

Torfield And Saxon Mount Academy Trust



Torfield School

Croft Road
Hastings
East Sussex, TN34 3JT

Tel: 01424 428228

Email: office@torfield.e-sussex.sch.uk

Saxon Mount School

Edinburgh Road
St Leonards-On-Sea
East Sussex, TN38 8HH

Tel: 01424 426303

Email: office@saxon.e-sussex.sch.uk



Executive Headteacher/CEO: Mr R. Preece, MA Ed

20/06

/2018 www.torfield-saxonmount.com

Torfield and Saxon Mount Schools External Advisor Annual Report Summary 2017/18

The External Advisor review visits this year have been completed across both schools in the MAT.

The reviews, and assessment of performance this year have delivered opportunities to “observe, explore and discuss” with the executive headteacher and the heads of school. It has been particularly important to capitalize on the “outstanding” judgment at Torfield and the “good with outstanding features” judgement at Saxon Mount. The year began with the new Head of School and new Assistant Head in post at Saxon Mount.

As mentioned every year it is worth restating that, shaped by the executive headteacher, there is a well-developed underpinning set of core values at both schools. These values are demonstrated in the interactions between all staff and pupils. There is a clear acknowledgement of “The Tasmat way” and the manifestation of this is clear to all visitors, embracing the lofty heights of OfSTED, the needs of concerned pupils, parents and carers as well as the more prosaic needs of external advisors. Pupils have an excellent experience within the Tasmat academy structure. All staff grasp the opportunity to develop and to become more skilled within a developing and improving structure. This persistence of both pupils and staff to be the best that they can be is now deeply entrenched in the DNA of the Tasmat Academy.

Outcomes data for both schools has been examined rigorously.

Over the years curriculum changes make it potentially easier to marginalise year on year growth. However, the culture in the schools is predicated on the need to review outcomes in depth, securing comparisons with other similar schools and pupils. It provides the opportunity for an external advisor to categorically state the outcomes of progression and attainment at both schools are excellent.

The curriculum offered is flexible enough to be personal and rigid enough to ensure that the core studies in numeracy and literacy underpin significant progress in a wide range of subjects. At 16+ pupils are confident to take on further study and / or employment and only a very small minority, if any at all, are identified as NEET.

At Saxon Mount – 2016 analysis of outcomes

- Pupils join with very low prior attainment. KS2 attainment is consistently significantly low and 95% of pupils completing their education at Saxon Mount in 2017 were significantly below the expected standard at the start of year 7. 5% (1 pupil) were in the middle prior attainment band. 35% of the year 11 pupils joined the school during the secondary phase, most of these pupils having had negative school experiences prior to joining. This high level of mobility

impacts significantly on the headline measures. For example, the original cohort for year 11 pupils had a Key Stage 2 APS of 12.9. The final cohort of year 11s had an average KS2 APS of 15.6, reflecting a significant change between Y7 and Y11.

- When forming a judgement about the progress pupils make, their low prior attainment is considered. A range of data sources are used by SLT to inform judgements about the schools' performance.
 - FFT Aspire; National and local comparisons with similar schools using the national comparison site; East Sussex Aspire and Perspective data reports; analysis of prior data; internal summative data (3 times per year); and the impact of catch-up classes and intervention programmes. Detailed analysis using a range of measures and indicators enables identification of strengths and areas for development and shows consistent improvements over time in relation to the impact of the work of the school to improve pupil outcomes.
 - Where cohorts are small and varied, knowing the significant contributors affecting overall outcomes is vital. For example, with 2017 leavers, 5% did not complete year 11, 10% had very poor attendance and 35% were pupils new to the school during the secondary phase, significantly increasing the original KS2 APS for the year group.
-
- ◆ The pupils' achievements and progress made during their time at Saxon Mount School reflect the excellent teaching, assessment practices, intervention programmes and appropriate accreditation opportunities available. Despite their low attainment profile on entry and the consistently very high proportion of disadvantaged pupils, high aspirations support all pupils to do as well as they can. The % of pupils achieving 5+ A*-G / 9-1 qualifications have increased year-on-year. This is also evidenced in other factors drawn upon to measure success, namely, the high level of pupil engagement reflected in excellent levels of attendance, participation in after-school clubs and extra-curricular activities, which include catch up, revision classes and the very low and reduced % of exclusions over time.
 - ◆ The calm and studious environment seen so many times on visits is the evidence on an outstanding educational environment; an environment predicated on the simple ambition of achieving the best in the best possible environment
 - ◆ Within the taught curriculum and outcomes achieved there is a significant unanimity of quality. Observations in the last year signalled this and the school has every reason to be very proud of the outcomes achieved.
 - ◆ Data shows that the pupils at Saxon Mount have achieved and attained at an excellent level.
 - ◆ Figures from comparator data and from the development of internal measures confirm the outstanding capacity the school has, impacting so effectively on pupil's experience of education and the outcomes that are subsequently achieved.

At Torfield – 2016 analysis of outcomes

- Consistent use of rewards and sanctions to raise pupil motivation.
- Joint planning across Upper KS2 classes and shared educational visits
- Close tracking of progress ensures underachievement is tackled swiftly.
- Pupils in KS2 ASF have access to the main class and additional support facility enabling personalised provision.
- Parent and carer feedback is consistently positive, and the school is proactive in establishing strong partnership with families and providing support to achieve improved outcomes for pupils and their families especially on transition to and from Torfield.
- A stimulating and challenging curriculum based on the national curriculum provides broad and balanced, appropriately differentiated learning experiences enriched through regular offsite learning including extended day and residential opportunities.
- Highly effective Curriculum Monitoring Meetings provide Learning Leaders opportunity to monitor the breadth of opportunity and challenge in their curriculum areas, for pupils who

may require additional support or for those who may be moving towards a mainstream provision.

- Weekly differentiated speech and language session support pupils' communication skills.
 - Established collaborative work between school and SALT service.
 - Regular input from Additional Support TAs provides 1:1 Speech and Language and core skills support for pupils at risk of underachievement through Catch up Club.
 - Highly effective tracking and monitoring of progress and wellbeing through MAPPM.
 - Strong leadership from SLT and LL team.
 - Consistently good and increasingly outstanding teaching.
- ◆ The school's analysis of progress and attainment is rigorous and results in the accurate self-evaluation and effective school development planning.
 - ◆ There is an ongoing focus on supporting the development of communication skills for all pupils. This has had significant impact at Early Years and where parents and carers share high aspirations and provide continuity through home learning.
 - ◆ The school continues to apply rigorous measures including national expectations when setting annual and KS targets maintaining the highest aspirations for all pupils regardless of low starting points which can in themselves be misleading.

Lesson Observations, Torfield and Saxon Mount

Joint lesson observations with the heads of school are conducted to ensure that judgements in school are triangulated and externally evaluated. On every occasion at both schools the judgements were in line with the external advisor's view. From the review criteria and analysis, trustees can be confident that the lesson observations and judgements are accurately scrutinised and agreed.

Observations common to all observations were:

- ◆ The lessons was very well planned. Resources including TA provision were available for all pupils and all abilities and when the pupils were in groups it was clear that TAs were aware of the individual needs and objectives of individual pupils.
- ◆ Expectations were high, and tasks were set that met the needs of the whole class but were also tackled in different ways within the TAs groups.
- ◆ There was good communication between the teacher and TAs. Teaching assistants had a range of experience and had been with teachers and classes for different periods of time. The teachers however, ensured that all were clear about their responsibilities and of the particular and individual needs of pupils.
- ◆ Individual feedback was used well and very effectively shaped the way ahead for individuals. Pupils' needs were well known and understood, ensuring effective individual feedback and consequent motivation.

In summary

It is quite clear that both schools provide outstanding opportunities for pupils. Staff, equally, through what they bring to the schools and through focussed training and development, have the opportunity to become the best that they can be and likewise provide through their teaching, a framework of education, matched to the needs and aspirations of pupils and their families. The growth in the capacity of pupils to meet the challenges that the world presents is outstanding.

The academy never ceases to excel in what it does.

This has been an excellent year and the heads of school have performed exceptionally well. None of this would be possible without the total engagement of all staff, teaching and non-

teaching and the persistent support of the governing body in the shaping and development of the young people.

The Executive Headteacher has again confirmed that his values and clear focus on the engagement and development of staff and pupils are of the highest calibre. I can only congratulate him once more for the excellence of his leadership and management underpinning all that is done at TASMAT.

Craig Pamphillon
External advisor / independent consultant.
June 2018

Torfield and Saxon Mount Academy Trust which is an exempt charity and a company limited by guarantee. Registered in England and Wales with Company number 0917

