example; Christmas around the world celebration, Chinese New Year and the pupil contribution to the local schools Global Learning Programme (see British Values Statement, photos, videos and work in school).

	Number of credits Summer Term 2015			Number of credits achieved Autumn Term 2015		
	KS 1	KS 2	KS 3	KS 1	KS 2	KS 3
Rules of law	2327	14,678	7,813	1923	15876	8,120
Tolerance	919	5,167	3,456	786	6129	3,765
Respect	845	5,112	4,987	687	5,432	5,128

Effectiveness of Leadership and Management

Grade descriptors 1= outstanding	Ragged rating	Evidence
<ul style="list-style-type: none"> Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. 	1	<ul style="list-style-type: none"> Outcomes for pupils evidenced by data above Feedback from visitors Inc. Trust Directors, senior leaders, Hilary Evans, local school staff (school to school support) AAC support & challenge SEF Leadership Impact Statements
<ul style="list-style-type: none"> Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. 	1	<ul style="list-style-type: none"> Data in Inclusion Leader report December 2015 Leaders' RAPs
<ul style="list-style-type: none"> The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. 	1	<ul style="list-style-type: none"> Outcomes for pupils evidenced by data above: no gaps, no disadvantage Transfer of key skills (reading, writing, maths) across the curriculum: CC coding in pupil books Leaders' RAPs
<ul style="list-style-type: none"> Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. 	1	<ul style="list-style-type: none"> AAC support & challenge (see DA: SEND report) AAC 'question time' with middle leaders and SLT using audit questions (see AAC minutes Feb 2016) Weekly AAC school visit, hearing readers and discussion with pupils
<ul style="list-style-type: none"> Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. 	1	<ul style="list-style-type: none"> From 22 pupils surveyed Autumn 2015: 100% of pupils expressed that... <ul style="list-style-type: none"> school is trying to help you with their learning They are making academic progress staff support when they have a difficulty in school they feel safe in school The Pupils' Attitudes to Self and School Survey (PASS) 2013-2015 indicates a significant increase in positive relationships between teachers and pupils and response to curriculum demands- see SEF January 2016
<ul style="list-style-type: none"> Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. 	1	<ul style="list-style-type: none"> See figure 1 below anonymised performance management data (for 2015-2016) Quality of teaching judgements above Pupil outcomes data above
<ul style="list-style-type: none"> Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. 	1	<ul style="list-style-type: none"> Directed Time: Pedagogical focus groups, CPD led by vast majority of teaching staff Fortnightly SLT with middle leaders present for CPD, monthly joint working with AAC Cross Trust collaborative CPD and school to school support Leaders' RAPs

<ul style="list-style-type: none"> ■ The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. 	1	<ul style="list-style-type: none"> ▪ Curriculum maps termly/ half termly ▪ Cornerstones creative curriculum – embedding of key skills across curriculum ▪ Learning outside the classroom (see photos/ videos) ▪ School and wider community learning events such as Global learning/ Christmas around the World/ Chinese New Year celebration/ Tudor Banquet ▪ Curriculum Leadership and RAP
<ul style="list-style-type: none"> ■ Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work. 	1	<ul style="list-style-type: none"> ▪ Whole school credit system linked to British Values ▪ Assembly programme linked to world calendar events and promotion of safeguarding and British Values ▪ RE/ PSHE/ CULTURAL STUDIES PROGRAMME ▪ SCHOOL COUNCIL/ Peer support/ collaboration across school
<ul style="list-style-type: none"> ■ Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. 	1	<ul style="list-style-type: none"> ▪ 0 incidents of bullying 2015 -2016 ▪ Parent/ Pupil surveys 100% positive responses ▪ Promotion of anti-bullying in the curriculum and whole school events (pupils promoting anti bullying across school and attendance anti bullying forum in Poole)
<ul style="list-style-type: none"> ■ Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. 	1	<ul style="list-style-type: none"> ▪ Vast majority of pupils surveyed 2015 - 2016 feel safe in school ▪ SEM plans identify range of risk and form risk assessments for individual pupils, this includes risks to PREVENT issues ▪ Safeguarding Audit/ Evaluation Summer 2015, quality assured by Julie murphy LADO and senior strategic lead ▪ Rigorous CPD see safeguarding lead role training ▪ External agency intervention/ workshops with specific groups
<ul style="list-style-type: none"> ■ Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate. 	1	<ul style="list-style-type: none"> ▪ SEM plans identify range of risk and form risk assessments for individual pupils, this includes risks to PREVENT issues ▪ PSHE/ ELSA programmes ▪ Safer Schools termly programme with each class ▪ Promotion of British Values and SMSC across the Academy: school council/ termly voting. Attendance at Local school council forum

Impact within and beyond the Academy

The Academy is committed to succession planning and developing future leaders. During the academic year 2013-2014, the Academy provided staff with promotional opportunities which have been supported through appropriate CPD. The Assistant Vice Principal was promoted in February 2015 to Vice Principal Teaching, Learning, Curriculum & Assessment. During the Summer Term 2014 he completed the OLEVI Outstanding Facilitator’s Programme (OFP) and used his skills to coach teachers across the Academy. The Inclusion leader is an Assistant Vice Principal. In July 2015, the Inclusion Leader successfully completed

the OFP Programme to further the development of teaching, learning and assessment across the Academy. The Inclusion Leader successfully completed the National Award for Special Educational Needs Co-ordinators. A key impact on pupil outcomes was the introduction in January 2015 of the Longspee Academy Modular Programme (LAMP). This provides support staff across the Academy with tools, resources and a developing understanding for their own CPD they help pupils close the gaps in learning and further remove barriers enabling maximised progress to be achieved, see pupil outcomes above. In addition to this, the development of leadership capacity has impacted further with our second Assistant Vice Principal being appointed as Associate Principal at our Bournemouth SEMH Academy in December 2015.

The rapid development of strong leadership has provided additional capacity to support Trust wide strategic growth. Since October 2015, the Academy Principal has undertaken the role of Principal Designate for Ambitions Academy Free School application to the DFE. The current Vice Principal is successfully undertaking an 'acting' Associate Principal aspect to his role and CPD, this has provided further capacity for the Associate Principal to carry out Strategic support as an SLE to other leaders across the specialist provision. In addition to this, Longspee's Assistant Vice Principal is undertaking 'acting' Vice Principal leadership.

Evidence base/ quality assurance for judgements in this summary

- Feedback from Pupils and parents/ carers is very positive and support these judgements. (see attached and testimonials on our website)
- Quality Assurance Visits x 2 (October 2015) reports from Sue Langdon Senior Adviser School Monitoring and Intervention Team (Poole) and Brian Hooper (CEO for AAT) both support the outstanding judgements
- Robust moderation processes are in place with termly moderation (with Tregonwell, NBC rated outstanding by Ofsted, Poole Schools Moderation Cluster)
- Quality of Teaching = 100% Good, 50 % Outstanding (Quality assured by Nicki Morton Director of Special Education, Learning Walk November 2015 & Adam Coshan February 2016)
- All vulnerable groups make expected or accelerated progress – see pupil outcomes above
- Performance managements targets are linked to whole school RAP with challenging targets
- Longspee Outreach remains an outstanding service with very positive feedback from mainstream schools & evidenced in Outreach Review Report February 2016)
- Safeguarding Audit corroborates outstanding practice continues since last inspection (J. Murphy, July 2015)
- Leadership & Management remains outstanding with support and challenge AAC visit reports to evidence continued development

Maintaining and Growing

The Academy mantra is High Expectations lead to High Achievers. The unwavering ambition from all at Longspee Academy sets its achievement of success as reaching beyond outstanding.....

Below are the headlines of some of the key areas for development at Longspee Academy as we progress forwards into the next academic year (see Longspee Academy RAP 2015- 2016 for the strategy in detail)

What will take place?	Intended impact – colour indicates Ragged status
Extend learner opportunities for deepening knowledge, skills and understanding across the curriculum, increasing transference/ embedding of key skills	100% of pupils will achieve their challenging end of year targets in reading, writing and maths across the Academy Teachers track the key skills across the curriculum
All pupils to develop resilience and stamina to access summative assessments with confidence and improved skill level. Improved test technique across the Academy.	100% of pupils will access summative/ formal assessments with successful engagement and improved stamina for completion of the tasks
Continued development of Personal Development Curriculum and tracking tool for progress against PD outcomes criteria	100% of pupils will achieve their Personal Development targets
Middle leaders form an integrated feature of Academy SLT engaging in weekly scrutiny to ensure all gaps are closed and pupils are challenged to exceed expectations for the year	100% achievement of learner outcomes demonstrate evidence for achievement of objectives in each leader's RAPs
<p>Ambitious and uncompromising drive on beyond outstanding achievement</p> <p>Rigorous accountability at all levels</p> <p>Highly motivated teaching linked to: Outstanding Teaching Programme CPD, including outstanding teachers from Longspee coaching their peers on a weekly basis in class</p>	100% teaching to be rated Good and at least 60% Outstanding over time
Continued development of leadership capacity to impact on teaching and learning within and beyond the academy	The vast majority of pupils in specialist provision to achieve their end of year targets