

**Academy Self Evaluation 22/23**

**Updated [October 2022]**

**OSSMA**

<b>Principal: Nick Brennan</b>	<b>Chair of Governors: Caroline Law</b>
<b>Education Director: Paul Hyde</b>	
<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Quality of sixth form	n/a

**About Our Academy**

2022-23	Academy	National 2021
Number on roll	1128	1010
Pupil Premium	43.4%	27.2%
FSM	31.1%	18.9%
SEND K	15.4%	11.5%
EHCP	2.6%	2.0%
% White British	82.7%	65.0%
% EAL	9.6%	17.2%
Number of CLA	1.4%	0.90%
ADACI IMD score (Index of Multiple Deprivation)	0.26	0.20

**Academy Priorities**

- Continue to develop and embed the curriculum with a continuing emphasis on literacy and numeracy
- Continue to develop behaviour and welfare outcomes and further improve the personal development entitlement to all students
- Continue to improve outcomes in all areas.
- Continue to develop the teaching and learning philosophy of Direct Instruction and ensure the appropriate CPD, QA and staff are in place to succeed.
- Ensure there is a robust QA system to enhance safeguarding practice in order to ensure that we maintain and develop a culture in which all stakeholders are safe and valued.

**Vision**

**Values**

***Aspiration without limit. Success beyond measure***

At Ormiston Sir Stanley Matthews Academy (OSSMA), we have high expectations and aspirations for all of our students, regardless of their start points. We aim to fulfil this through the provision of high-quality teaching and learning that enables students to thrive. We expect

We aim to achieve our vision through pursuing the values that we believe in. The integrated curriculum which feeds into every learning moment from the start until the end of the day is based around 6 values:

- Confidence
- Resilience
- Empathy
- Enthusiasm

<p>our students to strive and develop the confidence to achieve anything.</p> <p>We want our students to be able to compete with the best, to become the best. We want them to overcome challenges, to give them the ambition to achieve anything they want. It's not just about character building but providing opportunities to those who wouldn't usually have access to them. It's about bridging the gaps and ensuring that the students receive the rounded education they deserve.</p> <p>OSSMA is about much more than exam results. It's about developing the skills, knowledge and characteristics needed to ensure that everyone can reach their potential. The students of this community are as talented and as capable as anyone. Our purpose is to ensure that they prove that.</p>	<ul style="list-style-type: none"> <li>● Challenge</li> <li>● Kindness</li> </ul> <p>These values are referenced in the work we do, the activities we engage in and the conversations we have.</p>
---	--

### Contextual Information

- The academy joined Ormiston Trust in 2010. The previous schools' final Ofsted grade was Requires Improvement. The previous school was only at half of its capacity being highly undersubscribed. Since that time the academy has been on a journey of continuous improvement and is now one of the most over-subscribed academies in the city.
- However, we serve a very challenging context in terms of deprivation, educational attainment and aspiration and health. Therefore, every member of staff who works in this academy does so because of the moral imperative they share to ensure that every child aims high and is given every opportunity to succeed. The purpose of the academy is to transform the lives and opportunities of its students, to bridge the gaps that many face and to ensure that students believe in and prove that they 'are as good as anyone'.
- Stoke-on-Trent is an Opportunity Area as it sits 28<sup>th</sup> out of 324 districts for lack of social mobility. It is the 14<sup>th</sup> most deprived Local Authority in England out of 152. There are very high levels of child poverty. For Blurton West and Newstead wards (where most of our students live) 49% of children are living in poverty (end child poverty.org.uk, Loughborough Uni), whereas the average across Stoke is 23.8% and the national average is 16.8.
- There are low levels of educational attainment across the city. At KS2 the city was 7% below national average for those getting expected reading, writing and Maths and was 146<sup>th</sup> out of 152 LA's. At secondary level the city was 144<sup>th</sup> out of 152 for Attainment 8, 135<sup>th</sup> out of 152 for Progress 8 and 146<sup>th</sup> out of 152 for students achieve a Grade 5+ in English and maths.
- Health outcomes in the area are also poor. Life expectancy is 9.6 years lower for men than national in our most deprived wards, and 6.4 years lower for women. Stoke has the highest infant mortality rate in the UK. A baby dies every two weeks locally. 14.4% of secondary school children in the city were estimated to have a mental health disorder. This equates to around 2,400 students across the 13 Academies. The number of hospital admissions for self harm has risen recently and is now at a rate of 640 (per 100,000), which is significantly higher than the national average of 407.1. Cases of severe mental health issues are prevalent across the city. There were nearly 32,000 patients with depression that were registered with GP's across Stoke, this is 14% of all patients compared to 9.9% nationally. This is also borne out in the emergency

hospital admission rate for intentional self-harm which is 348.4 (per 100,000) in Stoke, compared to 185.3 nationally.

- Such a context, plus the fact that the LA is in special measures, requires the academy to go above and beyond in both protecting our students as well as giving them every opportunity to succeed in their lives once they move on to the next stage in their education. The academy has above average SEND and CLA students, but below average EAL students which reflects the white British working class demographic of the local area.
- The academy does use alternative provision for those students who require an alternative curriculum in order for them to succeed and be ready for the next stage in their education. We currently have 8 students working with 7 providers accessing a wide range of courses and training in the right environment for them to succeed. Partly as a consequence of the pandemic, we have an unusually high number of students (5) in a medical PRU setting. They were unable to return to the academy after lockdown and after receiving appropriate advice from relevant agencies we have accessed this provision to ensure the continuance of their education. The academy has not issued a permanent exclusion since September 2020.
- The staffing model of the academy has remained relatively stable across the pandemic and into this year. There was a change in leadership when the Head of School became the Principal in September 2020. There have also been changes in leadership in Science and Maths over the last two years as well as the reintroduction of Computer Science. We currently have 6 ECT's in their first or second year of teaching.
- Student mobility is broadly in line with national averages.
- The academy has worked hard to achieve a number of awards and charter marks.
- The leadership of the academy is supported by and held accountable to an experienced and effective local governing body. The group comprises a wealth of experience from both inside and outside of education. Links between specific governors and leaders of the academy are strong and there is a transparency and openness between all parties in their shared desire to continuously improve the academy. The academy also receives extensive support from the Trust in terms of a highly experienced direct line manager (Education Director), as well as subject support and specialist support in areas such as safeguarding and SEN. The Trust has also supported the academy as it continually stress tests its procedures and systems to constantly improve them.
- Overall, the academy, and all its staff are committed to improving themselves, each other and the academy in general because we share a moral imperative to ensure that every student is given every opportunity to succeed in every sense during their time with us in order to prepare them for the next stages of their lives.

Date of previous inspection	October 2017
Previous inspection judgement	Good

Ofsted Areas for Improvement	Progress to date
<ul style="list-style-type: none"> <li>● Ensure that the progress made by students studying the EBacc subjects of science, history, geography, computer science, French and Spanish are in line with the good progress they make in English and mathematics by:</li> <li>● Keep the school's curriculum under review to ensure that EBacc subjects have enough curriculum time from Year 7 to Year 11</li> <li>● further developing the programme of support for the EBacc middle leaders, many of whom are new to the school, so that they are well equipped to improve standards of achievement within their department</li> <li>● insisting that teachers' expectations are high in Ebacc subjects from Year 7 onwards and they are clear in each lesson about what students need to learn.</li> <li>● Build on your existing effective practice with disadvantaged students to make sure that disadvantaged students with high prior attainment are supported to achieve the highest grades across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● All E-Bacc subjects now have more curriculum time than in 2017. All E-Bacc subjects now benefit from a clear vision and schemes of learning that underpin them. All schemes of learning have been rewritten entirely since then and had extensive external and internal quality assurance</li> <li>● History and Geography curriculums have been held up as among the best in OAT by OAT lead practitioners in those subjects.</li> <li>● All E Bacc middle leaders have received extensive internal and external support and coaching</li> <li>● There is new leadership in History, Geography and Science since 2017</li> <li>● Geography results improved significantly in 2019 and into 2022.</li> <li>● Science results have improved in 2022</li> <li>● History results have improved in 2022.</li> <li>● Expectations raised through our transition process and through updating systems and procedures across the academy.</li> <li>● Quality assurance systems within departments and through an external Standards Officer ensure staff and students meet high standards demanded.</li> </ul>

The quality of education	<b>Good</b>
--------------------------	-------------

<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>● The curriculum at OSSMA is underpinned by its core values. These values are found at the heart of all interactions between staff and students from the moment a student steps onto the academy grounds. At the very heart of the curriculum is the desire to enrich both culturally and socially. We saturate academy life with narratives of identity and prejudices that go beyond what might be expected of our local community. We blend what is studied in academic lessons with co-curricular opportunities linked by themes and academy values that ensure our students have all the tools required to tackle challenges in an academic sense or beyond.</li> <li>● We are committed to providing a curriculum with breadth that not only aids students in becoming exceptional learners, but allows all of our students to grow as individuals. Through connectivity and exploiting commonality we seek to strengthen students' understanding of knowledge across disciplines.</li> <li>● Subjects utilise a variety of quality assurance measures to as a minimum, meet the expectations of the national curriculum, whilst surpassing it at every opportunity</li> <li>● In Key Stage 3, students will study the curriculum in its entirety regardless of ability for 3 years.</li> <li>● In Key Stage 4, all students select their GCSE options from a full range of subjects. Religious Studies and Functional IT are studied by all students at Key Stage 4 in keeping with our core values and the preparations for later life. Neither of these courses carry a qualification benefiting the academy outcomes, but they do provide knowledge and skills that help students to develop into well rounded individuals.</li> <li>● In each subject curriculum design is anchored by core knowledge and sequenced to reinforce and build the skills required to successfully navigate the relevant assessment opportunities.</li> <li>● At OSSMA we prioritise the importance of reading and understanding vocabulary in every element of the curriculum, starting from what we read at the start of each day to how every lesson ends. It is our mission</li> </ul>
---

to ensure that all students, at the very least, have a reading age of 12 years by the start of the GCSE programme of study.

- Since our last Ofsted inspection students who qualify for the English baccalaureate have risen from 24.5% in 2022/23 to 35.8% in 2023/24. It is our ambition for this number to grow further in keeping with the academic wishes of our students and their own respective ambitions. The redesign of curriculum in History, Geography and MFL in Key stage 3 has seen a surge in popularity at Key Stage 4
- Our curriculum enables the academy to bridge the gap between students from different family backgrounds. Pupil Premium students play a large part in the achievement of our academy and being able to offer excellent learning and enrichment opportunities have meant that these students, despite sometimes experiencing challenging circumstances, have been able to achieve and progress.
- Departmental curriculum decisions are made with SEND very much at the forefront ensuring that all subjects construct personalised opportunities so that all students access the core knowledge in each subject. This blends well with a wide variety of support techniques, specialist programmes, knowledge and expertise to ensure that our students with SEND receive the highest quality interventions and support so they are able to achieve their full potential.
- In response to the barriers presented by the pandemic, post-lockdown curriculum takes into account knowledge deficits within planning for in school learning experiences.

### **Implementation**

- Direct Instruction (DI) has become the dominant pedagogical vehicle for the delivery of our knowledge-based curriculum based on sound educational research in this area. Teaching is carefully planned to pre-empt misconceptions and to ensure students build an appropriate schema of learning that they can recall and apply. Departments have put in considerable work this year to further develop their delivery of lessons, regularly reviewing curriculum plans.
- The STEM curriculum has further developed with better links being made across STEM subject areas which have been identifiable by students. This has allowed for students to make better links in their learning, maximising learning opportunities.
- Curriculum plans have been further amended to incorporate more nuanced elements of DI and to ensure appropriate sequencing of learning. Directors of Faculty have received further training on this and time to implement.
- Regular and robust Quality Assurance (QA) processes that are bespoke to each faculty area inform practice and strategic development. Department areas utilise the findings of QA within their Knowledge and Pedagogy (KPD) meetings, addressing concerns as they arise.
- Subject areas have been given greater autonomy in how they assess students within their own assessment timelines. Greater focus has been placed on meaningful Assessment for Learning and CPD has been conducted around this.
- Reading and literacy are prioritised across the academy with DEAR reads embedded within the whole school conscious curriculum and relevant interventions in place for students who are identified as struggling in this area.
- All staff model high standards of literacy and each department area has identified Key Words within their curriculum plans as well as marking policy that addresses literacy errors.
- CPD records demonstrate the focus on prioritising subject specific CPD. As a result, lesson visits indicate that teachers' subject knowledge is strong, enabling effective curriculum delivery. Where subject knowledge issues are identified additional CPD has been provided in a timely manner.
- Subject specific CPD is facilitated with knowledge and pedagogy department (KPD) meetings to enhance subject knowledge. KPD meetings offer departments the opportunity to review what will be taught in the upcoming weeks and address potential issues before they arise.
- Schemes of Learning have been further developed over the course of the year and are understood to be a working document by all faculty areas.
- Assessment timelines have allowed faculty areas to assess when appropriate for their area and has provided meaningful data to move learning forward for students.
- The QA process has been used effectively across the course of the year, involving all teaching staff, identifying areas for improvement and allowing faculties to act quickly to address them. External QA has supported in assuring our internal QA is identifying the correct areas for development and support in

providing CPD in this area.

## Impact

- Results in 2022 were impressive and showed the impact of the above curriculum and quality first teaching across the academy. Our Basics 4+ and 5+ were the highest any non selective school has ever achieved in Stoke (79.2% and 56.0% respectively).
- Results in Maths and English are some of the highest the academy has ever achieved. English 5+ was 74.4% (63.5% in 2019). English 4+ was 87.4% (81.0% in 2019). Maths 5+ was 62.8% (51.0% in 2019). Maths 4+ was 82.6% (74.5% in 2019). All four of these results are the best in the city for non-selective secondary schools.

	2019	2022	+/- to 2019
<b>5+ Basics Disadvantaged</b>	32.9%	40.0%	+7.1%
<b>4+ Basics Disadvantaged</b>	54.4%	73.3%	+18.9%

- Disadvantaged students showed great improvement from 2019 to 2022. Almost 3 out of every 4 disadvantaged students achieved a grade 4 or above in both Maths and English. Progress of disadvantaged students in Maths increased by a fifth of a grade and represented overall positive progress. The progress of disadvantaged students across their EBacc subjects increased by two fifths of a grade.

	2019	2022	+/- to 2019
<b>5+ Basics SEN</b>	37.5%	34.6%	-2.9%
<b>4+ Basics SEN</b>	50.0%	42.3%	-7.7%

- SEND students did not perform as well as we would have liked in 2022. There was regression across all key areas, particularly in the progress of SEND students in English. Training for 2022-23 has been adapted to include a heavy focus on the teaching of SEND students. SEND has been made a priority in the ADP and in department development plans where it is an identified issue.

- Destinations data:

■ Significantly above the national average     
 ■ Significantly below the national average     
 x Small cohort

	Sustained education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2018/19	91%	57%	2%	19%	1%	9%	5%
2017/18	90%	68%	3%	0%	1%	13%	5%
2016/17	95%	62%	17%	0%	2%	7%	7%

## What does the academy need to do to improve further?

- Work with the SENCO to ensure that strategies to support SEND students are also embedded within practice. Quality Assure that Wave 1 intervention is taking place.
- Further embed the principles of Direct Instruction and facilitate further improvements to teaching and learning through the introduction of instructional - initially with DoFs and T+L team.
- Provide further professional development for Heads of Department and Directors of Faculty regarding Direct Instruction in their areas.
- Establish a Teaching and Learning team to further support the development of teaching and learning and to ensure a diversity of voice when delivering CPD.

- Conduct a further Teaching and Learning survey to ascertain developments from the previous academic year and provide individuals with the support they need in specific areas.
- Continue to refine the Quality Assurance processes alongside an instructional coaching programme so that all staff have an area of focus for developing their teaching practice and this is a continual focus within performance management.
- Provide bespoke support for the structure of KPD meetings to ensure all departmental CPD needs are being met across the course of a year and that needs are balanced.
- Introduce further support regarding vocabulary development, reading skills and a whole school writing initiative in line with the principles of Direct Instruction.
- Continuously review curriculum documents in line with the principles of Direct Instruction. This will be Quality Assured by a lead member of the Teaching and Learning team who will provide bespoke feedback to each department area.
- Explore further avenues of sharing good practice across the whole teaching staff
- Further refine assessment timelines in each department to ensure that they data is meaningful and used to move learning forward

## Behaviour and attitudes

Outstanding.

- The academy runs multiple programs of support through form times, assemblies, and PSHE to ensure all students can self-regulate and adhere to OSSMA standards and expectations and demonstrate consistently our core values of Confidence, Resilience, Enthusiasm, Empathy, Challenge and Kindness.
- Strong culture of positive behaviour and relationships between staff and students, modelled by SLT consistently and persistently and this permeates through the staff.
- Staff make sure that students follow appropriate routines. All Key Stage 3 students take part in regular revisits of OSSMA standards in order to reiterate/reinforce our academy expectations around attendance, behaviour and learning.
- The Academy runs an extensive Summer School for Year 6 students entering Year 7 throughout July and August “100% said they feel happier about starting high school in September” Student voice September 2022. The summer school allowed key staff to identify any concerns and set up early interventions for those students.
- Low level disruption is rare, and where it does happen, teachers use the behaviour policy effectively. Behaviour expectations and systems have been reformed and based on clear and consistent standards are consistently applied in the classroom.
- All members of the academy community take pride in their appearance and how they present themselves. Students are exceptionally well presented and have excellent manners reflecting the academy values.
- Pastoral leads are effective in communicating to parents with regards to negative behaviours, a robust system of tracking of higher level behaviours is used to identify the issue.
- The Academy hosts a variety of rewards which are outlined in the behaviour policy. Rewards which are most effective are the instant ones such as positive posties, Student of the Week. Rewards are all linked to the school values.
- Students are expected to be fully equipped for learning. Senior leadership have a strategic overview of how the team performs learning walks / regular checks to ensure all students are fully equipped and ready to learn and will feedback to Heads of Year. 94% of students had equipment daily in 2020-21. Those that do not have full equipment are supported by the academy.
- 4- year trend of reducing Suspensions (Formally Fixed Term Exclusions) - Suspensions have continued to decrease due to embedded standards and expectations of behaviour across the academy. Fewer students are receiving suspensions repeatedly, as more students are able to self-regulate due to successful interventions such as the RTL room, SSC, thrive, PALP and Flex. We have also employed an additional member of the welfare team to support bullying, mediation and proactive mentoring.
- In 2018-19 the rate was 32.2%, three times above national average. 40% reduction in numbers of Suspensions during the 2021-22 academic year.
- There has been a 35% reduction in SEND Suspensions in 2021-22 compared to the same point of the 2020-21 academic year despite being in school for five half terms this academic year compared to four half terms during the last academic year.

- Attendance - Prior to the COVID 19 Pandemic the previous Academic year September 2019 – 20<sup>th</sup> March 2020 (School closed March 20<sup>th</sup> 2020 to 21<sup>st</sup> July 2020) – 94.3% (NA in 2019-20 was 94.5%). This figure would have been 95.1% without the four weeks National Widespread Sickness Epidemic (22/11/2019 to 20/12/2019). Whole School Attendance has been consistently above the OAT and National Averages throughout the 2021-22 academic year. 90.12% (OAT Average including Primary Schools – 88.8%).
- Persistent Absence - Prior to the COVID 19 Pandemic the previous Academic year September 2019 to March 20<sup>th</sup> 2020 was 14.49%. This figure would have been 12.4% without the four weeks National Widespread Sickness Epidemic (22/11/2019 to 20/12/2019). NA in 2019/20 was 13.9%. Whole School Persistent Absence has been consistently below the OAT Average throughout the 2021-22 academic year. 30.1% (OAT Average – 36.2%).
- Punctuality to school is excellent and improving due to procedures to combat lateness 30% reduction in the numbers of lates in the last two half terms (March 2022 to May 2022), compared to the previous two half terms (November 2021 to February 2022), since the Late Policy changed; 20% reduction in the number of students late in the last two half terms (March 2022 to May 2022), compared to the previous two half terms (November 2021 to February 2022), since the Late Policy changed; 25% reduction in the number of repeat offenders late in the last two half terms (March 2022 to May 2022), compared to the previous two half terms (November 2021 to February 2022), since the Late Policy changed
- Bullying issues are rare and dealt with quickly and effectively by all staff in the academy and the response is coordinated through the anti-bullying coordinator. Incidents are dealt with in a timely manner. Homophobic, Racist and Disability Bullying are extremely rare.
- HSB and Sexual Harrassment - Following an improved PSHE curriculum for students and improved training for staff in Summer 2021 around HSB and sexual harassment, incidents increased as awareness increased and students' confidence in disclosing grew. However, this academic year, the number of incidents has decreased each term, and is now more than 50% lower than in 2020-21
- Our provision of Flex has supported the students with self-esteem and emotional regulation. It has allowed students to continue to access education within the academy but also receive quality support around their trauma. Flex can offer short term bespoke curriculums, counselling, access to a therapy dog, all is dependant on the need of the student.
- The academy also offers support to our Young Carers via our Young Carer champion who regularly meets the students to offer support and assistance, including accessing external packages for the students to opt into.

#### What does the academy need to do to improve further?

- Continue to reduce exclusion rates for a small group of SEND, males and disadvantaged who disproportionately skew FTS data. Continue to utilise strategies that have had huge impact over last 18 months but upskill and develop the behaviour team further by implementing and utilising a range of new approaches. Such as restorative practice, being more trauma informed to support the needs of the students.
- Continue to develop strategies to improve Attendance / Persistent Absence SEND K students, particularly those who are disadvantaged coming out of the pandemic. Continue with the initiative for PA students across the whole school, including SEND students as a main focus group. Action plans in place to support improved attendance in order to reduce PA to below 15.5%. Continue Intensive Attendance support in particularly Year 11 to improve attendance to 95% and reduce PA to below 13%
- Embed Synergy and ensure it has a profound impact on positive, effective and motivational dialogue with parents, sharing information regarding daily positive behaviours to further enhance positive culture.
- As we emerge from the pandemic, continue to prioritise students' mental health by providing a wide variety of Mental Health programmes to improve confidence, resilience and happiness. Continue to develop the student voice programme, ensuring that students feel that their opinion is valued and they can impact change within the academy
- Complete Diana Award - Anti Bullying Ambassador training programme with 10 students and 2 staff.
- To provide LGBTQ+ opportunities within the academy, ensuring education around the topic is explicitly taught to all students.

- Whilst we all appreciate that achieving a good set of GCSE grades is important. It is equally important that students grow to become well-rounded individuals who have a wide variety of experiences to draw upon which will help them make important decisions in their lives. As a result of this, we have introduced our students 'Personal Development pledge'. This is a set of nine pledges that students will make in order to develop themselves personally throughout their school career with us. These pledges cover important aspects of a young persons' development that will help students become confident, happy, prosperous young people.
- SMSC is delivered within curriculum in a variety of ways including but not exclusively, the co-curricular delivery of: PSHE, DEAR-time, Votes for Schools, Family Lunch (Y7) and Family Breakfast (8-9), Key Stage 4 whole school Ethics programme, and assemblies comprising internal and external speakers.
- British values are at the heart of everything we do. The students are inculcated with these values and we strive to embed them into our way of life every day ensuring they are visible throughout our academy. Examples of this include: Internal elections in 'Votes for Schools', ensuring our DEAR reads encompassing the British values that compliment our own the British Values are also taught implicitly throughout our curriculum.
- Equality and diversity is promoted within the academy through the SMSC programme. Students feel confident when discussing a range of issues with both their peers and staff. Relationship education is taught during PSHE and educates students on key areas of equality and diversity. LGBTQ education is carefully planned into the PSHE curriculum, focusing on types of relationships in the 21st century progressing to more specific and age appropriate information in KS4. Support for the LGBTQ community is continued with weekly drop in sessions or 1:1 support with the school counsellor. This academic year we have had approximately 64 referrals to the school counselling services we offer, with the majority having had positive therapeutic movement at the end of their counselling sessions.
- We provide a robust and high quality PSHE programme which meets national requirements, is developed in conjunction with the academy's core values, prepares students for life in modern Britain as well as supporting students with personal development, financial and economic guidance and healthy lifestyles . The PSHE/careers programme has a robust Quality Assurance process (internally and externally), within the academy, where PSHE staff leads meet once a block to review the content delivered and address improvements.
- The academy addresses issues such as sexual harassment and other safeguarding risks through age appropriate PSHE lesson, assemblies and form time. This has ensured that such issues can be discussed openly and without prejudice. Our digital safeguarding procedures ensure that all students are made aware of the dangers of and how to manage their online profile and actions. The students are also provided with RESIST extremism and radicalisation sessions provided to all KS4 students. All of our work in this area has been quality assured at a Trust level. In line with statutory requirements concerning RSE, all parents were consulted, via a letter, outlining the RSE content and offered parents the opportunity to discuss this further with the PSHE co-ordinator and the SLT team.
- All students are aware of the Equality Act and the legal protected characteristics and the impact that this has upon their own and each other's actions. This has been demonstrated by the declining number of related incidents that the academy has had to deal with over the last few years.
- At OSSMA our core values are at the heart of everything we do. Our curriculum is developed through these core values and as such they play a prominent role in the personal development of our students. The development of students personally is a priority for the academy from the moment a student walks on to the site to when they leave. As well as providing enrichment activities which compliment the core values of the academy we have also begun working with an organisation called 'Character First'. They are an organisation which help schools to develop a thorough programme of activities which compliment the curriculum and the schools values. Our work with Character First is a major step in linking curriculum content with enrichment activities which will enhance curriculum delivery.
- We are working towards accreditation in the 'Wellbeing Award for Schools' where staff and student wellbeing is considered, one cannot thrive without the other. A large percentage of our SEMH students take part in a pet therapy programme (Dog). Access to a school counsellor remains a key part of the support services offered along with a range of other multi-agencies via Local Authority links.

- In response to the health context of the city, Healthy Lifestyle is a continual priority at every stage of academy life: all students are given the full statutory amount of Physical Education within the curriculum at both Key Stages as well as the opportunity for additional hours in extra-curricular sport. As a key factor to the academic approach to Healthy Lifestyles, it remains a prominent part of our PSHE offer as well as the continuation of an extremely popular and thriving Key Stage 4 Sport qualification. To further enhance the opportunities for our most disadvantaged students the academy has also implemented a full programme of evening sports sessions designed to engage students in healthy lifestyles, give them confidence and provide alternative activities when the school would traditionally be closed.
- We have successfully achieved certified school status demonstrating whole school commitment to online safety (National Online Safety Certified School). This area has also been quality assured at Trust Level.
- We regularly survey students and parents regarding a wide range of aspects of academy life. We then use that information to inform policies, procedures and actions.
- OSSMA has achieved the 'Quality Mark' for Careers Advice and Guidance as evidenced by the Careers accreditation award. We also ensure a wide range of external providers and companies have the opportunity to liaise with students to ensure the Baker clause is appropriately met. Termly reports and liaisons with the Careers Hub enable the quality assurance of each benchmark. To prepare our students for further education all students have access to annual careers fairs, careers guidance (LA) and frequent external guest speakers advocating a wide variety of careers. From Year 10 onwards, all students *have opportunities through Higher Horizons* for further education and career linked advice and experiences. Also, the PSHE curriculum supports the promotion of careers and the different post-16 pathways available; fortnightly form periods to discuss specific career opportunities.
- We offer a wide range of super-curricular opportunities for our students together with a wide programme of co-curricular opportunities across curriculum subjects. Over 58 internal clubs are planned to take place each fortnight. Levels of participation are extremely high for all students including SEND and disadvantaged students. We work with external partners including Higher Horizons to maximise the breadth of opportunities for our students. We offer a wide and varied range of trips including Barcelona, Paris, New York, Cape Town, Belgium. Many of our co-curriculum opportunities are co-ordinated with 'Character First' to ensure that opportunities are linked with subject curriculum content delivery.
- One of the largest cohorts of Duke of Edinburgh in Staffordshire and the country: 60 Year 9 students participating

#### What does the academy need to do to improve further?

- Enhanced opportunities for careers in STEM to be explored in curriculum as well as co-curricular opportunities.
- To further develop our Personal Development offer for SEN EHCP students and provide a bespoke programme of activities based on the specific needs of this cohort.
- To embed an effective DofE programme for students in years 9 and 10.
- To further develop our programme of evening activity provision for students to provide structured alternative activities for all students.
- To further raise the profile and opportunity to bring HSB to the fore in student understanding and wider curriculum of the school
- OSSMA will continue to meet the Gatsby benchmarks and provide relevant career guidance.
- To further promote the LGBTQ community and support services within the academy
- To further develop the CPD opportunities for staff delivering PSHE topics
- To further improve the quality assurance process of the PSHE curriculum and how this is delivered within the classroom.
- To further develop PSHE resources to enable all SEND learners to access the same curriculum as all non-SEND learners.
- To further develop the careers advice and guidance for SEND learners regarding their next steps.

Leadership and management

Good

- The academy is heavily oversubscribed and receives over 500 applications every year to join Year 7. The Local Authority has funded a new building at a cost of £2.3 million in order to take more students. Our entire curriculum (every learning opportunity) is based on 6 core values which saturate the students on a daily basis.
- Leaders make decisions in the interests of students, not the academy. This is evidenced in decisions to pursue Ethics and IT programmes of learning at KS4 that do not carry GCSE accreditation, because they will better prepare students for later life.
- There are high ambitions for all students. Students are taught to believe that 'they are as good as anyone'. Those ambitions are reflected throughout the staff who continually seek to improve themselves professionally, throughout an ambitious curriculum design and through the expectations we have of the students.
- Staff CPD is a priority. Every Wednesday 2 hours are devoted to the professional development of staff and the curriculum and the ability of staff to deliver it effectively. These are known as KPD meetings. ECTs follow a full two year programme through the Trust wide approach to the early career framework. Most other members of staff have or are pursuing internal or external courses or qualifications applicable to their current or desired future professional role. There is a wide spread coaching programme throughout the academy ranging from instructional coaching to more generalised coaching and development. Those staff who deal with the majority of safeguarding issues are also provided with professional supervision.
- The academy firmly believes in quality assurance across all elements of its work. There are QA/Compliance officers for safeguarding, health and safety and academic standards. These are welcomed by staff as they are viewed as positive stress testing of our systems and policies. This has been in place for a year and has been welcomed by all involved. Departments also carry out 'closer looks' in which they evaluate the effectiveness of each other's teaching. This is a collaborative process. The academy invites scrutiny of its policies and procedures from the Trust and other external providers.
- The academy ethos and structure encourages devolved leadership in all areas. Subjects dictate (subject to quality assurance) what they teach and when they teach it and when they assess. This leads to subject specific decisions being taken in the best interests of the students.
- The academy has begun introducing Direct Instruction as our pedagogy. A teaching and learning team has now been created who will further develop this approach to ensure consistent approaches to all elements of this.
- Safeguarding is the top priority of the academy and subsequently a lot of resources are directed at it. There is a large pastoral team involving 5 non teaching Heads of Year, 2 Assistant Principals, a student welfare officer, a MACs/Flex Manager, a professional counsellor and an attendance team. All of this is overseen by the Vice Principal who is the DSL. There are 8 qualified DSLs within the academy. There is a safeguarding compliance officer who oversees and quality assures all safeguarding procedures.
- There are very few Health and Safety incidents that reach the threshold for reporting in the academy. The reason for this is our continual checking and quality assuring of our systems, procedures and mitigation measures. This is carried out by a full-time compliance officer for Health and Safety. We have also been quality assured by the Trust.
- Staff workload and wellbeing has been a focus for the academy. Marking and assessment policies are controlled at department level in terms of quantity and timing (whilst being quality assured by line managers). A large amount of Wednesday training time is devoted to joint staff curriculum implementation planning. Wellbeing weeks and days are scattered across the calendar. Every teaching member of staff and a number of support members of staff have Surface devices with which to help with their planning and everyday workload.
- Following extensive staff consultation, the staff wellbeing charter was developed. We have devoted more time to subject specific CPD, reduced meeting times, improved communication systems, and centralised detentions. As a result, the staff response to workload on the Edurio Survey has improved by 17% this academic year and 91% of the staff feel proud and happy to work at the academy.
- We continually engage the parents in terms of feedback revolving around a large number of issues and responded to parental views and ideas. One example of this was replacing the school information app with something that kept parents better informed.
- The academy uses alternative provision when appropriate. However, we are very conscious that the student is very much part of the academy. Regular checks are conducted both in person and electronically

to ensure that our students are correctly safeguarded, being provided with the appropriate curriculum including all statutory requirements, and are receiving the quality of teaching and learning that we would expect. A judgement on whether a student remains in alternative provision or returns to the academy is regularly revisited and decisions reached in the next interests of the student.

#### What does the academy need to do to improve further?

- Continue to raise the expectations we have of the students and the staff
- Manage the transition of members of the Local Governing Body
- Ensure the academy meets statutory requirements regarding the length of the academy week by September 2023
- Continue to raise the achievement across all EBacc subjects and manage the successful reintroduction of Computer Science
- Continue to focus on the teaching of SEND students to ensure they are set up for success in exams
- Use Trust advisors to support the development of Science, MFL and Computer Science