



## Brookvale Groby Learning Campus - Self Evaluation and Impact Report

### Context and Overall Effectiveness

The Brookvale Groby Learning Campus is a recently merged (September 2019) multi academy trust (MAT) now consisting of just one school. The campus and MAT was formed from two schools - Brookvale High School 11-14 and Groby Community College 14-19.

#### Key data/information:

- As of September 2019 there are 1491 on roll with 288 at Post 16. We receive an Influx of students from other schools at Year 12.
- We have 6 feeder schools in Groby, Ratby, Newtown Linford and Kirby Muxloe and 2 significant feeder schools in Glenfield (all county and relatively economically advantaged). We have a significant minority of students from the neighbouring city local authority. The out of catchment (city) students come from a very economically disadvantaged ward and form the majority of our students who receive pupil premium funding. The socio-economic polarisation of our cohort has a significant impact on gaps between DS and others.
- Students enter KS3 with above average attainment. They leave KS4 with above average attainment and progress which is broadly in line with the national average.
- Students enter KS5 with attainment broadly in line with the NA; there has been a 2 year trend of improvement.
- The majority of students are White British (79.7%). Students categorised as EAL (6.4%) make strong progress.
- Students in receipt of the pupil premium form 14.5 % of the overall 11-16 (11.5 % of the 11-19) cohort with 52.5% of these coming from the poorer city ward.
- 7 students are currently looked after.
- 18 students have an EHCP (E) with 64 targeted for SEND support (K).
- 11-16 attendance is above the National Average at 95.3% Persistent Absence (10%) is slightly above the NA at KS4 although not overall for 11-16.
- Fixed term exclusion rates are below the National Average at below 5% for both KS 3 and 4 - National 10%
- There were no permanent exclusions in 2018-19 - see case studies (2 in 2017-18).
- 6 parents/carers opted for home education for their children in 2018/19- see case studies.
- There is 1 year 11 student on roll who receives a full time education with the county behaviour partnership. There are two year 10 students who are in part time alternative provision.

#### Summary of judgements as agreed by Local Academy Board Meeting 1 October 2019

	Grade
<b>Overall effectiveness</b>	Outstanding
Quality of Education	Outstanding
Intent	Outstanding
Implementation	Good
Impact	
Behaviour and Attitudes	Outstanding
Personal development	Outstanding
Leadership and Management	Outstanding

## Quality of Education:

### Intent:

- Brookvale Groby has a secure and well established 'Curriculum Intent' based upon the solid principles that all students will follow a broad, balanced and academic curriculum until the end of Year 11 or 13.
- Disadvantaged students and those with SEND have full access to the curriculum throughout all years.
- The curriculum is strongly aligned with the aims and ambitions of the national curriculum or the GCSE / A Level specifications. All qualification courses start at the expected time i.e GCSEs begin in Year 10 and and Level 3 courses in Year 12 therefore meaning that students specialise only when necessary.
- The curriculum is coherently planned and sequenced towards accumulating sufficient knowledge and skills as shown by above national average achievement outcomes at the end of KS4 and 5 as well as destination data. Since 2018 Faculty Leaders have sequenced knowledge and skills using the interleaving approach with frequent retrieval practice using Knowledge Organisers and 'Do Nows' in order to embed learning into long term memory.
- Individual teachers successfully adapt the curriculum to meet the needs of students with SEND through effective teaching and learning guided by the outstanding SENCO.
- At KS3 all students study the full curriculum; it is not narrowed. Students study the full national curriculum and specialist drama until the end of Year 8. Students can then take some deeper options in creative and performing arts in order to concentrate on some subjects that they could take at GCSE in Year 10.
- All students take at least 5 qualifications from the EBACC 'bucket'. The full EBACC take up is a free choice for all students and this is in line with the national average. Disadvantaged students and almost all with SEND are supported through the options process to ensure that they are ambitious and consider the EBACC options.

### Implementation:

- The campus has a policy of appointing subject specialists wherever possible. This approach is almost fully applied except where the campus has struggled to recruit due to the national shortages i.e. mathematics / design technology. Where there has been a shortage, high quality teachers have been recruited and are ably supported by faculty teams and high quality curriculum planning including schemes of learning and resources.
- An outstanding strength of the campus is the subject knowledge of the teachers. The subject matter is almost exclusively taught in a clear and coherent manner and where it hasn't been the campus takes targeted action to address weaknesses (e.g A Level Computing 2018-19).
- Teachers use the 'model for expert teaching' (based on research evidence) in order to structure pedagogy. This approach encourages the key components of assessment for learning which identifies misconceptions, addresses gaps and provides feedback. Questioning remains an ongoing target for the campus.
- Since 2018 teaching has been specifically structured to help students remember long term content by reorganising content across all years into an interleaved structure (Dunlosky) using Knowledge Organisers and low-stakes quizzes (or 'Do Nows') as regular features of all lessons in order to secure knowledge recall (cognitive load theory/Rosenshine) and build memory schemas which support the introduction and recall of new learning. This is supported by the campus approach to home learning (20:20:20 for Years 7-11) which is based on Knowledge Organiser learning every day in order to support recall coupled with constant literacy and numeracy development.
- Assessment is coherently planned in all subjects in order to embed knowledge and skills towards final key stage examinations. Assessment has been planned effectively and scheduled using the leadership and management calendars so that workload for teachers is manageable. Students are expected to respond under the STAR policy so that they actively use the feedback to improve learning. The campus does not expect teachers to routinely mark books. As a result, the DFE workload questionnaire in January 2019 showed that 67.5% of teaching staff felt that the amount of time spent marking was about right. Resourcing for courses has been demanding due to large scale curriculum and examination change but the adoption of the Google environment has supported workload reduction. Teachers regularly share resources which support the curriculum intent for the campus.

- Programmes of study have been developed by Faculty and Subject Leaders in order to develop work that is more demanding across the 5 to 7 years. The building of a sequential and coherent curriculum with sufficient knowledge is evidenced by a Progress 8 score which is either in line with or above the national average over several years. Most courses across the curriculum perform positively against national averages.
- Reading is a high priority on campus. Since September 2018 all students in KS3 and 4 are expected to read for 20 minutes a day. Students have regular library-based lessons as part of the KS3 and 4 curriculum. Reading ages are assessed regularly gaps identified. Catch-up funding is used to support the delivery of synthetic phonics to all students who enter the campus with below age-related expectations. Accelerated Reader has been used with catch up students since October 2019. The impact has been positive with the students reading as many as 20 books over the year and some students reading over 15,000 words. 46% of students improved their reading ages, with two students making over two years' progress. As a result the programme is going to be delivered to students in KS3 English bottom sets during the next academic year.

#### **Impact:**

- Outcomes data and ongoing rigorous quality assurance shows that students develop detailed knowledge and skills across the curriculum.
- P8 score is currently expected to be -0.02. Collaboration data from 2019 results from national tests show the overall P8 score also at -0.02, which means that progress is in line with National expected. Currently other progress figures are EBACC P8 at +0.04 and the Open group at -0.055. Both of these would also be considered to be in line with the National average. Both English and Maths have VA scores which, whilst slightly negative, do straddle the 0 confidence range mark. This would mean that they are in line with National average expectations.
- Valued added for Science is +0.3. Languages has a rising trend and is at +0.14, which is a significant improvement from the previous year. The EBACC value added is +0.04, with more students entered for EBACC this year.
- Areas for development continue to be Disadvantaged Students (-0.5 in 2019, which is a slight improvement from 2018) as well as boys (-0.3, which is slightly below the NA for boys). Humanities remains a target area with a value added of -0.8 for progress largely due to low outcomes in history which remains a school target area (significant strengthening for 2019-20 in terms of quality of teaching). Higher Prior Attainers still remain a priority for the school, despite achieving a positive P8 in 2019
- The progress at post 16 is improving. The value added now stands at -0.11, which is a significant rise from 2018 (-0.26). This is due to a number of reasons including significant work on a structured learning programme, more appropriate entry requirements for academic A Levels and early interventions for underachievement.
- All students have access to a full GCSE or Level 2 curriculum which prepares them well for the next stages of education, employment and training. Destination data is consistently above the national average at both KS4 and 5. We have high level support for young people in terms of careers and have addressed any weaknesses identified using 'Compass Online' self assessment. Against all 8 Gatsby Benchmarks the campus is above the National Average. All students at age 16 and 18 have had a careers interview in order to support them accessing destinations which meet their needs and aspirations.
- SEND - There were 4 SEND students taking GCSEs this year and there were individual successes. One student (SEN E) achieved 4 GCSEs at a standard pass, including English. He achieved Grade 5s in his double Science. However, one student (SEN K) was able to achieve only 2 qualifications at Grade 9-1. Overall the SEND students made a Progress 8 score of -0.9, a score which was affected by the one student's particular difficulties. At Post 16 there were 5 SEND students (2 x E, 3 x K). All the students achieved a positive VA score, with SEN E at 0.71 and SEN K at 0.89.
- Continuous quality assurance shows that learners work across the curriculum is very good and that students are well supported by high quality subject teachers. Although gaps emerge between DS and non-DS at examination (KS4 only) the work during the 5 years between Years 7-11 shows little difference between those deemed disadvantaged and their peers.
- Students read widely and are supported by an ambitious English curriculum which is based on a journey through literature. Reading is embedded into homework and as a way of increasing the number of boys reading past Year 6 students frequently visit the library. The weakest readers are supported by phonics interventions and

Accelerated Reader. Evidence from both schemes shows a significant impact on progress and reading ages. Students were monitored regularly throughout the year with 46% showing an improvement in reading ages from the initial AR diagnostic test. The most successful students were able to improve their reading ages by over two years. Teachers also reported an improvement in the students' concentration as, by the end of the year, they were able to spend the hour long lessons doing independent reading.

#### **School Improvement Plan Priorities:**

- To ensure that in each faculty areas the curriculum is well conceived, structured and ambitious
- To ensure that all students are well-taught and benefit from a rich learning experience by embedding the model for expert teaching
- To develop our CPD programme in order to enhance teachers' expert knowledge of memory and metacognition. Ensure teachers put this knowledge into practise by creating opportunities in lessons that allow students to embed key concepts into their long term memory and apply them fluently.
- To improve the PIR tracking process to ensure the progress of **all** students is at least in line with national expectations, so that they move on to their planned future pathways (**Ofsted 2016**).

#### **Behaviour and Attitudes**

- The structures of the school have been developed and honed over many years to support the creation of a calm, orderly and positive school environment.
- Behaviour and expectations for students are clear (explained in assemblies / posters on the wall / regular contact with home) to all students. Routines and expectations, supported by the clarity of the standards and consequences systems, means that all students know and understand what is expected of them. As a result serious behaviour incidents are low, fixed term exclusions below the national average and permanent exclusion is rare. Students' behaviour is positive and conduct around the school is good, although a minority of students need continued redirection and challenge.
- Low level disruption does occur occasionally but it is not tolerated by the experienced staff who are supported by the systems underpinning the behaviour policy. Internal systems in departments, supported by the non-teaching Head of Year team, means that the poor behaviour of a minority does not disrupt the learning of others. In Year 9 and 10 (2019-20) there is an increase in the number of students who can display poor behaviour reflected by the tracking of behaviour data. These students are tracked carefully with significant intervention both in the classroom and pastoral level in order to minimise the impact in the classroom.
- The very culture of Brookvale Groby is about tolerance, acceptance of differences and understanding of others. Bullying, aggression, discriminations and derogatory language are not tolerated and are challenged when, on the rare occasions they occur. Students are educated in the anti-bullying code supported by an anti-bullying coordinator. The clear policy against bullying is employed when required with a rising tariff of action if behaviour is persistent although this rare as shown by the low number of incidents each year. The school holds the Equalities Award and has been recognised nationally for its work on LGBTQ.
- Quality assurance evidence from student voice shows that the attitudes to their education from almost all students is positive. The majority of students are committed to their learning and know how to do so effectively. We find that the challenge comes from students from disadvantaged backgrounds and more prominently so amongst some males which is evidenced in outcomes and gaps. Non-disadvantaged students in 2018 achieved a P8 0.2 / Females P8 0.4 both of whom are above the NA for the same group. The structures that we have created are around pastoral and curriculum support / challenge for the groups who are less resilient to the challenge of learning and the setbacks they encounter. At Post 16 we have encountered challenges around students being given unconditional offers which has impacted on the progress of Prior Attainment B and C bands by reducing their motivation to achieve their targets. We have addressed this challenge with a rigorous approach to course structure and assessment.
- Attendance is very good and above the national average in 2018-19. The five term attendance figure for 2018/19 was 95.3% versus a national average of 94.5% for 2017/18. PP and SEND attendance in KS3 was in line with and slightly better than national averages with school figures of 92.93% and 92.23% respectively for PP and SEND

versus national figures of 91.9% and 92%. The overwhelming majority of students are punctual to school and lessons. Students are challenged using the 'pink slip' standards detention if late to school. When attendance falls below the expected level a rigorous response is provided from the full time attendance team including regular contact with home and prosecution where required which keeps persistent absence below the national average.

- Fixed term exclusions remain below the national average for several years. Internal isolation is used as part of the behaviour system. In KS3 the exclusion rate in 2018/19 was 4.93% against a national figure of 10.24 for national secondary 2018/19. In KS4 the figure was 4.49. SEND and PP exclusion rates were all markedly below national data in both KS3 and 4. SEND rates were 8.33 and 21.43% for KS3 and 4 respectively versus national 28.9%. PP exclusion rates were 12.71 and 5.19% versus an FSM figure of 24.93. Students who are removed from lessons for a short period follow the same curriculum as other students and complete the work for the set lesson. Students are supported in their work if in isolation by a trained instructor.
- The campus works closely with the Behaviour Partnership (funded by the Local Authority). A tiny number of students (2 in 2018-19) worked exclusively with the partnership rather than full time mainstream provision. This partnership work avoids permanent exclusion and keep students on roll with the school which is in line with the recommendations laid down in the Timson Report in 2019.
- Relationships on the campus are overwhelmingly positive. Staff and students enjoy working at the campus as reflected by low turnover rates of staff. The leadership and management questionnaire by staff in November 2018 (repeated annually) 90% of staff stated they enjoy working on the campus. 98% of parents stated that their child is safe and feels safe on campus.

#### School Improvement Plan Priorities:

- To ensure attitudes to learning are positive. To encourage students to take pride in their school, their work and to demonstrate resilience
- To ensure attendance and punctuality for year 7 -13 remain high and are above national averages for all year groups and inclusion groups

#### Personal Development

- The curriculum of the campus extends beyond the academic and vocational and provides for students broader development. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.
- There is extensive development of students sporting opportunities where the school goes beyond the expected to provide access to extra-curricular sport. In 2019-20 the school was crowned joint winner of the Team Leicestershire Champions Schools Trophy having won 5 Team Leicestershire trophies across the whole season with many students accessing clubs which are both competitive and for fun. Similarly access to Performing Arts opportunities are extensive across the campus. In 2018-19 the school held 3 major productions along with numerous other concerts and performances.
- The school works hard to enhance the curriculum through the development of student's Social, Moral, Spiritual and Cultural (SMSC) development. Much of the students' experience from SMSC is threaded through the culture of organisation although there are specific and planned experiences which address these aspects of the school's work. For example:
- The campus prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. **Moral development** is strong as part of an inclusive ethos that values everyone within a framework of tolerance, mutual respect, rights and responsibilities. As a fundamental British Value, the importance of the rule of law is explored in citizenship, history and Life Skills lessons as well as through assemblies. The clear behaviour structure supports an understanding of right and wrong resulting in a calm and work focused campus. Students understand the consequences of their behaviour and actions because it is taught to them as part of our induction 'Learning Camp'. As a fundamental British value (see statement on the website), we explore the importance of democracy within citizenship, history and assemblies. Democratic understanding is further developed through mock elections and hustings as shown by the 2015/17 General Elections / 2016 EU referendum.

- Students engage with views, beliefs and opinions that are different from their own in considered ways through all lessons and particularly in Life Skills / Personal Development. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. **Cultural development** is well embedded across the curriculum as a result of our commitment to languages (we teach three from KS3 to A Level). We celebrate diversity within our school, and we are proud to be close to the city of Leicester with its national reputation for positive community relations across all faiths and cultures. Our curriculum is rich in cultural learning, in particular in English, history, art, design, music, drama and languages. Our students are enthusiastic participants in performing arts, sporting and cultural extra-curricular opportunities. In areas such as the Performing Arts our students work across the age range in order to experience a range of opinions.
- Meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society are developed throughout the curriculum including the values based tutor time / assembly programme. Pupils know how to discuss and debate issues and ideas in a considered way. **Social development** is excellent. We have a potentially polarised intake, with approx. 46% from the least deprived 20% nationally, and approx. 20% from the most deprived 10% nationally. We work very hard to ensure there is a cohesive and supportive environment for all our students no matter what their background. Our Form Tutors and Pastoral Team work very hard to develop the social skills of those who arrive at school far behind their peers in terms of relationship skills. We use our tutor groups to promote a family ethos, participation, student leadership, volunteering and charity fundraising. P16 behaviour is 'outstanding' (Ofsted 2013). Students conduct themselves calmly around a small and busy campus. Students support each other through peer mentoring and leadership. Students join the campus at KS5 from different schools and integrate well. Post 16 students volunteer in the community including the local library and partner schools.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. **Spiritual development** is supported through Religious Education (taught at KS3 and 4), Assemblies and Life Skills. Teachers are confident to explore spiritual ideas as and when they occur in lessons, such as English / poetry of WW1, history / the Holocaust, science / space and the universe, maths / the nature of infinity. Across the curriculum and within extra-curricular activities our students express enjoyment and curiosity. They are willing to reflect on their experiences, and to use their imagination and creativity with confidence, for example in art and English lessons. The leaders of our Normandy residential repeatedly find that our students are able to engage sensitively and with compassion when laying the wreath at the war grave for example, or when listening to a Survivor at the Holocaust Centre, and that these experiences are the ones that students keep coming back to once they return to school.
- The curriculum and the school's effectiveness support students to be confident, resilient and independent and to develop strength of character. The school's motto and values are based on the Character Education agenda including 'work hard, be kind'. Parents receive reports each term which gives them feedback on their child's self control with learning and others. The tutor programme and assemblies are based upon the core character values. Students are encouraged to participate in the wider life of school and beyond. Duke of Edinburgh scheme runs for Year 10 and 12 students. A high proportion of Year 11 students access the National Citizenship Scheme annually. As a result the overwhelming majority of students are confident and resilient learners who attend well, make good progress and achieve outcomes which are higher than the national average. Our disadvantaged students, some of whom live in the poorest wards of the city, are supported through the Pupil Premium Pathways programme. This allows form tutors and subject teachers to prioritise our DS so that they feel fully able to access all areas of our curriculum. Support might include personal invitations to events and clubs, and support with transport to and from these events. 6 Pupil Premium students received awards at our Achieving Excellence Awards Evening in June 2019.
- The school provides high-quality pastoral support through the provision of a non-teaching, professionalised pastoral team across KS3, 4 and 5. This support, along with the tutoring, provides tailored support for young people at the point of need. The impact of this is good attendance and high approval ratings by parents who recognise that the school cares for the students.



- **Healthy lifestyles:** Students are actively taught to maintain a healthy lifestyle through PE, extracurricular sports, Life Skills lessons and the healthy eating catering facilities. The campus has a mental health strategy which outlines much of the campus' effective provision - see mental health strategy. They actively receive Relationships and Sex Education which was already compliant with the 2019 guidance. The impact of the campus work on equalities and inclusion led to an invite for the campus and our students to participate in the Pride march in June 2018 as a beacon of best practice reflecting an age appropriate understanding of healthy relationships. The impact of this work is approval ratings from parents where 95% agree that their child is happy at school.
- **Anti-bullying:** Staff and students work hard to prevent bullying and as a result reported incidents are relatively low with just 18 incidents reported and dealt with during the Autumn and Spring 2017-18. A dedicated member of staff acts as Anti-bullying Coordinator to deal with specific incidents. Students are taught through Life Skills and assemblies about the impact of bullying and how to manage incidents that may happen to them - this includes online bullying. The campus holds the Anti-Bullying Award in partnership with the Local Authority which means that we audit our provision regularly in order to review practice and make changes where necessary. The campus is highly inclusive and promotes a culture of tolerance and acceptance. The use of derogatory and aggressive language sometimes happens in our large and diverse comprehensive but it is tackled immediately by the dedicated pastoral team. 94% of parents and carers in 2017-18 agreed that campus deals effectively with bullying. 97% of staff agree that campus deals effectively with incidents of bullying and prejudice (June 2018).
- **Careers:** The school takes seriously its role in preparing students for future success in education, employment and training. The Gatsby benchmarks we are significantly above the NA as a result of significant focus on this area in 2018-19. All students receive high quality careers guidance as part of the Life Skills programme taught to all students in KS3 and 4 and as part of the Personal Development Programme at KS5. As a result students are able to make informed choices about which courses suit their academic needs and aspirations. From Year 7 students are being prepared for the next stage of their education, employment and training. Until 2018 the campus employed an external / impartial careers advisor but from September 2018, and since changes to guidance in January 2018, we now employ our own fully trained careers advisor for 3 days a week to provide unbiased information about potential next steps. All students aged 16 and 18 will have received a careers interview, with Pupil Premium students following a bespoke programme devised and delivered by our careers advisor. Using the Gatsby benchmarks / Compass Online tool the following impact measures apply. For example, providing a stable careers programme has risen from 64% to 88% (6% nationally). Encounters with employers has risen to 100% in the year. Also, experience of workplaces has risen from 0% to 75% during the year. All the Gatsby benchmarks have risen in 2018-19 as a result of strategic action. The school has taken action to address the shortfall in meaningful access to employers bringing in new experiences such as the Y8 Careers Day (meeting employees), Y9 take sons and daughters to work and Y12 work experience all of which has contributed to a rise in the Gatsby Benchmarks which are all significantly above the NA. NEET figures are below the NA showing impact of our careers strategy.
- **Student Leadership:** From June 2019, three P16 students were appointed as Head Students. As well as performing general roles such as attendance to Open evenings, talking in assemblies and making presentations, the students will be running projects in three areas: Health and Wellbeing; Charity Engagement; and Student Voice. To help the Head Students to run their projects and provide leadership opportunities for all students on Campus, we are running a recruitment campaign for students in Years 7-11.

#### School Improvement Plan Priorities:

- To embed campus character values, increase opportunities for student leadership, enhance career preparation and develop fundamental British values to enable our students to continue to their planned future pathways.

#### Leadership and Management

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practices. Leaders and Trustees have a clear vision based around *Valuing Everyone, Achieving Excellence* and the motto 'Work Hard, Be Kind'. The impact of our values based leadership is the smooth merger of the two schools without turbulence or redundancy to create an 11-19 organisation focused

on securing the best outcomes for all. Staff surveyed in June 2019 – 99% of staff said they are proud of the campus / 96% of staff say they know what the campus is trying to achieve. 98% of parents say the campus is well led (2017-18).

- July 2019 questionnaire showed that 68% of teaching staff thought that time spent on marking and assessment procedures were about right and 75% thought parental communication was about right.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. There has been a systematic focus on the appointment and development of highly qualified staff for many years and the highly experienced staff (over 60% UPS) leads to good outcomes for students. Staff develop their pedagogical and pedagogical content knowledge through whole school training based on the latest research and departmental sessions which focus on the delivery of the courses. Staff are given the opportunity to debate teaching and learning in the TLCs which are focused on research papers as well as access specific training through subject and exam board networks.
- The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time as a result of direct encouragement and support for staff to act as exam markers and engage in local networks. Almost all students successfully complete their programmes of study. In 2018-19 one student in Year 11 attended the behaviour partnership. He gained two level 1 passes in Sport and Construction. All home school applications are challenged if it is not suitable for the student. The campus follows the Leicestershire system that if a student elects for home education and then applies back into full time school they will access the original place of education. There is no culture of gaming or off-rolling on the campus.
- Students have access to leadership opportunities throughout their time on campus through the Student Leaders, committees, sports leaders and Head Boy/Head Girl structures. All departments and senior leaders complete regular student voice to assess quality as well as review the impact of developments. Student voice for example has been central to the development of the Knowledge Organisers and homework following the introduction of 20/20/20 in 2018.
- Engagement with parents is strong with good attendance figures to Parent Evening and whole school events. Overall the attendance to Parent Evening in 2018-2019 was approximately 85%. Considerable effort has been made to close gaps in the parental engagement of families in receipt of pupil premium. In 2018 to 2019 for example 52% of parents of PP students came to parents evening compared to the overall percentage of 85. The gap however has narrowed over recent years as a result of the targeted action of the PP Learning Mentor who contacts personally every DS family. Encouragingly the highest turnout of PP families was for the Y11 evening (71%). Each year the campus questions parents and carers in order to gauge views and opinions using the Ofsted Parent View questions. The figures are available for scrutiny on the website as they provide a robust sample of over 500 parents and carers. Every respondent who is dissatisfied receives a follow up call in order to address the problem. The impact is a very low number of formal complaints each year coupled with consistently high approval ratings over the last 3 years. <http://www.brookvalegroby.com/ofsted-groby-community-college/> We run a termly Parent Forum which is supported by a loyal group of parents who provide us with direct feedback on what we are doing. The responses of the parents have led to fundamental changes over the years to policy and procedures. The Parent Forum group is well attended and feedback leads to development such as the adoption of 'Smart Parents' from September 2019.
- Engagement with local employers has increased significantly since September 2018. Impact is evidenced by the strong rise in the self assessment of the Gatsby Benchmarks which places significantly above National Averages - see careers section in Personal Development.
- Since 2016 leaders have been systematically working to reduce workload for staff. Impact has shown a significant reduction in staff turnover (since the merger) and the return of highly valued staff who have not been able to find the same culture in other schools that they find at BGLC. Reduction in data points, removal of long written reports, collaborative planning, focus on deep assessment marking and not marking books have all worked to reduce workload. The culture of the campus is very much 'high challenge, low threat' where relationships between leaders and staff are pivotal and reflect our vision / motto of 'valuing everyone' and 'be kind'
- The Workload and Wellbeing group organised a 'YOU Day' that gave staff an opportunity to sample wellbeing activities and get advice on health and wellbeing.



- Trustees are highly effective and well led. The board has been carefully developed to reflect a range of business, finance and school improvement expertise. Carefully selected members hold the trustees to account at the AGM. The induction process for trustees and local training available means that trustees understand their role and the board works effectively to develop the strategic direction of the campus and hold leaders to account. Minutes of meetings show that trustees challenge school leaders effectively as well as support and encourage the work of the campus. As part of the culture of transparency and openness between leaders and trustees, they visit the campus and triangulate feedback from in-school leaders through events such as the governor engagement day. The finance committee is stringent in holding leaders to account as a result the campus is in a strong financial position.
- Leaders and governors ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Safeguarding policies and procedures are highly effective and all aspects show full statutory compliance as evidenced by the detailed external review in January 2018. The full safeguarding review in January 2018 reflected how the culture and ethos of safeguarding is well embedded although we have an action plan in place for further strengthening some aspects; the campus is never complacent in its safeguarding duties. Staff receive full safeguarding training every 3 years and refreshers throughout the year. The full policy is regularly checked for changes and updated as a result. A wide range of staff complete the DSL training in order to raise awareness. Identity lanyards are worn by all staff and Post 16 students. Impact - 98% of parents say that their child is safe (2019).
- In Sept 2014 (renewed in 2018) the campus became the first school in Leicestershire to achieve the comprehensive **Equalities Award**. The campus has a strong culture of acceptance and challenges discrimination at all levels. Bullying of all types is well managed and resolved. As a result of effective systems the campus holds the Enhanced Anti-bullying Award. The campus is leading locally on the LGBTQ agenda and was host for the Leicestershire launch for the campaign against hate crime. All these approaches contribute to a sense of openness and community about the campus. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for students. Parents describe staff as '*going above and beyond*' – Parent Forum 2017.
- Radicalisation and extremism is taken in context at the campus with the highest risk to a predominantly White British cohort from potentially right wing attitudes. All staff are trained in the Prevent Agenda (Sept 2017) and have completed the online training module. Staff are confident to both challenge views and manage concerns regarding students at risk of radicalisation. Prevent is built into the Life Skills lessons / assemblies and through the tutoring programme. The campus has a robust risk assessment in place and all individual students are risk assessed. As a result, the risk of radicalisation is minimised and well monitored. The impact of this work is that the very few Prevent concerns identified by staff are quickly reported to appropriate body.
- **Alternative Provision:** The number of students on alternative provision is low. From September 2019 there are 3 students on alternative provision. One student is in Year 11 student is on alternative provision for behaviour. He transitioned from another local school in year 9 due to concerns around behaviour. The other two students are year 10 female students who access alternative provision 3 days per week as following multiple exclusions. They continue to access Maths and English GCSE qualifications within school. Alternative provision is delivered by the local Behaviour Partnership based at the campus. All students are tracked and entered for GCSEs where possible - see case studies from 2017-18. The behaviour partnership uses unregistered provision but not as full time places and each placement is heavily vetted for health and safety / safeguarding by an external agency. The impact of working with HBEP means that students remain on roll and their progress, behaviour and attendance is heavily supported by the school. Attendance is reported daily to the Attendance Officer and the Head of Year makes regular visits to meet the students in the provision. In 2017-18 two families elected for Home Education for their Year 10 sons. Both students had SEND including one with an EHCP. Both students have strong case studies detailing the parental decisions and neither were at the request of the school - see case studies.

#### School Improvement Plan Priorities:

- To develop a Professional Learning strategy that maintains robust standards(**ofsted 2016**), ensures both teacher pedagogy and work life balance are strengthened

- To ensure Governors have a clear vision and strategy for the campus and hold leaders to account including effective prevent and safeguarding

## The Effectiveness of the 16 to 19 Study Programmes

- All students complete a full study programme at Post 16 including 3 A Levels and a Personal Development Programme. The Programme includes a comprehensive tutor and assembly programme, covering A-level study skills (A-level Mindset and VESPA) as well as the key PSHE themes: Health and Wellbeing; The Working World; and Personal Relationships. In addition, all students are required to complete a variety of enrichment and work experience related activities. The non-teaching Post 16 leadership team track all students' completion of the study programme. High Prior Attaining and Disadvantaged students in 2018 had a progress score which was at least good (in line with NA).
- The predominantly A Level based curriculum is planned for full progression from GCSE and Level 2 programmes. Specialist subject leaders have planned courses towards the end points of the examinations and there is an upward trend in terms of progress following the dip encountered by new linear courses and dramatic increase in students numbers after raising participation age. Destinations are above the NA.
- The curriculum is ambitious and overwhelmingly academic. Level 3 vocational education is used where it is the appropriate course for example in the Performing Arts, Health and Social Care and IT and is therefore tailored to meet the needs of the students.
- Almost exclusively Post 16 courses are taught by the very best subject specialists. Many teachers are examiners including a chief examiner in one subject. The quality of teaching is checked by the Heads of Faculty. The strategic leader for Post 16 has established a system of 'health checks' for all Post 16 courses with rigorous QA underpinning this process.
- Although progress at Post 16 is not as hoped (complex reasons i.e. highly inclusive approach to access to A Levels in comparison to national picture) Peer Reviews and Ofsted have shown systematically that teachers present information clearly and check progress. Work is demanding and ensures that students build knowledge and improve skills as well as developing the technical vocabulary needed to pass the examinations.
- Courses have been planned in an interleaved manner in order to develop long term memory by allowing constant recall of content. Although campus cannot sustain the costs of the additional 2 periods introduced in 2018 (reducing from 10 to 9 periods a fortnight for Sept 2019) this additional time has been used to embed learning and develop memorisation of the depth of content.
- Assessment and exam practice has been developed to build towards the examination. Assessments build an understanding of the exams and mock exams are an integral part of promoting progress including re-taking where necessary. The rational approach to assessment and marking does not place an unnecessary burden on staff.
- Students develop a good knowledge of across the curriculum they study. Progress in 2019 has risen from -0.23 at A Level to -0.1 as a result of targeted action to improve rates of progress since the change from modular to linear exams coupled with the rapid rise in the number of students staying on at Post 16. Progress on vocational courses is consistently good.
- All students without grade 4 in English or Maths continue to study GCSE throughout their time at the campus.
- Students are provided with high quality impartial careers advice by the in-house Careers Advisor who will meet with all students at least once during Post 16 as expected by the Gatsby Benchmarks. Students are advised through an independent careers evening in Year 11 and targeted advice around all of the options. Links with De Montfort University and other institutions of Higher Education support students with their choices at Post 18. All students followed a HE/Apprenticeship and Work experience week. Support is also provided for students applying for apprenticeships with apprenticeship adverts going live to students via the Google Drive on a daily basis.
- Destinations data show that in 2017-18 all 158 students had clear progression routes including 71% into University or further study and 24% into Apprenticeships/Employment. - 2019 destination data is not yet available.
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## School Improvement Plan Priorities:

- To ensure the Post 16 tutor time programme is rigorous and structured; all P16 tutors have a clear idea of what is expected of them; students value tutor time
- To embed and monitor Post 16 Enrichment, mentoring and WEXA programmes allowing all students including DS/SEND students to become well-rounded young adults