Willoughby Academy

Self-Evaluation Framework: April 2022

THE
PRIORY
FEDERATION
OF ACADEMIES TRUST
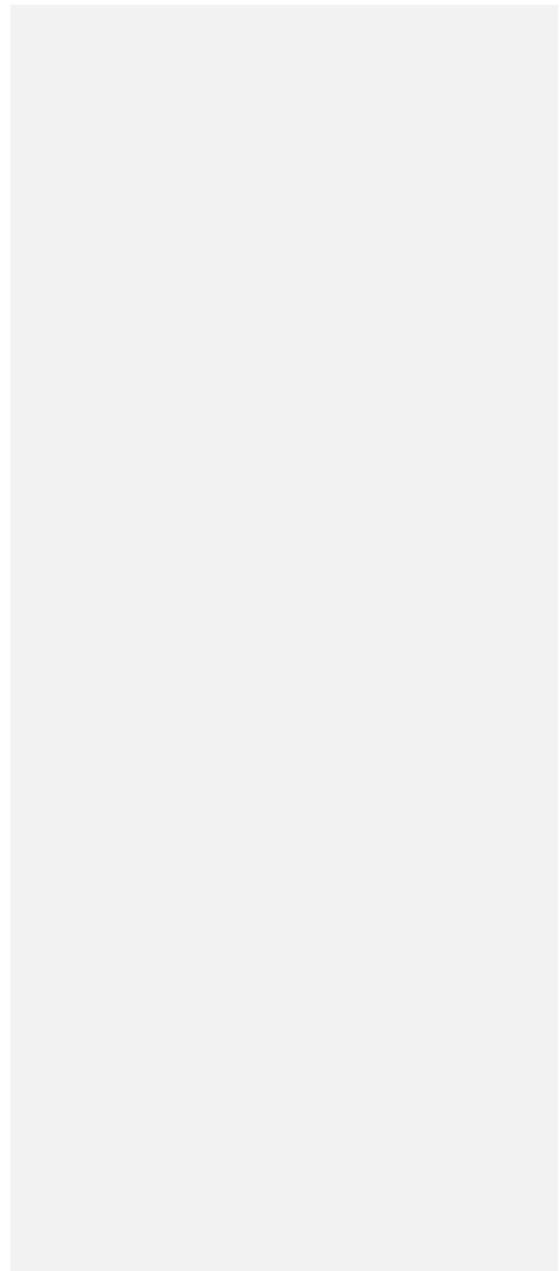
The context in which the Academy works

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 129 pupils aged 2 – 19. The staffing body consists of 16 teachers, 4 Instructors, 48 Teaching Assistants, 10 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 cohort includes pupils from Lincolnshire, Rutland and Peterborough.

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 pathways. Pupil progress is strong, underpinned by individualised and challenging targets. September 2021 saw the opening of a new school block, enabling pupil numbers to increase by nearly 20% for the start of the academic year. 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 pupil progress. Staff are passionate about teaching and learning; CPD is collaborative and draws on expertise across the Academy and Trust.

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 vison and values. Willoughby pupils are supported to demonstrate excellent standards of behaviour, by being courteous, respectful and aspirational for their future.

Leadership		Grade: 2
Ref	Narrative	Supporting Documents
L1	1. Willoughby subscribes to the Trust's overarching Ethos structure that sets out its expectations for pupils, staff and the organisation.	Ethos and Maximising Triangles Mission, Motto, Values Trust Policies

	2.	The Trust's and Academy's Mission is ambitious for every pupil: *to improve life chances and so create true citizens of the world*. It forms the basis on which decisions across the Academy are made.	Trust Development Plan Academy Development Plan Trust Handbook
	3.	The Trust and Academy has a well-defined set of values: *wisdom, curiosity, generosity, courage and passion.* Willoughby adopts these values and has refined them for our context. The development of a values-based approach within Willoughby provides coherence and identify.	
	4.	The Trust's and Academy's Vision provides a good basis for strategic development and is used to identify priorities for the Academy Development Plan.	
	5.	Trust and Academy development plan is common in format. The Willoughby plan is informed, in part, by the content of the Trust development plan.	
	6.	Trust policies, adopted by Willoughby Academy, provides consistent and overarching guidance.	
	7.	Trust functional support teams (e.g. Finance, HR, IT, Services, Governance, Data, Compliance, Marketing, Professional Development) provide a centralised, efficient and professionalised service that empowers Willoughby to focus on the needs of the pupils.	
	8.	The Priory Maximising Programmes provide a clear and coherent structure for the organisation and subsequent development of the Academy. It encompasses everything that the Trust and Academy does, is clearly set out into five programmes: Maximising Performance, Maximising Effectiveness, Maximising Learning, Maximising Values and Maximising Achievement.	
	9.	The Maximising Performance programme provides the basis for which Trustees and Willoughby Local Governing Body, monitor the development of the Vision and hold leaders to account.	
L2	1.	High quality teaching staff are employed throughout the Academy, we are beginning to employ specialists in pecific curriculum areas.	Maximising Learning Maximising Effectiveness Maximising Performance SCITT ECT programmes NPQ programmes Trust Coaching programme Assessment framework Scheme of Work reviews Destination data Curriculum maps
	2.	Despite national recruitment issues, the Academy has a very good record of recruitment; unfilled vacancies in teaching or learning support posts are rare.	
	3.	The Maximising Performance programme provides a consistent approach to identifying and monitoring professional development goals for colleagues across the Academy.	
	4.	The Maximising Effectiveness programme has as its focus the development of pedagogy and the enhancement of subject knowledge. Teaching staff use this programme as the basis for their professional development.	
	5.	Within the Maximising Effectiveness programme, there is provision for the support and development of ECTs, Emerging Middle Leaders and Senior Leaders, which has provided	

		demonstrable, successful and effective career stage development for staff across the Academy.	
	6.	The Trust Professional Development team is responsible for managing the Maximising Effectiveness programme and the Maximising Learning Programme and provides support to Willoughby. The PD team is currently being restructured to widen the PD offer to all staff.	
	7.	The Academy has worked extremely closely with the Local Authority and other stakeholders in the Lincolnshire Special Schools Project, that further supports the training needs and development of the Academy.	
	8.	The Maximising Learning programme provides a practical framework for the development of teaching across the Academy. This ensures that teaching and learning are at the heart of everything that goes at Willoughby.	
L3	1.	The Trust Director of Welfare works with Willoughby to ensure that we fulfil our mission of improving life chances through an inclusive approach to education.	Curriculum on an annual basis Mid-Year Entry analysis Data – destination, retention, standards
	2.	Willoughby ensure that pupils who have moved from other special or mainstream schools feel welcome and are well supported. Willoughby has an outstanding record in retention, progress and improved life chances for these pupils.	
	3.	Willoughby supports the inclusive nature of the Trust and report all pupil leavers to the Director of Welfare to ensure that there are no concerns relating to gaming or off-rolling.	
	4.	Willoughby collaborates with all schools (primary and secondary) within the Trust.	
	5.	Willoughby works closely with the local authority, Lincolnshire special schools and local mainstream schools.	
	6.	Willoughby and the Trust is inclusive in its approach.	
L4	1.	Willoughby plays a significant role in the regional school led system	LCC Special Schools project Peer Review SCITT Local employers
		a. Leading partner in the LCC Special Schools project	
		b. Contribution to the Trust and Local SCITT programme	
		c. Willoughby staff sit on the NKSK SEND hub	
		d. Lead school in the LCC transition programme (special school pupils to mainstream)	
		e. Contribution to the Trust apprenticeship programme	
		f. Lead partner in the LCC Supported Interships pathway	
	2.	Willoughby works closely with local mainstream schools to ensure the correct placement of SEND pupils.	
	3.	The Academy works closely with the LA to support Children's Services. Willoughby staff have an involvement at LA level in the following areas: SEND and Social Care.	

	4.	Willoughby have established long term relationships with local employers, namely Cummins, Bourne Grammar School and TESCO.	
L5	1. The Trust Wellbeing Committee, comprising senior staff from across the Trust, is responsible for ensuring that the wellbeing agenda is being met. 2. Trust and Willoughby specific staff questionnaires on Wellbeing have a You Said, We Did approach. 3. Willoughby Wellbeing champions signpost support for colleagues. 4. The academy is supported by the Trust to embed a culture of coaching that complements its approach to wellbeing. 5. A Specialist HR partner for Willoughby provides regular surgeries where staff can meet to discuss issues of any nature. They are well received. 6. There is a Trust counsellor whom Willoughby staff can access via the HR partners. 7. Willoughby staff are supported by Trust specialists e.g. Welfare, Literacy, Coaching, Safeguarding in their leadership roles. 8. The Workload Agreement has supported reducing bureaucracy in: finance, HR, marking, collating data and writing reports.		Wellbeing policy Wellbeing questionnaire data Coaching model Workload Charter
L6	1. The Director of Welfare plays a major role in supporting and protecting Willoughby senior, pastoral (and ultimately all) staff from parental bullying by acting as the interface between senior leaders and specific parents. 2. The Trust uses legal redress if, on the rare occasion, parents become vexatious. 3. Lesson observations are not graded 4. Performance management targets are not numeric. 5. There are no Mocksteds. 6. The HR function is considered by staff to be highly supportive. 7. The Willoughby QA cycle supports and champions		Wellbeing policy Willoughby QA cycle
L7	1. Trustees and Willoughby Governors have a good understanding of their roles. Governance responsibilities are clearly outlined in the Scheme of Delegated Authority and fully explained in the Priory Handbook. 2. Willoughby Governors are focused, through their coherent committee system, on strategic vision, educational performance and financial probity. 3. There is a full information flow between the LGB and senior staff, with ongoing monitoring of KPIs forming the basis of meetings and professional accountability. 4. Documentation used to inform the LGB is clear, accurate and informative.		Priory Handbook LGB Minutes Internal Audit reports External Audit reports Safeguarding reports H&S reports

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	5. There are Trust level and local governing body level versions of the documents, which include: Development Plans, Self-Evaluation Frameworks, Academic Profiles, Live Budgets, Risk Registers, Safeguarding Scorecards, and Health and Safety Scorecards. 6. The Trust uses external support to undertake the performance management of the Headteacher. 7. Trustees commission, through their Audit Committee, external assurance reports from a national Internal Audit company and External Audit reports through its auditors. 8. Trustees also commission external reports on Willoughby's educational provision, Health and Safety, Safeguarding, SEND and Governance. 9. There is a sensible distinction in roles between the Trust and the LGBs that is clearly identified in the Scheme of Delegated Authority.	
L8	1. The Trust's Compliance Manager ensures that Willoughby fulfils its duties with regards to Safeguarding, GDPR, Equality and Health and Safety.	Compliance manager reports
L9	1. The Academy takes its safeguarding responsibilities very seriously. Willoughby is supported by the Director of Welfare and the Trust Compliance Manager to ensure that policies and procedures relating to safeguarding are carried out at academy level. These colleagues work closely with the Director of Human Resources to ensure that Willoughby pupils and staff are confident that safeguarding is considered to be a priority. 2. The Trust centralises safeguarding training and ensures that all Willoughby staff are trained to an appropriate level. 3. There is a strong relationship between Willoughby and the LA, which ensures that safeguarding issues are dealt with professionally and in accordance with national expectations. 4. The Safeguarding Scorecard provides Trustees and the Willoughby LGB the assurance that safeguarding has a high profile and that any areas of potential concern are addressed swiftly.	Director of Welfare Compliance Manager Designated Safeguarding Lead Willoughby Safeguarding Officers

Quality of Education: Intent		Grade: 2
Ref	Narrative	Supporting Documents
In1	1. The Academy's Statement of Curriculum intent articulates the Willoughby curriculum aims objectives. 2. The Willoughby curriculum focuses on the needs of its unique community. 3. The development of cultural capital, as a vehicle for the Mission: *to improve life chances*, is clearly articulated in the statement.	Curriculum statement Curriculum maps Academy specific rewards programme
In2	1. The Academy's Statement of Curriculum Intent is focused on the coherent development of appropriate knowledge and skills, at pathway and subject level. This is part of the ADP and linked to Implementation strategies.	Curriculum maps SOW reviews
In3	1. The Academy's Statement of Curriculum Intent has a clear focus on the needs of disadvantaged and SEND pupils.	Curriculum maps SOW reviews Student voice
In4	1. Willoughby's Statement of Curriculum Intent enables all pupils across the Academy use the National Curriculum as a basis of all curriculum pathways and offer a broad range of curriculum specialisms (Food and Nutrition, Forest School and Performing Arts). 2. Willoughby follows the Trust's Curriculum Recovery framework which is being implemented to guide the academy in addressing the needs of pupils as they learn remotely and as they return to in-school lessons.	Curriculum maps

Quality of Education: Implementation		Grade: 2
Ref	Narrative	Supporting Documents
Im1	1. Willoughby engages in the Trust's Professional Development Team which is responsible, through Maximising Effectiveness and Maximising Learning, for the development of teaching across the Trust. 2. Ongoing Quality Assurance indicates that teachers are overwhelmingly teaching very well. Where this does not happen, immediate support is put in place with clear and agreed outcomes. 3. Teachers employed by the Academy have the required subject knowledge to teach the pupils in their designated classes and pathways. This is tested during the selection stage through: analysis of certification, focussed lesson observation, and specific testing of subject knowledge at interview. 4. Where teachers express a desire to develop a specific subject specialism this has been supported through the provision of subject enhancement CPD.	QA Teaching CPD records
Im2	1. Teacher pedagogy is developed and supported though Maximising Effectiveness. It is focussed on the needs of the individuals as identified through observations and discussions with senior colleagues.	QA Teaching CPD records
Im3	1. The development of the Trust Cognition and Metacognition framework indicates the Trust's view that this area of teaching is of significant importance. Willoughby engages where appropriate with this programme.	QA Teaching CPD records
Im4	1. The Academy has engaged with Trust staff to develop an overarching Willoughby assessment framework to develop teacher, pathway and academy specific assessment strategies.	QA Teaching Assessment framework
Im5	1. Willoughby share teaching and assessment resources that support the reduction of unnecessary workload.	QA Teaching CPD records
Im6	1. Subject Leaders have produced and are now refining coherent curriculum plans that demonstrate an understanding of the importance of the sequencing and development of powerful, relevant knowledge.	QA Teaching CPD records
Im7	1. Language for Learning is an increasingly integral aspect of the Maximising Learning model. The development of reading is an integral part of the ADP.	Progress data Pupil outcomes

Commented [MC3]: TSST has gone now. It looks like we should deliver the new physics equivalent. Maths will live in the Maths Hub. MFL - who knows?

Im8	1. The Primary Improvement Lead is an English expert and works closely with colleagues at Willoughby to support improvements in reading fluency across all curriculum, phase areas and pathways. 2. Reading schemes are given high status and when used effectively lead to improved reading skills.	Progress data Pupil outcomes
Im9	1. Phonics is coordinated at Trust level with expert advice provided to Willoughby	
Im10	1. All staff are responsible for the development of Reading and, as professionals, understand the importance of modelling their behaviour, approach and attitudes.	QA Teaching CPD records

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Behaviour		Grade: 2
Ref	Narrative	Supporting Documents
Ba1	1. Willoughby has clear routines that establish high expectations for the pupils inside the classroom and with the wider academy. 2. Developments in relational wealth are part of the ADP.	Behaviour scorecard Academy behaviour logs Behaviour data
Ba2	1. Pupils increasingly understand what bullying is and how to alert staff to it. 2. Intervention is swift and resolutions are made at class and individual level. 3. Willoughby is aware of how to address cyber bullying and are working with parents to support them at home.	Behaviour scorecard Academy behaviour logs Behaviour data
Ba3	1. Groups of pupils are identified and supported by each academy.	Behaviour data
Ba4	1. Typically across the Academy, behaviour is outstanding. 2. Lessons are purposeful and demonstrate that pupils have positive attitudes to learning. 3. Pupils are not afraid to make mistakes and see this as beneficial to developing greater understanding.	Behaviour data Attitude to learning framework Lesson Observations QA documents
Ba5	1. Outstanding levels of attendance are a priority. 2. Comprehensive systems are in place to ensure that, at pupil level, monitoring is ongoing and intervention is immediate. 3. Attendance is typically at or above national averages. 4. Where there are issues at Willoughby, the Academy is supported by the Director of Welfare and Compliance Manager.	Attendance data Behaviour scorecard
Ba6	1. Low/zero exclusion rates are a priority. 2. Willoughby has levels of exclusion significantly below national averages. 3. Exclusions are monitored at Trust level.	Exclusion data
Ba7	1. Overwhelmingly, pupils and their parents/carers consider Willoughby to be places of safety. 2. Relationships are very positive and respectful.	Attitudes to Learning framework Parental Questionnaire results Pupil council

Personal Development		Grade: 2
Ref	Narrative	Supporting Documents
Pu1	1. SMSC provision at Willoughby and considered to be a strength.	Curriculum maps

	2. The RSHE curriculum is in place and ready for full implementation and supported by the Trust's RSHE expert. 3. External evaluation of SMSC is undertaken periodically. 4. Willoughby partners with LCC to provide a bespoke and highly suitable RMSC curriculum.	LEARN Teaching school feedback	
Pu2	1. The Academy is values driven. 2. Willoughby has a rewards programme, based on its values that provides opportunities for the pupils to flourish.	Willoughby reward programme Extra-curricular map CPD QA documents	
Pu3	1. Willoughby has a pastoral care system that is designed to meet the needs of its pupils. 2. Pastoral teams are supported by the Director of Welfare, the Compliance Manager, Director of HR and Deputy Headteacher (Personal Development).	Academy rewards Extra-curricular map	
Pu4	1. Willoughby provides a well-planned rewards programme, which a pupils and parents/careers understand and value.	Willoughby reward programme	
Pu5	1. Preparation for life in modern Britain is part of the Willoughby curriculum offer	PD Curriculum Assembly rotas	
Pu6	1. There is increasing awareness of and respect for the concept of protected characteristics and how they are incorporated into law and reflected by society.	PD curriculum	
Pu7	1. The curriculum Intent, Careers and Employment Pathway and Rewards programme provide frameworks through which Willoughby pupils can demonstrate responsibility and active citizenship.	PSHE curriculum Careers Curriculum	
Pu8	1. The Academy extra-curricular rewards programme provide the frameworks for pupils to nurture and develop a wide range of interests and to have their endeavours recognised by the Academy and their peers.	Willoughby rewards programme Extra-curricular map	
Pu9	1. Willoughby uses Gatsby as a vehicle for effective careers guidance. 2. Willoughby is fully engaged in the LCC Supported Internships programme. 3. The Trust's established Careers team, supports Willoughby.	Gatsby evidence	

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Quality of Education: Impact		Grade: 2
Ref	Narrative	Supporting Documents
Ic1	1. The achievement and progress of pupils at Willoughby in all areas of Academy life is good and often outstanding.	Outcomes data Destination data
Ic2	1. Pupils are generally well prepared for the next stage of their lives.	Destination data Career mark / Gatsby documentation
Ic3	1. The quality of work produced by pupils throughout the year is typically of a high standard, appropriate to their ability. It demonstrates: an understanding of the work, an increase in knowledge and a development of skills.	QA documentation
Ic4	1. Pupils have developed an interest in reading and an increased ability to use mathematical concepts and skills.	Progress Data Outcomes data

	Leadership and Management	2
L1	Clear and ambitious vision with strong shared values	2
L2	Focus on teachers' subject and pedagogical knowledge	2
L3	Pupils successfully complete their programmes of study	1
L4	Leaders engage with pupils and others in local community	1
L5	Leaders manage staff workload well	1
L6	Leaders protect staff from bullying and harassment	1
L7	Governors ensure clarity of vision and accountability	1
L8	Fulfilment of statutory duties	1
L9	Culture of safeguarding	1

	Quality of Education: Intent	2
In1	Ambitious, broad, inclusive curriculum	2
In2	Coherent, sequenced and cumulative curriculum	2
In3	Curriculum adapted, ambitious for SEND	2
In4	Full, broad curriculum	2

	Quality of Education: Implement	2
Im1	Good subject and course knowledge	2
Im2	Misconceptions and responsive teaching	2
Im3	Teaching helps long term memory. Integrated knowledge.	2
Im4	Assessment is used well	1
Im5	The environment allows pupils to focus on learning	1
Im6	Work is demanding	2
Im7	Reading is prioritised	1
Im8	Reading attainment assessed; gaps addressed effectively	2
Im9	Phonic knowledge and language comprehension	2
Im10	Teachers use of English supports pupil's language / vocab	2

	PDBW: Attitudes to Learning	1
Ba1	High expectation for behaviour and conduct	1
Ba2	Bullying, aggression, discrimination are rare	1
Ba3	Improved behaviour and attendance for particular needs	1
Ba4	Pupils' attitudes are positive. Resilience to setbacks.	1
Ba5	Pupils have high attendance and are punctual	1
Ba6	FTEs are used appropriately and reintegrated well	1
Ba7	Relationships reflect a positive and respectful culture	1

	PDBW: Personal Development	2
Pu1	The curriculum provides broader development, including SMSC	2
Pu2	The curriculum supports pupils to develop character	2
Pu3	Provision of high quality pastoral support	1
Pu4	Talents and interests are nurtured	2
Pu5	Pupils understand British values	3
Pu6	Equality of Ops and diversity is promoted	1
Pu7	Considered engagement in views other than their own	2
Pu8	Pupils learn how to be active, positive citizens	2
Pu9	Pupils are prepared for future success in EEorT. Gatsby mark.	1

	Quality of Education: Impact	2
Ic1	Pupils achieve in exams, tests and qualifications	1
Ic2	Pupils are ready for the next stage	1
Ic3	Pupils' work across the curriculum is good quality	2
Ic4	Pupils read widely and often. Mathematical knowledge applied	2

Priorities for inclusion in the Development Plan	
L1.3	Develop and refine the Trust values *of wisdom, curiosity, generosity, courage and passion* to our context.
L2.2 L3.2	Recruit staff to Willoughby in line with the growing pupil population. Further the Willoughby transition programme for all pupils joining and moving on from the Academy.
L9.2	Increase the number of Designated Safeguarding officers at the Academy, in addition to expanding the Pastoral Team.
L5i	Further the Willoughby parental and pupil questionnaires, committing to a 'You said, we did' approach.
L1	Undergo a rigorous external QA review, of all aspects of provision.
In1	Refine Curriculum maps and plans to best reflect the impact of external challenges and the expanding pupil cohort.
In2	Ensure Willoughby's Statement of Curriculum Intent, has a clear focus on the needs of disadvantaged and SEND pupils.
Im1.3	Implement a comprehensive and CPD evaluation system.
Ba2.3	Willoughby pupils and parents to become more familiar with how to address cyber bullying.
Pu2.2 Pu3.1 Pu9.1	To update the Academy rewards programme, based on our values. Evolve the Pastoral Care team to meet the diverse needs of our growing pupil cohort. Willoughby to strive to attain the Gatsby Careers Mark.
Ic1	Identify best practice school achievement and reward models to make recommendations for a Trust framework.
IC4	Pupils have developed an interest in reading and an increased ability to use mathematical concepts and skills.