

## SCHOOL CONTEXT

The Trafalgar School is a founding member of the Magna Learning Partnership. The current Headteacher (an experienced Headteacher) was appointed in September 2020 from within the Trust. He has a proven track record of school improvement. The Headteacher is an accredited Local Leader in Education.

The Trafalgar School is a smaller than average secondary school with 770 students ages 11-16 in a rural setting. The school has grown significantly over the last 5 years due to increasing popularity. In 2022 it is again oversubscribed. The majority of students come from White British backgrounds. The proportion of students who have special educational needs, at around 16%, is about the National Average. The proportion of students from disadvantaged backgrounds, at around 19%, is about the National Average. Prior attainment is broadly in line with the National Average. The school was judged Good by OfSTED in March 2019. It has made significant changes since this inspection.

	2017	2018	2019	2020	2021
ALL STUDENTS – Progress 8 Score	-0.07	0.03	-0.12	0.18	0.36
NON-PPD – Progress 8 Score	-0.02	0.1	-0.03	0.29	0.45
PPD – Progress 8 Score	-0.48	-0.32	-0.85	-0.47	-0.15
SEND – Progress 8 Score	0.57 (3)	0.10 (8)	-1.28 (8)	-0.56 (9)	-0.59 (13)
BOYS – Progress 8 Score	-0.28	-0.34	-0.3	-0.07	0.21
GIRLS – Progress 8 Score	0.12	0.55	0.13	0.43	0.61
% Level 4 in both English & Maths	71%	51%[1]	76%	79%	68%
% Level 5 in both English & Maths	42%	29%	48%	51%	53%
% Level 7 in both English & Maths	-	8%	6%	8%	9%
ENGLISH – Progress 8 Score	-0.15	-0.18	-0.24	0.18	0.36
MATHS – Progress 8 Score	-0.19	-0.05	-0.01	0.28	0.2
SCIENCE – Progress 8 Score	-	-	0.09	0.33	0.44
HUMS – Progress 8 score	-	0.06	0.03	0.28	0.76
HIGH - Progress 8 score	-0.16	0.03	-0.36	0.16	0.3
MEDIUM - Progress 8 score	0	0.02	0.09	0.17	0.4
LOW - Progress 8 score	0.03	0.04	-0.22	0.19	0.16

### WHAT THE DATA TELLS US:

An overall improving trend of academic performance is as a result of improvements in both the quality of education (a focus on curriculum development, quality assurance processes and CPD) and the tracking of student standards and progress. The performance of Girls is above average. Data indicates teaching is best in the Humanities, English, Science and the Arts. A whole school focus on boys and PPD students is beginning to have impact. Actions to address the historical underperformance of those students higher attaining on entry has shown impact.

### WHAT STAKEHOLDERS TELL US:

#### Students tell us...

- 90% of students tell us they enjoy school
- 94% of students tell us that teachers help them to do their best
- 95% of students tell us that they get work that challenges them
- 89% of students tell us that the behaviour of students in lessons is at least good
- 95% of students feel safe in school

#### Parents tell us...

- 94% of parents tell us their child is happy at this school
- 97% of parents tell us their child feels safe at this school
- 94% of parents say that the school makes sure its students are well behaved
- 95% of parents tell us their child does well at this school

#### Staff tell us....

- 73% of staff of staff said that the school has improved since the last inspection.
- 91% of staff believe the behaviour of students at this school to be at least good.
- 100% of staff believe leaders do all they can to ensure the school has a motivated, respected and effective teaching staff.
- 100% of staff believe the school challenges all pupils to make at least good progress.
- 100% of staff believe the school is well led and managed.

## NEXT STEPS

### RAPID IMPROVEMENT PRIORITIES (RIPs) 2021-22 – \*SUMMARY IMPACT TO DATE

1. Unlock the potential of <b>all</b> disadvantaged students	A greater proportion of student's identified as PP are achieving 'Good or better' attitudinal scores. In Year 11 the Predicted Progress 8 score is below that of 'other' students as an average, however a greater proportion are making Good progress and attaining 'Good Grades'. This continues to be a whole school priority.
2. Further embed the 'Exercise Book Standards' and a culture where ' <b>only the best is acceptable</b> ' especially for <b>some</b> boys.	The standards seen in exercise books are high. A greater proportion of boys are making good progress. The attainment gap between boys and girls is narrowing.
3. Teach with greater effect to make learning 'stickier'	The use of Knowledge Organisers is better developed. Teachers are using a range of approaches for making learning stick; this has been observed through school monitoring.
4. Further develop and embed assessment systems	Assessment is mapped throughout the school. Feedback on assessments and data is used with increasing effectiveness to inform staff and students about the next steps.
5. Deliver effective assessment and examination preparation and intervention	Performance in mock examinations has been strong on average. Events planned for Spring Term building on pre-mock preparation.
6. Develop the co-curricular offer	Much broader co-curricular offer in place and well received. Participation tracked.

### HOW THE SCHOOL HAS ADDRESSED THE ACTIONS IDENTIFIED IN THE 2020 OFSTED

#### How they have been addressed and the impact:

Action Point	Impact
<i>"Leaders' expectations of the curriculum are not high enough, especially for the most able pupils. Some subject curriculums are not challenging pupils and helping them to develop deeper knowledge."</i>	Since the March 2020 OfSTED there has been a complete curriculum review. There are mechanisms in place for continued review. Knowledge is organised coherently. Progression is mapped and assessment informs the next steps. As a result all students including those with higher attainment on entry make better progress.
<i>"In discussion with the Headteacher, we agreed that more stringent accountability of leaders and teachers, so that the teaching of the curriculum improves, may usefully serve as a focus for the next inspection."</i>	Since the March 2020 OfSTED there are now embedded quality assurance processes in school for assuring consistent teaching and assessment. CPD is central to school development and quality control processes are in place which feed the CPD programme. As a result the quality of teaching and learning is consistent across all subjects.

## SECTION 1: QUALITY OF EDUCATION

**Summary: The quality of education as good** because students make progress and attain in line with the national average. Academic trends are continuing to improve. This is as a result of effective curriculum sequencing, consistent teaching, efficient and effective use of assessment and effective CPD.

EVALUATION	IMPACT
The curriculum intent provides clarity of purpose, it has high integrity and high ambition. The curriculum intent is aligned to our vision for young people and our strategic objectives and aims. It continues to be reviewed and refined.	Strategic developments, policy, quality assurance and quality control and individual subject intents align to the Academy's overall intent.
The curriculum at both Key Stage 3 (Yrs 7-9) and Key Stage 4 is both broad and balanced. It builds on Key Stage 2 and provides the necessary building blocks for further education. The curriculum exceeds the expectations of the National Curriculum. There is no narrowing in Yr9.	Students make Above Average progress across a range of subjects. They progress onto a wide range of Post 16 courses at the appropriate level.
Knowledge Organisers (KO) are in place across all subjects. They are used with increasing effectiveness in lessons.	Knowledge is organised coherently and KO are seen by teachers and students as a valuable resource both within lessons and for learning at home.
Subject progression mapping (coverage, sequencing and structure) is clearly defined and carefully considered.	Knowledge and skills build on what has gone before. The curriculum is sufficiently challenging at all levels. Students in each of the KS2 Bandings make average progress or better.
A whole Academy approach to literacy across the curriculum is in place but has yet to demonstrate impact in its own right. Reading is prioritised through the Great Big Read and through approaches to literacy development.	The impact of the whole Academy approach to literacy is yet to be fully evaluated although progress and attainment in English is on an improving trend. <b>See Academy Improvement Plan</b>
A lack of cultural diversity in the Academy may suggest gaps in the knowledge and understanding of different cultures and religions.	Both the PSHCE and RS curriculum focus on developing students understanding of both British Values and cultural similarities and differences. Students are able to explain how these values impact on their lives.
All groups of students have equal access to the curriculum. Effective differentiation allows all students equality of opportunity. <b>See SEND Strategy</b>	No students are precluded from the curriculum. The Academy is highly inclusive. Planned progression enables 'The More Able' to be stretched in lessons.
The Academy has developed its co-curricular offer for 2021-22. A commitment to (for all students) a shared set of experiences, a broad offer and tracking participation are features of this programme.	Not yet known - Evaluate the impact of the co-curriculum offer.
Homeworking is now embedded. The Homework Policy is consistently applied.	It is consistent across all subjects. Homework has purpose and is meaningful without being overly burdensome. Homework completion rates are high.
Provision for Remote Learning was/is effective.	Student engagement was high. Attendance of disadvantaged groups was above the national average.
The 'Principles of' provides a framework for effective practice, and as a result teaching is consistent across the Academy. The introduction of the 'Principles of' approach, the Trafalgar 10 (ideas to improve own practice), the T&L Website, T&L Briefings and videos are beginning to have an impact.	Developments in pedagogy and a focus on CPD have improved both the consistency and quality of teaching and learning.
Exercise book standards and expectations are clear and explicit. Exercise book standards are good.	Exercise books are a record of students learning. Work (as seen in exercise books through work scrutiny) is of good quality.
All assessment is formative and planned strategically.	Regular low stakes testing is a feature of lessons. Assessment is consistent between groups of students. Assessment is mapped across the curriculum. Time for moderation is planned.
'Making Learning Stick' – Teachers apply a range of approaches in embedding learning. – TS CPD Evaluation - See Trafalgar 10. This is a current T&L development area.	Self-assessment from staff and observed through the monitoring of teaching a range of approaches being utilised by classroom teaching. Spaced retrieval is not yet fully embedded. <b>See Academy Improvement Plan</b>
There is a clear rationale for the four collection points.	Parents tell us they are kept well informed about their child's progress. Each data capture point results in a sequence of planned actions – intervention and

	recognition and as result students make progress between data collection points.
Systems for marking and feedback (STARC Marking – See Policy) are meaningful, effective and efficient.	Feedback is clear and direct across all subjects.
See <u>Pupil Premium and Disadvantaged Strategy</u>	See Pupil Premium and Disadvantaged Strategy
See <u>SEND Strategy - Students with SEND are prepared well for the next phase of their education.</u>	The progress of SEND students is broadly in line with the national average. The attainment of SEND students is above the national average.

## SECTION 2: BEHAVIOUR & ATTITUDES

**Summary: Behaviour and attitudes to be at least good** because students attend well. Low level, disruption is the exception. Student’s attitudes to learning are positive. This is as a result of effective safeguarding, high expectations of students, clearly defined rules, a behaviour policy that is consistently applied, effective tracking of students’ attitudes to learning and behaviour and good communication between the school and home.

EVALUATION	IMPACT
The behaviour of students both in lessons and in social times reflects the high expectations of the Academy. A ‘warm strict’ approach is a feature of the Academy’s approach to behaviour. Systems for monitoring behaviour are robust (ClassCharts).	A calm ‘quiet and purposeful’, positive and harmonious learning environment pervades. Lessons flow without interruption. Students tell us the behaviour in lessons is good and students are treated fairly - Student Survey. Students understand their collective responsibility for maintaining high standards of behaviour in the Academy.
The ‘Principles of Behaviour’ act as a framework for consistency in teaching. The management of behaviour is effective. Expectations are explicit. The behaviour policy is applied with consistency. Incidents of low-level disruption in lessons are infrequent.	Students respond quickly and positively to instructions by staff. Behaviour data and tracking enables a timely and effective response when behaviour is not in keeping with Academy expectations. Parents are involved in their child’s behaviour and receive timely information.
The Academy is a values led organisation. The Academy promotes these values and provides opportunities for these values to be explored and ‘lived out’. See Personal Development.	The values permeate through the organisation. By way of example Trafalgar students and their families regularly lead charity events and advocate for those groups in greatest need. (Ukraine Appeal 2022)
Actions to safeguard young people are effective. These actions include: Preventative approaches, referral processes including self-referral and audits.	Students are safe and feel safe. See stakeholder surveys.
Systems for tracking behaviour for learning and the Academy’s response to this information are fully in place. Academic Standards (Expectations) are explicit and clearly communicated.	An increasing trend of improving Academic Standards. They are consistent across all subjects. As an average the Academic Standards of Boys and Pupil Premium are slightly below.
Relationships within the Academy are extremely positive. Mutual respect is a value and a strength.	Students are respectful and courteous. They conduct themselves well at social times. They act to support a harmonious Academy ethos.
A positive Academy culture and pro-active response to bullying. Students are involved in the anti-bullying message. By way of example the students have authored the Academy’s Anti-Bullying Charter and a group of students act as Anti-Bullying Ambassadors.	Incidents of bullying are low. Where bullying does occur it is dealt with swiftly. See Bullying Log. See feedback from Student Survey.
The Academy has a highly inclusive ethos and curriculum. All students have equal access to all aspects of Academy life. The Academy values underpin the Academy’s personal development curriculum.	Incidents of racism and prejudicial behaviour are extremely rare. Students feel included and equal.
Actions to improve attendance are beginning to show impact. The Academy forensically monitors attendance. Staff are ‘dogged’ in their determination to challenge absence. There is a joined up approach.	Whole Academy attendance is below the national average but is on an improving trajectory. PA is above the national average. The attendance of a small group of students (#) impacts significantly on the whole Academy average.
Systems for ensuring punctuality are effective.	Students are punctual to school and to lessons.
Where exclusions (both internal and external) are appropriate, students are provided with the necessary support in ‘getting it right’. Parents and outside agencies work well with the Academy – there is a ‘joined up’ approach. The reintegration process reduces recidivism. Systems for tracking all exclusion	Rates of exclusion are below the national average. Rates of exclusion for vulnerable groups are low. Exclusions are higher for the disadvantaged students. <b>See Academy Improvement Plan.</b> The Academy makes few referrals to Fair Access (IYFA). The Academy does not Permanently Exclude.

are robust. The development of the ReSET provision under the Power to Innovate scheme enables all students to access education onsite and remain part of the Academy community.	The provision for students in ReSET (3) is not yet effective.
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### SECTION 3: PERSONAL DEVELOPMENT

**Summary: Personal development to be good** because students take responsibility for their learning in school and at home. They are reflective. They contribute to the harmonious school environment. They are active citizens in the school and contribute positively to society. This is because personal development is mapped and delivered coherently and progressively. There are opportunities for all students to get involved in school life and grow holistically as a result.

EVALUATION	IMPACT
The Academy's purpose, vision and values places significant emphasis on developing well-rounded and active citizens.	Students act as courageous advocates. By way of example over 100 students act as student leaders working across the Academy. Service to others and the community is a high priority.
Theme for the Week, The Big Questions and Assemblies are good opportunities for students to reflect.	Students respond positively to opportunities to reflect. They have a good understanding of what it means to 'be Trafalgar' and be a good citizen. Whilst the Tutor Booklet is private, evidence seen indicates highly personal reflection.
The Academy provides high quality pastoral care and support. Student wellbeing is fully considered and a high priority. The Strategic Wellbeing Plan, written by students and staff, clearly communicates the Academy's intentions. The Academy's Wellbeing Ambassadors act as student champions.	Stakeholder survey data indicates that students know where to access support and appreciate what is there for them from a pastoral point of view. They are able to identify and request further help and support when required.
<u>The teaching of British Values is explicit through the PSHCE curriculum and mapped across the curriculum. See Curriculum – Principles and Practice.</u>	Students develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain. By way of example, exploring discrimination and the rights and responsibilities in the community through the taught citizenship curriculum enables students to learn 'the difference between right and wrong' and 'the consequences of behaviour'.
Subject teaching within the individual Arts subjects is a strength. Further collaboration between the Arts is needed.	Students make good academic progress in Arts based subjects. Students are prepared and willing to take part in a wide range of artistic, musical, sporting and cultural opportunities. By way of example, the House Music competition is a significant annual Academy event.
The Academy ethos and values are built on a set of 'social norms' understood by all. They are evident in our vision, in the values and across all facets of the curriculum.	Student's acceptance and engagement with the fundamental British values of the rule of law, individual liberty, mutual respect and tolerance of others enables them to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life.
The teaching of spiritual education through Religious Studies in Key Stage 3 is strong. Both progress and attainment in GCSE Religious Studies are above average. Increasing numbers of students are opting to study GCSE RS year on year as a result of quality first teaching.	Students are able to recognise religion as an important expression of human experience. Students learn about (and from) the beliefs, values, practices and traditions of Christianity and the world religions selected for study. Students also learn about other traditions and viewpoints independent of religious belief.
Students have a clear understanding of e-Safety rules and expectations, to be able to protect themselves and stay safe online. (Taught within the Computing and PSHCE curriculum). The Academy has well established mechanisms in place to identify, intervene in and escalate any incident where appropriate.	Students are aware of the importance of e-safety. By way of example they understand the impact of online bullying and know how to seek help if these issues affect them. Students embrace the Academy's use of Yondr.

Risk education prepares students for an uncertain world.	The concept of risk underpins all aspects of the curriculum – notably Dt, Ct, Sc and PSHCE. Safety education prepares students for specific situations. Risk education prepares them for unanticipated or unknown situations, where they may have had no specific instruction or learning opportunity.
Relationships and sex education exceeds statutory compliance. The teaching of RSE is explicit in RE and PSHCE.	Students are prepared well for adult life. They have a good understanding of the different types of relationships, sexually transmitted infections (STI's) including HIV and AIDS as well as understanding the importance of practicing safer sex and the pressures that young people face.
The teaching of 'healthy lifestyles' is explicit in PE and in Food Technology.	Students understand the importance of a healthy lifestyle (assessed in the curriculum). Participation in physical activity is high especially for vulnerable groups.
A planned programme of CEIAG has been developed but has not yet completed a full cycle.	Evaluation guides further development of CEIAG. Destinations data & student survey shows that students have the information they need to make informed and aspirational decisions leading to 0% NEET.
Systems for tracking destinations are both formative and summative.	Students are prepared well for their next stage of their education. Rates of retention are above the national average. Few students fall NEET.
Students act as leaders and contribute to Academy development and the ethos.	By way of example, students have been responsible for creating the Wellbeing Plan, The Eco-Charter and Eco-Code and the Anti-Bullying Charter. They support as Wellbeing Ambassadors.
There is a planned programme of prevention in place in the Academy within PSHCE and within the co-curriculum. Students at risk are identified early and help is given.	Incidents that put students at risk to themselves and others are low. Students report that they feel safe in Academy. Students see it as their role in reporting any concerns they have.
A Safeguarding Audit is completed annually. Safeguarding at this Academy is effective.	See Safeguarding Audit

## SECTION 4: LEADERSHIP & MANAGEMENT

**Summary: Leadership and management to be at least good** because the Headteacher, working with the Academy's Governance Committee, provides a clear vision and promising direction. Employees are empowered with a focus on quality. Self-evaluation is accurate. There is a trajectory of further improvement; there is a plan in place for further improvement with clearly defined goals; and there is capacity at both senior and middle leader level to expedite that plan.

EVALUATION	IMPACT
The Academy's ambitious vision and expectations of all are clearly communicated. There is coherence between its aims and how it is enacted day-to-day. Leaders demonstrate a relentless determination to ensure the needs of individuals are at the heart of the decision making process.	The direction of travel in the Academy is clear. Leadership is evident in all aspects of Academy life. Leaders give clear messages and ensure there is a consistent purpose throughout. Individual students' targets are ambitious. Stakeholders expect a lot from everyone. A no excuses culture exists.
Self-evaluation is on-going, it is both thorough and accurate. The Academy uses Academy improvement partners to great effect – not least in validating its own self-evaluation.	The actions needed in improving the quality of provision are in place. They are prioritised and impact driven. See Strategic Development Plan.
The Academy engages well with stakeholders and is outward looking. By way of example the Academy is developing its links with local business through partnership working.	Collaboration between the Academy and stakeholders within the MAT and other MATs is a conduit in sharing best practice and close scrutiny.
CPD is at the heart of Academy improvement. There is an emphasis on improving professional practice. The Academy's mechanisms for improving teaching quality are effective and involve teachers at all levels. There is a plan for developing all staff.	Staff reflect on their practice through appraisal and through self-assessment tools and as a result are on a continuum of improvement. This information informs the Staff Training Plan.
The planned programme for Newly Qualified Teachers (NQTs) and those in training is effective.	NQTs and those new to the Academy quickly align to the systems and the expectations. Feedback through the NQT and ITT programme is extremely positive.

Quality assurance and quality control systems for monitoring both teaching and learning are now more refined.	This information informs the Staff Training Plan and individual teaching staff appraisal and development.
Systems for tracking student progress are fully in place. Predicted Grades are accurate. Data is used with increasing effectiveness. There are clear accountability structures for student progress.	Assessments inform future teaching. Senior Leaders are able to monitor student progress and act accordingly. Teachers, House Leaders and mentors use this information to inform next steps.
Systems for tracking behaviour for learning and our response to this information are fully in place. Academic Standards (Expectations) are explicit and clearly communicated.	An increasing trend of improving 'Academic Standards'. They are consistent across all subjects.
High quality displays in corridors both communicate and promote the Academy's ethos and values.	The Academy's ethos and values are understood by all.
High quality display in classrooms is not yet consistent.	In the best examples displays in classrooms support learning with helpful reminders and subject-specific content. This is not yet consistent.
Pastoral leadership is a strength. By way of example, it is both proactive and responsive. Tutors take responsibility for their tutees and communicate effectively with staff and parents.	Feedback from stakeholders is extremely positive. Parents value the work of the wider Pastoral Team. Senior leaders work well with outside agencies and other professionals.
Subject leadership is a growing strength. They are becoming more reflective. They structure Schemes of Learning with an academic emphasis and are progress driven. They maximise learning time. Subject Leaders work inter-departmentally.	Leaders are engaged in regular developmental discussions at senior and subject leadership level. Staff are given regular feedback on performance through ongoing appraisal.
Members of The Academy's Governance Committee (AGC) have the right skills, experience, qualities and capacity to fulfil their role. There are established structures that reinforce clearly defined roles and responsibilities. They ensure compliance with statutory and contractual requirements. They are beginning to undertake regular evaluation to monitor and improve the quality and impact of governance.	The AGC is focused on strategic leadership that sets and champions vision, ethos and strategy. They hold leaders to account for driving up education standards.