



# BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Mandy Bearne, Acting Headteacher

Telephone: 0116 287 9921

Website: [www.brookvalegroby.com](http://www.brookvalegroby.com)

## Self Evaluation Summary 2019-20

### Vision Statement

Valuing Everyone, Achieving Excellence

### Motto

Work hard, be kind

## BROOKVALE GROBY LEARNING CAMPUS - SELF EVALUATION SUMMARY 2019-20

<b>SCHOOL CONTEXT</b> <small>(School information additional to raise)</small>	One school as of Sept 2019. Formed from two schools Brookvale High School 11-14 and Groby Community College 14 - 19 Oversubscribed at Year 7. Large entry from other 11-16 schools into Year 12 (Post 16 Centre). Relatively affluent community with significant pocket from poor city ward (out of catchment). Polarisation of intake exaggerates gaps between DS and non-DS 11-14 judged ‘Outstanding’ in February 2014. 14-19 judged as ‘Good’ in September 2016. Attainment is above the NA at KS 4. Progress is in line with National Averages at KS4 however boys (English/Humanities) and DS v. Non DS present a challenge. Progress and attainment is in line with the NA at KS5 (Post 16) in academic A Levels. Leadership is good with experienced Senior and Middle Leaders and a Trust board recruited from range of Business and Education sectors provide significant challenge. Highly qualified support staff underpin the business and admin structures of the trust. Broad and balanced curriculum across all Key Stages leading to academic and vocational options at Level 2 and 3. Full EBACC access for all students		
<b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b> <small>Key priorities identified through school performance review and evaluation.</small>	<ul style="list-style-type: none"><li>● <b>Ofsted 2016:</b></li><li>● Improve outcomes for disadvantaged students.</li><li>● Improve outcomes in academic courses at A Level (quality, assessment, interleaving)</li><li>● A relentless focus on the outcomes of our most vulnerable - DS, Boys, HPA, SEND</li><li>● Improve core standards - behaviour, uniform, punctuality and the quality of tutoring</li><li>● Use the latest research to underpin our developments in T&amp;L and Knowledge Curriculum (Knowledge Organisers/Do Now/Interleaving)</li><li>● Improve the reading culture of our students and literacy skills across the curriculum in order to improve outcomes especially for boys</li><li>● Empower our students to engage with and respond to feedback (STAR time / metacognition). Developing processes which reduce teacher workload.</li></ul>		
<b>SUMMARY OF JUDGEMENTS</b> <small>Made at Local Academy Board (LAB) 1/10/19</small>	<b>Curriculum intent, implementation, impact</b> <b>Behaviour and attitude</b> <b>Personal development</b> <b>Leadership and Management</b>	<b>Outstanding, Outstanding, Good</b> <b>Outstanding</b> <b>Outstanding</b> <b>Outstanding</b>	
<b>PROGRESS AGAINST PREVIOUS INSPECTION</b>	<b>KEY ISSUE</b>		<b>PROGRESS</b>
	<b>Brookvale High School 11-14 - February 2014</b> To make even more teaching outstanding		<b>Progress since 2014 last inspection:</b> <ul style="list-style-type: none"><li>● Since the last inspection we have integrated our teaching 11-19 across the whole campus</li><li>● Teaching across the campus at least good with much that is outstanding.</li></ul>
	<b>Groby Community College 14-19 - September 2016</b> Improve outcomes for DS by raising aspirations / diminishing differences in Maths Reduce variability between academic subjects at Post 16 so that progress is above the NA		<b>Progress since 2016 last inspection:</b> <ul style="list-style-type: none"><li>● <b>Disadvantaged:</b> The campus has raised aspirations by targeting students to take the full EBACC. Since 2016 the gap between DS and non DS taking the full EBACC is closing</li><li>● The attainment and progress of DS students in the open bucket is above National for DS</li><li>● In English the DS progress at GCSE is in line with the national average for DS</li><li>● DS progress and attainment in Maths has not yet improved and remains a campus priority</li><li>● Progress and attendance of DS remains core priority for the campus</li><li>● <b>Post 16</b> L3Va progress at post 16 in on an upward trend from -0.43 to -0.24 to 0.02 in 2019</li></ul>

Quality of Education	STRENGTHS	AREAS FOR DEVELOPMENT
	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• Ambitious, broad and balanced curriculum with a rich curricular and extracurricular offer at KS3, 4 and 5</li> <li>• Faculty curriculum intent statements lead to a coherently planned and sequenced curriculum.</li> <li>• Learning journey in all subjects for all KS3 students and curriculum plans for all KS4 students so that students can plot their learning throughout the year.</li> <li>• KS3 students study the full national curriculum - no narrowing until students given options to specialise for GCSEs, which start in year 10. Students have some choice of subjects in Year 9 (ADT, PA, Computer Science.)</li> <li>• Upward trend in entry and performance in Ebacc subjects</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Teaching overwhelmingly good with much that is outstanding</li> <li>• Highly skilled and qualified teaching staff, robustly held to account for performance through QA and Performance Management in order to tackle subject and teacher variation</li> <li>• Rigorous, evidence based, open approach to the development of teaching and learning with highly experienced subject specialists and well developed / distributed middle leadership.</li> <li>• Staff willing to debate teaching and use research evidence in order to innovate e.g. research led development of T&amp;L including interweaving of curriculum / distributed practice / homework focus on Knowledge organisers, reading and maths</li> <li>• Extensive use of google classroom to enable student access resources</li> <li>• Teachers' expert knowledge of their subject and teaching pedagogy means information and skills are presented in a way that allows students to embed key concepts into their long term memory and apply them fluently</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Strong focus on tracking student progress and intervening when required - focus is on feedback and students response in order to deepen progress.</li> <li>• Attainment and progress are good at KS4 as shown by above the NA outcomes.</li> <li>• Particular strengths are in Science, Languages and across open subjects where most scored a positive P8 in 2019.</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• Ensure <b>all</b> students have access to a broad, well structured and ambitious curriculum, based on educational research, that is understood by all stakeholders</li> <li>• Update curriculum summary documents and complete for all subjects for all years - to include knowledge, character education, skills, and personal development</li> <li>• Embed the use of learning journeys into everyday teaching</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Embed the changes to the Knowledge Curriculum including new interwoven structure / low stakes testing through 'Do Nows' and embed new homework structures through the 20/20/20 programme.</li> <li>• Further embed STAR time through the emphasis on metacognition and reduce teacher workload with the expectation that students do more with the feedback.</li> <li>• Build on the literacy strategy to focus on changing the culture of attitudes to reading. Work across the curriculum to develop literacy/numeracy requirements of the new GCSE subjects</li> <li>• Further embed teaching and learning strategies to address gaps for DS, Boys and HPA.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Improve 'scholastic excellence' and ambition of students to achieve their potential from starting points at the end of KS2 and 4 including being ambitious for Disadvantaged Students (DS), Higher Prior Attainers (HPA) and boys.</li> <li>• Refine and embed systems designed to tackle the minority of students who underperform.</li> <li>• Improve outcomes at KS4 for boys, particularly in English, through targeted initiatives and improve outcomes for DS in all areas.</li> <li>• Further improve rates of progress at Post 16 in the academic A Levels by challenging the performance of the students with low rates of engagement</li> <li>• Focus on the progress of prior attainment A and B band students who are making less progress than the other bands.</li> </ul>
Behaviour and Attitudes	STRENGTHS	AREAS FOR DEVELOPMENT
	<ul style="list-style-type: none"> <li>• Outstanding students with positive attitudes who are resilient and enjoy learning because of well-planned and well delivered teaching and learning.</li> <li>• Positive behaviour displayed by the majority of students both in and out of class due to culture of high standards. Strong culture of positive staff/student relationships and student wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes to learning are positive in all year groups and incidents of below standard behaviour in year 9 and 10 are reduced</li> <li>• Students take pride in their school and their own work. They demonstrate resilience to challenges and confidence. This is evidenced through an improvement over time in the average of Self Control with Learning and Self Control with Others on reports.</li> <li>• Continue to focus on behaviour and address minor concerns raised by staff about inconsistency.</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance at KS3 is well above the NA for secondary schools. KS4 attendance is in line with KS4 attendance nationally. Attendance for both KS3 and 4 combined is in line with the NA. Persistent absence is below the NA</li> <li>Fixed term exclusion rates remain below the NA</li> <li>Strong anti-bullying culture and students feel safe on campus as evidenced by low rates of bullying and strong approval from parents / carers and staff</li> <li>Highly effective culture of safeguarding (External Audit January 2018).</li> </ul>	<ul style="list-style-type: none"> <li>The attendance of Disadvantaged Students and SEND groups remain key target groups for the campus. DS groups are in line with DS attendance nationally but SEND attendance (3% of the school population) is below attendance for SEND nationally.</li> </ul>
<b>Personal Development</b>	<b>STRENGTHS</b>	<b>AREAS FOR DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>Organisational structures are sharply focused on outcomes for young people in order for them to achieve and improve life chances.</li> <li>The culture of 'work hard' is understood and shared by all staff.</li> <li>Safeguarding is rigorous and well established. Students are safe and are taught how to stay safe including online</li> </ul>	<ul style="list-style-type: none"> <li>The eight character attributes that form part of the campus values are understood by students and embedded in the pastoral curriculum, with a particular emphasis on DS and resilience</li> <li>Use Performance Management to Improve tutoring quality and embed our values</li> <li>Students prepared for their future lives through a fully developed careers programme and a focus on British values.</li> </ul>
<b>Leadership and Management</b>	<b>STRENGTHS</b>	<b>AREAS FOR DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>Clear ambitious vision supported by staff, students, parents and carers. Held to account by robust governance.</li> <li>Robust and honest self-evaluation supported by effective systems, quality assurance and data analysis led by Senior and Faculty Leaders.</li> <li>Proactive culture of training staff to work with different needs e.g. SEND/DS/Boys</li> <li>Strong Professional Learning Programme and emphasis on Practitioner Enquiry</li> <li>Evidence Lead in Education (ELE) developing research practices across the county</li> <li>Outward facing SLT collaborating with local schools on all aspects of the curriculum</li> <li>Strong governance</li> <li>Workload and Wellbeing group focus on reducing unnecessary workload and improving the wellbeing of all staff</li> </ul>	<ul style="list-style-type: none"> <li>Key campus priorities reflect the rigours of the Education Inspection Framework</li> <li>Professional Learning strategy provides opportunities for teachers to strengthen both teaching pedagogy and content knowledge</li> <li>Leadership discussions focus on ensuring clarity in the way the curriculum is conceived, taught and experienced</li> <li>Teachers are supported to engage in practitioner enquiry research projects</li> <li>The Workload and wellbeing Team develop a strategy that addresses workload issues.</li> <li>Work with LRS to audit workplace wellbeing and design a strategy to strengthen it</li> <li>Governors ensure they have a vision for the campus that is confident and robust.</li> <li>Governors fulfil their duty under the 2010 Equality Act. They fulfil their duties with regard to effective safeguarding and prevent training</li> </ul>
<b>Effectiveness of the 16 - 19 Study Programmes</b>	<b>STRENGTHS</b>	<b>AREAS FOR DEVELOPMENT</b>
	<p>High quality specialist subject teaching.  Strong leadership with dedicated non-teaching Post 16 team.  Robust progress monitoring from leaders, support staff and subject leaders  Outcomes for Vocational Subjects - very strong / positive VA until changes in 2018  High quality staff and student leadership. Students a real asset to the campus with impeccable conduct and behaviour - role models for others.  Individualised study programmes based on a broad and balanced curriculum-range of vocational and academic subjects. Lv2 catch up for English and Maths.</p>	<ul style="list-style-type: none"> <li>Improve progress in targeted academic A Level subjects</li> <li>Focus on the progress of prior attainment A and B band student</li> <li>Ensure systems that support high quality tutoring, attendance and punctuality are fully embedded and drive progress.</li> <li>Focus on strategic leadership of Post 16 and subject courses to triangulate SLT, P16 Team and Tutoring in order to raise outcomes.</li> <li>Ensure all courses are rigorous in terms of assessment and course delivery.</li> </ul>
<b>OVERALL EFFECTIVENESS</b>	<ul style="list-style-type: none"> <li><b>Quality of Education</b> which is consistently good and often outstanding - Students benefit from a coherent curriculum which is well planned and delivered. This is reflected in progress which is above the NA. Open debate on how we teach and a research-based culture. Vulnerable groups such as HPA, SEND and DS are well targeted as part of the overall progress strategy although gaps are hard to close. KS5 priority has led to overhaul of leadership, curriculum and assessment to address gaps in academic A Level courses</li> </ul>	

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|  | <ul style="list-style-type: none"><li>● <b>Attitudes and Behaviour</b> are good and there is a positive, calm and orderly atmosphere on campus. The campus motto of 'work hard, be kind' runs through everything from assemblies and tutor time to our Learning Camp year 6 induction programme.</li><li>● <b>Personal development is</b> central to our work in developing the campus values in all students. Students and parents are happy with the campus. Strong anti-bullying strategy, attendance above the NA. Good IAG practices which means NEET levels are low compared to the NA and a high proportion of students stay into Post 16 and progress to university. The campus holds the Anti-bullying Award and Equalities Award. Students act as leaders and regularly raise money for charity. Students take their British Values seriously and holds a mock elections/referendums. See newsletters / website statements</li><li>● <b>Leadership and Management</b> is dynamic and ambitious at all levels; innovative and outward facing to improve and develop all aspects of the campus. Honest and based on rigorous self evaluation of strengths and weaknesses.</li><li>● <b>Post 16</b> is well led with a broad and dynamic curriculum which is well delivered. Students are well supported with full study programmes for all. Progress is now in line with NA.</li></ul> |
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