

# SIDMOUTH COLLEGE

## SEF

### 2021-2022



SIDMOUTH COLLEGE  
*believe • inspire • succeed*

## 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. Sidmouth College provides support for sport and PE in three of the four feeder primaries and provision of a parent support advisor in two primaries.

The College has had a change in leadership since the last inspection with a new Principal appointed and a change in the senior leadership structure which has seen the creation of assistant principal roles.

There are currently 870 students on roll, this has increased over recent years (715 in 2019) with higher recruitment at Year 7 and retention into Year 12.

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, and predominance of low-level temporary/seasonal employment.

There are 151 students who are from white British backgrounds currently in receipt of pupil premium funding, with 113 current students who are PP & FSM. We have 4 students who are in care and 6 students who are Service Premium 6.

There are 32 students who have EHCPs (3.5%) and 111 (12.3%) require SEN Support (K). In total 143 (15.8%).

Sidmouth College is part of SWiFT and uses this network for leaders across the College to work collaboratively with a number of schools. Sidmouth College has the Investors in Careers award and has achieved the highest level (Gold) Mental Health Award.

The College follows vertical tutoring, however with the restrictions of the pandemic this has moved to year group tutor groups. The plan is to return to vertical tutoring in September 2022.

## Progress against previous inspection (November 2016)

Areas to improve	Progress
<p>Carry out a planned review of the curriculum to enable teachers to use a precise understanding of what pupils already can do, know and understand in their planning and teaching, particularly for classes in Year 7, to deepen pupils' learning or take it to a higher level.</p>	<ul style="list-style-type: none"><li>• A curriculum review has taken place and curriculum is a priority on the whole college improvement plan.</li><li>• Curriculum checklists are in place for all subject areas.</li><li>• Schemes of learning take into account the nationals curriculum at Key Stage two.</li><li>• Improved links with feeder primaries have enabled some subject areas to liaise with primary teachers (this is set to continue this year).</li><li>• The maths department have been involved in a Maths HUB project linking with mastery at KS2.</li><li>• The CPD programme has been focused on curriculum development time.</li></ul>
<p>The achievement of pupils who have special educational needs and/or disabilities is raised further.</p>	<ul style="list-style-type: none"><li>• Progress for SEND students has improved and this has been validated by the summer exam results over the past three years.</li><li>• EHCP students' have seen an increase in attainment scores from 30.50 in 2019/20 to 34.33 in 20/21. Progress of SEN Support students has also increased with progress figures of +0.41 and + 0.31 respectively.</li><li>• All SEND students follow a broad and balanced curriculum.</li><li>• SEMH provision has been developed and led through specialist provision.</li><li>• SEND transition work is a strength with SENDCo's working together throughout the process.</li></ul>

Pupils' understanding of the topics covered in the personal development programme is evaluated and reinforced

- The personal development programme was externally reviewed in 2018-2019 and actions implemented.
- In PSHE the curriculum is mapped to the RSHE guidance, carefully planned and sequenced to develop pupils understanding of increasingly complex concepts.
- PHSE lessons are timetables as part of the curriculum and delivered by a small team of teachers who receive regular training.
- PSHE at KS5 is embedded and mapped to show a progressive and personalised approach.
- This is reinforced with the use of silent starters at the beginning of each lesson which provide opportunities for knowledge recall and retrieval practice from previous lessons. At the beginning and end of each unit pupils create and review a mind map which demonstrates their developing understanding of the unit. A tier 3 vocabulary quiz is completed at the end of each unit to assess each pupil's knowledge of essential vocabulary. Teachers use targeted questioning during lessons to ensure that knowledge is secure.
- Assertive mentoring by tutors provides further opportunities to focus on key areas.
- There is a planned tutorial programme which provides another element focusing on SMSC and safeguarding.

## QUALITY OF EDUCATION – Good

### Strengths

- Our curriculum remains as broad as possible for as long as possible. Students are able to study a strong academic core of subjects, such as those offered by the EBacc. There is high academic ambition for all students, and the school does not offer disadvantaged students or students with SEND a reduced curriculum.
- A strong and coherent curriculum intent statement underpins the College curriculum offer.
- There are high expectations and consistency through the Sidmouth College Way and teaching & learning principles. This is reflected in students work.
- The quality of teaching and learning is good across the College. This has led to strong outcomes at Key Stage 4 and 5.
- The leadership team supports learning by having a strong presence within lessons.
- The majority of teachers are specialists, which ensures students receive expert knowledge across all subject areas. Where a teacher is not a specialist CPD is prioritised.
- A whole College focus on feedback has ensured teachers routinely check students' understanding, and identify and correct student misunderstandings.
- Assessment is a strength across the College, helping students to embed knowledge and use it fluently, and assisting teachers in producing clear next steps for students. Through effective formative and summative assessment, the teacher is able to identify gaps in knowledge and address these with the appropriate intervention. At key stages 4 and 5 a focus on assessment has led to a greater accuracy of predictions. This has ensured that interventions are targeting the correct students.
- A thorough quality assurance programme ensures both SLT and HOD are aware of strengths and act upon areas for development within departments.
- Appraisal is used effectively to ensure both accountability and professional development for staff.
- Professional development provides opportunities for sharing good practice, developing teacher pedagogy and a constant focus around whole College priorities for Teaching and Learning.

### Areas for development

- To continue to prioritise work with staff to establish an ambitious curriculum which provides essential knowledge and skills for students to be educated citizens.
- To develop a whole College approach to improving literacy and reading. By providing staff with professional development opportunities.
- Continue the focus on assessment across all key stages. Ensure assessments inform teaching through embedding student knowledge and addressing gaps in students learning.
- Embed the KS3 percentage model for assessment.
- Maintain the focus on high quality feedback.
- Provide opportunities for teachers to visit feeder primary schools in order to develop understanding of KS2 curriculum.

## BEHAVIOUR AND ATTITUDES - Good

### Strengths

- There is a positive behaviour culture driven through the Sidmouth College Way. Relationships among our students and staff reflect a positive and respectful culture; students are safe and they feel safe. This is a key strength of our college.
- As leaders we have high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly within the college through our non-negotiables and the application of the Behaviour Policy. This is reflected in our students positive behaviour and conduct observed in lessons and around the site. Low-level disruption isn't tolerated and students' behaviour doesn't disrupt lessons or the day-to-day life of the college.
- We enable and expect all staff to have routines to enable students to make good progress and understand how their behaviour affects themselves and others. Our leaders support all staff well in managing pupil behaviour with high presence and QA of behaviour. Where appropriate, Restorative Approaches are used to repair relationships which have broken down.
- Communication is positive and consistent.
- Bullying is not tolerated or any defamatory language to any protected characteristic. If bullying, aggression, discrimination and derogatory language occur and we are made aware of instances, they are dealt with quickly and effectively and aren't allowed to spread.
- Sexual violence & harassment bullying is not tolerated.
- Behaviour data trends inform practice and professional development for staff.
- Fixed-term and internal exclusions are used appropriately and recorded. We reintegrate excluded students on their return and manage their behaviour effectively and evidence the impact of interventions and review individual's cases regularly. Permanent exclusions are used appropriately as a last resort.
- Our students have high attendance and attend both school and lessons punctually. Where concerns over attendance arise swift and appropriate effective actions occur. We work with other schools locally and regionally within SHACKE and SWIFT and lead in these forums.
- New staff are inducted through effective coaching and mentoring.
- Mental Health and Wellbeing is a key element that has been developed recently.

### Areas for development

- To continue to develop more effective attendance within the college for all groups of students and retain and improve the PA levels. Work with other agencies for supporting those with longer term health needs as identified by medical professionals and develop Early Help in house process as increasing cohort of students as Annex R or not fit for school.
- Maintain effective staff and student wellbeing through the work based on the Gold Mental Health Award.
- Complete safeguarding actions to maintain positive culture at the college and include ongoing Governor involvement.

## PERSONAL DEVELOPMENT – Good

### Strengths

- Our curriculum extends beyond the academic and provides students with broader development, SMSC is identified within in all curriculum areas.
- Through enrichment we provide a wide range of opportunities to nurture, develop and stretch students’ talents and interested. Students make good use of these.
- As a school we prepare students for life in modern Britain through a range of subjects, timetabled PSHE lessons, tutor time and assemblies.
- Our students understand, appreciate and respect differences in the world as a schools we promote equality and diversity.
- Our RE curriculum enables students to engage with views, beliefs and opinions that are different from their own in considered ways and is delivered throughout KS3 and KS4. RE is timetabled with the same amount of curriculum time as all other option subjects with students completing RE GCSE.
- Our curriculum and the school’s effective wider work supports our students to be confident, resilient and independent. As a school we have lead a research grant focused in this area.
- We use the Gatsby Benchmarks to constantly develop and improve our careers provision in which students are provided with a range of education and training providers as well as receiving unbiased information about potential next steps.
- Students complete work experience both in Year 10 and in Sixth form.
- In PSHE students investigate career and study options in order to prepare for their next steps. As a school we provide high quality pastoral support and objective advice.
- PSHE curriculum extends beyond taught lessons through assemblies and tutor sessions where key messages are delivered based on need to the student body.
- Our PSHE curriculum ensures that students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. The school has achieved a Gold Mental Health Award which reflects the work carried out in this area.
- All students have an age-appropriate understanding of healthy and respectful relationships and relationship behaviours, including sexual health education and understanding sexuality and identity. Students know how to keep themselves and others safe in a range of real world and online situations.
- Through PSHE curriculum, students learn about equality and diversity, the risks of extremism, radicalisation and hate crime, fundamental British Values and the importance of respect for the different protected characteristics as defined in law.
- Student voice through school council meetings is being driven by the students and there are clear methods of communication from these meetings to the senior team.
- Student voice surveys are carried out on a range of topics which feed into whole school development as well as subject areas.
- Parent voice is collected through forums and at parents evening and provide the College with a range of feedback on areas and over time.

<b>Areas for development</b>	<ul style="list-style-type: none"> <li>• Map the provision for extra-curricular opportunities. Track attendance to allow analysis of key groups and consider how to improve engagement of key groups where needed.</li> <li>• Extend the work on British Values to subject areas as part of the curriculum developmental work.</li> <li>• Diversity links look for opportunities to celebrate culture and diversity.</li> <li>• Continually review the PHSE &amp; SRE provision to ensure that we are meeting the specific needs of the students within the context of the College. Through expert review and use of pupil voice.</li> </ul>
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**SAFEGUARDING – effective**

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Safeguarding at the college permeates life at the college.</li> <li>• It is everyone responsibility. The college possesses high numbers of well trained staff as Deputy Safeguarding Leads to ensure the highest levels of awareness and training are held within the college. Staff are clear about their responsibility for safeguarding and whom to pass concerns to. The DSL decision making team are skilled and adept at making sound judgements to protect and safeguard students by ‘recognising, reassuring, responding, recording and reporting robustly and swiftly, Students have trust in these key staff.</li> <li>• Key concerns are shared promptly at an appropriate level with external key partner agencies to ensure the best support is available for students.</li> <li>• Staff are systemically trained through a range of means and the college has a culture of vigilance and awareness through the use of effective policy and practice.</li> <li>• Students are aware of the reporting process for raising any concerns, which are acted upon swiftly. These also encompass regular and systemic checks each half term on the Mental Health, Wellbeing and levels of anxiety in the student and staff body.</li> <li>• Practice within the college is reflective and adapts to new and changing patterns of need within the college and Government policy to implement effective systems e.g. new Peer on Peer abuse and Harmful Sexual Behaviour responses across the college so all staff are aware and vigilant.</li> <li>• The curriculum delivers safeguarding content through the taught PSHE/SRE curriculum, tutorials, assemblies, specific taught session delivered by external visitors and other subjects to give students a well-balanced range of medium and opportunities to develop their awareness of safeguarding issues e.g. Knife crime and drugs/substances, mental health.</li> </ul>
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<p><b>Strengths</b></p>	<ul style="list-style-type: none"> <li>• Attendance and behaviour link closely with safeguarding practice and are both strong. Robust and systemic approaches to both where there are concerns exist working alongside parents/carers and partner agencies to ensure identified areas of need or improvement are implemented. Positive behaviour and attendance is reinforced by all adults and students are aware this is a key component for both their safeguarding and success. Students fulfil this responsibility well with lower than national PEX and better than national Attendance rates especially marked in the 2020/21 Academic year. Notably Sidmouth College was the most improved school for FTE in Devon breaking the trend for increased FTE in the Lockdown period. The 3 year trend for behaviour in all C point categories is positive and showing a reduction in negative behaviours. Praise shows an increasing trend year on year. There are clear processes for children that go missing.</li> <li>• Bullying, sexual harassment, violence and gender slurs including any defamatory language to any protected characteristic is not tolerated. If bullying, aggression, discrimination and derogatory language occur and we are made aware of instances, they are dealt with quickly and effectively and aren't allowed to spread.</li> <li>• Alternative provision is used where the need of the student indicates this would be useful through either Specialist advice (medical) or a behaviour intervention to assist and prevent behaviours deteriorating and prevent exclusion becoming a last resort. Each placement is checked systemically and quality assured to ensure it is fit for purpose. Each placement is checked whether they are DFE registered or non DFE registered provision.</li> <li>• Health and safety is managed onsite with clear systems and processes. Visitors are checked and trip and visits follow a clear protocol for approval. Curriculum areas are clear about their Health and Safety requirements and these are checked and include external review.</li> <li>• Staff training is provided throughout the year as little and often approach and takes a significant priority in our CPD programme. This is evaluated. A range of training is used in a cyclical programme which is also tiered for different staffing groups. This is quality assured and checked upon within the year. DSL are trained every 2 years as a minimum and the extensive support staff within this group enable a wider provision of training to be utilised for staff. This in turn benefits wider support for parent/carers.</li> <li>• Governors are actively involved in ensuring that the college fulfils its requirements for safeguarding and supports the leadership of this aspect well. They are well informed and question and support the leadership team within the college. The support the ethos of the college to ensure safeguarding permeates the college and have regular updates at Governing Body meetings</li> <li>• Leadership of safeguarding is constantly reviewed and reflected upon. Data informs decision making. Effective communication ensures consistency is applied within the college approaches. Planned and systemic approaches ensure effective practice occurs. Professional challenge exists within the college and to other agencies to ensure the best possible outcomes and safeguarding exist for the college's students.</li> </ul>
<p><b>Areas for development</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop staff awareness of contextual safeguarding when decision making</li> <li>• Develop systems to track vulnerable students within the college in support of what is already in place</li> <li>• Post lockdown - Governors to become more involved in quality assuring and checking staff understanding of staff awareness</li> <li>• Review the Online Safety Group as part of an ongoing review</li> <li>• Develop Olweus approaches (evidence based) towards Anti Bullying during the academic year to support new guidance.</li> </ul>

## LEADERSHIP AND MANAGEMENT – Good

### Strengths

- Leaders have a clear and ambitious vision at Sidmouth College which communicated with clarity to all stakeholders.
- All leaders across the College have high expectations of students within the College and model these behaviours on a day-to-day basis. Through the Sidmouth College Way, the Behaviour Policy and the T&L principles. There is a high presence of leaders during the College day not only at the start, end and social times, but within lessons.
- Strategic organisation ensures that the College is very strong and ensures that time is planned and managed to ensure impactful progress towards the improvement plan.
- A strong process of school improvement is embedded. This cyclical process includes staff and governor feedback to evaluate the progress towards current objectives, shared objectives linking the whole college plan to department plans. Clear communication of new priorities to all staff. Termly reviews of progress towards objectives, linked to staff meeting time. Opportunities to share priorities with students during assemblies. The process ensures a clear and focused approach to school improvement.
- There are strong relationships between the leaders at the College, parents and the wider community. This is achieved through clear, regular and effective communication; opportunities for parent voice, through online forums and parents evening feedback, and greater contact with the wider community as a result of the pandemic.
- There are strong links with all feeder primary schools through the learning community which provide opportunities for regular meetings as well as curriculum focused conferences and school to school visits. There is also a shared PSA which further strengthens relationships between school and families throughout transition.
- Professional development is integrated into all levels of the College, through meetings, INSET, twilights, coaching and personalised through the appraisal process.
- The College is an active part of the teaching school hub (SWiFT). The College has colleagues who are SLE's, leading NPQs, leading DfE bids, leading network meetings and delivering on the Early Career Framework.
- As well as providing a great deal of professional development to the teaching school hub, the College also utilises the professional development offer. With all subject leaders supported through effective networks, and opportunities to develop areas of the improvement plan (for example within literacy and vocab).
- The model of distributed leadership is used at the College and this is regularly seen within meetings and CPD sessions. As well as through the QA programme, and within other areas of the College for example: coaching, ECF, ITT, transition, Primary PE, PHSE, and other areas.
- Staff wellbeing and workload are prioritised and reviews of policies to support this have taken place, appraisal also has a focus on mental health and wellbeing. Staff are encouraged to take part in half termly surveys which are discussed and analysed with both the senior leadership team and the governors. There is a strong openness between staff and this ensures that workload concerns or issues are raised and acted on where possible. There are opportunities for staff to socialise and to be involved on sport together. A great deal of informal staff workload support takes place due to the high presence of the senior team and the effective line management of all areas of the College.
- The Governors have a good range of skills and have a clear action plan which is linked to the whole college improvement plan. Governors also attend inset days and whole staff meetings so that they can contribute to the process of school improvement. Governors use visits into school to hold staff to account through the action plan. Governors will often join other meetings or CPD during the year, for example: subject leader meetings.
- Sidmouth College has a strong culture of safeguarding and have effective arrangements.

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<b>Areas for development</b>	<ul style="list-style-type: none"> <li>• To continue to develop highly effective leadership and management that is shared by different individuals and distributed across different levels of the College especially within the QA element this year.</li> <li>• Through the appraisal process ensure that professional development is bespoke and focused on both subject knowledge and pedagogical knowledge.</li> <li>• Maintain effective staff and student wellbeing.</li> <li>• Maintain and build effective links with the community to support and enhance enrichment across a wide range of areas.</li> <li>• Continue to deliver an impactful governor action plan which reflects the school focus on curriculum.</li> </ul>

## QUALITY OF SIXTH-FORM PROVISION – Good

### Strengths

- Sixth form retention figures show an increase in numbers from 78 students in 2019 (Year 12 & 13 combined) to 153 in 2021 (Year 12 & 13 combined).
- Programme of study offered responds to student and community needs. A Levels offered are based on student demand, whilst hospitality, health and social care, sport have recently been introduced in line with the skills gap in the area: 'Urgent appeal for more care workers in Devon as current shortage 'unsustainable'.
- Both A Level and Level 3 BTEC qualifications are now offered to enable curriculum to be more tailored to ability.
- The curriculum is both planned and sequenced to ensure that students have sufficient knowledge and skills needed for future learning and preparation for employment
- Sidmouth College students study the intended curriculum. The curriculum is planned to provide sufficient knowledge and skills for academic success by the end of the A Level and BTEC courses.
- Students develop detailed knowledge across the curriculum and make progress from their identified and recorded starting points.
- The vast majority of our teachers have expert knowledge of the subjects that they teach and, where necessary, vocational expertise. Where this is not the case then CPD is offered.
- Students' understanding is periodically checked to identify misconceptions and provide clear feedback in line with whole school feedback and assessment policy. In doing this, teaching is adapted to meet student needs.
- In line with student feedback, the work that we give our students is challenging and demanding. Work produced is of a consistently high standard.
- Using the process of interleaving, teachers design and use activities to help students to remember long term the content they have been taught.
- Time and space are provided to help students study independently.
- A weekly guidance programme is designed to prepare students for the skills needed for future learning and preparation for employment. Unbiased information is provided via careers service, along with meaningful opportunities to engage in the world of work through work experience in particular.
- Destination data suggests that students are able to enter the next stage of learning – university, apprenticeship or training.
- Our students have high levels of attendance and punctuality, reflecting a positive attitude to their studies.

### Areas for development

- The achievement of pupils who have special educational needs and/or disabilities is raised further.
- The implementation and review of both the guidance programme and enrichment programme to ensure that it suitably prepares the students for future learning, employment and life, acting as citizens who contribute to society as a whole.
- QA of the curriculum provided to support for those students who do not have GCSE in English and Maths (9-4)
- To reduce variations within subjects by ensuring consistency in terms of assessment and feedback.
- To ensure high quality and consistent pastoral provision in the sixth form.