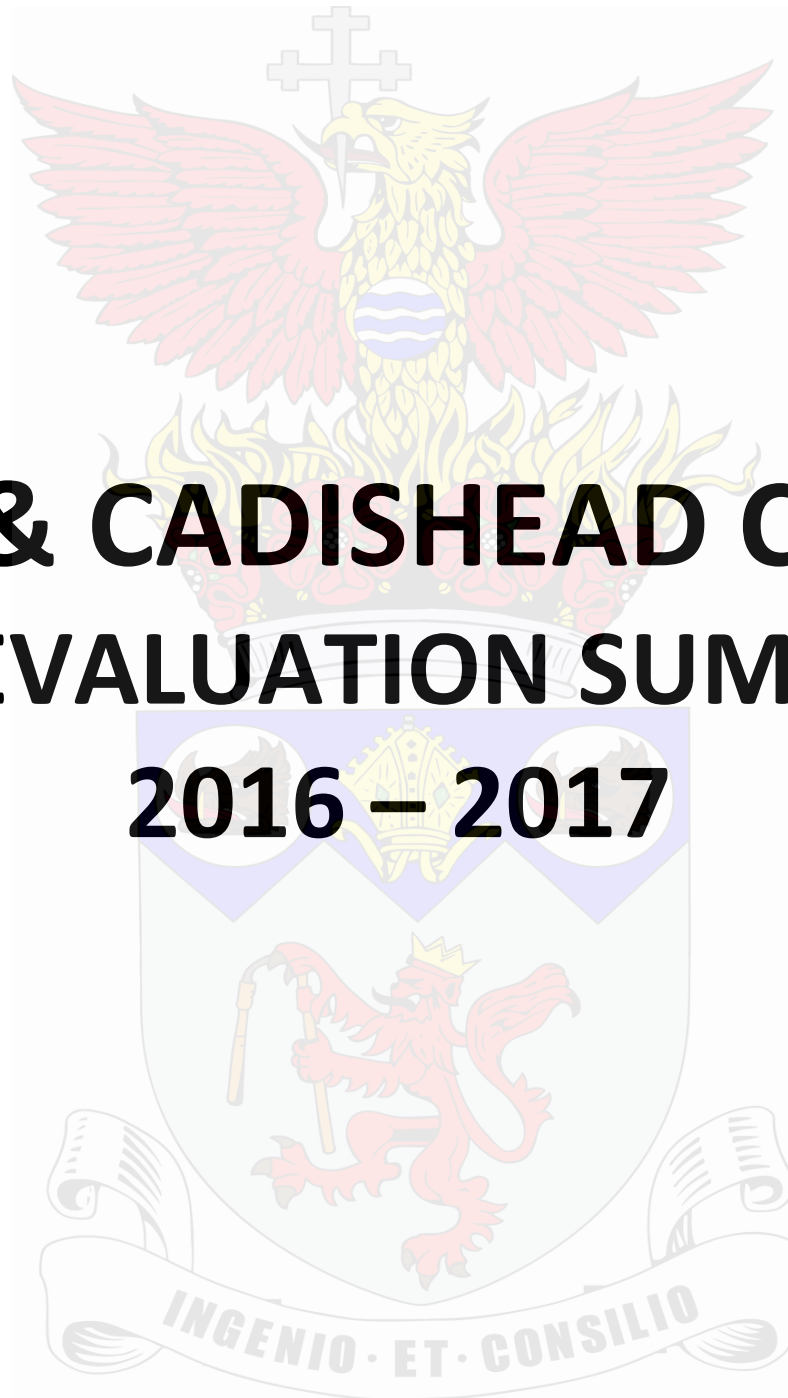




IRLAM & CADISHEAD COLLEGE

SELF-EVALUATION SUMMARY

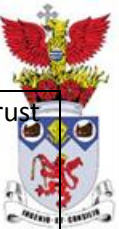
2016 – 2017





Self-Evaluation 2016/2017

School Context : See ICC Data Dashboard	Revision date: January 2017	Author: Principal / Vice Principal, AGR
<p>Students <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</i></p>	<p>Irlam & Cadishead College (ICC) is a smaller than average secondary school with 666 students on roll. The VI Form is currently 'moth balled' with plans for reintroduction supported by Salford City College. Student roll has been adversely affected by poor results, reputational damage and weakened local confidence given Special Measures status in February 2015. Transition numbers have been adversely affected by smaller Y6 population in feeder schools in the local community.</p> <ul style="list-style-type: none"> • PAN 180, however, ICC is significantly below PAN in each cohort • Proportion of Pupil Premium/Disadvantaged students is 40.5%, above the national average of 29.3% • Proportion of students speaking English as an additional language is below the national average, as is the proportion of students who are from ethnic minority backgrounds • On entry, students prior attainment is not significantly different to national average 	
<p>Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Again, keep it short and factual. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<p>Current Senior Leadership consists of (see Leadership and Management Section)</p> <ul style="list-style-type: none"> • Principal • 2 Vice Principals (VP/Standards & Achievement) joined ICC in January 2017) • 4 Assistant Principals (one long term absence due to sickness) • 2 Associate Senior Leaders • People & Services Manager (Support Staff 'Lead') 	
<p>Curriculum and Timetable <i>Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a brief summary of your curriculum here, including extra-curricular and non-standard provision, but your evaluation of its impact belongs in 'Leadership' below.</i></p>	<ul style="list-style-type: none"> • ICC Curriculum has a traditional academic core, offering personalised choices, including Vocational at Key Stage 4 • All students in Key Stage 4 now have the opportunity to follow an Ebacc pathway • MFL take-up in KS4 has traditionally been low (approximately 2%) and single language (French) • A Curriculum Review has identified key areas for development, including increasing the number of students achieving the EBacc, increased 'take up' of a MFL and the introduction of Spanish as a second language in Y7 • Students are allocated to bands (X and Y) during Y7 and then set by ability in English, Mathematics, Science, Humanities, ICT and French • In Key Stage 4 students are set in English, Mathematics, Science and Humanities 	



Other features

Any other features which affect your school but which are largely outside your control.

- Irlam & Cadishead College is in the process of becoming of an academy as part of the Salford Academy Trust (SAT) (1st March 2017)
- Irlam & Cadishead College is supported by a local Teaching School and NLE
- A Transition Steering Group (TSG) meets on a bi-weekly basis chaired by the SAT CEO and attended by Governors and LA



Leadership & Management		Last revision date:	Author:
<p>Summary The main reasons for choosing this 1234 are:</p>	<ul style="list-style-type: none"> • The Transition Steering Group (TSG) has led to new Governance which has sharpened accountability and monitored performance against key performance indicators • A local Leader of Education (LLE), Executive Headteacher was seconded for 12 months (November 2014 – 2015) and implemented changes which had a positive impact enabling ‘next steps’ for subsequent leaders • SAT have provided additional capacity with shared staff bringing expertise from a ‘sister’ school/Consultants • Since September 2015 the College has had a substantive Principal with a proven track record of school improvement appointed by SAT/LA • The Principal and TSG have restructured the Senior Leadership Team and have worked to address areas, with the support of a SAT/NLE • Prior to September 2015 there was no clear system of Performance Management. The Principal introduced the Salford Appraisal Management Policy and teachers agreed targets related to the performance and outcomes linked to Teacher Standards and remits • Professional behaviours and lines of accountability are clearly articulated and more secure. Standards are more closely monitored – See Advice & Guidance for Leaders & Manager/professional behaviours • Leaders and Governors have taken firm action to address underperformance and a number of inadequate teachers and leaders are no longer in post • Leaders and Governors have successfully recruited high calibre staff, most significantly new Curriculum Leaders in English, Mathematics and Science. Additionally, the Principal has attracted and successfully appointed a new AP/Maths and Curriculum specialist and also a Lead Practitioner of Maths . • Systems and processes have been overhauled and new arrangements for Performance Management, Data Management, Target Setting and Assessment, Recording and Reporting have been implemented 		
<p>Even Better.... To reach the next grade or to continue to be outstanding we need:</p>	<ul style="list-style-type: none"> • Systems and processes introduced have been embedded, reviewed and revised to ensure that they are accurate, informed the core business and are used to contribute to improved outcomes for learners • Senior Leaders to develop strategic planning that provides opportunity for learners, value for money and improved outcomes • All senior leaders to consistently and robustly monitor, quality assure and assess impact within their remits as part of the drive for school improvement • Middle Leaders to further understand their role in driving school improvement and student outcomes • Leaders improve the perception/ reputation of the College in all aspects e.g. new website, community engagement, primary liaison, etc. 		



Quality of Teaching, Learning and Assessment

Last revision date:

Author:

Summary
The main reasons for choosing this 1234 are

- February 2015 OfSTED judgement stated that the quality of teaching, learning and assessment was inadequate. On appointment the Principal prioritised the consistent message that the quality of teaching and student outcomes had to improve in order to be recognised as the 'School of first choice in our local community'. To further this;
 - Principal introduced Scholarly Habits, 'Non Negotiables and a new Student Planner to support the above (Parent/carers have praised this – See key stakeholder evidence
 - Principal introduced ICC new motto 'Aspire, Work Hard and Achieve!' to underpin the revised culture of the College
 - Principal introduced new 'Geography of the page', Marking/Presentation Codes and 'Next Steps' to be presented in all Exercise/Workbooks
 - Teachers' expectations of learners was 'low' and has significantly improved
 - Students are no longer placed in 'sets' based on perceived behaviour and attitude
 - A requirement that baseline data is used to inform teaching and identify gaps in learning
 - Introduction of 6 half termly data assessment capture focused teachers on the need to track student progress and performance. 2016 – 2017 data assessment capture has been reduced to 5 over the academic year – this in response to Staff feedback and the need to secure teacher assessment/quality assurance
- New Teaching & Learning Handbook introduced, together with personalised Professional Development Files
- College has invested in the SSAT TEEP programme as a framework for training and development of teaching and learning, with an Associate senior Leader directing the TEEP coaching team.
- A requirement that CPD is equitable and addresses both the business needs of the College and staff need (39 Steps)
- Students have aspirational targets and teachers know that they will be held to account for the progress of their learners. In addition, expectations in relation to behaviours, routines, professional conduct and personal responsibilities are now explicit and understood by both staff and students.
- Links with a local Teaching School have enabled more effective CPD for teachers, middle and senior leaders, providing opportunities for external scrutiny, challenge, moderation of assessments and support from SLEs
- Quality Assurance and monitoring of Report Writing continues and has been sharpened to further improve presentation and accuracy of content
- Principal has implemented Senior Leadership 'Drop Ins' which have a key focus each week and 'sales figures' re 'Drop Ins' and subsequent actions to address concerns required are recorded. SLT minutes will be used to monitor the outcomes of actions and record also areas of good practice.



<p>Even Better.... To reach the next grade or to continue to be outstanding we need:</p>	<ul style="list-style-type: none">• Every lesson every day, there is evidence that the investment in the TEEP programme to improve pedagogy, enables teachers to 'Teach like a Champion'!• Lesson Observation Schedule to provide on-going review of the impact of the TEEP programme in relation to student engagement and outcomes.• Provision of joint planning time and additional curriculum team meetings evidences standardised and moderated teacher assessment that transparently and accurately identifies student progress and performance• Teachers consistently provide feedback using the new 'ICC Next Steps' to improve the quality of work produced and evidence students becoming discerning , active learners, effectively responding to teacher comment
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Personal development, behaviour and welfare		Last revision date:	Author:
<p>Summary The main reasons for choosing this 1234 are:</p>	<ul style="list-style-type: none"> • A process for setting students is now transparent, based on starting points, enabling effective monitoring and more targeted support for personal development and progress of learners • Students are no longer grouped vertically through an ‘anonymous’ house system – they are now in forms, recognised/named after their Form Teacher, located on the same floor with their cohort and Progress & Development Leader. • Curriculum Leaders, teachers and TA/Learning Mentors who are not Form Teachers are assigned to year groups and actively support assemblies, Tutorial Programme and reinforce standards/routines. • Teaching Assistant/Mentors attached to Year groups provides additional support and further opportunity to be involved in initiatives ‘outside’ the classroom. • Attendance across the college has improved, from 92.8% to 94.4%, September to January, this as a result of a more effective implementation of College attendance policy and procedures. • Principal has led a ‘whole’ College Attendance Trawl to review systems and process and highlight student who could fall ‘through the net’ and be at risk. The Principal has shared this recognised exemplary practice with LA Attendance seniors who have supported/validated. • Rewards e.g. Principal’s Postcards, 100% Attendance Draw, half termly Celebration Assemblies/presentations, etc. have been introduced to support the drive to improve attendance and aspiration at ICC • New Student Council, its election process and promotion at ICC • Permanent exclusions have reduced, from 7 in 2015/2016 to 0 to date this year. it is clear that the culture and climate re: Behaviour for Learning, which is displayed in the fabric of the College and is clearly articulated in terms of a ‘No Excuses’ expectations has contributed to this. • Fixed Term Exclusions, September – January have reduced from 87 to 31 year on year – this represents to date a, 64% reduction. The Principal is clear that there will no internal exclusion provision and that students will receive specialist mentoring in the Reflection Zone to moderate any difficulties they have re; their ‘Behaviours for Learning’. • The Principal launched both an Attendance Trawl and a Safer College Partnership initiative simultaneously to ensure that there is no ‘silos working’ at the College and that all students are advocated for and safeguarded at ICC. • The Safer College Partnership will meet weekly to triangulate actions both within the College, external agencies/Children Services and Local Authority executives to embed the idea that each ICC student has ‘one address’, where they are expected to be 5 days a week’. (See Safer College Partnership Minutes) The Safer College Partnership Meeting will both represent and action plan for the most vulnerable ‘rag rated’ students in the College. • The introduction and effective use of CPOMS allows for early identification of students at risk, timely intervention and support to 		



	<p>maintain engagement and progress in their learning.</p> <ul style="list-style-type: none">• ICC has acted as facilitator and ‘trainer’ for local primary Headteachers – now all using CPOMS• The ICC Tutorial Programme is now age appropriate, reflecting the needs of students in relation to their personal, social, health education. ‘Active’ citizenship is a key aspect of that which we do at the College as is our promotion of British values.
<p>Even Better.... To reach the next grade or to continue to be outstanding we need:</p>	<ul style="list-style-type: none">• Further embed the ICC culture ‘Aspire, Work Hard & Achieve’ for every student, every day!• Further Improve the triangulation of information re: vulnerable students by implemented both Attendance Trawls and Safer Academy Partnership Meetings - it may be that we share this good practice with other Salford schools.• Improve systems, process and provide clean lines re: personnel/accountability within ICC Attendance/Student Services• Secure strategic actions to significantly reduce condoned absences/Persistent Absenteeism at the College (See Principal’s letter to Parent/Carers, Newsletters re: Education for Employability, etc)• Improve quality of teaching and engagement of learners to secure scholarly habits and enjoyment of the learning experience.• Embed ‘in-house’ systems and procedures that support collegiate ownership of low level behaviour i.e. buddying systems, Reflection Zone, interventions from Support for Learning Officer, Children’s Trust Practitioner and Learning Mentors. This will support our aim to reduce Fixed Term Exclusion by 50% compared to the previous year – we already exceed this.• Student Council to be proactive and recognised as a true vehicle for student voice and contribution to College life and school improvement• Revision and improvement in the rewards system that creates a more positive balance between the recording of positive and negative events/points• Review the content, quality of delivery and impact of the tutorial programme ,its use of supporting structures such as PIXL Edge, etc to ensure progression and age appropriate coverage.



Outcomes for Pupils & Learners

Last revision date:

Author:

E. Summary

The main reasons for choosing this **1234** are:

- Outcomes for 2015-16 were an improvement on the previous year, however were still poor and significantly below floor targets.
 - Progress 8 was -0.94 in 2015-16 compared to -in 2014-15
 - Attainment 8 was 41.8 in 2015-16
 - The 'Basics' measure was 44% in 2015-16 compared to 38% in 2014-15
 - Ebacc attainment was 4% in 2015-16
- The number of students achieving the highest grades (A*/A or equivalent) increased by 17% in 2015-16
- Attainment and progress in a number of subjects in 2015/16 was good, including Health & Social Care, Child Care, Psychology, Hospitality & Catering, Drama/Performing Arts and Music
- Attainment and progress by key micro populations including disadvantaged students in 2015/16 was disappointing and not helped, given the long term/sporadic absence due to illness, of an Assistant Principal
- Internal assessment data and predictions indicates an improvement in progress for the Class of 2017/Y11 and a prediction of Progress 8 closer to floor target and a significant increase in the proportion of students achieving the equivalent of A*-C in English and Maths (Grade 4+ Level 2 Basics).
- ICC have appointed new Curriculum Leaders in English, Maths and Science – all of whom impressed OFSTED inspector
- An Associate Senior Leader has focussed on an Ensuring Achievement Programme designed to motivate and support KS4 learners. Distinct groups of students have been identified i.e. 'Hard To Reach', 'Top Ten Students', 'Upgrade Group and an SLT Advocacy programme. All sessions conducted were viewed, by Student Voice and parent carer feedback to have been valuable, worthwhile and successful. 75% of parent/carers described the programme as having been 'Excellent'. The 'How to Survive Your Child's Year 11' Evening and guidance was well received and parent/carers advise that sessions should be run every year!
- Principal has attracted a new AP, who is a maths specialist and also a lead Practitioner in Maths – both of whom join us after Easter 2017.
- Principal has led a 'Deep Dive' into 'Class of 2017'/Year 11 controlled assessment and coursework units as part of an accelerated action plan. Curriculum Leaders have taken robust action e.g. Lesson 6 provision, expediting progress through unit work/feedback and assessment etc. Subsequently, VP Standards and Achievement, (January) led a Securing Outcomes Action Plan (SOAP) resulting in identified /specific actions in each subject area and closer monitoring and deadlines for non-exam assessments. Evidence shows that students made better progress and achieved higher marks (subject to external moderation)
- Vice Principal for Achievement & Standards, joined the college in January 2017, has introduced a new data management tool combining online mark books, reports and information management to improve the ability of teachers, middle and senior leaders to monitor student performance and track progress over time. Middle leaders have received training in this.
- A review and amendment of the Assessment, Recording and Reporting Policy is underway and will be completed after the Easter break.
- Data Assessment Capture points, with subsequent analysis and scrutiny meetings have improved the use of assessment data by middle leaders and their teams to monitor student performance and identify targets for improvement.
- A focus on Careers Education and Independent Guidance, collaboration with post-16 colleges, apprenticeship providers and universities has improved the support available for students to make appropriate choices for the next steps in their education, training and/or employment.



<p>Even Betters.... To reach the next grade or to continue to be outstanding we need:</p>	<ul style="list-style-type: none">• Attainment and progress across a wide range of subjects needs to improve to ensure that students achieve outcomes at least in line with national expectations for students with similar starting points.• Attainment and progress in core subjects, especially Maths and Science needs to improve more rapidly. Staffing changes, access to and use of PiXL resources and materials, Maths Mastery, changes to Schemes of Learning, access to local subject networks, etc being implemented and rigorously monitored to ensure impact.• Implement the use of FFT data to support target setting that is personalised and appropriate to each student and subject.• VP to lead implementation of revised and amended ARR Policy to improve the validity and reliability of student progress data.• Embed the use of Go4Schools across all curriculum areas to provide for transparent and accurate use of student data. Also, to engage parents and students with online access to appropriate information 24/7.• Embed the key concept of the Principal's 'deep dive' into coursework and controlled assessment units within the electronic mark books of subjects (where relevant) to ensure that teachers and leaders are always up-to-date with progress towards achieving or exceeding target grades in these units. This to also ensure timely and effective intervention when potential underperformance occurs.• Training and support to improve assessment design across the college to ensure that data generated gives an accurate picture of where students and cohorts are in their learning and the progress they have made to meet or exceed their target grades.• Increased and improved of moderation of assessments within curriculum areas, across curriculum areas in college, with other schools (SAT and others) and through PiXL, to improve the accuracy, reliability and validity of internal assessments.• Revision of current policies and procedures regarding Pupil Premium students to re-invigorate the accountability of teachers for the progress of these students, track actions implemented and the impact these are having on student progress and outcomes.• Further embed the use the DAC analysis and scrutiny meetings to ensure all leaders and teachers are aware of the key focus groups at risk of underperforming, actions they are implementing and how they will measure impact.
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