

Note of Visit Template: initial visit

Academy name	Tamworth Enterprise College	
Sponsor	AET	
Date of visit	25 th November 2014	
Adviser	Andrew Marson	
CoG & email	M. Gurney: mgurney@tamworthenterprisecollege.org	
Principal & email	Simon Turney: sturney@tamworthenterprisecollege.org	
Results	Forecasts	
201020112012201320142015KS4 5A*-C inc E&M48523854KS4 3+LP English66688690KS4 3+LP maths56564960Ofsted		
Date of inspection	Likely next inspection timing	
Overall: 3 Achievement: 3 Teaching and Learning: 3 Behaviour and Safety: 3 Leadership and Management: 3	June 2014:	Within 2 years: June 2016
Purpose of visit		
To explore the reason for the attainment being below the floor target in 2014 To determine if the Academy has the capacity to improve and is taking the right actions to ensure progress of students is accelerated To provide an assessment for the DfE of any issues, progress and further actions required.		
Key issues		

Achievement

Results in 2014 dropped below the floor target for the first time in three years. The main reason was the poor performance in mathematics which had poor quality teaching, poor leadership and poor use of data. A “foundation” group in particular did not achieve any C grades and the majority failed to make three levels of progress.

Nine students achieved English and mathematics but failed to get five subjects at a grade C or above as a result of mainly weak performance in history and geography.

The other aspect of achievement in 2014 was the unreliability of the data, particularly in mathematics. A new data system has been introduced by the Data Manager. Systems for moderating and validating assessment data are now more robust

The first assessment point in October 2014 predicts that progress in English will be significantly above national expectations by the end of the year. Projections in mathematics are higher than last year and suggest 60% could achieve three levels of progress in that subject which is close to national expectations.

Targets for 2015 are higher with 58% 5+A*-C grades including English and mathematics, mathematics expected progress at 70% and English expected progress at 90%. Evidence presented suggests the data is now more robust and the Academy is making good progress towards achieving these targets.

Students are set individual targets of three levels of progress but are encouraged to make four levels of progress. It might be worth reviewing this to set four levels of progress as a matter of course for certain students.

Key Issue:

Ensure that students in mathematics make rapid progress so that expected levels of progress are reached.

Teaching and Learning

On the evidence of the learning walk within the mathematics department and the visit to tutorials, the behaviour for learning is extremely positive. Students were on task and there was no evidence of low level disruption. All students spoken to were aware of their targets and some were able to identify the specific steps required to get there, others were a little more general in their comments(eg work harder). Planning for learning was evident in the classroom by the use of the “Learning Slide” which outlined the expected differentiated outcomes for the lesson? There was clear evidence of planning and the assessment and marking indicated an improving situation. The marking and feedback policy was clearly being implemented but a little more consistency in giving students focused feedback and next step action is required. Although some of the teaching lacked “inspiration” and creativity the environment created was of a purposeful learning one.

Assessment of learning which takes place half termly is based on teacher assessments as well as mock examinations in Year 11. Planning for learning is now based more closely on students’ prior attainment and development needs. With mathematics classes taught at the same time it gives the opportunity to be flexible in the grouping of students and some students have already moved sets this academic year.

Further work could be done on the presentation, layout and neatness of work, particularly by the boys.

Key Issue

Ensure the consistent implementation of the marking, assessment and feedback policy, particularly in the detailed guidance given to students for their “next steps”.

Improve the quality of presentation and layout of the students’ work books, particularly the boys.

Behaviour and Safety

Students spoken to felt that teachers challenged them within the classroom and that there had been an improvement in behaviour over a long period of time but more recently in terms of low level disturbance of classes by the use of the new behaviour code based on “consequences”. This was confirmed by the evidence from the learning walk.

Students took a pride in their school, felt safe and were confident that bullying was dealt with although they were not really aware of any bullying taking place.

Attendance had improved compared to last year and was currently running at its highest

Agreed actions	Owner	Deadline
To continue implementing robustly the actions already identified.	Principal and AET	Ongoing
Provide a half termly score card for the DfE	Principal and AET	Ongoing
To provide a follow up visit or telephone call to check on progress	DfE	Spring term 2015

Evidence and sources
<p>Attendees: Bhupinder Bhoday and Andrew Marson</p> <p>Meetings: Governors, Regional Director of AET, Headteacher and senior staff, Heads of mathematics and English and meetings with students.</p> <p>Observations: Learning walk in the Mathematics Department and learning walk of reflection time.</p> <p>Scrutiny: Ofsted report, Improvement Plan, RAISEonline and examination data</p>