

## OCA School Improvement Journey - Impact Summary since October 2022 Ofsted Inspection

October 2022 – Ofsted Actions for Improvement	ACTIONS & IMPACT EXECUTIVE SUMMARY
<p>'In some subjects, leaders have not ensured that teaching links well enough with what has been taught before. As a result, pupils do not routinely build on what they already know. When this occurs, pupils struggle to know and remember more.'</p>	<ul style="list-style-type: none"> <li>✓ Curriculum content quality assured against assessment to ensure fit for purpose and cumulative.</li> <li>✓ Assessment objectives are fit for purpose.</li> <li>✓ New leadership, new curriculum.</li> </ul>
What does the school need to do to improve further?	Actions and impact
<p>'Leaders should ensure that their new curriculum is fully implemented. This is so that all pupils, including those with SEND, follow a range of subjects that meet their needs and interests'</p>	<ul style="list-style-type: none"> <li>✓ New curriculum in place for September 2023</li> <li>✓ All students including those with SEND study 2 hours of MFL a week.</li> <li>✓ All students have a timetabled weekly Personal Development lesson.</li> <li>✓ Students at KS4 have wide and varied option choices</li> <li>✓ At KS3, all students study two hours of geography and history.</li> <li>✓ Sport science has been removed from the curriculum at KS3 and students in year 9 study 2 practical PE lessons.</li> <li>✓ At KS3 students' study 2 technology lessons per week</li> <li>✓ KS4 timetable PD/RE lesson</li> <li>✓ More varied option choices in option 4</li> </ul>
<p>'Leaders should ensure that teaching builds on the important knowledge that has been identified and taught before'</p>	<ul style="list-style-type: none"> <li>✓ QA has taken place on whole school assessments across all subject areas for both the Autumn, Spring and Summer assessment periods. Assessments are rigorous and robust, streamlined against SOL.</li> <li>✓ Summer assessments are cumulative and ensure recall is covering all content from the academic year so far with a range of exam style questions to meet all needs, providing challenge and the opportunity to develop literacy.</li> <li>✓ Assessment timetable information</li> <li>✓ Revision topics/strategies shared with parents.</li> <li>✓ Revision strategies in morning enrichment</li> <li>✓ New Progress card reporting to parents.</li> <li>✓ Department moderation calendared.</li> <li>✓ Standardised feedback sheets</li> </ul>

LEADERSHIP ACTIONS	Actions and Impact
<p><b>LEADERSHIP AT ALL LEVELS</b></p> <ul style="list-style-type: none"> <li>✓ Significant changes in leadership at all levels</li> <li>✓ Assistant Principal Quality of Education January 2023 due to previous AP appointed as SENDCO in the academy</li> <li>✓ SENCO replaced in January 2023, Assistant SENDCO also appointed to support increased caseload.</li> <li>✓ New position for Director for Pupil Support Centre 'Chadwick House'</li> <li>✓ New Head of Computing – January 2023</li> <li>✓ New Head of Subject in MFL Sept 2023</li> <li>✓ New Head of history – January 2024</li> <li>✓ New Associate Assistant Principal for behaviour and attitudes</li> <li>✓ New family liaison officer and key pastoral staff including two pastoral managers and 3 SEMH behaviour support assistants.</li> <li>✓ Restructure of all SLT roles to increase accountability through clearer understanding.</li> <li>✓ All staff, students, parents, and governors involved in collaborative and inclusive approach to OCA 2022 - 2025 vision 'We will make the biggest difference to the lives of our students by laying the foundations to encourage a successful future'.</li> </ul> <p><b>DEVELOPING THE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>✓ Comprehensive quality assurance process of schemes of learning against the National Curriculum and KS4 specifications with training and support for staff in development of these, following the audit, including use of OAT Lead Practitioners</li> <li>✓ Within all department the curriculum has been codified through long, medium and short-term planning</li> <li>✓ Rigorous and constant training for all staff on curriculum expectations, including the importance of retrieval and recall activities to embed key components</li> <li>✓ Ongoing Curriculum Reviews across all subjects (internal and external) annotating along the way to share good practice.</li> <li>✓ Department Based CPD Programme – increasing co-planning the implementation of the curriculum</li> <li>✓ Personal Development embedded one lesson per week at both Key Stage 3 and 4 <ul style="list-style-type: none"> <li>✓ All staff aware of whole school curriculum changes and the impact to our intent</li> </ul> </li> </ul> <p><b>TEACHING AND LEARNING and QUALITY ASSURANCE</b></p> <ul style="list-style-type: none"> <li>✓ Excellent leadership of the Quality of Education VP Curriculum and AP Q of E</li> <li>✓ Internal support and training plans have been used to monitor underperformance in one member of staff</li> <li>✓ Staff receive personalised CPD identified from subject knowledge audits</li> <li>✓ Walkthrus with live instructional coaching set up to ensure policy is followed and feedback / support given where required</li> <li>✓ Increased focus on our SEND cohort to increase expectations and ensure needs are fully met</li> </ul>	<p><b>LEADERSHIP AT ALL LEVELS</b></p> <ul style="list-style-type: none"> <li>✓ New leadership of quality of education. High quality CPD and learning routines continue to be embedded.</li> <li>✓ Schemes of learning are sequenced, and the important knowledge and key concepts have been identified for what they want pupils to secure as memory models</li> <li>✓ All Schemes of Learning contain the essential knowledge that enables pupils to build upon what they already know with clear end points.</li> <li>✓ New leadership of SEND. Curriculum reviewed and all students including SEND nurture group study 2 hours of Spanish.</li> <li>✓ Clear structure in place</li> <li>✓ Consistent approaches</li> <li>✓ Increased accountability</li> <li>✓ Enhanced staffing profile</li> <li>✓ Better collaboration with all stakeholders</li> </ul> <p><b>DEVELOPING THE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>✓ Fully rewritten Quality Assured 3-year Key Stage 3- and 2-year Key Stage 4 curriculum in place</li> <li>✓ Curriculum overviews and long-term plans are in place, ensuring requirements of national curriculum are met and in most cases are more ambitious.</li> <li>Teachers have high expectations of what pupils can achieve.</li> <li>✓ Inter-disciplinary links signposted to build upon prior learning</li> </ul> <p><b>TEACHING AND LEARNING and QUALITY ASSURANCE</b></p> <ul style="list-style-type: none"> <li>✓ QA shows quality of teaching has improved as underperformance is tackled and weaker teachers improve or leave.</li> <li>✓ Improved sharing of best practice, through co-planning and CPD schedule.</li> <li>✓ Progress data shows marked improvements. across: English; Maths; EBacc and the open basket for SEND.</li> </ul>

- ✓ Extensive training to develop staff understanding of SEND needs. Quality Assurance of staff accountability for SEND in place

### **TEACHING AND LEARNING and QUALITY ASSURANCE**

- ✓ CPD and whole school initiatives focussed on action-based research
- ✓ Introduction of a more developmental QA programme – including instructional and live coaching
- ✓ Raising Achievement Planning (RAP) meetings hold Subject Leaders and teaching staff directly accountable for their students and offer support

### **ASSESSMENT**

- ✓ Removal of flight paths and starting profiles
- ✓ Whole staff training sessions to hold staff to account on validity and robustness of assessment data
- ✓ Subject CPD focused on moderation / standardisation of assessments to ensure accuracy
- ✓ Revised and relaunched Assessment and feedback policy to share expectations.
- ✓ Culture walks and student voice feedback to monitor impact and implementation
- ✓ Robust and rigorous assessment quality assurance has taken place at each key stage
  - ✓ Assessments are fit for purpose and reflect SOL and key end points

### **IMPROVING EXPECTATIONS & STUDENT ATTITUDES**

- ✓ Internal and External QA of behaviour policy implementation and impact through lesson drop ins
  - ✓ New Pupil Support Centre for students in year 9
- ✓ Revisited behaviour policy, reviewing rewards, sanctions and CPD
- ✓ New Associate Assistant Principal in post to lead on behaviour and attitudes and interventions
- ✓ Review of Behaviour for Learning Policy with streamlined systems in place. Constant and consistent training for all staff
- ✓ New reward system – Epraise in place from September 2023
- ✓ Continued training for all staff around supporting specific needs
- ✓ Culture walks embedded to QA implementation and impact
- ✓ Student Leadership roles and Student Council introduced across the academy
  - ✓ Enrichment Charter launched
- ✓ Review and relaunch of Behaviour Policy – including guidance on peer-on-peer abuse, HSB, as well as guidance re reasonable adjustments for SEND pupils.
- ✓ Introduced Routines for Learning for all including; Meet & Greet, Ready To Learn/Leave expectations. Live coaching, walkthroughs used to embed.
  - ✓ OCA Challenge incorporates behaviour and attitudes alongside attendance

### **TEACHING AND LEARNING and QUALITY ASSURANCE**

- ✓ Teaching practice is embedded based on research that has been proven to have positive outcomes. Rosenshine Principals has positively impacted 9-5 basics results since 2019.
- ✓ Staff feel more supported (staff voice) improved practice impacts on outcomes.
- ✓ Staff accuracy of predictions in most subjects is sounds where grade boundaries have not significantly changed.

### **ASSESSMENT**

- ✓ Validation of improvements in Q of E and consistency through external reviews
- ✓ Knowledge Organisers/ revision mats embedded and used to support low stakes tests
- ✓ Reporting system to parents revamped to make user friendly and remove any misconceptions, parent feedback sought to improve.
- ✓ Prediction accuracy has improved in most subjects.
- ✓ Assessments are rigorous and robust, streamlined against SOL.
- ✓ Year 11 final countdown booklets, revision drop down timetables created alongside revision breakfasts (92%) attendance in preparation for GCSEs.

### **IMPROVING EXPECTATIONS & STUDENT ATTITUDES**

- ✓ Behaviour policy rewritten to be more pupil friendly.
- ✓ Reduction in the number of behaviour incidents for this year group
- ✓ Reduction in suspensions for this year group
- ✓ Improved attitudes to learning for the students in the PSC.
- ✓ Behaviour interventions in place for SEMH students timetabled sessions have had a positive impact with a % reduction in behaviour incidents.
- ✓ More achievement points awarded compared to the previous year which has had a positive impact on students who have previously had behaviour points only
- ✓ CPD delivered in September on meeting the needs of students with ADHD, ODD, CPD delivered on non-confrontational behaviour strategies for staff

### SHARING BEST PRACTICE

- ✓ Open door policy, staff encouraged to see other staff to share expertise – promoted further with instructional coaching
  - ✓ Leaders deliver CPD to other leaders on
- ✓ CPD programme of 3 layers (Whole academy and leadership level, department and individual) focused on – Raising the quality & consistency of T&L in line with academy policy,
- ✓ Co-planning sessions increasing the opportunity to co-plan the implementation of the curriculum
- ✓ Subject Leader Handbook with clearer expectations and half termly QA activities in place
- ✓ Consistent messages and sharing of classroom strategies in staff briefings
- ✓ Learning & Teaching library giving staff access to the best CPD in the country
- ✓ Comprehensive new staff induction with walkthroughs, mentoring and coaching support.
- ✓ Pastoral profile for each year group with impact statements to highlight key areas

### EXTERNAL SUPPORT

- ✓ Harmonize Academy, Everton Free School, Meadow Park and The Bridge School offer external support for students at risk of permanent exclusion or as an alternative to permanent exclusion
- ✓ Cheshire Police Liaison Officer – Once a week for students who display negative behaviour in the community or in the academy
- ✓ Brilliant Club / University – for more able pupils
- ✓ Ambition Institute for staff to complete NPQ courses
- ✓ Halton Association Secondary Headteachers – PEIA Maths and English pilot
- ✓ Safer school App, Kooth, LA Educational Psychologists, Counsellors, EWO
- ✓ Increased contributions from all stakeholders. (Staff, student, parent voice in action. 'You said, we did'), plus Primary links and support for primaries in place
- ✓ All staff have access to National College CPD materials and I am compliant
  - ✓ Team Around the School – Halton agencies for children at risk of permanent exclusion
  - ✓ Dfe PEIA investment area – attendance hub

### OAT SUPPORT

- ✓ Subject specific CPD and leadership support from OAT. OAT LP's in maths weekly. Other LP scheduled termly to support and challenge Subject Leaders
- ✓ OAT Annual Safeguarding Review. OAT Annual SEND Review
- ✓ Staff are completing a variety of NPQH/NPQML / NPQSL/ NPQEL with OAT support. OAT Aspiring Leaders and Into SLT courses..

### SHARING BEST PRACTICE

- ✓ Much enhanced consistency and quality of leadership at all levels
- ✓ Walkthrus introduced with Subject Leaders September 2022 and with all teaching staff in September 2023
- ✓ Departments share resources to reduce planning time and have a positive effect on workload
- ✓ Middle Leaders can plan strategically and prioritise workload throughout the year enabling a positive work life balance
- ✓ Staff inductions enable new staff to be OCA ready in September.
- ✓ Culture Walk feedback utilised to share best practice and inform CPD to be delivered by 'experts'

### EXTERNAL SUPPORT

- ✓ Alternative Provision provides an alternative in some cases to permanent exclusion or for students at risk of permanent exclusion. Impact of which has resulted in those students receiving less suspensions and improved attitudes to learning.
- ✓ Police Liaison Officer provides additional level of intervention for students where community issues have occurred or where incidents of poor behaviour are better managed with bespoke intervention around consequence as opposed to internal isolation.
- ✓ Improved leadership at all levels through enhanced quality of leadership
- ✓ PEIA event is to hopefully increase basics of English and Maths for all schools across Halton therefore raising the life chances of the children of Halton.
- ✓ Staff receive regular CPD that has a positive impact on student well-being and outcomes as well as whole school leadership.

### OAT SUPPORT

- ✓ OAT LP minimum once every term. LP for Personal development and SEND offered every half term and Maths LP one day a week.
- ✓ Quality Assurance of the effectiveness of safeguarding and SEND in the academy.
- ✓ Improved quality of leadership at all levels
- ✓ OAT behaviour and SEND LP support staff CPD to ensure inclusive approach to students of all abilities.

<ul style="list-style-type: none"> <li>✓ OAT Raising Achievement Network &amp; OAT Behaviour and Attendance Network</li> <li>✓ Education Director line manages Principal and quality assures the RAP process in the academy meeting subject leaders twice a year as a minimum following both mock series.</li> <li>✓ Careers connect to raise aspirations of young people.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quality assurance of accuracy of predictions, line management of Principal, RAP meetings with Subject Leaders.</li> <li>✓ Strategic Progress board with governors and Education Director 4 times a year to hold to account leadership team on all aspects of academy life.</li> </ul>
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Attendance 22-23	Ofsted <small>raising standards improving lives</small>	ACTIONS & IMPACT EXECUTIVE SUMMARY 22-23
<ul style="list-style-type: none"> <li>✓ Increased number of attendance officers in 22-23</li> <li>✓ Increased number of home visits</li> <li>✓ Increased hours with EWO to 15 hours per week</li> </ul>		<ul style="list-style-type: none"> <li>✓ Overall attendance rate increased by 0.2% compared to 21-22. 88.2% to 88.44%</li> <li>✓ Overall attendance rate increased for Year 7 by 2.7% compared to 21-22</li> <li>✓ Overall attendance rate increased for Year 10 by 0.5% compared to 21-22</li> <li>✓ Overall attendance rate increased for Year 11 by 1.4% compared to 21-22</li> </ul>
Persistent Absence 22-23	Ofsted	ACTIONS & IMPACT EXECUTIVE SUMMARY 22-23
<ul style="list-style-type: none"> <li>✓ Attendance Officers appointed to each year group to develop relationships with families</li> <li>✓ 2 TA's appointed to each year group to work with SEND students who are PA</li> <li>✓ Team Around the Child weekly meetings with SEND, attendance, behaviour and safeguard leads to identify PA or possible PA</li> <li>✓ Form Tutor focus in afternoon form time on PA students</li> <li>✓ AHOY assigned to PA students in their year group</li> <li>✓ Two attendance officers attend each Progress Evening to speak with PA students</li> </ul>		<ul style="list-style-type: none"> <li>✓ Persistent absence rate for disadvantaged students decreased by 0.8% compared to 21-22</li> <li>✓ Persistent absence rate for CLA decreased by 5% compared to 21-22</li> <li>✓ Persistent absence rate for boys decreased by 1.3% compared to 21-22</li> <li>✓ Persistent absence rate for Year 7 reduced by 9.9%</li> <li>✓ Persistent absence rate for Year 8 reduced by 6.6%</li> <li>✓ Persistent absence rate for Year 10 reduced by 2.8%</li> </ul>
Suspensions and Exclusions 22-23	Ofsted	Actions and Impact 22-23
<ul style="list-style-type: none"> <li>✓ Permanent exclusion and suspension rate has been lower than or in line with national average for the past three years</li> <li>✓ Suspension rate in boys has decreased by 7% in 2022-2023 compared with 2021-22</li> <li>✓ Suspension rate for disadvantaged students decreased by 3% compared with 2021-22</li> <li>✓ Suspensions in Term 3 of 22-23 reduced by 50% when compared to Term 2</li> <li>✓ 16 students in Year 8 received multiple suspensions</li> </ul>		<ul style="list-style-type: none"> <li>✓ 3 Permanent exclusions in 2022-23</li> <li>✓ Suspension rate decreased from 70% to 63%</li> <li>✓ Suspension rate decreased from 81% to 78%</li> <li>✓ Suspensions decreased from 63 in term 2 to 30 in term 3</li> <li>✓ 10 out of 16 students in year 9 (year 8 in 22-23) now have a place in Chadwick House Pupil Support Centre or a Placement at Everton Free School or Harmonize Academy who had repeat suspensions in 22-23</li> </ul>
Suspensions and Exclusions 23-24	Ofsted	Actions and Impact 23-24
<ul style="list-style-type: none"> <li>✓ Chadwick House built for September 2023 to provide managed intervention for 8 students in Year 9, 5 of 8 had repeat suspensions the previous academic year.</li> </ul>		<ul style="list-style-type: none"> <li>✓ 66% reduction in overall suspensions in Year 9 December 23.</li> <li>✓ 71% reduction in behaviour reports for cohort in Chadwick House in term 1 compared to term 1 last year</li> <li>✓ Increase in number of ATL 1 (outstanding and 2 good grades for students in Chadwick House</li> </ul>

- ✓ Learning Support Centre set up in December 2023 to provide managed intervention for students disengaged at KS3 receiving multiple suspensions. SEND screening
- ✓ 4 Pastoral staff employed as SEMH behaviour keyworkers to work with specific cohort of students identified after HT1 data analysed

- ✓ 90% increase in achievement points for students in Chadwick House in Term 1
- ✓ Specific intervention provided for identified students such as anger management
- ✓ Decrease in behaviour incidents individually and collectively as a cohort in the first two weeks.
- ✓ Focused intervention with identified students including work on self-esteem, mental health first aid assessments, behaviour support and anger management.
- ✓ SEND suspensions have decreased by 22% in term 1 compared to term 1 in 22-23
- ✓ There has been a decrease of 9.4% in male suspensions in term 1 compared to term 1 in 22-23 despite whole school population 8% higher than females.