



Academy SEF

FORM

Updated: September 2019

Context

- Queensbury is an average sized school with 1150 students on roll. The number of students has increased dramatically over the last 5 years due to a growing reputation in the community, a Good OFSTED rating and more pupil numbers in the area (the Academy has 100 more students join this year). This has led to the Academy being underfunded because of the lag funding system which has put a severe strain on resources. In this period of time the school has seen a large of number of in year admissions due to the year groups having places (56% of last year's cohort were mobile students). The majority of these students have come with complex needs and often a disaffected attitude. Now the Academy is oversubscribed in years 7, 8 and 9 so the mobile student challenge is starting to decrease, and more students can enjoy the Queensbury experience for 5 full years
- The Academy has a new Principal (September 2019) who has been promoted from the Deputy Headteacher position. He has ensured the Academy is fully staffed with a full senior team.
- The Academy is part of the Anthem trust.

QUALITY OF EDUCATION GOOD



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Strengths

Intent:

- Research has taken place by senior and middle leaders to review latest practice on curriculum design and planning to inform a review of the curriculum in each subject (Curriculum 2020 documents, plans, etc)
- 1-2-1 support for students by senior staff to ensure that all students make ambitious choices. (see interview notes)
- A new pastoral system has given a greater focus on academic achievement and the use of our CARE values emphasising the expectations to be aspiring (HOY to provide evidence of work in tutor time for example year 7 hand displays)
- The national curriculum is being followed in key stage 3 (SOL)
- The curriculum model is broad with students having the option to follow a variety of subjects to suit their talents and abilities and ambitions The academy offers an increased amount of vocational courses (KS4 Options booklet)
- The aim is for the majority of higher prior attaining students to be following the EBACC An annual curriculum review looks to develop the future curriculum The system for department review aims to review how effective the curriculum provision is for each subject (Dept review plans and reports) Curriculum plans include PSHE and SMSC strands (SOL)
- Character education has being introduced into the new pastoral system via tutor time (LORIC Character resources)



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Implementation:

- Recruitment and retention is strong (Evidence of fresh impetus – NQT fair, links with local universities, HE colleges, CTG etc. Retention supported by CPD programme for potential middle/senior leaders. Also review of staff well being)
- Department plans show actions for staff training and development to improve subject knowledge Regular opportunities for staff training in departments (Department Development Plans)
- NQT and new staff programme develops pedagogy (Plan for NQT / new staff training)
- Shared resources from each department support those teaching not their first subject Mentors for NQTs A buddy system supports new staff (C Blackie programme)
- Performance management supports staff development (Bluesky / new PM system)
- Monitoring evaluation schedule shows that staff present subject matter clearly and check on pupils' understanding. (Dept Learning Walks and Book Mapping)
- Recruitment of research lead in the academy (SH employed)
- Trust wide group of developing assessment model based on retrieval practice (Trust School Improvement Group)
- Book mapping focuses on long term understanding of knowledge and skills Assessment and feedback group reviews pedagogy and best practice by trialling new research-based methods including how to reduce the burden on staff workload. Feedback is focussed and development (Feedback & Assessment Working Group)
- Data collections have been reduced to no more than 3 a year. Then through context sheet planning gaps are identified and planned for to raise attainment (Staff pupil progress files, staff calendar)
- Resources are carefully chosen based on each department's intent for the curriculum and the coherent delivery of it including how we develop the cultural capital and wider skills of our students. Resources are chosen to engage the students and to inspire them for a love of learning for the subject (Examples of best practice needed from departments)
- Planning ensures that work is demanding and matches the intent of the curriculum (SOL, Curriculum 2020)
- Reading in English lessons is frequent with every lesson for 10 minutes focussed on student reading. Reading is taught by staff and uses good knowledge of how to do this. A paired reading programme support those students in catching up with their reading who have fallen behind Library is well used and engages students in exploring new books which challenges their reading ability Staff consider their own vocabulary by identifying tier 2 and 3 words and how they might model these. Library is well used and engages students in exploring new books which challenges their reading ability



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	<ul style="list-style-type: none">• Staff consider their own vocabulary by identifying tier 2 and 3 words and how they might model these
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Impact:

- Dept book mapping and learning walks show teachers are using the teaching and learning policies. They show that the intended curriculum is being taught
- Stakeholder feedback show the majority of students enjoy learning at Queensbury and feel they make good progress

KS4 outcomes

- Year 11 were the smallest Year Group in the school and had the lowest overall targets because of their lower prior attainment. As a result, it is unsurprising that the A8 score has fallen from 2018 by -1.6.
- Progress however has significantly improved. Overall Projected P8 has improved by +0.3 from 2018 and is very closely aligned with predictions.
- It is pleasing that progress in English and Maths has improved by +0.2 of a grade however, due to the lower prior attainment, there are fewer students that achieved a grade 5 in Maths, English and in both.
- All four 'buckets' have improved their progress from 2018 by between +0.2 and +0.5 of a grade. The accuracy of English predictions is commendable. It is also pleasing that the percentage entered for EBacc has significantly increased and the Average Point Score has fallen only marginally despite the less prior attainment of students.
- This cohort had the highest number of mobile students of any year group in the school with 56% of students being in year admissions. Students in this category had a provisional P8 score of -0.67 whereas the students that had received the full Queensbury experience had a provisional P8 score of -0.22 (-0.644 in 2018).
- The progress, if not the attainment, of the Humanities and Science elements of the EBacc has improved however Languages had a very disrupted year in terms of staffing and as a result has fallen back after a significantly high mark last year. It remains the highest performing (in terms of both progress and attainment) of the 3 EBacc pillars.



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- It is especially gratifying that all 'groups' of students have improved progress from 2018 with the most pleasing performances being those of boys, SEN, higher prior attainers and EAL students. The gap between disadvantaged and non-disadvantaged students has widened slightly even though the attainment of both groups has improved.
- The improvement in all groups indicates that the Context Sheet planning that took place targeting high prior attainers, SEN and disadvantaged students which was supported by the trust has been successful as High prior attainers saw the largest improvement in progress, SEN the third highest and disadvantaged students also significantly improved.
- The focus on raising standards in all subject areas (Raising Standards Meetings) was also broadly successful as progress in the majority of areas was either improved, or in line with, 2018 performance. The strategies and interventions adopted included -GCSE Pod, Maths 1-1 teaching, prioritising the focus on Yr11 attendance, NCS engagement programme for the more disaffected students, Core subject tutor groups, after school lessons, Passport to Prom, SLT mentoring, and SLT and trust focus on higher prior attaining students

KS5 Outcomes

- Year 13 was the smallest Y13 cohort in the Academy's history. It is the legacy of the smallest ever Year 11 cohort.
- Attainment has improved in terms of average A level grade, points per entry, and points per candidate. Provisional data notes that the improvement in Queensbury's A level attainment was the second highest in the local authority. The pass rate has, however, fallen.
- The proportion of A*-B grades has increased from 2018 by 7% at a time when A grades have dropped nationally to their lowest level since 2007. Included in this is the outstanding performance of one student who has successfully gained a place at the University of Oxford.
- Excellent attainment was made in A level Textiles, a new course introduced by the teacher in place of a previous BTEC course. This is a small group, taught together with Year 12, and the progress was exceptional with two maximum grades. This follows on from good results the previous year due to there being a strong head of department who is an inspirational teacher.



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- Good overall progress was also made in Art, English Literature, Finance, Law, Politics, Religious Studies, and Sociology. This was due to each head of department in these subjects being strong and using the data to identify gaps and then they were able to plan lessons that closed them.
- However, overall progress was below 2018 and below target. In particular, Maths progress was disappointing and significantly below predictions. The Maths teacher's attendance was not always consistent which affected results. Biology and Chemistry progress was also disappointing and was affected by some absence of specialist staff due to illness. In Maths and Science there were too many students who at the end of Yr12 were at risk of not passing the course. There needed to be earlier intervention to stop this and better advice and guidance for those students choosing these courses.
- Some of the poorest progress was made by two students who missed exams, having had long-running mental health and absence issues, and a third who took a significant period of leave to go to India. This has a significant impact on a such a small cohort.
- 36% of students received an unconditional offer, an offer that would require no grades if firmly accepted, or, in one case, a lower offer if firmly accepted. Just two of these students met all their target grades, two students failing to reach any of them. All but one of the ten students making the worst progress either had received an unconditional offer (3) not applied to Higher Education (6). Out of the remaining 25 students who did have conditional offers 23 met their targets in at least two of their 3 A levels.

Staff to use evidence based research to review their intent and implementation of each curriculum area to raise standards

Change to 2 year KS4 model

Develop a system of department review to monitor the Curriculum intent, implementation and impact

Student progress – in particular students in the high priority attainment, disadvantaged student groups.

Student attainment – particularly students who are getting either English or maths and not both.

Student progress at KS5



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Priorities	
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BEHAVIOUR AND ATTITUDES - Good



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<p>Strengths</p>	<p>We have high expectations of pupils' behaviour and conduct based on a shared set of CARE (Co-operation, Aspiration, Respect and Endeavour) values. These expectations are commonly understood and increasingly applied consistently and fairly. The change of leadership has brought a renewed and explicit emphasis on these core values and high profile changes to key policies and routines have been implemented to great effect. Pupils' behaviour and conduct is positive both in lessons and in unstructured time where an awareness of the CARE values support mutual consideration. A rigorous system of monitoring enables leaders to quickly identify where low level disruption occurs in order to act promptly and intervene effectively. As a result behaviour for learning in lessons is good with positive relationships between staff and pupils.</p> <p>Behaviour data</p> <p>The trend in behaviour data (2018-9 compared to 2019-20) indicates that behaviour is improving; fewer lessons are disturbed by low level disruption, detentions are reducing and the isolation facility is seldom used. School Behaviour Policies are consistently applied for example, the Mobile Devices Policy and school uniform expectations.</p> <p>Exclusion data: fixed and permanent</p> <p>As an inclusive school we work hard to avoid fixed term exclusions however when necessary these are proportionate and used effectively. Internal isolation and extended isolation are used rarely and as alternatives to fixed term exclusion in order to safeguard pupils and prioritise learning. After exclusion all pupils are reintegrated with a meeting with senior, middle leaders and parents and as a result the pattern of recidivism is improving. Permanent exclusions for persistent disruptive behaviour are used appropriately and as a last resort after exhausting a wide range of strategies including alternative provision and work with outside agencies. One off permanent exclusions are exceptionally rare and only used in relation to an extreme event.</p> <p>Bullying data</p> <p>Our leaders, staff and pupils create a positive environment in which bullying is not tolerated. Any incidents of bullying, aggression, discrimination and derogatory language are effectively reported and dealt with quickly. All incidents of peer on peer abuse are reviewed and appropriate actions determined. Bullying is rare and always treated with great seriousness. The Academy's CARE values are central to our continuous emphasis on relationship education. Students treat each other and adults with respect. This is developed through the curriculum, the pastoral system and promoted by the student Equalities Team who have a high profile in the student body by leading the whole school assembly programme.</p>
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Priorities	<p>Discrimination data</p> <p>Incidents of discrimination are rare but dealt with seriously and with rigour. The Academy has responded to changes in local and national context with a focus on the seriousness of this issue resulting in a decrease in concerns. Staff log such incidents meticulously and intervention as well as sanctions are determined swiftly on a case by case basis.</p> <p>Attendance and punctuality data</p> <p>Our pupils have high levels of attendance and Academy attendance for 2018/19 was 95.07% which is above national average of 94.6%. Attendance for Pupil premium students was 91.79% which shows an increase from 90.8% in 2017/18. A variety of interventions were used to support this improved attendance including the appointment of a new full time Attendance Officer and a Child and family worker who worked closely with families. PAs have dropped to 13.2% and are below national average of 13.5%. The introduction of the SOL Attendance Monitoring system has led to more precise analysis and a more robust approach which has led to quicker intervention. All staff have been trained in the new SOL procedures and to date this is running effectively with a new member of SLT overseeing.</p> <p>Punctuality improved during 2018/19 as a result of a new lates monitoring procedure. The impact of this was a reduction in rates of 0.41%, from 3.54% to 3.13%. September 2019 shows a further improvement down to 1.24%</p> <p>Embed the use of the SOL tracker to ensure attendance is still above national average Update Behaviour policy to raise expectations of conduct that reflects our CARE values</p>
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PERSONAL DEVELOPMENT – Good +



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Strengths

SMSC

- SMSC has an improved emphasis in the Academy. SMSC provision is mapped using SMSC Grid maker and all new schemes of learning include an SMSC focus
- Life skill lessons support students to keep safe in areas including mental health, drug and alcohol education, healthy relationships, and E-safety; these lessons are well prepared and taught with good engagement from students.

Outside agencies are used regularly to support students who would benefit from 1:1 support and guidance.

Safeguarding staff are experienced in assessing risk and referring on as necessary.

High quality intervention work with outside agencies takes place regularly to keep students safe. Students have access to a wide range of support including school nurse, CAMHS, Brook. Drug/Alcohol services and mentoring support within the Academy environment.

Students' personal development is encouraged through a wide range of extra-curricular clubs, sporting activities and educational visits. Students are able, for example, to develop their baking skills, learn to play chess, shadow the Carnegie Award for teenage fiction and join school sports teams.

Trips include visits to the theatre, art galleries, museums and technology shows. Trips further afield enable students to engage in outdoor pursuits and experience other European cultures whilst practising their language skills.

Assemblies, after school clubs and enrichment activities provide further opportunities.

Pupil leadership is an important feature of the school. In all key stages, pupils have multiple opportunities to serve their community as leaders, and this is something they aspire to." Ofsted 2017

- The Academy participates in local community events such as Dunstable in Bloom and attends locality/contextual meetings to be aware of local support that can be tailored to student's needs.
- Community links are supported by the First Give Project, feeder school liaison, attendance at community events, school concerts and volunteering.

PSHE, Sex and Relationships Education

PSHE(Life Skills) is taught by a skilled team of staff and all students receive lessons on Healthy relationships, mental Health, Esafety, Careers, Sex Education, Equality and Diversity and Financial Awareness

- The school has membership of the PSHEE Association and uses its resources and materials to deliver high quality lessons
- The school works closely with a number of outside agencies including the school nurse, Brook and Terrence Higgins Trust and local mentors to provide tailored support to those who need additional input to meet specific needs



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Equality

- The School holds the National Equalities Award and so is recognised as having good practice in all areas of equality and diversity
- Assemblies and staff consistently present that bullying is not acceptable. Staff are aware from 2018 KCSiE training that peer-on-peer abuse is an important safeguarding issue, and from 2019 KCSiE training of the risks of serious violent crime to all students regardless of race class or gender
- The Academy has a student Equalities group which meets regularly and presents assemblies every half term on an area promoting tolerance and respect of their choice; past topics have included refugees, racism, hate crimes and anti-bullying. Incidents of peer on peer abuse, intimidation and intolerant views are rare but dealt with robustly when they occur.
- The school has all appropriate policies in place, including a transgender policy to meet the needs of such students
- 79% of students responded that they agreed or strongly agreed with the statement that the school encourages them to respect others (July 19 student voice survey)
- Students *"say the school is a tolerant community where difference is accepted. Pupils report very few racist incidents, and this is confirmed by school records" Ofsted 2018*
- Queensbury is a Stonewall School Champion and the Student Equalities team prepare and deliver assemblies once a term on different areas that may be at risk of intimidation.
- Staff CPD has highlighted different forms of bullying including sexist and homophobic language, and peer to peer abuse.
- Incidents of hate crime, sexist and racist behaviour are rare. They are recorded and dealt with robustly.
- Staff use SIMS and CPOMS with confidence to record such incidents and to look for patterns or persistent behaviours; this is analysed termly.

Character

Life skills lessons support students to keep safe in areas including mental health, drug and alcohol education, healthy relationships, and E-safety; these lessons are well prepared and taught with good engagement from students. Outside agencies are used regularly to support students who would benefit from 1:1 support and guidance. Safeguarding staff are experienced in assessing risk and referring on as necessary.



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High quality intervention work with outside agencies takes place regularly to keep students safe. Students have access to a wide range of support including school nurse, CAMHS, Brook. Drug/Alcohol services and mentoring support within the Academy environment.

Character development sessions form part of tutor programme in the new Year system promoting skills identified as valuable for success

Pupil mental health and well-being

- The June 2019 student survey showed 49% students agreed or strongly agreed that the school promoted physical health; and 51% agreed or strongly agreed that the school promoted emotional wellbeing
- The school has gained Central Bedfordshire Mental Health kite award for evidencing its commitment to supporting mental health
- The DSL is trained as Mental Health First Aider and 6 staff have undertaken one day Mental Health Training
- The school works closely with the School Nursing Service to support low level emotional needs and runs both an onsite drop in service where students can self-refer, and 1:1 sessions for students to support their emotional resilience
- Close collaboration with CAMHS is enhanced with an outreach worker based in the Academy or one morning a fortnight. School referrals into this service are appropriate and enable a student to be assessed and referred to an appropriate service promptly
- CPD and student voice/leadership work is led by the CAMHS worker which provides specialist input and increase capacity in this area
- The Academy's Character development work seeks to improve the resilience of student and the newly introduced Mobile Device Policy has reduced access to Social Media in the day thus reducing screen time and access to stressful situations such as cyber bullying and harmful images that affect well-being
- Mental Health is regularly highlighted in the Academy and students can receive help on almost any day

Pupil voice

- Each tutor group elects a Student Voice Representative who meet with the Student Voice Co-ordinator half termly to seek the views of their peers regarding certain issues identified by ALT
- Student Voice has been involved in staff interviews, including the new Headteacher and a variety of issues including gaining views on Teaching and Learning, the school catering system, charities to support
- The school Annual Student Voice Survey is used to inform strategic priorities and areas for development



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Priority	<ul style="list-style-type: none">• The school participates in the Trust's Student Voice Conference and has two students on the Trust Student Leadership Team <p>Preparation for next stage of learning/careers guidance</p> <ul style="list-style-type: none">• Impartial CIAG is provided by 4YP, funded by PP budget. All PP students from year 8 onwards receive a 1:1 interview and other students can book interviews.<ul style="list-style-type: none">An annual Careers Fayre and a careers module within Life Skills allows students to make informed choices about their future.Students on personalised curriculums attend work experience placements.The NCS programme and DofE programmes all support students to gain employability skills. Queensbury Academy is a Gold NCS school and 63 Year 11 students took part in the scheme in Summer 2019Parents and workplace mentors offer support to the school and this is incorporated as much as possibleRange of age appropriate a careers intervention take place – Year 8 take your child to work day, Year 9 meet the employer, Year 12 work experienceSchool is working towards the Gatsby benchmarks, meeting 5 within the first year <p>Embed Character education strategy</p>
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LEADERSHIP AND MANAGEMENT – GOOD



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<p>Strengths</p>	<p>The Academy has changed (Sept 2019) the pastoral structure from a house system to a year system which has increased pastoral leadership capacity to respond to the rising student roll.</p> <p>Senior and middle leaders have taken robust action to secure improvement where there have been weaknesses in the quality of teaching (support plans, capability)</p> <p>Vision</p> <ul style="list-style-type: none">• There is a clear and ambitious vision communicated to all stakeholders. The Academy's CARE values are well understood and apparent in the Academy's policies and systems. (see presentations to stakeholders, teaching and learning and behaviour policies) <p>Improving Teacher's knowledge</p> <ul style="list-style-type: none">• CPD is relevant to staff subject knowledge and pedagogical needs and targeted to address strategic development priorities which has improved staff skills overtime. (see CPD on pitch it high and able and talented).• CPD and school improvement should be more informed by up to date research so member of staff has been identified to lead on this.• A collaborative approach to CPD is appreciated by staff and has impacted positively on teaching and learning. (note context sheet meetings, working groups on Curriculum 2020).• New staff have regular CPD time in addition to the whole staff CPD to give them extra support they need to improve their pedagogical knowledge• In the small minority of cases where teaching is not consistently good, Subject Specialists (Trust role) or members of ALT are used to coach and support individuals which has led to improvements in classroom practice. <p>Programmes of Study</p>
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- A inclusive, broad and balanced curriculum model at all three Key Stages ensure that students are able to make progress and to develop their talents and interests. All students have the option of taking the EBACC.
- Regular context sheet meetings give staff the opportunity to work together to plan how gaps in students' learning can be closed
- Personalised curricula supports vulnerable students with complex needs.

Engaging with stakeholders and the community

- Regular survey of students and parents inform school improvement (see parent forum minutes and student survey reports)
- Students attend a take your child to work day
- University trips and careers fair show engagement with other educational institutions and employers

Staff workload and wellbeing

- Staff feedback to SLT using SWOT analysis activity
- Assessment and marking changes reflect workload pressures (no comments for reports, more live marking and whole class feedback)
- There could be more opportunities to work with staff on creating well being opportunities which is why a member of staff has been identified to lead on this
- Leaders encourage staff to report on bullying or harassment through the use of the whistle blowing policies

Governance



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- The trust and local governing body work together to ensure the academy has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. (see governing body minutes, notes of visit from regional director and reports to trustees)
- Leaders, Governors and the Trust Education Director regularly monitor the implementation of the Academy Development and Raising Achievement plans which have made an impact on our key priorities (see RAGged plan)
- Individual Governors, assigned to strategic development priorities, facilitates leaders and Governors working together to drive school improvement.

- The trust and local governing body ensure all statutory duties are being met through the trust policies and through the regular monitoring of practice (see website and notes of visit)

Safeguarding

- Safeguarding at Queensbury Academy is very strong
- Safeguarding staff are experienced in assessing risk and referring on as necessary.
- Staff use CPOMs regularly and effectively to record incidents which are reviewed daily and interventions put in place as necessary
- There is a strong culture of safeguarding at leadership level and a big push on ensuring that this culture is established across all staff at every level.

Established systems are robust and there is a keen desire to ensure that all systems are as securely established within school. The DSL makes every use of the information gleaned at SSG meetings to ensure that the school is meeting its obligations regarding the safeguarding of students.

The focus on student safety and enabling them to be equipped for the future is a strong feature of practice, particularly amongst the Inclusion Team.

The DSL is very knowledgeable and shares her expertise robustly.

The students feel safe and state that appropriate action is taken to address their concerns when these concerns are shared with pastoral staff. There is a lot of respect for the DSL and the Pastoral Team from both staff and students.

Supervision of staff well-being is strong – staff feel very supported during times when difficult issues have arisen.



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Priorities	<p>Senior Leadership is very reflective and seeks to address issues rapidly The involvement of the DSL within the LSCB is a strength. The school is viewed as an example of excellent practice in the area of Safeguarding by the LA and the locality agencies High quality intervention work with outside agencies takes place regularly to keep students safe. Students have access to a wide range of support including school nurse, CAMHS, Brook. Drug/Alcohol services and mentoring support within the Academy environment. 87% students state they feel safe at school 'most of the time' All staff have received statutory training including Prevent. Whole Staff Training Sept 18 & 19 updated staff on KCSIE and the use of CPOMS software used for recording and monitoring.</p> <p>The Academy has a development plan based on regular self-evaluation. This is monitored by the Principal, Regional Director and the Governing Body Health and Safety policies are up to date and reviewed regularly</p> <p>Provide middle management training for new leaders. Recruit more governors</p>



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QUALITY OF SIXTH-FORM PROVISION - GOOD



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<p>Strengths</p>	<p>Intent</p> <p>Queensbury Academy's 6th form offers a broad and balanced A Level curriculum. There is a "wide choice" of programmes (OFSTED, 2017), offering approximately 20 courses. This includes a variety of subjects including traditional courses such as English Literature, Maths, Sciences and Humanities, along with more practical subjects such as Art, Product Design, Media, and Photography.</p> <p>The curriculum offer caters for a range of abilities and interests. Students are guided towards making informed choices through varying entry requirements and more than once interview with a senior- or middle-leader. Students therefore embark on suitable courses with virtually all completing the full two-year course.</p> <p>The sixth form's "private study areas and social facilities are good." Regular and challenging independent work is expected in all subject areas.</p> <p>Independent careers advice is provided to all sixth-form students. Students are guided and supported in applications for Higher Education and all students undertake work experience.</p> <p>Students are encouraged to take part in various leadership roles and tutoring in the academy. This includes the academy's student leadership team and Head Prefects, mentors, tutors, and literacy leaders.</p> <p>Implementation</p> <p>"Teaching is good" (OFSTED, 2017), incorporating engaging lessons, high expectations, and challenging activities. Subsequent lesson observations and learning walks support this. All sixth-form courses are taught by specialist staff, who teach the full programme of study. The academy has recruited one member of staff to ensure specialist teaching where necessary.</p> <p>Assessment is used regularly, and progress and attainment data is collected and analysed to identify areas and strength and areas for development. Students are set challenging targets.</p> <p>Where required, the academy teaches GCSE English and Maths to students who did not achieve a grade 4. This has a high success rate.</p>
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All students received independent careers advice to guide them in their next steps. Students wishing to apply for Higher Education are specifically guided and supported through this process, visiting a UCAS exhibition, and being regularly guided on their application and personal statement.

Impact

Attainment has improved in terms of average A level grade and average points score. Provisional data notes that the improvement in Queensbury's A level attainment was the second highest in the local authority. The pass rate has, however, fallen. The proportion of A*-B grades has increased from 2018 by 7%.

Excellent attainment was made in A level Textiles, a new course introduced by the teacher in place of a previous BTEC course. This was a small group, taught together with Year 12, but the attainment and progress were nonetheless excellent. Good overall progress was also made in Art, English Literature, Finance, Law, Politics, Religious Studies, and Sociology. This was due to each head of department in these subjects being strong and using the data to identify gaps and then they were able to plan lessons that closed them.

However, overall progress was below 2018 and below target. In particular, Maths progress was disappointing and significantly below predictions. The Maths teacher's attendance was not always consistent which affected results. Biology and Chemistry progress was also disappointing and was affected by some absence of specialist staff due to illness. Some of the poorest progress was made by two students who missed exams, having had long-running mental health and absence issues, and a third who took a significant period of leave to go to India. A significant proportion of students received unconditional offers for Higher Education. This has a significant impact on a such a small cohort.

An increased proportion of students went on to study at university, including one student successfully gaining a place at Oxford, and another reading medicine at a top university. Others have gone on to apprenticeships or employment.

Priorities

1. Increase proportion of students recruited and retained into Y12 to ensure the sixth-form, and a broad range of courses, is viable.
2. Improve student progress to ensure overall Value Added is positive.



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