

LEADERSHIP & MANAGEMENT	Suggested Grade Good	OUTCOMES	Suggested Grade RI									
<p><b>Summary:</b> In 2018 performance at key thresholds for students improved. After 1 year in post, the new principal completed a root and branch whole school staffing re-structure. The new structure focuses on achievement through T&amp;L/data/assessment, quality of provision, culture/climate, whilst also rationalising expenditure and leadership. The entire senior leadership team has been restructured with significant changes. There is additional leadership capacity through the design of the middle leadership structure and impact is evident (ofsted autumn 2018) – this creates capacity to ensure TL&amp;A improvement to Good. Leadership in SEN has been strengthened, curriculum work during spring 2019 indicates capacity continues to grow, a new and experienced VP joined Summer 2019 and there has been internal recruitment to fixed term AP positions indicating capacity has grown and will continue.</p> <p><b>Sample information: Performance Management:</b> Following turbulence and industrial action in 2016/17, appraisal procedures are now undertaken without cause for concern. In 2016/17 all took part, minor challenge from those not awarded, decisions justified. In 2017/18, all staff set individual targets, completed a mid year review. In 2018/19, restructure, all colleagues are engaging in the process without difficulty, a sustained organisational/cultural change.</p> <p><b>Culture:</b> In September 2017 - rebranded as Great Academy Ashton, with new uniform and changes to the behaviour and rewards system. Over haul of the existing behaviour systems to increase teacher autonomy in dealing with classroom behaviour, increase rewards and create wider community culture within GAA has been achieved.</p> <p><b>Curriculum Model/Pastoral curriculum model:</b> Correction to the hamstring on the open bucket (weaker of the two English Quials counting), for 2020 outcomes. 2018-19 - Full curriculum review undertaken and led by newly trained CIEA Assessment Lead with Principal leading middle leader training and 1-1s for all HoFs. Curriculum map produced and new assessment model (2019-20) design and training completed. The Curric/Asst model develops content led schemes linked to planned assessments.</p>		<p><b>Summary:</b> <b>Progress</b> - P8 in 2016 was -0.52, 2017 was -0.5, 2018- -0.24. Higher ability students and lower ability students are almost in line with national progress. All micro populations’ P8 figure have improved from 2017. <b>Attainment 2018</b> – pass rates at 4+ and 5+ are broadly in line with the previous year. A8 increased from 38.7 to 39.4. Predicted data for 2019 is similar to that for 2018 when FORVUS is accounted for (please note the curriculum model impact on this year group remains to some degree), which keeps this judgement at RI. <b>Y10 data (new model in place, longer KS3 period under new regime reduces “lag” effect) indicates progress for this year group is substantially improved.</b> There is an upward trend of achievement, improvements may no longer be fragile, there is now confidence that the accelerated progress in Y10 will become reality at point of outcomes in 2020.</p> <p><b>2018 Predicted Outcomes Vs Targets VS 2018 ACTUALS</b></p> <table border="1" data-bbox="835 882 1424 1094"> <tbody> <tr> <td>A8: 39.4 vs 43.13 vs 39.4</td> <td>P8 -0.288 vs +0.33 vs -.24</td> </tr> <tr> <td>9-7 Bas: 9.2% vs 11.6 vs 5.2%</td> <td>9-5 Bas: 31.5% vs 39.5 vs 28.3%</td> </tr> <tr> <td>9-4 Basics 50.2% vs 67.1 vs 43.8%</td> <td>5ACEM (equiv) 47.8% vs 65.9 vs 39.8</td> </tr> <tr> <td>2x4+ Sci – 44.6% vs 62.2 vs 52.2</td> <td>2x5+ Sci – 23.1 vs 32.3 vs 36.3</td> </tr> </tbody> </table> <p><b>English and Maths</b> Attainment was broadly in line with 2017 but progress improved in both, in Maths most significantly and as a result of success for the most able in particular. EAL: - pupils are above the national average for Overall Progress 8 and in the English, Maths and Ebacc Element of Progress 8. There are a number of cases were the difference between the school performance and national performance for that pupil group is marginal.</p>	A8: 39.4 vs 43.13 vs 39.4	P8 -0.288 vs +0.33 vs -.24	9-7 Bas: 9.2% vs 11.6 vs 5.2%	9-5 Bas: 31.5% vs 39.5 vs 28.3%	9-4 Basics 50.2% vs 67.1 vs 43.8%	5ACEM (equiv) 47.8% vs 65.9 vs 39.8	2x4+ Sci – 44.6% vs 62.2 vs 52.2	2x5+ Sci – 23.1 vs 32.3 vs 36.3		<p><b>PP and Disadvantaged starting points</b> Pupil Premium - Premium to Non Premium currently stands at PP approx. one third of a grade behind at -0.8. The progress gap has narrowed since 2017 but the attainment gap has widened as T&amp;L changes affect “stable” population more quickly; this lag for PP will correct in coming years. Gender – Boys lag behind girls but do better than the Tameside average for boys. The gap narrowed in 2018 but there is still work to do to both raise girls’ attainment and ensure boys do better at catching them.</p> <p><b>SEND Progress</b> Pupils identified as receiving SEN support make the least progress of all students; P8 score Of -1.05. The volatile picture in this cohort (small and skewed by particular need affecting 1 or 2 students) looks better for 2019 as the impact of the SEND focus takes effect, and we have confidence will improve further as this embeds in coming years.</p> <p><b>Subject learning and progress - Years 8-10</b> <i>Please note – full review of this assessment model has taken place spring 2019 and planning for a relative, QA’d and moderated curriculum linked model for 2019-20 is designed to address the inherent unreliability within the 1-9 system as it relates to KS3.</i> <b>KS3</b> – the % of students on track increases year on year; the PP/Non PP gap narrows between Y7 and Y9 – PP action planning in place for 2018-19 and 2019-20, including review of the way we categorise those within PP as disadv (ie, use of “continuous 6” rather than “ever 6” to extract deep rooted poverty; analysis of PP &amp; ITAS cohort – ie PP &amp; barriers, not PP alone). <b>Current Targets</b> –set using expected/aspirational from KS2; please see details of new model for 2019-20; no lowering of expectations, just a fine banding of minimum expected grade targets from KS2. New model allows for relative measures to be used at key points to align us with 9-1 model, drawn from partner school (piloted) and will increase validity of assessments and data. <b>Outcomes remain RI, and will in summer 2019, but are predicted to be within “good” range in 2020 as lag in practice and curriculum model impact is overcome.</b></p>
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TL&A	Suggested Grade RI+	PBDW	Suggested Grade RI+	
<p><b>Summary:</b> From ofsted inspections: differentiation and regular learning checks were required to keep the pace of classroom practice brisk as this has been 'inconsistent'. A new set of training and support materials has been created and shared (eg "finish Now" activities and questioning modelled through form time materials for summer term); consistency is improving. The no. of staff requiring support for consistent poor practice is reduced and a system for routinizing "the GAA way" with TLAC for new/supply staff has been embedded. Purposeful learning has been a focus through the use of EPE objectives to make lesson content relevant and this will remain post- curriculum review for 2019-20; this part of our practice suggests this Gatsby benchmark is well-met and links curriculum to T&amp;L delivery and to engagement. Following new mechanisms, CPD and the impact of new HoFs there are significant areas of improvement, evidenced by reduced call outs, improving progress in Y7-10 (as lag effect is reduced) faculty QA records; spring term learning walks gathered evidence of improvement and provide starting point for continuous improvement post SM etc. There can be no complacency around these improvements. <i>Replacements for vacancies in Maths have now been appointed, strengthening the subject area of biggest concern in autumn 2018. Full dept in place for 2019-20</i></p> <p><b>Teaching overall including CPD its impact on pupils' progress and learning:</b> CPD for 2018-19 driven by ofsted findings, outcomes 2018 &amp; last year's GIST records. QA data from 2017/18 shows that our leadership of T&amp;L led to specific and measurable outcomes – see GIST records. In 2018-19 of 10 at risk cases, 5 have moved on, 3 have improved and 2 remain supported.</p> <p><b>Teacher Expectations and the Climate for Learning:</b> In 2017 and prior, too many teachers relied on a system of emergency on call to deal with routine low level disruption. In September 2018 the system of emergency on call was removed successfully indicating improvements have been made and exclusions/internal isolations continue to fall overall suggesting this is sustainable and T&amp;L is improving over time.</p> <p><b>Assessment and Feedback:</b> 2018-19 QA through HoFs – WS in place, GIST tracked. Focus on planning, back planning, mid unit assessments and associated WWW/EBI; then end of unit assmts. New whole school assessment role to design and embed assessment driven curriculum in place, phase 1 curr. review complete.</p>		<p><b>Summary:</b> <b>L&amp;M:</b> Significant improvement in the L&amp;M; attendance and punctuality now enjoy a high whole school profile. <b>Culture:</b> GAA presents as a warmer environment with a more positive atmosphere, as mutual trust and respect continue to be rebuilt. <b>Classroom climate:</b> The implementation of TLAC techniques for climate for learning has improved students' attitudes to learning and responses to authority. Discriminatory behaviour and language is being challenged. The new house system is being used to develop healthy competition and respect for others and to double the capacity in "top set" provision following progress improvements and PP analysis. <b>Social conduct:</b> Student conduct is improving to make the Academy a more orderly environment throughout the day <b>High Needs:</b> Significant reduction in PEx this academic year, and FTEs – though still above nat av, in response to the level of challenge being offered to students for expectations in conduct and learning. NB: PEx in line with no/ 100 students. Y10 FTE figure too high; see notes through IEB meetings where this has been asked and answered in detail – re gangs and specific cases. Some internal exclusion spikes each time we re-assert or increase expectation, or as internal is used more properly to avoid external exclusion. 9% of students whose data contributes to 60% of behaviour data overall are closely monitored by SLT with a range of interventions implemented and reviewed regularly; including tailored alternative provision for some challenging students <b>Day to day behaviour:</b> Data demonstrates that behaviour is being managed more fairly, consistently and proportionately. Attitudes to learning in lessons are improving with a 60% drop in RL defiance and internal isolation decreasing significantly compared to last year. The Academy is responding to student voice of particular cohorts eg. student LGBTQ weekly lunchtime drop-in and student-led Pride assemblies; this requires continual revisiting in this community – we do so through form time statutory curriculum offer, assemblies etc</p>		<p><b>Attendance and Punctuality</b> Attendance is consistently high profile within the Academy. Registers and safeguarding procedures are much improved. Attendance has shown improvement at 93.7% from the previous year 92.2%. Still below NA1.1%. This figure is vulnerable in 2018-19 due to the high needs cohort of mobile students in Tameside that GAA has become particularly successful with (see case studies, group data). The gaps between PP &amp; NPP have slightly diminished across the year (exception = Yr9), yet not fast enough – reviewing specific cohort within PP that this relates to under way. The gap between SEND and non-SEND students has widened throughout the year. This is now being challenged robustly (small and variable cohort), needs not met historically now being addressed, this gap will reduce as this embeds. PA is currently 14.88; above NA but improved on 2016-17 (18.2%). – see prev comment re high needs/vulnerable and mobile cohort. This is also robustly challenged via line management meetings, with improved LA co-operation and home visits. Punctuality systems and procedures are now implemented; with figures showing a steady improvement and the profile of internal truancy has changed as teachers' expectations and no opt-out strategies have been put in place.</p> <p><b>Safety and Mutual Support</b> Students feel safer – staff presence has increased during unstructured time. All staff receive required safeguarding training and regular updates and students are supported in their understanding of how to keep safe through pastoral programmes and the curriculum. Incidents of bullying are documented and there is a single clear process for reporting and recording information which staff are aware of. Students understand what bullying is/isn't, its impact, the effects on well-being &amp; student voice indicates that they feel safer in the Academy now. Strength evident in SEMH provision (ofsted spring 2019) – this links to prev comments re high needs/vulnerable cohort. <b>PDBW is an area where practice has improved significantly, including in SEN actions since prev inspection but the GAA cohort is large, diverse and challenging; there can be no complacency.</b></p>

OVERALL EFFECTIVENESS/Summary	Suggested Grade RI +	Academy Context:
<p><b>British Values: Citizenship: CEIAG and SMSC</b></p> <ul style="list-style-type: none"> <li>- There is SMSC development through the curriculum, assemblies, form group provision and a broad range of enrichment activities, such as themed visit days and trips – a significant increase in student opportunities has taken place again this term and student leadership is encouraged and recognised through a range of programmes in the Academy</li> <li>- Partnerships have been created with major organisations that promote aspects of SMSC: Manchester United Foundation – leadership and social skills; Stonewall &amp; The Proud Trust – diversity and tolerance; the Princes’ Trust - building self-esteem; and the Anna Freud centre - mental health and emotional wellbeing</li> <li>- The student body is supportive of students for whom English is an additional language and welcomes students new to the UK, delivers well planned teaching of “British values” and its preparation of young people for life in a modern multi-cultural society through Social Science and RE lessons</li> <li>- Students receive impartial IAG from external sources, with all LAC students getting enhanced provision from Yr9</li> <li>- CEIAG – GAA holds the inspiring future gold standard careers award, a re-focus on careers in line with Gatsby benchmarks is under way and will be linked to curriculum review – same lead overseeing.</li> <li>- NEETs have reduced from 10.5% as NCA to 0.7% as GAA in 2018.</li> </ul> <p><b>Engagement with parents and carers</b></p> <p>Most recent attendance figures for parents’ evening show an increase across all year groups, parental questionnaires reflect broadly positive views; the academy is becoming confident in its work with parents even where these relationships are challenging – details available, case studies showing positive engagement and relationships even where complaints have occurred.</p> <p><b>Summary :</b></p> <ul style="list-style-type: none"> <li>• <b>The Academy has the capacity to improve;</b> leadership and management of the academy are potentially Good and set to develop further</li> <li>• <b>Outcomes 2018 were predicted to show improvement and did so in line with predictions. 2019 predictions are similar – and the limitations of the curriculum model make this expected. 2020 outcomes are now predicted to rise in line with descriptors for Good if all improvement works continue and lag is overcome. Outcomes at this stage remain RI.</b></li> <li>• The curriculum model has been overhauled once to correct systemic weaknesses - deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being and there has been deliberate review of provision and staffing in the core. A full content review focussing on appropriacy, relevance, breadth and depth and assessment models has begun, phase 1 complete spring 2019, for implementation 2019-20. Its impact, with the improved teaching over time that will be evidenced by current Y10 outcomes and beyond, is designed to ensure +ve progress (P8) from 2020 onwards.</li> <li>• The quality of teaching continues to improve; evidence links this to support provided via the Trust SI team, the improved leadership, including at middle leadership level, and systems such as the assessment and data cycle, increased accountability through faculties, central QA such as learning walks, line management and the range of CPD opportunities in place.</li> <li>• PDBW continues to improve by a range of measures. The impact of GAA’s work, ethos and inclusive ethos on some disenfranchised young people is clear and has not hampered the most able within the academy (based on outcomes 2018 for example), though there is a moral acceptance of the impact of cohorts such as these on overall headlines - and there is no complacency. This area is further strengthened by the new VP appointment as this community needs a school outstanding in this area - there is still distance to travel.</li> <li>• Safeguarding is good and there is real strength in the inclusive approach as well as a collective determination to ensure Good provision for this community in all areas.</li> </ul>		<p>Originally created in 2007, it replaced 2 low achieving schools, moved to new site in 2011</p> <p>GAA was re-branded in Sept 2017, (previous name of New Charter Academy), following the appointment of the new Principal in May 2017.</p> <p>The decision was made to close the 6th form in July 2017. Significant current challenge created by gang culture and multi-agency needs locally.</p> <p><b>Setting:</b></p> <p>Students are placed into two equal half year bands on arrival. Forms are created from mixed ability and contextual parameters. In KS3 students are set using scaled scores in English and Maths. From September 2018 a House system is used to create an increased number of ‘top sets’, except in Maths where fine setting is in place. This helps address the representation of PP students in top sets and also supports the particular T&amp;L needs in Maths.</p> <p><b>Students</b></p> <p>The social deprivation indicator (0.3) is in the highest quintile. The academy’s local community is in the poorest 3% in Greater Manchester. Approximately 50% of students are Pupil Premium recipients, (from 44 – 52% across year groups). The school receives children from 15 of the 17 ethnic groups, the overall proportion of children from minority ethnic groups at 43.7% is much higher than the national average, and at 33% the proportion of EAL learners is also high. The school population is less stable than the norm; there are regular new arrivals and several of high needs from pupil referral services or placed to avoid this; the LA capitalises on GAA’s strength in this area. A high proportion of arrivals speak little to no English. Most importantly, students at GAA are vibrant, engaging, capable and in the vast majority of cases compliant and eager to learn.</p> <p>Every year group is significantly below the national average on prior attainment in both English reading and writing and mathematics and there is a generally smaller than average highest ability band in each year group.</p>

**Additional:**

**System Leadership:**

Principal chairs IYFA for Tameside LA having led the re-launch and redesign of this process, mentors local Principal and has in 2018-19 worked to design a process for a local vision with 3 Tameside Heads, the LA and a facilitator; session delivered through TASH and actions arising from it are focussed on collaboration (for purpose/gain/improvements). GAA hosted the LA-wide sessions for Heads/Principals and Governors to address a pupil place shortage.

AP Safeguarding attends local neighbourhood pilot multi-agency approach to Early Help.

T&L consultant (GIST) based at GAA runs the Awarding Body process for NQTs locally and is now about to run a cross-GAA-and 2-SCITT training model for English trainees. (GAA won Ashton VI Form award for employer of the year mentoring provision for trainees).

T&L consultant (GIST) based at GAA supports SCITT within GAET.

GAA Principal has begun to map out a governance model for transition at GAA and possible use across GAET.

GAA will benefit from a GIST member at AP level running T&L internally from September 2019 with link to current consultant (above) maintained.

Business and HR have been overhauled with the support of GAET and Business Manager supports new-in-post opposite number in another school.

GAA's EPE strategy is being shared with a GM wide board, led by experienced academic, for 2019-20.