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Summary Evaluation

Background and Context

INTRODUCTION
School context-Key features

The Academy is situated in Plymouth and at the end of July 2023 had 1135 students (including 203 in the Sixth Form) of which 47.69% are Pupil Premium students, 22.12% have SEND status with 2.53% having EHCPs. The ethnic profile of the school is diverse with 14.67% EAL students speaking 33 different languages. Since January 2022 we have become part of the Ted Wragg Multi Academy Trust.

AREAS FOR WHOLE SCHOOL IMPROVEMENT

1. Improve the progress and attainment of all students in the EBACC subjects
2. Develop our coaching strategy to improve teaching in all areas
3. Continue to insist on the highest expectations of behaviour, attitudes and attendance

IMPROVEMENT SINCE PREVIOUS INSPECTION, November 3 and 4, 2021 Grade: 2

Areas for Improvement in the Report (3/9/19)	Progress	Linked Evidence
<ul style="list-style-type: none"> • Leaders need to inspire pupils to read widely and more often. • Sometimes teaching does not allow pupils to extend their knowledge. The curriculum needs to enable pupils to develop a rich body of knowledge. • Identify underlying causes of data patterns in Behaviour and Attendance. 	<ul style="list-style-type: none"> • Further development of guided reading programme and literacy strategy • Curriculum coaching from September '22, improved model from Sept 23 • Data now scrutinised and acted upon on a weekly basis 	<ul style="list-style-type: none"> • School Improvement Plan • Curriculum Review • T and L / Literacy Plan

LEADERSHIP AND MANAGEMENT

Self-evaluation: Good (2)

Leadership and management is now judged to be good. The headteacher is working with a talented and very effective SLT but there are still some inconsistencies at middle leader level. Major priorities have been identified quickly and acted upon. School leaders have excellent capacity for further school improvement. Next Steps:

- L1. Introduce the 'Lipson Leader' model
- L2. Develop structured Quality Assurance processes that hold all staff to account.
- L3. SLT to ensure high standards of behaviour and attitudes
- L4. Maintain an emphasis on improving staff wellbeing and reducing staff workload
- L5. Strengthen governance at Lipson

Strengths (why we are Outstanding)	Linked Evidence	Areas for Improvement	School Improvement Action
Vision and School Improvement: leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.			
<ul style="list-style-type: none"> • People, Quality, Achievement, PERKs (student and staff) 	<ul style="list-style-type: none"> • Website, handbooks 	<ul style="list-style-type: none"> • Embedding of Trust wide vision and values 	SIP L4
Staff Development: leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.			
<ul style="list-style-type: none"> • Incremental coaching relaunched Sept 23 • Development of Middle Leader line management and QA 	<ul style="list-style-type: none"> • StepLab data, INSET CPD • ML agendas 	<ul style="list-style-type: none"> • Further Improve pedagogy through coaching action steps • Further development of curriculum understanding 	SIP L1
Inclusion: leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling.			
<ul style="list-style-type: none"> • Progress and outcomes for HPA, DL and SEND 	data drops and SUMIT	<ul style="list-style-type: none"> • Further improve attendance and reduce exclusions 	SIP B3
Stakeholder Engagement: leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.			
<ul style="list-style-type: none"> • Increased influence of Student Parliament / parent forum • Careers / IAG offer regularly reviewed 		<ul style="list-style-type: none"> • Try to improve on outstanding practice in both areas. 	SIP L3
Staff Wellbeing and Support: leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload and they protect them from bullying and harassment.			
<ul style="list-style-type: none"> • A culture of kindness underpins everything we do 	<ul style="list-style-type: none"> • Staff survey 		SIP L4
Governance:			
<ul style="list-style-type: none"> • Improved levels of challenge and accountability 		<ul style="list-style-type: none"> • Embedding of Trust wide governance model 	SIP L5
Safeguarding:			
<ul style="list-style-type: none"> • All aspects of safeguarding underpin our culture 	Trust safeguarding audit	<ul style="list-style-type: none"> • We believe our safeguarding procedures are outstanding 	

The 2023 results suggest that big improvements have been made during the last year, but there are still inconsistencies particularly in the EBACC subjects that need to be addressed. Intensive support for the leadership and teaching in these areas is now in place. The coaching model is now targeted and bespoke and accountability and QA processes are more rigorous.

Next Steps:

- Q1. Improve the progress and attainment of all learners including EBACC
- Q2. Further develop and refine the Lipson coaching model
- Q3. Curriculum development and implementation within EBACC subjects
- Q4. Ensure the literacy strategy is at the centre of our learning model
- Q5. Bring the Lipson assessment cycle in line with the Trust assessment cycle

Strengths (why we are Good)	Linked Evidence	Areas for Improvement(why we are not yet Outstanding)	School Improve ment Action
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INTENT –Curriculum: leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

<ul style="list-style-type: none"> ● Knowledge rich curriculum developed in all subject areas (including SOLs and end point plans. Booklets from Sept 23 in EBACC. ● Continued strengthening of T and L strategy with focus on developing individual pedagogy (Incremental Coaching model) alongside Curriculum Coaching. ● Full coverage of National Curric At KS3 ● Curriculum has been quality assured to ensure it is coherent, sequenced and has a clear rationale. ● All staff know and understand what is taught when, in what order and why. 	Department Curriculum Documents / Shared Lipson Curriculum 2023 Drive StepLab data <ul style="list-style-type: none"> ● ML agenda documentation ● Lipson Leader documents 	<ul style="list-style-type: none"> ● Increased focus for 2023/2024 on progress/attainment in EBACC. ● New booklet curriculum implemented Sep 23 for EBACC. ● Further development of our Incremental Coaching programme focussing on improving T&L in every classroom using a bespoke approach extending beyond original action steps. ● To further develop a coherent data system to support student progress and increase accountability, leading to effective SUMIT (Accountability cascade_ ● Develop and extend Literacy strategy to include action steps that focus on developing scaffolded reading, providing an ambitious vocabulary and developing a love of reading beyond the classroom (driven by homework policy) 	SIP Q3
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INTENT – SEND: the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.

<ul style="list-style-type: none"> ● Curriculum is ambitious for all learners and underpinned by high quality teaching. ● Cognitive Testing, NGRT Reading testing, EXACT and CATS provide data which allows for targeted bespoke intervention. 	<ul style="list-style-type: none"> ● StepLab data ● Department Curriculum Documents / Shared Lipson Curriculum 2022 Drive 	<ul style="list-style-type: none"> ● To further embed the structure and strategy for SEND T&L. ● Develop EXACT as method of identifying exam dispensation candidates to ensure all SEND students are adequately supported within examinations. ● Develop the role of Learning Mentors (introduce Sept 23) 	SIP Q1,Q4
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IMPLEMENTATION – Delivery: teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

<ul style="list-style-type: none"> ● Clear lesson structure in place with regular retrieval and checks on pupil understanding using the action steps through Incremental Coaching. ● SEND; HPA and DL curriculum champions driving strategy for improved outcomes in each micro cohort. ● All KS4 and KS5 examination courses are taught by well qualified subject specialists. 	<ul style="list-style-type: none"> ● ‘A great lesson at Lipson’ documentation ● Curriculum Coaching ● Line Management agendas/actions/ Shared Lipson Curriculum 2022 Drive 	<ul style="list-style-type: none"> ● Curriculum Coaching three times a year to drive an improved lesson delivery with side by side lesson planning and curriculum coaching from HoDs. ● Ongoing support and CPD for those teaching in the Second Subject Specialism; Ongoing support and CPD for those delivering non-specialist courses in Citizenship/PSHE. 	SIP Q1, Q3
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IMPLEMENTATION – Assessment: teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

<ul style="list-style-type: none"> ● Departments have ensured that there are regular, rigorous, planned departmental assessment programmes now in line with the Trust cycle. 	<ul style="list-style-type: none"> ● Assessment policy 2022/23 CJS/BTU 	<ul style="list-style-type: none"> ● We need to continue developing our strategy to embed a consistent feedback strategy that includes effective verbal and written feedback. ● Ensure that all assessments match the knowledge within the curriculum and redesign ready for Sep 2023. Explore/implementation phase Sep-April. 	SIP Q5
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IMPLEMENTATION – Reading: a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge.

<ul style="list-style-type: none"> • Reading culture across the Academy driven by a tutor based guided reading programme. • An HPA Specific Guided Reading Programme for KS4, with a view to extending to A Level tutor groups. 	<ul style="list-style-type: none"> • Learning walk data from HoY during tutor time • NGRT test data • Sparx reader test data 	<ul style="list-style-type: none"> • Development of a homework policy that includes reading beyond the subject through SPARX Reader in Y7, 8 and 9. Measured by increases to fiction and non-fiction being loaned from the LRC and improved results on Sparx Reader. 	SIP Q4
<p>IMPACT – Outcomes: learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>			
<ul style="list-style-type: none"> • See headline data in context section • Individual subject data available • Comparative data across Trust Schools suggests students are performing well. As curriculums become more aligned, Trust wide assessment and data can be compared 	<ul style="list-style-type: none"> • Exam/assessment comparisons Trust/School wide. 	<ul style="list-style-type: none"> • Students in a small number of subjects do not make sufficient progress when compared to national outcomes (based on iDASH data). 	SIP Q1

BEHAVIOUR AND ATTITUDES		Self-evaluation: Good (2)	
<p>We have developed a positive culture at Lipson with an emphasis on kindness, relationships and the wellbeing and welfare of students and staff, however, in this post pandemic era we are seeing some increases in incidents of challenging behaviour but we remain determined to reduce the number of exclusions whilst maintaining the highest expectations. This is a real challenge. Attendance also remains a priority. Next Steps-</p> <ul style="list-style-type: none"> B1. Continue to develop strategies to improve the attendance of all students. B2. Develop actively positive behaviours including improving levels of engagement. <p style="text-align: right;">B3. Develop the provision for SEND/DLs to support better behaviour from these groups.</p>			
Strengths (why we are Good)	Linked Evidence	Areas for Improvement (why we are not yet Outstanding)	School Improvement Action
Expectations: <i>the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.</i>			
<ul style="list-style-type: none"> Academy expectations (PERK: Prepared, Engaged, Respectful and Kind) are commonly understood and applied consistently and fairly, as seen in behaviour data and the daily life of the academy. 	Families Handbook Behaviour Policy Class Charts data Ofsted Report	<ul style="list-style-type: none"> Students need to be supported to show they are "highly motivated and persistent in the face of difficulties", moving from compliance to engagement using the behaviour curriculum to support this through specific coaching steps where appropriate. 	SIP B2
Behaviour: <i>low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.</i>			
<ul style="list-style-type: none"> Data pertaining to incidents of low level disruption indicates the day to day life of the school is not compromised 	Class Charts data Ofsted Report	<ul style="list-style-type: none"> Students need to have high standards of behaviour with a specific focus on improving behaviour in Maths and Geography 	SIP B2
Pupil Attitudes and Commitment: <i>learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</i>			
<ul style="list-style-type: none"> Student outcomes (behavioural and academic) reflect positive attitudes and commitment towards learning 	iDASH4 Data Class Charts Data Ofsted Report	<ul style="list-style-type: none"> We need to reinvigorate the academy rewards programme to play a "highly positive role in creating a school environment in which commonalities are identified and celebrated" 	SIP B2
Attendance: <i>learners have high attendance and are punctual.</i>			
<ul style="list-style-type: none"> 2022/23 % attendance shows that students have high attendance, within the context of the pandemic. Punctuality data shows students come to school on time and are punctual to lessons. 	Attendance data Punctuality data Ofsted report	<ul style="list-style-type: none"> % Persistent Absent students who are SEND/Disadvantaged needs to be reduced so we can demonstrate all students are "highly motivated and persistent in the face of difficulties". 	SIP B1
Relationships: <i>relationships among learners and staff reflect a positive and respectful culture.</i>			
<ul style="list-style-type: none"> Student and staff wellbeing surveys indicate high levels of community cohesion 	Student and staff voice Ofsted Report	<ul style="list-style-type: none"> Need to develop tangible contributions where students "actively support the wellbeing of other students." 	SIP B2
Bullying: <i>leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.</i>			
<ul style="list-style-type: none"> Policy and record keeping shows incidents are dealt with quickly and effectively and are not allowed to spread. 	Bullying Policy Safeguarding records Ofsted Report	<ul style="list-style-type: none"> We need to improve student voice outcomes in relation to perceptions of how bullying is managed so they report "bullying, harassment and violence are never tolerated." 	SIP B2
Exclusions: <i>Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.</i>			
<ul style="list-style-type: none"> FTE's are low relatively compared with other Plymouth schools Reducing trend of IEs from lessons and unstructured time 	Plymouth FTE data Class Charts IE Data	<ul style="list-style-type: none"> We need to refine actions for repeatedly excluded students to "support them to succeed in their education" 	SIP B2

PERSONAL DEVELOPMENT	Self-evaluation: Good (2)
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Lipson promotes extensive personal development for all students, providing experiences for all students that goes beyond the expected. All students have access to rich, diverse experiences; subsequently uptake is high and disadvantaged students are actively encouraged to participate and supported so that they can receive the benefits of outstanding personal development.

Next Steps:

- P1 Improve Y11 tutor programme with a more rigorous approach to tutor time that supports core subjects.
- P2 Increase profile of careers at Lipson - developing a more aspirant culture.
- P3 Improve PSHE programme through Trust collaboration.

Strengths (<i>why we are Good</i>)	Linked Evidence	Areas for Improvement(<i>why we are not yet Outstanding</i>)	School Improvement Action
The School Offer: <i>the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.</i>			
<ul style="list-style-type: none"> ● Very diverse wider curricular offer for students ● Rewards programme drives ambition and recognises achievement ● Summer School programme. 	Student survey Extra curricular registers Website, handbooks.	<ul style="list-style-type: none"> ● 2 year plan to explore 100% attendance to extra-curricular. ● Improve Y11 tutor programme with more rigorous approach to tutor time that supports core subjects. 	SIP P3
Character and Personal Development, Including Pastoral Support: <i>the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</i>			
<ul style="list-style-type: none"> ● Horizontal structure with static HoY 7,11 & 6th Form. ● Robust tutor programme that includes guided reading for all year groups, as well as assemblies & SMSC. 	Website, staff and student handbooks.	<ul style="list-style-type: none"> ● Continue to review and improve guided reading programme. Whole Year group NGRT data twice a year in Y7-9, rather than barometer groups (Trust guidance) 	SIP P3
Next Steps: <i>at each stage of education, the provider prepares learners for future success in their next steps.</i>			
<ul style="list-style-type: none"> ● Outstanding transition for Y6 including Summer school. ● Outstanding Careers education and meets all GATSBY Benchmarks ● Work experience in Yrs 10 and 12 	Student feedback Primary liaison evidence Compass Evidence	<ul style="list-style-type: none"> ● Increase profile of careers at the school - developing an aspirant culture. ● 100% summer school attendance 	SIP P2
British Values: <i>the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</i>			
<ul style="list-style-type: none"> ● Highly active Student Parliament group. ● PSHE and SMSC regularly feature in assemblies and tutor time 	SMSC resources Citizenship SOL	<ul style="list-style-type: none"> ● 	SIP P3
Pastoral Support: <i>pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</i>			
<ul style="list-style-type: none"> ● Personal Safety Days introduced for all year groups. ● PSHE curriculum is mapped to ensure it is challenging, engaging and meets all statutory requirements. ● Strong medical liaison and safeguarding provision, including school nurse and police drop-ins 	Personal Safety day plans/resources and safeguarding follow up Medical Health Care plans and Safeguarding Records	<ul style="list-style-type: none"> ● Improve PSHE programme through Trust collaboration. 	SIP P3
Enrichment Opportunities: <i>the provider provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i>			
<ul style="list-style-type: none"> ● Whole school enrichment across all faculties.. ● Enrichment week for all students in Y7-9 ● Students have the opportunity to take part in CCF, D of E and NCS. 	Student surveys Extra curricular registers Website, handbooks D of E success rates	<ul style="list-style-type: none"> ● Develop Trust links to create competitions within Trust schools. 	
Equality and Diversity: <i>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</i>			
<ul style="list-style-type: none"> ● Development of an Eco-committee. ● Curriculum opportunities for home language examinations 	Exam outcomes in Home Languages	<ul style="list-style-type: none"> ● Student action groups for Diversity and LGBTQ+. 	SIP P3
Respect and Tolerance: <i>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</i>			
<ul style="list-style-type: none"> ● SMSC planned by SMSC coordinator & delivered by tutors. ● PERK - shared language and understanding 	SMSC curriculum plan Behaviour records	<ul style="list-style-type: none"> ● 	SIP P3
Debate and Citizenship: <i>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</i>			

<ul style="list-style-type: none"> Introduction of improved student and parent voice forums. Including a student parliament led by student leadership teams. 	Minutes and voice	<ul style="list-style-type: none"> 	SIP P3
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SIXTH FORM PROVISION		Self-evaluation: <i>Good 2</i>	
<p>The Sixth Form is a significant part of the school's culture of high expectations, positive ethos and structure. We see ourselves as a 7 year school and our retention rates from Year 11 to 12 are still increasing year on year.</p> <p>Next Steps</p> <p>S1. Improve the progress and attainment of all learners in all subjects</p> <p>S2. Maintain the quality and success in relation to the Gatsby benchmarks around vocational provision</p>			
Strengths <i>(why we are Good)</i>	Linked Evidence	Areas for Improvement <i>(why we are not yet Outstanding)</i>	School Improvement Action
Programmes of Study: <i>are ambitious, appropriately relevant to local and regional employment and training priorities</i>			
<ul style="list-style-type: none"> Students in the academy increasingly select our own sixth form provision above any other option as a result of the quality of programmes of study on offer 	Recruitment/Retention Data Destinations Data Programmes of Study Local Priorities Profiling	<ul style="list-style-type: none"> Develop a range of new, academic qualifications to increase our academic offer that leads to better outcomes as students are more engaged in more cohesive programmes of study. 	SIP S1
Curriculum: <i>is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i>			
<ul style="list-style-type: none"> Departmental curriculum planning has formed a major focus of recent Middle Leader development and this is reflected in recent outcomes at Level 3 	iDASH5 Data Departmental Curriculum Plans	<ul style="list-style-type: none"> We need to implement a super curriculum for all Level 3 students that builds "sufficient knowledge and skills for future learning and destinations" 	SIP S1
Teaching and Learning: <i>Teachers have expert knowledge, ensuring students build knowledge and acquire skills, improving and extending what they already know and can do</i>			
<ul style="list-style-type: none"> Student outcomes indicate that they are in receipt of high quality teaching, leading to effective learning, at Level 3. 	iDASH5 Data Departmental QA of Sixth Form provision Departmental QA of Sixth Form student work	<ul style="list-style-type: none"> Coaching needs to be developed to have a specific Level 3 focus, including specialist level 3 coaches, that ensures that "the impact of the taught curriculum is strong." We need externally verified outcomes data to show that "the sixth-form provision provided is exceptional" 	SIP S1
Assessment: <i>is used to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding, including different starting points and gaps</i>			
<ul style="list-style-type: none"> Summative and formative assessment is embedded within each Level 3 subject's curriculum and this has led to strong outcomes 	iDASH5 Data	<ul style="list-style-type: none"> Monitoring and use of assessment data needs to lead to more robust actions and outcomes for learners, particularly in Y12. 	SIP S1
Knowledge: <i>students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes</i>			
<ul style="list-style-type: none"> Each Level 3 subject has a well planned, sequenced, coherent curriculum that builds knowledge, skills and the necessary vocabulary to support strong academic outcomes 	iDASH5 Data	<ul style="list-style-type: none"> Linked to rationale for Teaching and Learning and Curriculum 	SIP S1
Progress and Next Steps: <i>the sixth form prepares its students for future success in education, employment or training</i>			
<ul style="list-style-type: none"> Destinations outcomes for students show that relevant, useful CIAG has helped students transition from the sixth form to the next stage of their lives effectively 	Destinations Data Gatsby Benchmarking Data	<ul style="list-style-type: none"> Look outward to research provision in other schools (particularly in relation to HPA provision) so that best practice can be refined at LCA, targeting Russell Group University aspirants 	SIP S2
Attendance: <i>students have high attendance and are punctual</i>			
<ul style="list-style-type: none"> Attendance has significantly improved across 2018-2021 Although attendance is lower this academic year, this is against a national context of lower attendance rates 	Attendance Data Punctuality Data	<ul style="list-style-type: none"> Develop the sign-in and sign-out process to use a system that places more accountability on post 16 learners so they can "demonstrate consistently highly positive attitudes and commitment to their education" 	SIP S1
Culture: <i>attitudes to their education are positive. Where relevant, attitudes improve over time.</i>			
<ul style="list-style-type: none"> Incidents of referrals to iStudy for compulsory study are reducing, showing that student completion of work is positive - students supported and supervised in iStudy are reducing 	Class Charts Data iStudy Data	<ul style="list-style-type: none"> Need to develop use of praise and Class Charts at post 16 so that we can demonstrate "Sixth-form students demonstrate consistently highly positive attitudes", including "high levels of respect for others" 	SIP S1
Personal Development: <i>Leaders and staff create an environment in which students feel safe</i>			

<ul style="list-style-type: none"> Levels of safeguarding concerns in the sixth form are low, evidencing high levels of success of the Academy's pastoral provision at sixth form 	Safeguarding Data Extra Curricular Mapping	<ul style="list-style-type: none"> Need to develop the range of experiences through which students can "contribute actively to society." 	SIP S1
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Linked Evidence

Appendix 1: Latest Ofsted inspection

Appendix 2: Latest Trust review

Appendix 3: Sixth Form Improvement Plan 2021-2022