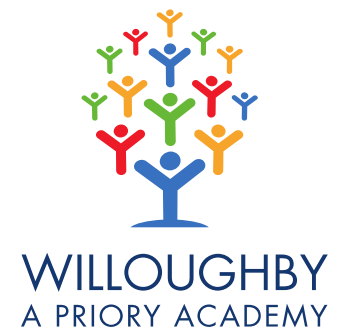


Willoughby Academy

Self-Evaluation Framework  
2020 - 2021



## The context in which the Academy works

Willoughby is an all-age Special School for pupils with moderate, severe, profound and complex learning needs. Situated in Bourne, south Lincolnshire the school caters for 110 students aged 2 – 19. The staffing body consists of 14 teachers, 4 Instructors, 44 Teaching Assistants, 11 Support Staff and 3 Peripatetic Staff.

All pupils have an Education, Health and Care Plan. Pupils are drawn predominantly from South Kesteven, although some pupils live a long distance from the school. The current pupil cohort includes pupils from Rutland, Peterborough and Leicestershire.

Due to the complex and unique learning needs of the school cohort Willoughby aims to offer a full, broad, balanced and inclusive curriculum delivered through coherent and sequenced curriculum areas. Pupil progress is strong, underpinned by individualised and challenging targets. Pupils are well prepared for transitions to further education, social care settings and the workplace.

Sustained and continuous improvement since the last inspection (September 2016) is underpinned by proactive leadership at both Academy and Governance level. Accountability is robust and systematic. Improvement planning reflects core values of the School, is based on close analysis of trends over time and is rooted in self-reflective practice. All leaders have high expectations and all stakeholders are deeply ambitious for the Academy.

Morale is high amongst staff; progress data reflects the good and often outstanding teaching across the Academy. Staff are highly skilled, tenacious in the pursuit of excellence and focus unrelentingly on students' progress. Staff are passionate about teaching and learning; CPD is collaborative and draws on expertise across the Academy and County.

Willoughby prides itself on its highly inclusive nature and community-based provision. Ambitions are high for all pupils and there is an enthusiasm amongst staff who share the 'Willoughby Way' values. Willoughby pupils are supported to demonstrate excellent standards of behaviour, by being courteous, respectful and aspirational for their future.

<b>Key issues from previous inspection</b>	<b>Actions Taken</b>	<b>Impact</b>
Pupil attendance rates improve	<ul style="list-style-type: none"> <li>• SLT member has attendance responsibility and oversight.</li> <li>• Use of MIS to track and monitor attendance.</li> <li>• All holiday requests (except in exceptional circumstances refused).</li> <li>• First morning call, for all unexplained absence.</li> <li>• Medical evidence requested for all external appointments.</li> <li>• Rewards for improved and high rates of attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• An attendance policy is in place and strategy is being developed.</li> <li>• Instant data and feedback that can be acted upon.</li> <li>• An increasing number of parents are now taking family holiday outside of term time.</li> <li>• Immediate explanation for absence.</li> <li>• Pupils motivated to attend school.</li> <li>• Attendance rates have improved from 88 to 92%.</li> </ul>
Increased rigour is applied to the assessment of pupils' learning in a wider range of subjects	<ul style="list-style-type: none"> <li>• Introduction and embedding of whole school assessment tool (BSquared).</li> <li>• Termly target setting and review meetings for all teaching staff.</li> <li>• External moderation and validation of assessment.</li> <li>• Updated parental engagement strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline of pupils and subsequent target setting and tracking.</li> <li>• Clear understood and agreed targets for all pupils.</li> <li>• Quality Assurance of judgements.</li> <li>• Further parental involvement in the life of the school.</li> </ul>
All teaching is of a consistently high quality	<ul style="list-style-type: none"> <li>• Termly lesson observations.</li> <li>• External validation of lesson observations.</li> <li>• Fortnightly learning walks and feedback.</li> <li>• Mentor programme for new teaching staff.</li> <li>• CPD to promote high aspirations and outcomes.</li> <li>• Support programme for staff who require additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate understanding of the quality of teaching and learning across the school.</li> <li>• QA assurance of judgements.</li> <li>• Regular feedback on standards.</li> <li>• Support structures for new staff.</li> <li>• Promotion of a culture of continual improvement.</li> <li>• Promotion of high standards and continuation of CPD.</li> </ul>
The school website is compliant with DfE requirements.	<ul style="list-style-type: none"> <li>• Allocation of website compliance to SLT member.</li> <li>• Termly internal audit of website.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review and updates as required.</li> <li>• Quality assurance and validation from an external partner.</li> </ul>

- Annual external website review.

### SEF Overview

### Leadership

Ref	Descriptor	RAG
L1	Clear and ambitious vision with strong shared values	Green
L2	Focus on teachers' subject and pedagogical knowledge	Yellow
L3	Pupils successfully complete their programmes of study	Green
L4	Leaders engage with pupils and others in local community	Green
L5	Leaders manage staff workload realistically and constructively	Green
L6	Leaders protect staff from bullying and harassment	Green

### Quality of Education: Intent

Ref	Descriptor	RAG
In1	Ambitious, broad, inclusive curriculum	Yellow
In2	Coherent, sequenced and cumulative curriculum	Yellow
In3	Curriculum adapted, ambitious for SEND	Green
In4	Full, broad curriculum	Green

### Quality of Education: Implementation

Ref	Descriptor	RAG
Im1	Good subject and course knowledge	
Im2	Misconceptions and responsive teaching	
Im3	Teaching helps long term memory. Integrated knowledge.	
Im4	Assessment is used well	
Im5	The environment allows pupils to focus on learning	
Im6	Work is demanding	
Im7	Reading is prioritised	
Im8	Reading attainment assessed; gaps addressed effectively	
Im9	Phonic knowledge and language comprehension	
Im10	Teachers use of English supports pupil's language / vocab	

### Quality of Education: Impact

Ref	Descriptor	RAG
I1	Pupils achieve in exams, tests and qualifications	
I2	Pupils are ready for the next stage of EEorT	
I3	Pupils' work across the curriculum is good quality	
I4	Pupils read widely and often. Mathematical knowledge applied	

Behaviour		
Ref	Descriptor	RAG
B1	High expectation for behaviour and conduct	Green
B2	Bullying, aggression, discrimination are rare	Green
B3	Improved behaviour and attendance for particular needs	Green
B4	Pupils' attitudes are positive. Resilience to setbacks	Yellow
B5	Pupils have high attendance and are punctual	Yellow
B6	FTEs are used appropriately and reintegrated well	Green
B7	Relationships reflect a positive and respectful culture	Green

Personal Development		
Ref	Descriptor	RAG
P1	The curriculum provides broader development, including SMSC	Yellow
P2	The curriculum supports pupils to develop character	Yellow
P3	Provision of high-quality pastoral support	Green
P4	Talents and interests are nurtured	Green
P5	Pupils understand British values	Yellow
P6	Equality of Ops and diversity is promoted	Green
P7	Considered engagement in views other than their own	Green
P8	Pupils learn how to be active, positive citizens	Green
P9	Pupils are prepared for future success in EEorT. Gatsby mark.	Yellow

Overview		
Ref	Descriptor	RAG
QE	Quality of Education	
B	Behaviour and Attitudes	
P	Personal Development	
L	Leadership and Management	

Judgement	
Descriptor	RAG
The quality of Education	
All other key judgement areas	
Safeguarding is effective	
<b>Overall Judgement</b>	

## SEF: Developing Priorities

### Leadership

- Focus on teachers' subject and pedagogical knowledge

### Quality of Education: Intent

- Ambitious, broad, inclusive curriculum
- Coherent, sequenced and cumulative curriculum

### Quality of Education: Implementation

- Reading attainment assessed; gaps addressed effectively
- Phonic knowledge and language comprehension

### Quality of Education: Impact

- Pupils are ready for the next stage of EEorT

### Quality of Education: Behaviour

- Pupils' attitudes are positive. Resilience to setbacks
- Pupils have high attendance and are punctual

### Quality of Education: Personal Development

- The curriculum provides broader development, including SMSC
- The curriculum supports pupils to develop character
- Pupils understand British values
- Pupils are prepared for future success in EEorT. Gatsby mark.



## Leadership

	1	2	3	4
<b>Grade:</b> Leadership				

Leadership		
Ref	Narrative	Supporting Documents
L1	<p>Within the framework of the Trust's values and policies, Willoughby demonstrates a clear and ambitious vision demonstrated through the tailoring of the Priory Curriculum to our Special Educational Needs context. Alignment of and focus for this vision is manifest via a two-way process of priority identification and implementation through a tiered approach to development planning.</p> <p>Collaboration and collective responsibility between the Headteachers is paramount, to drive key improvement priorities across the Trust.</p>	<p>Mission Statement Motto Values Trust Policies TDP/ADP Academy curriculum Priory Curriculum</p>
L2	<p>At a Trust level, through the Maximising Learning framework, there is an increasingly acute focus on improving teachers' subject knowledge, complementing an already strong pedagogical base.</p> <p>Willoughby is at the forefront of appropriate use of SEND assessment through the development of a Trust model in partnership with ALP.</p> <p>Improvement is driven through Maximising Performance where priorities are aligned to the quality of education and development areas are identified. These are supported through the Trust's Maximising Effectiveness programme and the Willoughby CPD offer.</p> <p>The Trusts' LTSA, a collaborative network of 23 schools, further enhances the offer we can provide for staff. There is a particular emphasis that there is a bespoke career stage support programme helping staff build and practice their subject knowledge over-time.</p>	<p>Maximising Learning Maximising Effectiveness Maximising Performance LSTA/KYRA SCITT NQT/RQT programmes Leadership programmes Coaching Assessment framework SOW reviews Destination data Curriculum maps</p>

L3	<p>The Willoughby Curriculum meets the needs of its pupils and this is complemented by our values driven holistic approach to all children's development, ensuring all can successfully complete their individualised programmes of study. Personalised and bespoke pathways allow pupils to engage in and complete an appropriate programme of study. This ensures a strong commitment, for both staff, students and their families, and aligns to our inclusive philosophy.</p>	<p>E&amp;S Scrutiny of curriculum on an annual basis. SIP scrutiny of curriculum on a termly basis. Curriculum design training for SLs Curriculum map Data – destination, retention, standards</p>
L4	<p>Leaders engage with pupils through strong and clear procedures and practice. There is a strong recognition that student leadership and voice provide engagement opportunities that are both focussed and productive. A joint commitment to provide opportunities that sit outside the curriculum is also a positive part of our culture. Communication and engagement with parents and carers form a fundamental part of the triangle with pupils that creates a culture of high-quality education.</p> <p>Employers and other community groups are integrated to enrich our curriculums as well as augmenting our leadership and management structures. On a daily basis, at both a staff and academy level, there is effective engagement with a wide range of organisations and individuals that provide services for all stakeholders.</p>	<p>Peer Review LTSA/KYRA/SCITT Willoughby school council Local/national employers Local/national institutions.</p>
L5	<p>Willoughby follows the Trust Well-being policy. As part of the Across-Trust Well-Being group, staff will complete a 'well-being' questionnaire with actions incorporated into both the TDP and ADP. A well-being champion has been appointed at Willoughby to aid the sign-posting of support to support all staff's well-being.</p> <p>In addition to the headteacher's 'open door policy' HR visit each academy at least twice per half term to meet with staff on a 1:1 basis. These sessions are advertised to staff in advance; uptake has been high. Actions are often taken to support staff.</p> <p>The Trust's Executive and Headteachers have engaged in both coaching and Professional Supervision. It is already evident that the Headteachers are now working with increased collaboration to drive progress and school improvement. This will involve and support more staff in 2020/21. A number of staff are working to develop the impact of assessment across the Trust; reducing staff workload is one of the key drives of this work.</p>	<p>Well-being policy QA documents</p>

L6	Staff are aware to report any forms of bullying and harassment to their line manager or Senior Leadership Team. Leaders will support all staff and take appropriate action. Academy leaders are easily able to contact both HR and the Director of Welfare to seek advice and access support.	Well-being policy
L7	We operate within the governance framework of the Priory Federation of Academies Trust. Our governance arrangements are clear and clarified in the Trust Master Funding Agreement and Articles of Association. Within the Scheme of Delegated Authority, the Trust's committee and leadership structures ensure governance is effective. Governance is further supported by the Federation team and accountability is enhanced through our key documents. These are also used by our Local Governing Body in their support and strategic challenge of Willoughby.	Leadership and governance handbook
L8	Those with responsibility for governance ensure that the statutory duties are fulfilled. There is a strong link between those responsible for governance and the Federation support team (such as the Compliance Manager and Finance partner) and the Leadership teams at Willoughby. Effective quality assurance, systems and professional development ensure compliance is very high quality.	Compliance manager
L9	There is a strong culture of care within Willoughby in which safeguarding is the priority. This culture permeates the Trust and is overseen by the Director of Welfare who oversees all of the elements of high-quality safeguarding. Within Willoughby there is a clear line of accountability and recognition that safeguarding is the responsibility of everyone.	Director of Welfare Safeguarding audit

## Quality of Education: Intent

	1	2	3	4
<b>Grade:</b> Quality of Education				

Quality of Education: Intent		
Ref	Narrative	Supporting Documents
In 1	The Willoughby curriculum ensures a rich cultural, intellectual and social capital. The curriculum is ambitious and affords all students a personalised pathway which is carefully constructed to support Willoughby's core values. This is supported by a developing Willoughby rewards programme which will celebrate and reward creativity, cultural experiences, academic and personal achievement.	Curriculum statement Curriculum maps Willoughby rewards programme
In 2	There is a clear pathway of learning from year N1 – Year 14, which ensures that students are well prepared for their future. At each stage of education, there is a broad and balanced offer; curriculums are carefully mapped at Willoughby to ensure key knowledge and skills are retained and deployed systematically.  The coherence of planning is underpinned by cross curricular developments such as phonics and reading, combined with shared pedagogical approaches through the maximising learning and effectiveness programmes.	Curriculum maps SOW reviews Supported Employment programme Framework reviews (Phonic etc)
In 3	The curriculum reflects the broad intake of pupil need and ability, providing a range of academic, vocational and sensory pathways. All pupils are carefully guided through their personalised pathway to ensure each individual has a broad and fulfilling curriculum offer.	Curriculum maps SOW reviews Student voice
In 4	The curriculum is underpinned, where appropriate by the daily teaching of English and Mathematics. Each subject fully supports the local context, specialisms and consensus of the Willoughby community regarding the needs of the pupils. Timetable flexibility enables tailoring of the curriculum to the needs of individuals.	Curriculum maps

## Quality of Education: Implementation

	1	2	3	4
<b>Grade:</b> Quality of Education				

Quality of Education: <b>Implementation</b>		
Ref	Narrative	Supporting Documents
Im1	All teachers and HLTS's at Willoughby deliver consistently good or better lessons. Trust SCNs and maximising effectiveness CPD supports and enhances this teaching knowledge, providing an opportunity to explore pedagogy that best supports the learning needs of all Willoughby pupils. Willoughby supports the collaborative and mutual learning of staff. To this end, staff share how best to effectively impart knowledge and skills.	Teaching scorecard QA documents CPD records
Im2	A focus on baselining of academic levels, supports the prompt understanding of pupil learning and progress. This assessment strategy supports and develops the responsive teacher; assessment is used formatively to inform and adapt teaching on a day by day, week by week, term by term basis.	CPD Records Teaching scorecard QA documents
Im3	Curriculums have been designed to consider key components, composites and constructs of learning. SOW interweave prior learning to support long term memory and furthermore build components into a wider repertoire of knowledge and skills.	Teaching scorecard CPD QA documents
Im4	The assessment framework clearly identifies the use of short term, high impact strategies which reduces unnecessary burdens. The assessment framework clearly develops the responsiveness of teachers and promotes the reflectiveness of pupils. Full term assessment meetings are used incisively to inform longer term curriculum needs.	Teaching scorecard Assessment framework QA Documents
Im5	Teachers, teaching assistants and pupils create a positive learning environment; resources are well planned, classrooms are well equipped and organised; there is a clear focus and respect for learning.	Teaching scorecard QA documents
Im6	Staff have high expectations and are ambitious for all Willoughby pupils. Curriculums are designed to provide academic rigour for students from all given start points.	Teaching scorecard QA documents
Im7	Reading is a significant focus for Willoughby; it is an integral aspect of the Academy's language for learning and values programme.	English results Reading ages data

		LfL framework Outcomes
Im8	Students are encouraged to read at the start of each day and during individual lessons. Reading is rewarded through the Willoughby rewards programme.	LfL framework Reading ages data English data outcomes
Im10	Staff are highly skilled in modelling appropriate language for learning. This is supported by the use of a total communication approach, throughout the school. Pupils are challenged to aspire to an appropriate academic vocabulary, in the spoken and written word.	Teaching scorecard QA documents

## Quality of Education: Impact

	1	2	3	4
<b>Grade:</b> Quality of Education				

Quality of Education: <b>Impact</b>		
Ref	Narrative	Supporting Documents
I1	The broad Curriculum is designed to allow opportunity for students to map knowledge and link skills through many subjects; as a result, pupils' experiences are rich and outcomes meet and often exceed expectations.	Outcomes data Destination data
I2	Willoughby is beginning to following the criteria for the Gatsby career mark. This clear careers strategy, aligned to a comprehensive SMSC and PD programme ensures that students have a clarity about opportunities and pathways. This, in conjunction with the good outcomes of the students, ensures that students achieve well in their next steps.	Destination data Gatsby documentation
I3	A rigorous QA cycle rooted in professional dialogue about the quality of education with pupils and staff highlights that pupils work is a good quality across the curriculum.	QA documentation
I4	The Willoughby approach to phonics and reading is designed to ensure that pupils achieve well in these key skills. Students engage well, as staff are clearly providing a rich and creative experience.  Progress and outcomes in English and Mathematics are good.	LfL framework Outcomes data

## Behaviour

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Grade:</b> Behaviour				

Behaviour		
Ref	Narrative	Supporting Documents
B1	<p>The Priory Federation of Academies aims to promote an environment where everyone feels valued and respected. It endeavours to develop positive relationships between pupils, adults working in the academies, parents and other members of the wider academy community - where everyone is treated fairly and with equal respect. We are a caring community whose values are built on mutual trust and respect for all. Our aim is to encourage and help to develop self-discipline and responsible behaviour in all pupils, in order to support this ethos. Its fair and consistent implementation is the responsibility of all staff.</p> <p>Positive behaviour is a prerequisite for effective teaching, to which all students have equal access and with equal regard, promoting high self-esteem and self-discipline. Staff meet and greet students which helps to maintain routines, standards of uniform, behaviour and punctuality. Students wear the uniform with pride and are proud of their achievements and those of the academy. Standards of behaviour remain high.</p> <p>The significant levels of pastoral care and support within Willoughby have a clear and positive impact on all pupils; this is further enhanced for pupils requiring a greater level of support – for example through intervention programmes and external agencies. As a result, behaviour and conduct is good as demonstrated in learning walks, student voice and lesson observations.</p>	Behaviour scorecard Academy behaviour logs Behaviour data
B2	<p>Bullying is not tolerated and any incidents are dealt with quickly and robustly. Anti-bullying messages are reinforced in assemblies and class time. Pupils work with staff to prevent all forms of bullying. Any bullying issues are recorded and monitored and intervention is provided for perpetrators and victims.</p>	Behaviour scorecard Academy behaviour logs Behaviour data



	Incidents of bullying are very low/non-existent as evidenced in the student perception questionnaires / student voice.	
B3	Students who have been identified as having specific behavioural needs or have been excluded previously are making marked improvements in their attitudes to learning.	Behaviour data
B4	Progress checks demonstrate that students' effort and behaviour is very good in lessons. Students are increasingly confident and independent learners. Teachers work hard with pupils to develop independence and resilience.	Behaviour data Attitude to learning framework QA documents
B5	Overall attendance is good and improving. Pupils enjoy coming to school. There are a number of strategies used by the academy to ensure attendance is good including; first morning calls, social care support, home visits and support from EWO. Students are rewarded for excellent attendance.	Attendance data Behaviour scorecard
B6	There were no exclusions fixed term or permanent in 2020 – 21. This is as a result of refined behaviour systems and a collaborative, multi-agency approach to meeting individual pupil need.	Exclusions data
B6	The academy is values driven and this is clearly fostered between staff and pupils. From learning walks, feedback from visitors, staff, student and parents, it is clear that there is a highly developed ethos at Willoughby based on these shared values and rooted in a culture of mutual respect.	Attitudes to Learning framework

## Personal Development

	1	2	3	4
<b>Grade:</b> Personal Development				

Personal Development		
Ref	Narrative	Supporting Documents
P1	Willoughby is committed to providing values-based experiences in and beyond the classroom. This is clearly articulated through our PSHE programme, is celebrated through Willoughby rewards. SMSC audits and SOW reviews highlight the SMSC links and opportunities within the curriculum and beyond.	SMSC Audit Curriculum maps
P2	Key aspects of the curriculum are designed in a way that directly link to values. This varies from pedagogical approaches, designed to engage and stimulate curiosity and independence to life skill approaches, that help to develop resilience and confidence in learning and beyond. Curricular opportunities to develop character are equalled in the extracurricular opportunities for pupils, including sports, leadership, work experience and community-based learning.	Willoughby rewards Extra-curricular map CPD QA documents
P3	The curriculum-based focus on developing character through pedagogical approaches is augmented by a number of strategies designed to encourage physically and mentally healthy lifestyles, combined with an understanding of healthy relationships. This is encouraged through the Willoughby rewards programme and is a significant feature of assemblies.	Academy rewards Extra-curricular map
P4	Willoughby's values aim to nurture creativity and passion; it actively seeks to ensure that pupils have valuable experiences and can make contributions beyond the classroom. All students are encouraged to be curious; developing new interests, sharing talents and valuing their individuality.	Willoughby reward programme SMSC audits
P5	The PSHE curriculum is used as an opportunity to explore British Values each term, there is an increasing focus on fundamental British Values.	SMSC audits
P6	All assemblies, SMSC and PSHE lessons and, where relevant, curriculum areas ensure that pupils are actively taught to celebrate and respect diversity and difference. This is	SMSC audit PSHE curriculum QA documents

	augmented by our rewards which focusses on students' sense of community at an academy, local, national and global level.	
P7	Students are aware of the protected characteristics, are respectful and supportive of each other. They are encouraged to explore different views and opinions throughout the curriculum.	SMSC audit PSHE curriculum SOW
P8	The Academy ensures that there are multiple opportunities for students to not only understand, but become and be rewarded for, their sense of responsibility and the positive contributions they make.	Schemes of Work
P9	Willoughby is working towards the Gatsby career mark in order to ensure that pupils receive the highest quality advice and guidance. This, in conjunction with the excellent academic and enrichment opportunities provided ensures that students are well prepared for the next stage in their lives.	Gatsby Mark evidence