

SIDMOUTH COLLEGE

SEF

2018-2019

Autumn Term



SIDMOUTH COLLEGE

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Background & Context

Sidmouth College is situated in the coastal town of Sidmouth, East Devon. The town has a population of approx. 14,000 with a catchment area population of approximately 21,000 people. 15.6% of that population is made up by children aged 0-18. Student admissions to the College come from a wide geographical area, which includes rural, semi-rural and town settings: approximately 30% of students come to College by bus.

The College is principally served by 4 feeder primary schools. Two of these schools (Sidbury and Newton Poppleford) are smaller than average in size, with less than 185 students and in semi-rural settings, one (Branscombe) is a very small rural school of less than 30 students and our largest feeder primary (Sidmouth) is larger than average in size, with approximately 485 students, and local to the College.

All schools form the Sidmouth Learning Community, created to support effective collaboration and develop high quality provision. There are currently 735 students on roll.

Levels of affluence locally masks, to some degree, social issues common to other coastal towns with 54%* of households being judged as deprived in at least 1 dimension, unemployment within socio economic groups (2%*), income deprivation, predominance of low-level temporary/seasonal employment.

92.9% of students are from white British backgrounds with currently 69 (9.4%) of students eligible for Free College Meals (but varies slightly from year to year).

In receipt of pupil premium funding are 145 students (19.7 %).

There are 15 students out of 732 who have EHCPs, 2.05% compared to a national figure of 2.9%. 107 students which is 14.62% have SEN support, this is in line with national figures of 14.6%.

Overall percentage of student attendance is 95.3% at HT5 compared to national, and this has been the case for 3 years since systems were introduced to further improve good levels of attendance across the College. Attendance percentage for 2017-18 was 95.3% 2016-17 was 95.1%, 2015-16 was 95.7% (National 95.0%), up from 95.2% in 2014-15 (National 94.8%).

Sidmouth College is part of SWTSA and uses this network for leaders across the College to work collaboratively with a number of schools.

Sidmouth College has been through a period of instability within the senior leadership team having had a temporary structure for the past two years, this has impacted on student outcomes and as a result the College is receiving support from the local authority focusing on English and Maths.

2018 GCSE Results	All	DIS	HA	SEN
Number	118	28	43	20
Progress 8	-0.41	-0.99	-0.53	-0.65
Attainment 8	42.4	34.7	54.14	29.25
5+ in English & Maths	28	14	56	10
4+ in English & Maths	57	25	88	15

2018 A Level Results	All	DIS	SEN
Number	62	9	2
Value Added	0.04	-0.52	0
3+ A*-E	56	17	0
2+ A*-E	80	33	100



Outcomes

Context: *(This is where we are)*

- Outcomes have been below national expectation for the past two years however strategies now put in place show that the current cohort is making good progress.
- A Level Results have been above national expectation with a positive Value Added for the past three years.

Priorities: *(This is what we have done and the impact)*

- Thorough exam analysis to identify specific areas for development at whole college and department level. The impact of this is improved improvement planning and HODs knowledge of examination requirements.
- Subject Progress Meetings to focus on Year 11/13 progress and strategies to improve students' performance. The impact of this is improved predicted outcomes for Year 11 and strategies used in lessons to support student progress. **CIP A1.1-1.3**
- Introduction of Year 11 Achievement role. The impact of this is a focussed, consistent and cohesive approach to improving GCSE outcomes. **CIP A1.2**
- Targeted key groups of students for support. The impact of this is improved predicted outcomes in Core Subjects for Year 11 students. **CIP A1.2**
- Year 11 strategic calendar to identify key points throughout the year. The impact of this is students, staff and parents fully aware of the key points that affect student outcomes. **CIP A1.1**
- SLT, HOH and other key staff mentoring all disadvantaged students. The impact of this is improved predicted outcomes for Year 11 Disadvantaged students. **CIP Dis**
- Targeted workshops in English, Maths and Science. The impact of this is improved predicted outcomes in Core Subjects for Year 11. **CIP A1.1-1.3**
- Heads of English, Maths and Science tutor groups for morning registration. The impact of this is improved predicted outcomes in Core Subjects for Year 11. **CIP A1.2**
- Effective use of cover sheets to identify strategies to improve student performance. The impact of this is improved predicted outcomes for Year 11 and strategies used in lessons to support student progress. **CIP A1 DS**
- Rigorous appraisal process including staff target: 70-75% of students achieving their subject target in 2019. The impact of this is improved predicted outcomes for Year 11 students. **CIP A1.1**

Next steps: *(This is where we are going)*

- Improve the quality and consistent use of assessment & feedback. **CIP A1 QFT**
- Improve the accuracy of predictions to focus interventions. **CIP A1 QFT**
- Prepare students fully for their Trial Examinations and final GCSE Examinations. **CIP A1.1**
- Middle Leadership CPD to increase expectations and accountability at all levels. **CIP A1.3**
- CPD, networking, external collaboration to moderate and standardise assessments. **CIP A1 QFT**
- Use of staff as external exam board makers to provide CPD for departments. **CIP A1 QFT**
- Learning walks to check the impact of teacher strategies on student outcomes. **CIP A1.3**



Teaching, Learning & Assessment

Context: *(This is where we are)*

Teaching and learning is positive across the College. Internal quality assurance and external views indicate that teachers are able to deepen students' knowledge, understanding and skills.

Student attitudes to learning are positive. This is corroborated through learning walks and student voice.

Formative and summative assessment continues to be a whole College area for development. CPD is being used to ensure all staff are aware of the importance of feedback within the learning process.

Where teaching is most effective, all groups of students are challenged. Greater consistency is required across the College. Use of internal CPD (forums) and sharing of good practice will develop consistency.

Following disappointing outcomes in 2017-18 within English and Mathematics, rigorous action plans have been formulated. These are being monitored by SLT through 1-1 meetings. English have also been provided with the support of a County advisor.

Priorities: *(This is what we have done and the impact)*

An increased SLT presence has improved low level disruption. This is now allowing teachers to deliver high quality teaching and learning to all students. **Impact** – Learning walks able to focus on learning rather than behaviour

Non Negotiables for Teaching and Learning have been embedded by teachers. This has ensured a consistent approach across the College. **Impact** – Consistent approach to T and L across all classrooms

A focus on feedback has ensured that students are engaged in the learning process. All teachers have been provided with whiteboards to ensure that no students are passive learners. **CIP TLA QFT Impact** – Passive learning less evident within lessons

Maths and English action plans have been created. Actions from these plans have already been implemented. Increased regularity of assessments timed around key data points, improved feedback and increased standardisation are all areas of focus that are currently being improved. **CIP A2.1 & A2.2 Impact** – Improved accuracy of data to ensure intervention targeted on underperformance of key groups.

Next steps: *(This is where we are going)*

Through the medium of coaching, introduce a group of teaching and learning coaches to work alongside colleagues' to ensure high quality teaching and learning is observed in all lessons **CIP TLA QFT & A2.3**

Use CPD opportunities for sharing of good practice linked to feedback. Pupils must be able to use feedback to know what they need to do to improve. Lead teachers to model good practice across departments. QA through Line Management, Learning walks and SLT book check. **CIP TLA QFT**

Whole College focus on pace of learning and challenge. Ensure modelling through effective CPD. Monitor through QA. **CIP TLA QFT & A2.3**



Personal development, behaviour and welfare

Context: *(This is where we are)*

- Behaviour within the college is at least very positive. This is corroborated by external views both formal and informal. OFSTED 2016. Parent's views support this in the surveys throughout the year.
- 'Non Negotiables' were launched in June 2018 for both staff and students to sharpen the behaviour system. This is now being embedded fully. SLT presence is high and feedback is daily and consistent.
- Ready to Learn was investigated but budgetary/time constraints limited this as an option for this year. We need to consider this approach within the college's context of existing culture. **CIP 3.1**
- Safeguarding is effective as cited by OFSTED 2016. Devon annual audit supports this and feedback is positive. Updates are regular and meet the requirements of KCSIE. Link Governor awareness is good. **CIP 3.2**
- Personal Development has been changed this academic year and is using assessment to measure impact. **CIP QFT**
- Attendance improved to 95.2% at HT5. This is an improvement but has seen some groups decline. The Activities Days made a large impact by 0.2% at HT6 data – review completed. **CIP Dis**
- Assertive mentoring now a focus to ensure consistency at all levels. **CIP 3.3**

Priorities: *(This is what we have done and the impact)*

- Behaviour and 'Non negotiables' relaunched and being embedded in practice – **Impact** better behaviour and attitudes to learning observed in classrooms. Individuals and groups improve their behaviour, parents view and others support this. Data supports this. **CIP 3.1**
- High levels of SLT presence around the site at all times to support staff – **Impact** as above
- Attendance for all groups – BYB – **Impact** - improved attendance rates at HT 1 projected for Dis Students and all. No groups are disadvantaged by their attendance. **CIP Disadvantaged**
- Praise continues to rise as in each year over the 3 year trend – **Impact** HT1 data rising and positive. **CIP 3.1**
- CPD for new KCSIE – **Impact** – staff aware of requirement and updated to continue the culture of vigilance and best practice. Students developing their understanding in how to keep themselves safe in different situations and settings and healthy. **CIP QFT and 3.2**
- Assertive mentoring new system and QA. **Impact** – improved consistency by tutors leading to impact upon outcomes. **CIP 3.3**
- PD QA is evident through Learning Walks – **Impact** – students feedback is positive from lessons

Next steps: *(This is where we are going)*

- PSHE review Spring Term 1 (External) and Behaviour Review Spring 2
- Non Negotiables review and working party to consider R2L – review Spring 2 1st week (ready for budget if require changes to structures and staffing). Monitor half termly
- Observation of Assertive mentoring and other QA to ensure embedded practice. QA
- Monitor half termly data
- Safeguarding Audit Nov 30th and regular Governor meetings minutes



Post-16

Context: *(This is where we are)*

- Outcomes over the last three years have shown improvement, with positive value added for 2016, 2017 and 2018
- Student admissions to The Sixth Form mainly come from within the school. Recent recruitment figures (2018-2019) were very disappointing, with students leaving to go to Exeter College in particular. Sidmouth College Sixth Form is ranked third, in terms of size, out of the 5 schools in the East Devon area.
- The Sixth Form offers a traditional A Level curriculum which, generally, meets the needs of the learners who return to the sixth form. The curriculum has been narrowed over the last three years.
- Collaboration takes place between all schools in East Devon in an attempt to see an improvement in sixth form provision – particularly with regard to extra-curricular activities.

Priorities: *(This is what we have done and the impact)*

- Whole school priority on teaching and learning has had an impact on the quality of teaching and learning within Key Stage 5 lessons. Impact – addressed the variations between subjects in the key stage as illustrated through Autumn 1 data collection.
- Specialist quality assurance programme introduced for Key Stage 5. Learning walks, work scrutiny and student voice. Impact - positive value added in the Autumn 1 data collection.
- AS qualifications are no longer offered following advice from universities. Impact – improved retention from year 12 to year 13.
- Improved links with external partnerships designed to improve aspirations of all students. Impact – improved predicted outcomes and positive student voice.
- A more rigorous recruitment programme has been put in place this year – with activities starting from year 10. Impact – improved attendance at post 16 evening, when compared with 2017. Also, positive student voice through informal conversations with current year 11 students and careers south west.

Next steps: *(This is where we are going)*

- Variations across the sixth form curriculum to be addressed through whole school quality assurance programme. Whole school focus on assessment and feedback will also support this.
- Disadvantaged action plan to be introduced. SLT learning walks to be carried out to target strategies identified for underachieving disadvantaged students. Focused assertive mentoring and attendance analysis to be carried out by tutors on disadvantaged students.
(CIP: Teaching and Learning)
- Curriculum review of KS5 planned for Autumn 2. Narrowing of the curriculum to be addressed through the Introduction of BTEC qualifications designed to meet the needs of some learners in Year 11, previously not taken into account with our traditional curriculum.
CIP: (A4:2) (A5.1)
- To develop a programme of personal, social and employability skills through greater involvement of Sixth Form students throughout the rest of the school. **CIP: A4.3**
- To develop a programme of personal, social and employability skills through greater involvement of Sixth Form students throughout the rest of the school. **CIP: A4.3**



Leadership & Management

Context: *(This is where we are)*

- Stability within the senior leadership team.
- Senior leaders are committed to setting high expectations for the conduct of students and staff.
- There are positive relationships between leaders, staff and students.
- Year 11 achievement role implemented within the senior team.
- Variation within Middle leaders, including a range of experience and impact.
- Professional development has been in-house in the majority of cases.
- Governors hold senior leaders to account, however this is not always effective.
- Work has been carried out developing KS3 schemes.
- There are a number of staff within the school who are TLR holders, there is disparity between TLR allocation and impact.

Priorities: *(This is what we have done and the **impact**)*

- Set expectations for the senior team, this has led to increased presence in lessons. The **impact** of this is improved behaviour and consistency across lessons. In addition the **impact** has been a greater understanding of strengths and areas for development. This is being fed into the CIP work. (CIP A3.1)
- Disadvantaged action plan implemented. (See action plan). The **impact** of this plan currently is that focused learning walk are taking place and actions followed up.
- QA process in place. Impact middle leaders have identified areas for development which is linking to improvement planning. (CIP L&M OFT)
- Created opportunities for staff development (CIP L&M OFT). The **impact** has been:
 - HA role
 - Women in leadership
 - Restructured senior team
 - Use of teaching school alliances
- Appraisal has been updated to reflect typicality over time for all aspects including teaching and learning. The **impact** of this is that staff accountability has been raised through numerical progress objectives and unannounced lesson drop ins.
- Governors have created an action plan following professional development. The **impact** of this is that they now have clear roles and responsibilities and an effective method for holding senior leaders to account through the CIP and key focus areas. (CIP A5.3)

Next steps: *(This is where we are going)*

- Curriculum review at KS4 & KS5 planned for Autumn 2. (CIP A5.1)
- Restructure within the senior team to move to a distributed leadership model to ensure a financially viable model. (CIP A5.2)
- Governor action plan to be implemented. (CIP A5.3)
- Middle leader professional development to be planned and delivery to start, using a range of methods. (CIP L&M OFT)
- Plan a review of KS3 within core subjects for Spring 1 using primary colleagues.
- TLR restructure to start Spring 1.



What are our key lines of enquiry?

- How are we ensuring that outcomes for students within key groups (disadvantaged, HA and SEN) are improving?
- Is our curriculum broad and balanced in order to meet the needs of all learners?
- How are we securing rapid improvements in English and Maths?
- Have the changes to the delivery of personal development improved the quality of learning taking place?
- Are variations within KS5 lessons reduced and what evidence do we have to support this?

