

Isle of Wight Studio School Self-Evaluation Summary Sheet 2017/2018 (9/3/18)

SECTIONS	Summary Evaluation	
1	INTRODUCTION	School Context, key features
	<p>Studio Schools are secondary schools for young people aged 14 to 19 that have tailored their provision so that they provide an academic offer and a specialised work skill course alongside employer led real work projects. This approach ensures students' learning is rooted in the real world and helps them develop the skills they need to flourish in life. The school is much smaller than the average sized secondary school, with 120 students on role in Years 10 and 11. The school opened in September 2014 and moved in to a newly refurbished Victorian primary school in East Cowes, adjacent to the majority of marine based industries on the Isle of Wight.</p> <p>The curriculum has been adjusted each year in response to student needs, staff availability, leadership capacity, work placements and changes to Key Stage 4. However, the Studio School strives to maintain its fundamental philosophy of effectively equipping students for the world of work and higher education through delivering the CREATE framework and meaningful work experience placements. As a consequence of its small size it is also able to provide a nurturing environment which provides each student regular personal coaching and development. Parents regularly congratulate and thank the school on the small school ethos and how the specialist environment and pastoral care has enabled their child to focus on work and make progress. Businesses comment on how the regular work experience programme provides the student excellent preparation for the world of work. They notice the improvement in confidence and responsibility.</p> <p>The school is based in an urban setting, however, takes students from across the rural and urban Island from a diverse range of socio-economic groups. The majority of students are from a white British background. We believe it is important to know our families on an individual basis as pockets of deprivation exist as well as families with a high level of education and a strong economic background attend the school. 91 (76%) of the students travel to school as they live out of area. 30 (25%, National 14.4%) of children are identified as having Special Educational Needs including one student has an EHCP. Pupil Premium is 28.3% (National 13.2%). There are currently no EAL students. There is some turbulence, few students leave however, we do gain additional students during the year from other schools. Often due to pastoral/behavioural reasons. The school is arranged in year groups and there are three ability sets in each year. Many students who join the school at Key Stage 4 have been home-schooled in the past and, for some, the Studio School represents their last chance for success.</p>	
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT	Key Areas
		1. Build and develop a fit for purpose and effective senior leadership team with defined roles, responsibilities and accountability. (LM)
		2. Develop governorship in order to have a greater understanding of the school, Ofsted framework and holding leadership to account. (LM)
		3. Ensure that IAT provide an improved leadership support until a new MAT is secured. (LM)
		5. Ensure curriculum is fit for purpose for all students. (D)
		6. Develop the performance management system so that it best supports the IOW Studio School and all staff working within the organisation. (LM)
		7. To improve the quality of formative and summative assessment including flight paths to provide pace and challenge in teaching and learning, robust forecasting and target setting, quality feedback and to enable accurate early personalised intervention. (QTLA)
		8. Provide CPD in order that the quality of teaching is 'Good' or better over time in accordance to the revised PM procedure. (QTLA)
		9. To ensure that all students achieve flight path results based on Key Stage 2 fine grades & FFT 20. (OFS)
		10. To improve all P8 scores to match or exceed National average, including groups. (OFS)
		11. To improve attendance in all groups to match National figures. (PDBW)
		12. To significantly reduce persistent absenteeism. (PDBW)
3	PROGRESS SINCE PREVIOUS DFE VISIT (2016)	Key Issue
		Progress
	Develop a 5 year strategic plan	Draft 2 year plan in place. Not appropriate to lengthen at this stage due to other strategic issues.
	Continue CPD for staff and governors	See below for CPD programme. Next step is to identify NGA and local governor training opportunities.
	Focus on attainment, closing the gap	New lead has developed this area significantly. See below for data.
	Marking and assessment	Lead of T&L has designed a CPD programme, support from HIAS on going. Next step is a drive on AfL. HIAS support engaged.
	Drive for O/S teaching and learning	See below for CPD and SDPs. Significant reduction in RI monitoring.
	Review impact of SEND intervention	To be completed by October half term. SEND lead now in place.
	Ensure PDBW training for staff and Governors	To be implemented.
	Develop surveys	HT begun work with admin staff to ensure delivery.
	Safeguarding external review	Undertaken. Ongoing reviews.
	Focus on SMSC/PSCHE, British values	Needs developing as pastoral lead was not appointed, assigned to AHT.
	Continue to develop triangulated baselines	A significant amount of progress has been made in these areas. External validation provided by HIAS. Next step is to engage with other schools. Data is robust and used to drive effective SPAM and PP meetings. Next step is to link into PM. Robust evidence available to demonstrate improved progress despite the weaker cohort providing lower attainment than last year. Large intervention programme now implemented. Next step is to identify and implement earlier.
	Develop external validation	
	Continue focus on grouped data and intervention strategies	
	Develop flight paths to inform planning and intervention	
	Continue focus on closing the gap and increasing attainment	
4	LEADERSHIP & MANAGEMENT	Strengths
		Areas for Development
	The Headteacher sets high expectations of all students and staff. The Headteacher and Senior Leaders actively engage with all staff across the school. A clear line of responsibility and accountabilities support healthy and constructive management of all areas of school life. Daily briefings, whole staff and specific meeting groups enable effective operational and strategic actions are being formulated, delivered and evaluated. Colleagues are encouraged to develop professionally and opportunities for professional development through involvement in whole school and specific areas of work are part and parcel of the Studio School culture.	SLT have limited time in order to undertake the newly structured SLT roles and responsibilities. Ongoing school Improvement support is bought in to define roles and responsibilities in line with the Ofsted Framework and to enable the HT to drive Pastoral, Behaviour & Welfare. Also provides the HT with strategic support.
	The DHT left at short notice however, due to the skill set and experience the SLT have, they have been able to step up to AHT positions and share out the roles and responsibilities required.	Build and develop a fit for purpose and effective senior leadership team with defined roles, responsibilities and accountability.

		<p>The Governing Body are enthusiastic and supportive of the school. They fully understand and promote the school ethos in the community.</p> <p>The school has a dynamic and effective governing body that are actively involved in the leadership of the school and hold the Headteacher to account. The next step is for them to work more closely with the senior leadership.</p>	<p>External review of Governance.</p> <p>The Governing Body need to develop their understanding of the academic responsibility of the school. They need to be involved in the school development planning, understand school data and establish systems in order to challenge the SLT to account regarding actions, impact and outcomes. Develop link Governors. Update training for SG, prevent and H&S.</p>
		<p>The SLT have an ability to quickly adapt to the ever changing requirements and needs of a new school.</p>	<p>Introduce a robust teaching and learning monitoring tracking system.</p>
		<p>The staff are enthusiastic, hardworking and committed to the Studio School model.</p>	<p>Introduce a more robust student progress meeting system with inbuilt teacher accountability.</p>
		<p>Staffing in place for 2017/2018</p>	<p>Develop the performance management system so that it best supports the IOW Studio School and all staff working within the organisation and is fully integrated with student progress meetings.</p>
		<p>The school has been able to identify the importance of quality CPD and will be implementing a CPD programme around generic requirements as well as bespoke CPD around the needs of individuals.</p>	<p>Create a personalised, effective and progressive CPD programme for all.</p>
5	<p>TEACHING, LEARNING & ASSESSMENT</p>	<p>Strengths</p> <p>T,L&A SLT member appointed and monitoring in place.</p> <p>Marking policy in place.</p> <p>Links developed with LA school as well as HIAS training and support.</p> <p>As a consequence of the outcomes from summer 2016 the school and governors consider that a sharper and more robust system of management support and accountabilities is required to raise the standards of teaching and learning and to ensure the progress of all learners. Many of the measures identified on section 1 (Outcomes for Pupils) will naturally support the improvement in the quality of teaching, learning and assessment. The school recognises that although a positive culture for learning, excellent relationships with students, families and other stakeholders has existed throughout the first two years, the weak baseline assessments, structure and timings of elements of the curriculum and the individual subject combinations account for the underachievement of some students.</p> <p>During 2015/16 - 22 lessons were observed of which 55% were judged as 'Good' or better.</p> <p>2016/17 to March - 21 lessons were observed (14 with judgements, the rest for CPD) of which 71% were judged 'Good' or better.</p> <p>This indicates a rising trend as a consequence of improved monitoring and CPD. 2015/16 work scrutiny was undertaken monitored against the marking policy. Judgements were made regarding developmental feedback.</p> <p>The school has introduced a system of CPD and senior leaders now engage with HIAS advisors as well as LA networking. The impact of this has not been measured at this stage however; initial observations are that RI teaching is reducing and that outcomes are improving.</p> <p>Through the above, the school has been able to identify the importance of quality CPD and will be implementing a CPD programme around generic requirements as well as bespoke CPD around the needs of individuals.</p>	<p>Areas for Development</p> <p>The quality of teaching is variable and a system of joint observations of teaching, work scrutiny, student voice and progress measures needs to be in place.</p> <p>Develop the consistency and quality of T,L& A in order to close the gaps in all groups (Gender, disadvantaged and Low, Middle, High attainers. Also reduce the gap for SEND.</p> <p>Share flight path expectations with students.</p> <p>Develop the use of data in inform lesson planning and personalised learning.</p> <p>Ensure all lessons have challenge and pace for all students.</p> <p>Develop the quality of teacher questioning skills in order to enhance progress and develop pace and challenge.</p> <p>Supportive feedback improving the progress within lessons as well as over time needs to be provided with the observed teacher proactive in the process of self - reflection and relevant CPD. Planning needs to be effective and a clear understanding of pedagogy and AFL; especially questioning techniques needs to be secure. 100% of monitoring to be judged 'Good' or better over time in accordance to the PM procedure. 10% of teaching monitored should be judged 'Outstanding'.</p> <p>To improve the quality of formative and summative assessment to provide robust forecasting and target setting, quality feedback and to enable accurate early personalised intervention.</p> <p>Identify needs and provide high quality and bespoke CPD to improve the delivery of pedagogy.</p>
6	<p>OUTCOMES FOR STUDENTS</p>	<p>Strengths</p> <p>The second year of results shows a significant improving trend to well above floor targets. However, there has been a dip in English P8. The school is rated as having average progress, one of only 3 schools out of 8 in the Local Authority. P8 -0.33. Outcomes are broadly in line with National, however, the school outcomes do need to still improve to National for subjects and groups.</p> <p>The school has a far more robust and informative data tracking system which is used to drive SPAM meetings as well as Student progress meetings and accelerated learning plans.</p> <p>Overall, Boys have made excellent progress.</p>	<p>Areas for Development</p> <p>The next step is to develop a secure and accurate target setting process, in place by Oct 2017 based on a more secure knowledge of the students as well as utilising FFT 20 predictions. Targets are set in line with KS2 data, not KS3. These KS2 targets are aspirational.</p> <p>Due to the aspirational targets, on track data indicates that there are not enough students on target. However, using FFT50 (average) benchmarks, it shows that there is a more positive on target picture.</p> <p>Review the robustness of entry baseline assessments in order to ensure accuracy and track progress in KS4. Utilise CATS data in order to identify suppressed groups prior to joining IWSS.</p> <p>Improve results to National P8 for the following groups: English Overall Middle Prior Attainers High Prior Attainers Disadvantaged English</p>

Progress from GCSE baselines (given that feeder schools have 3 year KS4 in particular), however, showed that they improved, so indicates the value that we are adding.

	A*-C or 4+ 2017 Actual Results		A*-C or 4+ 2018 predicted March 2018	
	no.	%	no.	%
Basics (E +M)	51	39%	71	46%
Eng lang	51	49%	71	66%
Eng lit	51	47%	71	58%
Maths	51	55%	71	56%
Sci (combined)	38	27%	61	57%

Disadvantaged Overall
Girls in all areas
Greatly improve progress towards or exceed National P8 for the following groups:
English Overall
Middle Prior Attainers
High Prior Attainers
Disadvantaged English
Disadvantaged Overall
Girls in all areas

2018 predictions compared with 2017 results

Subject	No.	A*-Cor 4+ 2017 final	No.	A*-Cor 4+ 2018 predicted
Basics (E +M)	51	39% (National 59.1%, State funded 63.9%)	71	46%
Eng lang	51	49	71	66
Eng lit	51	47	71	58
Maths	51	55	71	56
Sci (combined)	38	27	61	57
Geography	8	13	19	88
History	19	16	21	57
Business	35	62	71	62
Creative Crafts	1	100	22	86
ECDL/CeFE	32	100	tba	tba
Triple Science	13	89	9	89
Engineering	19	100	34	97
Health & Social Care	9	89	18	100
media	n/a	n/a	19	26
Statistics	5	100	n/a	n/a

Ensure predictions are at least met. Maths and Business need to improve.

Aspirational targets

To ensure that all students achieve flight path results based on Key Stage 2 fine grades & FFT 20.

To monitor the percentage of students who are on track to achieve their target based on FFT 20. This will be then used to identify and inform interventions for those students who are not on track at the 5 monitoring points during the year.

Develop the implementation of Intervention and booster groups. Continue to develop the assessment and monitoring processes and systems including the tracking of groups.

Continue to develop the robustness of external validation of internal assessments.

Provide CPD in order to develop the quality of intervention activities in class and in addition (Wave, 1,2 &3).

Provide CPD to enable a more effective use of flightpaths.

SEND

Appointed a member of staff to be responsible for SEND who has also undertaken training and is now qualified (NASENCo). SEND policy and procedures greatly improved.

Continue to develop role and focus on quality support to ensure SEND students have an appropriately matched set of courses and receive the necessary support in order to maximise their attainment.

Use CATs data and SEND data in order to support above.

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PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

Strengths

A positive culture for learning and enthusiasm to engage in the full breadth of curriculum and extended curricular experiences has helped to create a safe and healthy environment. All the staff are actively involved in P,D,B&W. The information, advice and guidance through a substantial programme of personalised business readiness activities and work placements offers high quality support to all students across the school. The extensive use of enrichment activities and outdoor education challenges further promotes a range of life and employability skills. Good citizenship is promoted through involvement in local and national charity work and volunteering. The PSHCE programme and active student voice offers regular experiences for all to discuss and debate current and pertinent local, national and global topics. The CREATE skills framework followed by all Studio Schools, actively promotes the important areas of: communication, relating to others, enterprise, and the application of skills in the work place, problem solving and emotional intelligence.

Attendance

The school's overall attendance for 2016/2017 has made a significant improvement to almost National Secondary and matches National overall. It now exceeds LA.

Areas for Development

Develop the personal coach mentoring model for all students so that it has a measureable impact on achievement.

Continue to embed SG and Prevent in to the curriculum to ensure regular coverage.

The school still needs to utilise its high quality PDBW in order to continue to improve attendance overall to above National and eliminate the gap between disadvantaged and whole school.

		<p>Disadvantaged and SEND have improved and the gap has almost closed. The school has an improving trend for PA but needs to improve further.</p>	<p>SEND attendance needs to continue to improve towards matching the whole school attendance.</p> <p>To provide the highest attendance levels in the LA and match National.</p> <p>Continue to develop and implement a monitoring and subsequent action plan in order to significantly reduce PA to at least better than National.</p> <p>Provide governors with more detailed attendance reports and engage link governor for additional support and challenge.</p> <p>Attendance targets for 2018: All pupils 95.5% Disadvantaged 95.5% SEND 95.5% PA 13.1% (National)</p>																								
		<p>The school has bought in expertise to really develop the understanding and use of Bromcom regarding student information, attainment data as well as tracking attendance. This has enabled the development of robust data in order to inform 4Matrix and attendance. The next step is to look at how the other units can support school administration and tracking.</p>	<p>Develop the Bromcom central recording system accessible by all staff (appropriate levels of access) to closely monitor attendance, behaviour, celebration and welfare.</p>																								
8	RESOURCES, ENVIRONMENT & COMMUNITY	<p>Strengths</p> <p>Student and staff are proud of their environment and work hard to maintain the quality of the provision. There is a strong ethos within the school. In response to informing the wider community, maintaining school numbers and addressing mis-information the school produces a range of high quality marketing materials including radio advertising, social networking media, press advertising, posters and hoarding boards, editorial and print. The school attends workshops and events with display materials. Effectiveness and responses are monitored and analysed for cost effectiveness. The Headteacher actively promotes the school and the model of provision that it offers at every opportunity within the Island education group.</p>	<p>Areas for Development</p> <p>Secure DFE funded school improvement support from Ormiston Trust. Implement.</p>																								
		<p>The DT facilities were used for a limited development of enrichment.</p>	<p>Establish effective use of Design Technology facilities.</p>																								
		<p>The school has had a very effective PR and marketing campaign which has significantly improved the knowledge and understanding of the Studio School offer in the community. As a consequence, there are students from all over the Island as opposed to an imbalance from the immediate community.</p>	<p>Maintain and develop a quality marketing and communication strategy to enable an accurate understanding in the community and to maximise student numbers.</p>																								
9	DESTINATION	<p>Areas for Development (This is a new area of focus which is currently being developed)</p> <p>See below as a strength of the school. The area for development is to maintain the 100% placements and to also consider a shift towards apprenticeships as CECAMM as this is the school ethos model.</p> <table border="1"> <thead> <tr> <th>2016-2017 Cohort</th> <th>No. of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Apprenticeship</td> <td>6</td> <td>12</td> </tr> <tr> <td>CECAMM</td> <td>8</td> <td>16</td> </tr> <tr> <td>Vocational College</td> <td>22</td> <td>44</td> </tr> <tr> <td>Sixth Form</td> <td>12</td> <td>24</td> </tr> <tr> <td>Full time employment</td> <td>1</td> <td>2</td> </tr> <tr> <td>Left Area</td> <td>1</td> <td>2</td> </tr> <tr> <td>Total</td> <td>50</td> <td>100</td> </tr> </tbody> </table> <p>Ensure curriculum is fit for purpose for all students.</p> <p>Ensure that all work experience opportunities are productive and appropriate.</p> <p>Deliver effective careers advice & guidance.</p> <p>Provide appropriate CPD for all staff.</p>	2016-2017 Cohort	No. of students	%	Apprenticeship	6	12	CECAMM	8	16	Vocational College	22	44	Sixth Form	12	24	Full time employment	1	2	Left Area	1	2	Total	50	100	<p>Success Criteria</p> <p>All students at the end of year 11 are in full time education, apprenticeship or work with training. Students in year 11 identified as NCOP have a 17% take up rate at level 3 education. All students identified as being capable of level 3 courses will have this as a destination. The CREATE curriculum is delivered and monitoring provides robust evidence of a positive impact.</p> <p>All students receive weekly work placements and achieve a positive outcome report. Inappropriate placements and students who are not fully engaged are quickly addressed.</p> <p>All students receive effective and appropriate career advice from a range of outside agencies and in school support. All students by half way through Year 11 have identified a career path and know how to achieve success.</p> <p>Generic staff CPD requirements and identified bespoke CPD needs are quickly identified and delivered. Ongoing monitoring demonstrates a positive impact enabling staff be more effective in role and RI teaching is eliminated.</p>
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