

**Central Devon Academy
Academy Self-Evaluation**



Section 1: Context		Sources of evidence
<p>Central Devon Academy was formed in March of 2015 replacing the previous Devon County Council Pupil Referral Unit (Central Devon Personalised Learning Service). The Academy is a cross phase provision working with young people from Reception to Year 11. As an organisation Central Devon Academy has been subject to a period of major reorganisation and change including three years without a substantive head. The academy is a one part of a multi-academy trust in Devon sponsored by the SchoolsCompany Trust. SchoolsCompany Central Academy operates from a main site in Exeter and also from a satellite centre in Tiverton that caters for many of the students who are unable to attend mainstream education for medical reasons.</p> <p>For the majority of its students, the academy provides interim education provision for a limited period of time until the young person is able to resume attendance at a school. However many of the students in Years 10 and 11 remain with the academy until the end of compulsory schooling. The academy caters for young people aged between 4 to 16 years who have been permanently excluded from school; are at risk of permanent exclusion; or have medical needs. It also serves a small category of young people who are placed at the academy as a result of exceptional circumstances, for example statemented (EHCP) students without a school place referred via Devon County Council 0-25 Special Education Team, and young people in care which are temporarily unable to attend a local school because of their personal circumstances. The academy operates a traded service with schools for young people who are at risk of permanent exclusion and also for anxious and phobic students who are not attending school.</p> <p>Central Devon Academy covers a wide geographical area that includes major population areas in Devon including, Exeter, Tiverton, Exmouth, Sidmouth, Honiton, and Crediton. There are 17 secondary schools in the region, and 6 special schools, plus a large number of both rural and urban primary schools, some of which have a very small roll. There are urban areas with high levels of economic and social deprivation but also more affluent areas where there are pockets of rural deprivation. A high percentage of our students come from the urban areas of Exeter and Exmouth, with a further small, but significant, number of young people coming from the semi-rural areas of East and Mid Devon. The academy has two main teaching centres: the Stansfield Centre in Exeter that provides up to 65 full time places for KS1 to 4 students who are presenting with challenging behaviours; and Barrington Street in Tiverton that provides up to 25 full and part time places for KS3 and 4 students who either have medical emotional needs or who require highly personalised programmes. Traded provision commissioned by schools currently</p>		



accounts for between 10% of the total roll and varies in commitment from full time places in centre to respite days and home tuition. A significant number of other young people, who are largely medically referred, are taught either at home or community use buildings by SchoolsCompany Central Devon Academy staff.

The total number of young people on roll with the academy fluctuates considerably over the school year and usually is at its lowest in September and peaks between January and February. The academy is funded for 109 places of which over a half are for students with medical needs.

Over the course of the Academic year the number on roll was:

228

- Foundation Stage : 0
- Key Stage 1: 11 (4.8%)
- Key Stage 2: 33 (14.4%)
- Key Stage 3: 64 (27.9%)
- Key Stage 4: 120 (52.3%)

Reasons for referral were as follows:

- Exceptional Circumstances: 23 (10.5%)
- Medical emotional: 60 (27.5%)
- Medical Physical: 20 (9.1%)
- Permanently excluded: 83 (33.4%)
- Preventing exclusion: 23 (11.9%)
- SEN-R: 19 (5%)

Most vulnerable:

- 62 (26.6%) of the students had a statement of Special Educational Need or an Education, Health and Care Plan.
- 20 (8.58%) of the students were Children in Care
- 71 (29.6%) were eligible for Free School Meals
- 8 (3.4%) have a Child Protection Plan
- 74 (31.7%) were eligible for Pupil Premium
- 84 (36.8%) of students were female and 144 (63.2%) were male

Since September 2015 133 students have joined Central Devon Academy and there have been 86 leavers.

There are currently 67 staff, permanent and part-time employed by Central Devon Academy.

Referral panel data

Reports to LGB

SIMS

Census

Termly Headline data

Fortnightly data

Referral panel data

Fortnightly data



The staff is made up of 10 Admin and Site Support staff, 25 Teaching Assistants (C-F grade), 4 vocational instructors and 28 Teachers including 4 members of SLT.

Since the last Ofsted inspection in October 2014 the following changes have occurred:

- Central Devon Academy has become a sponsored academy
- A staff restructure took place in 2014 and was fully implemented in January 2015 as a result there have been significant changes to staffing and restructuring.
- A substantive Principal has been appointed
- A small satellite base has opened in Tiverton to facilitate group teaching amongst our Medically Absent students in
- There is increasing demand for traded services and commissioned places from schools, particularly for full time places to prevent exclusion. Currently traded places generally account for over 10% of young people on roll and demand often exceeds capacity.
- There has been a re-constitution of the Local Governing Body
- All policies have been re-written and updated
- The safety and practicality of the site has been reviewed in light of increasing numbers and needs levels.
- Our Primary cohort has more than doubled

Principals report to LGB

Census

Referral panel data

LGB minutes



Section 2: Outcomes for pupils

On entry to the service all students undertake baseline assessments (CEM from July 2016), and teacher assessments and all students have reading and spelling assessments unless there are recent school assessments. PASS and SDQ assessments are used to assess social, emotional, readiness to learn and personal development and to ensure that targeted interventions can be implemented to focus upon specific areas. Assessments indicate that the majority of our students are working at a level below that expected nationally according to their age. Students will all have PLP's through September. Reading and spelling ages are also assessed bi-annually in order to identify students who require interventions and ascertain the impact of interventions.

Achievement and Attainment in Y11:

There has been an improvement in achievement and attainment since 2013/14 despite the instability of the organisation. As evidenced by the following:

This shows the percentage of students making expected progress (against baseline on entry) over the previous 3 academic years.

	English			Maths			Science		
	2015/ 16	2014/ 15	2013/ 14	2015/ 16	2014/ 15	2013/1 4	2015/1 6	2014/1 5	2013/14
Over all %	56	28	N/A	76	39	N/A	58	28	N/A

Strengths:

- 97% achieved formal accreditation in at least one area of study
- 58% achieved GCSE in English and Maths at GCSE compared with 29% in 2013-14
- 33% achieved 5 or more subjects at A-G compared with 10% in 2013-14
- 80% achieved GCSE English
- 63.8% achieved GCSE math`s
- 88.5% achieved GCSE science



	entries	A*-C %	A*-G%	5 A*-C	5 A* - G	1 A* - G
English	22	27.2	95.4			
Maths	23	21.7	73.9			
Science	20	15	85			
Stats	5	80	100			
Art	2	100	100			
History	1	0	100			
French	1	0	100			
ICT	14	100	100			
Child Dev	2	0	100			
Total	90			3.5	21.4	89.3

- As of 1st September 2016 Central Devon Academy had 2.5% NEET (national average 7.5%), with all but 1 Year 11 leavers either in FE,

Apprenticeships or employment.

2016

	Number	%	Male	%	Female	%
College	27	69	17	80	10	56
Apprenticeship	4	10	3	14	1	6
Employment	2	5	1	6	1	6
Other	4	10	0	0	4	22
NEET	1	2.5	0	0	2	11
Total	39		21		18	

2015

	Number	%	Male	%	Female	%
College	20	83	8	80	12	86
Apprenticeship	1	4	1	10	0	0
Employment	0	0	0	0	0	0
Other	3	13	1	10	2	14
NEET	0	0	0	0	0	0
Total	24		10		14	

2014

	Number	%	Male	%	Female	%
College	7	54	4	50	3	60
Apprenticeship	0	0	0	0	0	0
Employment	3	23	2	25	1	20
Other	1	8	0	0	1	20
NEET	2	15	2	25	0	0



<p>Section 3: Quality of teaching, learning and assessment</p> <p>This includes the use of teaching to raise achievement and promote spiritual, moral, social and cultural development.</p>		
<p>Although we do not yet rate ourselves as Ofsted criteria of 'good' we believe Central Devon Academy is making rapid improvement towards this. This is because 75% of our teaching was judged good or better in lesson observations during the summer term 2016 compared to 64% last year (2014/15) and student progress against baseline on entry remains broadly in line or better than that made by similar pupils with similar starting points. Teacher expectations encourage young people to work hard and achieve. Students' learning is regularly assessed and targeted intervention and support is in place, especially in literacy and numeracy this additional support is well deployed. All of these processes are developing and are having a positive impact on student outcomes. We currently judge teaching, learning and assessment as 'Requires Improvement'. This is due to the fact that many of these new processes are yet to be fully embedded. Where Teachers are not meeting the needs of young people staff are being supported with development plans and through the appraisal process. The appointment of a Director for Teaching and Learning is already having an impact on the quality of the judgements and the steps to improve. A considerable amount of work has been done around safeguarding the judgements made and the reliability of them.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none">• Baseline assessment and formative assessment are now being used effectively to set targets and create personalised learning• In 2015 – 2016 75% of lessons observed were judged Good or better compared to 2014-15 64.3% of lessons observed were judged good. This supported the Academy in achieving its best set of GCSE outcomes.• The majority of teachers are now deployed as subject specialists and even where students are taught at home specialist staff are used wherever possible.• There has been a real drive to recruit high quality classroom practitioners especially those with 'current' mainstream experience; this too is having an impact on progress.		<p>T&L audit report</p> <p>Learning Walks data</p> <p>Book/work scrutiny</p> <p>Development Plan</p> <p>Targets</p>



- Staff from all areas of the MAT are now meeting to quality assure and standardise the work in specific subject areas. This is having an impact on the quality and reliability of the judgements being made especially in areas where there is only one specialist on-site.
- Subject specific teaching assistants have improved support and continuity for students and teachers at the Stansfield Centre
- Students have access to a range of different forms of accreditation that are appropriate to their needs, including GCSE, BTec, Entry and Foundation Level courses, Functional Skills, vocational learning, AQA Unit Award and Arts Award
- Students are also able to access learning outside of the classroom in the form of Outdoor Education (NGB awards) and Construction (Health and Safety awards and BTec units)
- Staff feel able to be creative in the delivery of subjects through the work being carried out in staff training locally and at a MAT level.

Focus for improvement 2016-17:

- To improve teaching and learning so that 80+% of lessons observed are judged good or better.
- To embed new specifications and courses across the curriculum in line with national changes
- Where teaching is judged not to be good it will continue to be addressed through a programme of support and challenge
- Training will be focused upon raising the skill level of teachers and TAs in cross Academy Foci; marking and feedback, Planning and questioning
- To work with staff to better improve the quality of assessment
- To maintain the focus on Post 16 pathways by ensuring the majority of our students are entered for GCSE subjects wherever appropriate.
- To fully embed a consistent whole MAT approach to marking and feedback, including student self-evaluation
- To continue to review the curriculum offer ensuring that it best meets the needs of our complex learners.



<p>Section 4: Personal development, behaviour and welfare</p>		
<p>Our current judgement of this section is 'Requires Improvement'. We believe that despite student's historic poor behaviour in Education settings that during lessons the behaviour of students is 'good'. This is because the majority of lesson observed as part of the MAT teaching and learning audit have demonstrated that behaviour has very rarely been a barrier to learning. Parents and carers are positive about the behaviour and welfare in the academy which is evidenced through positive feedback. Overall, across the academy, students' behaviour and engagement is generally positive and since the last inspection there has been improved consistency of application of procedures and systems (this has been affected by reduced staff turn-over). Bullying is dealt with promptly and most students say that they feel safe at school. Attendance is below the national average for schools but has improved considerably in recent years and in the majority of cases shows a significant improvement on individuals' previous school attendance.</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> • Bullying is dealt with promptly and effectively and students are aware that it is unacceptable. All incidents are logged and recorded electronically. Parents agree in questionnaires that generally bullying is dealt with effectively in our centres • There are clear behaviour policies and a classroom behaviour system that is applied consistently by staff. A new online reward system is currently being developed to focus on the positive behaviour patterns and to give students control over their own success. • There has been an improvement in attendance and there are clear and consistent procedures in place to support with this. • Persistent absenteeism is on the whole reducing, however there are still too many students who are refusing to attend and engage even from the point of entry. As a result 5 students account for 70%+ of the Academies unauthorised absence. 		<p>ALFIE/CEM data</p> <p>Teacher assessment</p> <p>SIMS behaviour logs</p> <p>Behaviour data</p> <p>Student reports</p> <p>Fortnightly data</p> <p>Termly Headline data</p> <p>CPD log</p> <p>Census</p>



- Staff are trained in restorative approaches and this is essential in maintaining positive behaviour patterns in the Academy.
- There has been an historic culture of using Fixed Term Exclusion to manage behaviour. We have moved away from this to being an exclusion free Academy. We are currently at 0 exclusions since February 2016.
- Staff are trained in PiPs – Physical Intervention and Prevention techniques. This allows all stake holders to have confidence that staff are skilled in de-escalation techniques but also when required Physical intervention.
- The academy works closely with other agencies such as Y Smart, the school nurse, YOT, CEOP, CAMHS and Social Care work to target risky behaviour and to help students understand how to maximise their own personal safety
- From September 2016 the progress of students with medical needs is reviewed half termly in partnership with their school and health professionals; each student has a personal learning plan that addresses their individual needs and an agreed exit and reintegration plan for the young person. The aim is to ensure that young people do not remain out of their school any longer than is necessary.
- The introduction of the HIVE has created an opportunity to offer those students with medical needs a safe and nurturing environment. The outcomes have been fantastic both in terms of progress but also in relation to social emotional progress as demonstrated by a number of students improving their taking their attendance from 0% to 90%+ in 6 months. This has now been extended to a larger building, to build on that success.
- A site ban on Mobile phones and smoking related paraphernalia has largely been successful.

Focus for improvement 2016-17:

- Ensure more staff are level 3 safeguarding trained
- CPOMS is up and running as a core part of the management of all safeguarding issues
- Develop of a new induction pack and process for all new referrals that will create a smoother transition during what is a very difficult time immediately after Permanent Exclusion.
- To continue to monitor attendance and target those young people that fall below 85% attendance, with the support of parents and the EWO service.



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| <ul style="list-style-type: none">• To develop a 'medical' needs base and build on the clear success of The HIVE, at Barrington Street.• To continue to work with and develop clear lines of communication with outside agencies including CAMHS to ensure that young people with mental health and other issues can access the support that they need in order to engage in education• To develop a structured and responsive interventions programme to support the students emotional and social needs as well as their curriculum needs.• To increase support for parents and carers of young people referred to the service through one to one and group activities and also improved signposting to other agencies.• To develop parental links over a large geographical areas by hosting clinics in each area 3 times a year.• To further develop the facilities at the Stansfield centre to provide more 'nurture' and quiet spaces for students to access.• To develop 'satellite' centres to better meet the needs of those young people located 20miles + from the main site in Exeter.• To develop SMSC as core part of teaching and learning including focused assembly and tutor time. | | |
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Section 5: Effectiveness of leadership and management in Central Devon Academy		
<p>We believe that the Leadership and Management at Central is moving rapidly towards 'good' however the Principal has only been in post since January and the Vice Principal since April. In that short time a large amount of positive work has been done and implemented to improve the overall performance of the Academy. Leaders in the Academy at the Local Governing Board and at a Trust level are constantly communicating high expectations and ambition for both the staff and young people. The impact of this can be measured in the number of inadequate lessons which has fallen from 21% 2014-15 to 9% (1) in 2015-16. All staff are encouraged to attend service-wide training and professional development is actively encouraged amongst all staff. The curriculum is largely matched to students' needs and aspirations and provides an appropriate preparation for the next step. Central Devon Academy is developing stronger working links with parents and carers and forms constructive relationships with those who previously have felt alienated by the education system. Parent feedback is generally positive. Safeguarding arrangements have been reviewed and continue to be updated to ensure that we are operating a good or better level the local authority have been invited in to carry out an audit. All senior staff are level 3 trained to ensure all Leaders are fully aware of the processes required around safeguarding. All staff have undertaken the 'Prevent' training, both an on-line course and in centre CPD.</p>		



<p><u>Strengths:</u></p> <ul style="list-style-type: none">• There are clear academy-wide policies and procedures in place and agreed systems and procedures are now largely embedded across the service• Ambitious whole academy performance management targets are set that focus upon raising attainment, progress, attendance, and ensuring consistent mentor support for young people• Centre staff meet weekly to focus on issues relating to professional development and improving the outcomes of young people• Outreach teachers also meet as a group once a half term with the Learning and Standards Manager for Medical Needs to address issues that are specific to the young people that they work and review and share best practice.• Staff are encouraged to participate in on-going professional development led by the MAT some is also accessed through the Exeter Teaching consortium.• Primary staff have been taking part in a research project and training with Exeter University during the year• There has been specific training targeted at Teaching Assistants both internally and externally to support their changing roles within the Academy.• Where there is staff underperformance this is being addressed through monitoring and support• Work with schools is strong and the regional Behaviour and Attendance Panel is instrumental in this as a forum for communication and mutual support.• Self-evaluation and data analysis processes with the service are improving and a new data management system has recently been employed.• There are 6 Level 3 Safeguarding trained staff within the team and another 4 who will be undertaking the training shortly• Specialist teachers have been appointed in Maths, English, Humanities and KS1 to ensure the quality of provision• A new chair (local senior school Principal) of the LGB has been appointed along with 2 additional governors including a second parent governor who has a history in Safeguarding work with young people. These additions have created a far more robust and diverse LGB, to better support the work of the Academy.• A new SENDCO has also been appointed.	<p>MAT policies</p> <p>CDA Policies</p> <p>SLT minutes</p> <p>T&L audit data</p> <p>Development plan</p> <p>Targets</p> <p>Exeter Consortium training logs</p>
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<p><u>Focus for improvement 2016-17</u></p> <ul style="list-style-type: none">• The new SENDCo will undertake the National SENDCO Award.• There will be a review of Admin roles at Central Devon Academy and at a MAT level to ensure consistency and efficiency of approach• A new staff and student induction process will be introduced. This will be shared across the MAT and form the basis of a common approach.• The Principal will undertake the NPQH to ensure leadership at the Academy is at a national level.• A programme of professional development will be developed at an Academy and MAT level to ensure that all leaders access training to ensure that they are effective in their roles• Middle and senior leaders require support and CPD to enable them to use data more effectively to evaluate the impact of interventions and plan improvements• To reduce the impact of staff absenteeism by ensuring that staff wellbeing is fully addressed.• The use of SMSC as a core part of learning will continue to be developed and tracked through SMSC gridmaker.		
<p>Section 6: Overall Effectiveness</p>		
<p>We believe that Central Devon Academy the overall Effectiveness is currently 'Requires Improvement'. The Academy has taken effective steps at a leadership level to address this and the improvement is rapid. The MAT has demonstrated consistent support for the Academy at a Director and LGB level. Students' experience in the academy is in most cases positive and supports young people to move successfully on to the next stage in education, training or employment. Most students feel safe and are making progress against baseline on entry. The Academy has been able to recruit well in a market place where others are struggling. There is a clear pattern of improved outcomes over time which can be evidenced through key performance indicators at GCSE. It is clear that further improvement is required and the systems and processes in place will allow further rapid improvement across the Academy.</p>		<p>Meeting minutes NEETS data T&L audit data</p>



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| <ul style="list-style-type: none">• The academy offers a range of opportunities to young people that promote spiritual, moral, social and cultural development and encourage independence, awareness and personal development.• Enrichment activities are timetabled for all students and include active leisure such as gym sessions; Outdoor Adventure, Falconry, Construction projects, practical cooking skills, Bike maintenance and art activities. Our aim is to broaden the experiences of the young people attending our Academy• Through their work with SPLASH projects students have been engaged in a community build project, building a new sensory playground for a local primary school• All Year 11 apart from one leavers in 2016 went into Further Education, Apprenticeships or employment.• KS1,2, and 4 students have been engaged in obtaining their ArtsMark Award through Drama and music projects, including running drama sessions for primary students in a local school | | |
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September 2016