

Cowes Enterprise College is a rapidly improving, Ofsted graded 'Good' Academy.

Basic Characteristics

PAN:	270 a yr gp 7-11
% Girls:	47%
Disadvantaged:	27% (broadly in line with national average)
Minority ethnic:	7% (significantly below national average)
EAL:	4% (significantly below national average)
SEN support:	14% (above the national average)
SEN EHCP:	2% (above the national average)
Deprivation indicator:	0.16% (lower than national average)

Outcomes in 2016

P8 score:	-0.14 (+0.23 increase from 2015)
Basics:	9-4: 57%

Outcomes in 2017

P8 score	-0.06 (+0.08 increase from 2016)
Basics:	9-4: 65%; 9-5 (41%)

Academy context

- Principal commenced in September 2017 (Executive Principal in place until July 2017)
- No section 5 inspection since 2012 due to academy conversion and change of trust; overall effectiveness rated 'inadequate' in 2012. One day behaviour inspection in 2016 had a positive outcome
- Academy is rapidly improving and becoming the school of choice for the Island with increasing NOR
- Outcomes continue to improve year on year

The overarching strategic priorities for 2017-2018 are:**1. Best Possible Teaching and Learning**

To provide an inspiring, challenging and empowering curriculum that enables all students to succeed and high quality inspiration teaching

2. Most Effective Support

To improve provision so all groups make accelerated progress and secure exceptional outcomes (SEN/PP)

3. Great Range of Experiences

To develop pride, purpose and readiness for life in our 21st century global community

4. Well Organised and Well Run Academy

(i) To attract, recruit and train highly skilled Academy staff (ii) Be the school of choice for the local community

Overall Effectiveness	Grade	2-
<p>The Academy's practices are ensuring better outcomes for students. Teaching is improving and over time leading to improved rates of progress and strong outcomes. Robust support plans for teachers were in place 2016-17 and will continue to develop the practice of teachers. This, together with a revised & broader curriculum, which is highly relevant to pupils' needs, contributes to good learning with outcomes in line with national average in August 2017 (DfE League tables). Other principal aspects of the school's work: embedding the assessment framework and tailored CPD are all helping to move the Academy forward. Attitudes to and engagement with learning have improved significantly. There is a rigorous and relentless approach to all aspects of safeguarding (OAT safeguarding audit Sept 2017). Robust approaches to SMSC and student welfare ensure that all students are fully supported and developed as individuals. The Academy exemplifies British Values in all aspects of school life.</p>		

Summary report of performance in key areas:

	Strengths	Grade: 2-	Areas for development:
1. The outcomes of students at the school	<ul style="list-style-type: none"> Academy outcomes in 2017 were significantly higher than in previous years. In headline attainment measures, 65% of students achieved a Grade 4+ in English and maths compared to 57% in 2016. Disadvantaged pupils basics increased by 18% from 38% in 2016 to 56% in 2017 (other pupils improved by 3%). 41% of students achieved Grade 5+ in English and maths. SEN support students were the most improved group with +31% increase in basics from 2016 (14% to 45%). Headline progress 8 has increased significantly over a sustained period. The 2017 headline figure of -0.06 is in line with national standards and is an increase on the 2016 score of -0.14 and the 2015 score of -0.37. The class of 2018 has a P8 curriculum that is much more compliant than previously. In 2017 the progress in the EBACC element would have been +0.41 higher had all elements been fully entered. Attainment in wider EBACC areas is consistently strong or improving at a rate faster than national levels. Headline A*-C attainment in Geography: 57% (+5%), History 67% (+2%), Additional Science 45% (+22%), French: 92% (-2%) and Spanish: 75% (+12%). The Core Science results (25% A*-C) were as a result of early entry and were sat in Summer 2016 – this practice has since been abolished). Improved QA procedures have led to prediction accuracy being one of the strongest in trust. These procedures have tightened further with external moderation opportunities being available for all core subject areas via OAT support networks. Outcomes for students in Y7 to Y10 in 2016/2017 indicated that consistently good progress was being made with exceptional progress in Y10 and Y7. 		<ul style="list-style-type: none"> To continue to increase the attainment outcomes of disadvantaged students notably on the percentage achieving grade 5+ in English and mathematics and overall P8. To ensure all groups achieve a P8 score of 0 or above. To further embed moderation procedures for Bucket 2 qualifications – this is critical as all these subjects are new and reformed for 2018. To continue to improve attainment and progress of the more able and to increase the number of 7-9 grades – particularly in the EBACC subjects. This year 16 students achieved a new Grade 9 in English or mathematics but this needs to be higher in 2018. A specific focus on improving results in some of the wider curriculum areas such as PE and ICT. Continue to improve outcomes in Science. This year the Additional Science results increased by 21% to 43% C+ but the legacy of early entry Core Science (25% A*-C) has hindered the overall progress in Science. The A*/A results in Biology (+11%), Chemistry (+9%) and Physics (+18%) all improved significantly and at a rate faster than national levels but is still not good enough.

	Strengths	Grade: 2-	Areas for Development
2. The quality of teaching, learning and assessment	<ul style="list-style-type: none"> Improvements in teaching and learning can be evidenced by the academy's rising achievement and progress rates and narrowing of the gap over time. In January 2017 The CEC Teaching and Learning policy was launched with staff and this reinvigorated teachers, established high expectations and even greater clarity. The majority of lessons meet the high expectations we have of the behaviour of our pupils, who demonstrate sustained concentration, motivation and application. Our students enjoy their learning and are engaged. Lessons show that teachers have strong subject knowledge which enthuses, challenges and contributes to pupil progress. In most cases, we use lesson time and resources effectively to drive learning. With an increasing number of mixed ability groups in the school, differentiation is improving and awareness and use of AfL and differentiation are growing amongst teachers, but we still have further work to do in this area. Some teachers still miss opportunities to check and assess pupils' learning as lessons progress and not all pupils are able to discuss next learning steps when asked. Use of data-led planning and ICE (Improve, Consolidate, Extend) time have improved since the introduction of the policy and the delivery of training related around it, but we still have continued work to do in this area under our AfL initiative. Recent large scale quality assurance shows that teachers use more effective planning to help pupils learn well though the use of grab files. These files contain key information for each class taught and annotated seating plans and this initiative is ensuring better data-led planning. The academy's recent work on verbal feedback has shown an improvement in the quality of feedback overall. In 2017 leadership introduced an academy-wide pilot quality assurance programme to fully review the quality of teaching and learning for all teachers, with 85% of teachers quality assured during this pilot. This pilot is now being extended and embedded in 2017-2018 so that all teaching staff will be reviewed. Following this quality assurance, SLT were able to lead strongly on improving the quality of teaching and learning. 6 staff were 		<ul style="list-style-type: none"> Build teachers capacity in the classroom through sharing good practice, a strategic approach to CPD delivery, maximising weekly staff time with a clear programme and the introduction of a weekly t+l briefing for all classroom staff Strengthen our curriculum provision by mapping Yr7-13 to ensure clear progression, establishing co-planning groups to enable the sharing of good practice and building colleagues' capacity to deliver new subject content and skills Looking further ahead, to introduce the Cowes Curriculum for Yr7 – to roll each year into the next year group To develop best practice regarding AfL and differentiation by further developing best resources and strong peer to peer support and by further developing written feedback and presentation

	<p>placed on support plans, 3 of whom left the academy in August 2017, with 1 staff member set to leave at the end of the Autumn term 2017. 2 staff remain on support with marked improvements evident. There are 4 NQT/Trainee colleagues who receive effective support from a Vice Principal. Overall, 10% of staff were placed on support plans following the self evaluation.</p> <ul style="list-style-type: none"> • Show My Homework was introduced in September 2016 and since then homework setting and completion rates have significantly improved, with strong satisfaction rates fed back to the school by parents. SLT monitoring of the quality of homework has also been better enabled since this introduction, enabling stronger leadership of teaching and learning. • The academy provides accurate information about the standards and progress of pupils. Targets for individuals, groups, subjects and year groups are challenging. Systems and structures are in place to give pupils opportunities to discuss their learning with teachers. Parents report their trust in these systems and find them supportive. A centrally generated assessment, progress and base line data system enables teachers to have relevant data to hand to plan effectively (teacher tracker sheet). Teachers adjust their plans to meet the needs of learners during lessons. • External validation of KS3 new approaches to assessment was given by OAT during 2016 and processes continue to be refined and further strengthened for Sept 2017. INSET in July 2017 saw all teachers spend a day in a local primary school to further develop their understanding of progression from KS2 to 3. 	
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	Strengths	Grade: 2	Areas for Development
3a. The Safety of Students in the Academy	<p>The safety of students in the Academy is judged to be good as a result of the rigorous and relentless approach taken to managing student welfare and ensuring that all colleagues are fully trained in how to deal with safeguarding issues.</p> <ul style="list-style-type: none"> • Annual comprehensive full staff training sessions for safeguarding, child protection and student health and well-being are accompanied by regular and timely 'update' training sessions. These ensure that safeguarding remains a constant focus for all staff. Safeguarding is a constant focus for all meetings and briefings, regular items in the academy newsletter and assemblies. 		<p>The Academy recognises the need to stay up to date with appropriate training for all staff, lead practitioners and colleagues directly involved with the pastoral care of the students.</p> <ul style="list-style-type: none"> • Maintain a rigorous approach to safeguarding for all colleagues, so that safeguarding is always everyone's responsibility.

	<ul style="list-style-type: none"> ● Training of key groups of welfare staff on a range of Mental Health courses that enable staff to effectively support students across a range of issues. ● Safeguarding is a key focus on the academy website with a range of policies and support materials for parents updated regularly. ● The academy's use of safeguarding recording and training evidences that staff understand the requirements of Keeping Children Safe in Education and key safeguarding policies and procedures. ● Distribution of comprehensive documentation to support colleagues/students in the result of safeguarding/CP issues arising ● Effective rolling programme of Year group leadership has ensured swift response to emerging concerns and closer monitoring of age specific issues. Closer tracking of vulnerable students. ● Pupils understand key risks and how to minimise these and stay safe because the curriculum reinforces these key messages. ● Pupils are actively engaged in policy in practice updates and the creation of strategies to deal with bullying ● Pupils are actively engaged in delivering education to others surrounding issues of peer on peer abuse and bullying ● Training of staff and students with Human Utopia to aid developing a culture of openness to address any peer issues. Students trained to act as peer mentors to work in supporting the education and practice around safeguarding and behaviours. ● Robust systems in place to flag internet searches daily to the welfare team that are followed up daily - ensuring all children are safe online. ● A working pastoral programme that supports emerging issues (e.g. assemblies on key local and national issues). ● Robust tracking of attendance across the academy which includes a synergy and shared communication between the safeguarding, first aid, welfare and behaviour teams in the school. ● Attendance links with the LA forged to further support attendance strategies and work with vulnerable students with lower attendance. ● Attendance rewards systems in place for students that actively encourages a competitive element across year teams to drive forward attendance. 	<ul style="list-style-type: none"> ● Continue to ensure that students understand risks and take steps to maximise their own well-being both when at school and out of hours. ● Ensure via ongoing training that the Network Manager continues to be a source of information about safe online practice. ● Develop student safeguarding committee and deliver emerging themes in parents' forum sessions
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<p>3b. Personal Development, Behaviour and Welfare</p>	<p>Behaviour at the Academy is judged to be good as a result of the structures, strategies and relationships developed to ensure that students understand how to conduct themselves appropriately in a supportive environment. (Evidence: OAT Audit 2017, OFSTED monitoring visit February 2016, QA forms). Our main strengths are:</p> <ul style="list-style-type: none"> ● Behaviour around the Academy site (safeguarding review Autumn 2017). ● Student leadership & development opportunities (Student Leadership team and School Council) ● Staff reinforce expectations about behaviour and build effective relationships with students (Evidence: lesson observations). ● Bullying is rare and is dealt with robustly. Any issues are investigated fully to establish the facts and take action accordingly (Serious incident form records and student voice – recent OAT audit) ● Parents are developing further confidence that bullying is responded to (47% strongly agree/agree, 29% don't know). Parents are now actively engaging with the academy. ● Rigorous behaviour systems are effective in reducing the level of fixed term exclusions. ● Isolation space is effective in intervening with some of our most vulnerable students. ● Communication with parents is effective in supporting students with behaviour issues. ● The use of restorative Justice practices across the academy ensure that relationships are built on trust and mutual respect. ● The academy's dedicated Behaviour Support Assistant works strategically to implement specific plans with behaviour modification for specific issues as an internal intervention strategy. ● Attendance May 2017 stood at 94.5% Y7-11 (Evidence: Reports to LGB). ● IAG provision has improved with careers interviews mapped for all members of the Academy and university links strengthened (Evidence: August 2017 96% all students who applied got their first choice University place). ● Rewards system is effective in engaging students and rewarding positive conduct. 	<p>Our priorities, as of September 2017, are to:</p> <ul style="list-style-type: none"> ● Improve further attendance of all groups of students working with parents to reduce unauthorised absences ● Review rewards systems and use of Connect ● Build an alumni network ● Map out a 3 year pastoral curriculum for the Cowes Enterprise College student with a focus on trips, IAG, milestones and experiences. ● Monitor vulnerable groups, nationally recognised hard to reach groups to ensure that they perform well at the school. ● Monitor the behaviour of key groups who are nationally more susceptible to behavioural issues and subsequently excluded ● Empower all staff to manage behavioural issues independently and monitor impact through behaviour and rewards ● Continued development of SMSC through assemblies to incorporate key national issues such as the ongoing promotion of British values and other national agendas.
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	Strengths	Grade: 2	Areas for Development:
<p>4. The Quality of Leadership and Management of the school</p>	<ul style="list-style-type: none"> ● All leaders are highly ambitious for the Academy and are uncompromising in their drive to improve achievement. This is evidenced through the rigorous approach to appraisal and support plans leading to capability; quality assurance systems introduced September 2016; improving outcomes, analysis of data and the strengthening of communication with parents. ● The LGB and the trust are highly effective in their role and hold the Principal to account for outcomes, standards and student development. ● OAT, senior and middle leaders continue to support the Principal with developing teaching and learning & embedding effective systems. ● The Academy Improvement Plan provides strategic direction with clear milestones and success criteria embedded. All leaders model their DIPs (Department or Director improvement plans) from this and include milestones (Oct, Dec, Feb and July). There is a clear focus on raising achievement. These are set for review with the Principal on 6th Oct. (Evidence: PM/LM procedures, Principal review reports, CPD cycle, QA docs, AIP/DIPs). ● Catch up funding and Disadvantaged funding plans are reviewed half-termly against progress data. The PP lead reports to the Principal and the IEB on provision and outcomes (PP and catch-up reports) – leads to swifter review of spend and emerging issues prioritised ● Outcomes improved significantly over a sustained period from 2015 to 2016 and 2016 to 2017 in terms of headline attainment and progress measures. 2017 outcomes are in line with national average. ● The overwhelming majority of teaching enables pupils to make good progress over time; robust support has helped a number of teachers to improve when standards have not previously been high enough. 2016-17 saw 10% of teachers on support plans to improve their practice. Half of the teachers on support plans for 2016-17 have left the school, one has resigned for Christmas 2017 and 2 have made improvements, although have further reviews and support planned for Autumn 2017 (case study). ● Leadership capacity has been increased with an additional VP for Sept 2017, enabling the VPs to take responsibility each for one key leadership area: 	<p>Academy Improvement Plan key priorities for 2017-2018:</p> <ul style="list-style-type: none"> ● Continue to improve and further strengthen best possible teaching (Prog A), effective support (Prog B) and a great range of experiences (Prog C) for students so that all groups make accelerated progress and secure exceptional outcomes (disadvantaged/ more able) ● To attract, recruit and train highly skilled Academy staff and ensure that CEC is the academy of choice for the Island with numbers on roll continuing to rise (Prog D) ● To provide an inspiring, challenging and empowering curriculum that enables all students to succeed (Prog C) ● To continue to build our capacity in the classroom through high quality CPD around classroom practice, AfL and differentiation and enhanced curriculum provision (Prog A) ● To ensure our behaviour culture and attendance procedures enable all students to reach their full potential in the classroom (Prog B) ● Continue to improve the outcomes of learners at KS3 and KS4 (all Progs) ● To ensure that P8 curriculum compliance rises for PP students (Prog A) 	

	<p>Quality of Teaching, Learning and Assessment; Personal development, behaviour and welfare; Outcomes for pupils.</p> <ul style="list-style-type: none"> ● Students are provided with a broad and balanced curriculum. Year 7 students are particularly well supported through their transition by a curriculum designed to minimise the number of teachers in a week whom they experience. Our two year KS3 adds rigour and drive to Yr9. KS4 offers a range of GCSE courses and over 40 after school clubs/activities/ interventions are on offer across the school year (Enrichment outline). ● Safeguarding continues to be effective. Robust systems and processes ensure issues are identified swiftly and addressed with impact. Evidence: CP register and communication; single central record – OAT successful audit Sept 2017). ● SMSC is embedded and underpins Teaching and Learning, Behaviour and Safety and Leadership and Management (evidence SMSC outline). ● The new principal has a strong vision for the direction of the academy, is ambitious, has high expectations, leads by example and with respect at all times. She is committed unwaveringly to setting high expectations for the conduct of pupils and staff. ● The academy is fast becoming the academy of choice on the Island, with numbers of Yr7s rising each year, moving from 185 in 2015 to 199 in 2016 and 215 in 2017. Early feedback evidences that the newly appointed principal and current leadership has engaged parents positively this school year. In addition, 15 students have joined our academy from across the Island from other schools since September 1st 2017. We have introduced new systems for parents' engagement and communication including a new SIMS Parent app which has had positive initial parental feedback. Under previous inspections the responses to parent view were extremely limited with parents not engaging in this request even during inspection times; at our final update of this SEF prior to completion at 9pm we had 70 comments, the vast majority of which were positive. 	
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<p>5. Effectiveness of 16-19 study programmes</p>	<ul style="list-style-type: none"> • Outcomes have increased year on year as have destinations, with 61% of students going to university, with 96% of students achieving their first choice. Progress in 2017 is -0.09, an increase from -0.18 in 2016, halving our gap. Progress in vocational subjects is outstanding (VA +0.73) and the average grade in vocational qualifications is now Distinction *- . Students for whom re-sits in English or mathematics was required was significantly above national standards (English +1.0 and maths +0.55). Attainment gaps between disadvantaged and other pupils in the academy have closed. Recruitment rates have risen from 126 to 160 (2016 to 2017). This is sustained growth over an extended period of time linking back to 2015. 	<ul style="list-style-type: none"> • Increase the proportion of A Level entries that are graded A*-A. • To further increase the number of students applying to and enrolling in Russell group and Oxbridge universities.
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