

QA Review

Reviewer	Terry Millar
Academy	Brune Park
Dates	20-21 May 2024
Principal	Kerry Payne

Quality of Education	
Strengths	<ul style="list-style-type: none"> Where subject leadership is strongest and has had time to implement change with support from senior leaders, students across the ability range are receiving a strong level of education in that subject. Middle leaders can talk with confidence about their curricular plans, how they have been sequenced, and how they are continually revising them. Best practice sees the curriculum being revised specifically for the cohort (for example Year 9 in English), with lessons being planned in a distributed way. Students in KS4 feel well supported by teachers with multiple feedback opportunities across a range of subject areas, and described specific ways that they were signposted towards making improvements and/or plugging knowledge gaps. This was certainly seen in English, where students had undertaken a number of past papers, received detailed feedback on how to improve, and observed the teacher modelling best practice. Teachers are reflective practitioners who are increasingly using specific Walkthru pedagogical devices in their classrooms. Students with SEND (and others experiencing difficulties or with specific issues) are extremely well supported with the extensive range of targeted additional supports in place. Leaders carefully monitor this, and ensure that students transition in and out of the different groups as appropriate.
Areas for Development	<ul style="list-style-type: none"> Continue the work with teachers on embedding effective principles for teaching to increase consistency for students and reduce variability.

	<ul style="list-style-type: none"> ● Develop all subject leaders so they are in line with the best practice seen, and can effectively support all teachers in their department to deliver strongly. ● Explore whether additional resource is needed for the incoming Year 7 cohort and their specific needs.
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Behaviour and Attitudes	
Strengths	<ul style="list-style-type: none"> ● Leaders are effectively balancing increasing expectations around the behaviour of students whilst still ensuring high levels of care. ● Staff and students report that behaviour is noticeably better from last year to this, and appreciate the clarity that has been introduced via the RWC system. ● These improvements in behaviour are reinforced by comparative data from the behaviour surveys that have been undertaken as part of the Behaviour Hub initiative. ● Staff are confident that leaders now know how to tackle behaviour, and there is a shared understanding of the clear action plan. ● Staff and students appreciate the visibility of leaders around the school, at social times, during lessons and at lesson changeovers. ● Interactions between staff and students typically show high levels of mutual respect. ● Leaders have ensured a very strong inclusion offer to try and retain all students within the school. It is clear that suspension and permanent exclusion are only used as a last resort. ● Leaders have developed a clear strategy on attendance with different tiers of intervention, and started to shift mindsets towards attendance being everyone's responsibility.
Areas for Development	<ul style="list-style-type: none"> ● Leaders are fully aware there is still work to do with behaviour in the school so that any staff member (temporary or permanent) is able to secure effective behaviour. ● Develop a set of expected behaviours for students that builds on the existing Behaviour Principles. ● Explore how culture is set in the school and expectations around behaviour are communicated, via the use of assemblies and other means. ● Attendance is not where leaders want it to be. Embed the work already started on ensuring all staff to take appropriate levels of responsibility, and explore being

	able to analyse attendance data in a more effective/timely way for all levels of the school.
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Personal Development	<i>This was not a specific focus of the review</i>
Strengths	<ul style="list-style-type: none"> Students in KS4 described a well structured PSHRE programme, with strong coverage of multiple topics. They appreciate the opportunity to talk through and debate sensitive issues, and that teachers signpost them effectively to further support should it be needed. Students in KS4 feel well supported by the school in terms of next steps with post-16 provision, describing the assistance from the careers advisor and the college visits that are organised for them.
Areas for Development	

Leadership and Management	
Strengths	<ul style="list-style-type: none"> Leaders know the school, its staff and its students, exceptionally well. Leaders are very aware of the careful balancing act they are undertaking with the increased expectations around behaviour whilst ensuring that students receive the support they need. Some middle leaders are now able to take increasing amounts of responsibility for their areas. Leaders have ensured that the additional provisions made for specific students are effectively tracked and monitored via Provision Map. Teachers feel the DDI process is far more embedded now, and supportive. Teachers and support staff feel very well supported by leaders in their work, and describe senior leaders as being “very approachable”. Support staff appreciate the opportunities they are offered, and the support that is put in place for them. Safeguarding: all students feel safe in school, all have trusted adults they would speak to.
Areas for Development	<ul style="list-style-type: none"> Continue improving the consistency in the classroom via whole school pedagogy and DDIs.

	<ul style="list-style-type: none"> • Develop more middle leaders to take greater levels of responsibility for their subjects/areas, thereby increasing capacity of senior leaders.
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Key recommendations	
	<ul style="list-style-type: none"> • Continue the work with teachers on embedding effective principles for teaching, and ensure subject leaders can effectively support all teachers in their department to deliver strongly, to increase consistency for students and reduce variability. • Develop a set of expected behaviours for students that builds on the existing Behaviour Principles, together with exploring how culture is set in the school and expectations around behaviour are communicated.