

*Working for
Warwickshire*

Warwickshire County Council

Quality Assurance Report

For Alternative Provision

June 27th 2019

NAME OF PROVIDER: Values Academy

SITE ADDRESS: Grove Road, Nuneaton, CV10 8JX



QA Report

Name of Provider/ School/ College				
Values Academy				
Date of visit		Lead QA: Annette Firman		
June 28 th 2019		Additional officers assessing: Victoria Jones (WCC SENDAR Commissioner & Eileen Kelli/EP)		
EP report completed				
Name of Principal/CEO & Email address				
Estelle Dimelor Chief Executive				
Estelle.Dimelor@valuesacademy.org.uk				
Age range			Boys/Girls/ Mixed <i>(please tick one)</i>	
11-18			Mixed	
Type of provider:			Faith <i>(please state whether ethos or designation)</i>	
Independent Secondary School DfE Registration: 937/6000			Mixed	
PAN		Capacity		No of Hours / Week offered FT/PT
29		30		FT/PT
Finance (Cost)		£25,605 FT place		
% SEN	% FSM	% EAL	% PA	% Attendance
100%	100%	0%	0%	90.8% (summer 2019 attendance was 95%)

Information about the courses offered		
Courses/subjects offered:	Expected outcomes	Numbers
<p>A) <u>Progress 8.</u></p> <p>Do you deliver this: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>B) <u>GCSE's and equivalent menu</u></p> <p>Do you deliver this: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>GCSE Maths GCSE Art and Design GCSE Science (Biology and Physics) GCSE English Literature GCSE English Language</p> <p>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></p> <p>Step Up to English E1- E3, L1,L2 Entry Level Certificate in Maths L1- L3 E1-E3 Science Trinity Award in Art and Design (Bronze and Silver) ASDAN Certificate in Geography and History AQA Unit Awards in a variety of subjects Preparation for Working Life Bespoke digital arts</p>	<p>A) <u>Progress 8:</u> (if you have ticked yes in column one please provide the expected outcomes on Progress 8 e.g. <i>Progress 8 National Average for similar schools e.g. 2017 = -3.24</i>)</p> <p>B) <u>GCSE's and equivalent menu outcomes:</u> e.g. % GCSE L4 + <i>National Average</i> in alternative provision 2017- 3.4%</p> <p>We have 4 AP pupils in years, 2 x Yr 8, 1 x Yr9, 1 x Y10. We do not expect any of them to be sitting exams at the end of this academic year. Below we will provide information from our latest exam results for all SENAR pupils.</p> <p>% GCSE L4+ above in English and Maths = 0% % L2 FS in English and Maths = 0% % GCSE L4+ in English = 0% % GCSE L4+ in Maths = 0% % L2 FS in English = 0% % L2 FS in Maths= 0%</p> <p>These are the results we achieved in English and Mathematics; GCSE Maths 1 x L3, 1 x L2, 3 x L1 – Pass rate 83%</p>	<p>KS3= N/A KS 4=N/A</p>

<p>Vocational qualifications delivered by external providers</p>	<p>GCSE English Language 4 x L2, 1 x L1 – Pass rate 100%</p> <p>Other Exam Results Our SENAR pupils have also achieved the following exam results;</p> <p>Entry Level Science – 5 x EL3 Step up to English – 1 x EL3, 1 x EL2 Entry Level Maths – 2 x EL3 GCSE Art – 1 x L2 PWL – 1 x L2, 3 x L1</p> <p>Music and Digital Media exams NCFE Entry Level award in Exploring Occupational studies x 4 NCFE Entry level award Occupational Studies x 3 NCFE Entry level Certificate in Occupational Studies x 2 NCFE Level 1 Award in Exploring Occupational studies x 2 NCFE Level 1 Award in Occupational studies x 2</p> <p>Trinity Arts Bronze award x 2 Trinity Art & Design Certificate x 17</p> <p>C) Progress in Attendance: (<i>National Average in alternative provision 2017; 67%</i>)</p> <p>90.8 % (summer 2019 attendance was 95%)</p>	
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D) Any other progress: (different organisation measure improvement in varied way please detail this here)

Progress is measured in 3 ways;

Progress from starting points where we compare pupil's initial assessment results to the levels that they achieve at the end of the year, or the exam grades that they gain if they have sat an exam. This is done for English and Maths. This data is still being compiled for the academic year that has just ended – we are facing some challenges with our new MIS. They can be sent at a later date however we can confirm that for the year before – 2017-2018,

Year 11&13 Progress from starting points in:

English – 82%

Mathematics – 55%

For English, Maths, Science and Art annual progress is measured by comparing the previous year's final level to the level achieved at the end of the current year. This is a new measurement.

We also measure small steps in progress based on how well pupils are progressing on a topic by topic level within each subject. This is internal data which is used by teachers to plan interventions.

Name of Provider Values Academy, Nuneaton	
Date of visit 29 th June 2019	
Evidence and sources <ul style="list-style-type: none"> • Ofsted reports • Data • Health and Safety checklist & H & S Report • Safeguarding checklist • Meetings with School Leader/School Business Manager/ QA Manager • Discussions with learners • Discussions with staff/teachers 	Information about the Provider <p>Values Academy is a privately owned not-for-profit making limited company, which is also a registered charity. It operates two schools one in Birmingham and one in Nuneaton.</p> <p>Values provides an alternative to mainstream education for young people aged 11-19 who are at risk of social exclusion due to a co-morbidity of disorders or social, emotional and behavioural difficulties.</p>
Summary <p>This school is a positive and inclusive environment with a team of teachers and staff who care, nurture and educate the children to a high standard. Leadership is positive and impactful, leaders strive to continually improve and develop the curriculum and support on offer.</p> <p>The learners are happy and feel safe at the school.</p> <p>Staff and learners have positive and productive relationships.</p> <p>Outcomes for learners are good.</p> <p>Attendance is 90.8%</p>	

Section 1: Safeguarding	Summary of evidence on Personal development, behaviour and well being
<p>Evidence:</p> <ul style="list-style-type: none"> • Safeguarding checklist • Tour of the school • Ofsted Report July 2018 • Policies and displays • Meeting with School leader/Business Manager/School Improvement Partner • Lesson observations 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • Safeguarding arrangements are robust. The provider has invested in resources to support health and wellbeing at the provision including a qualified psycho-dynamic therapist to deliver reflective practice with staff, 121 sessions with the children and training for parents. A new programme called 'Flourish' will be delivered from September to deliver self-confidence, yoga and mindfulness. In addition the school will add music to the portfolio of their current offer. • SCR and HR files in place, held at the central office In Birmingham and viewed by Ofsted in May 19. • The physical site is shared with a local nursery: safety is paramount to the provider and the procedures for checking visitors are robust and a risk assessment is in place to take into account the shared gates/carpark. • DSL is in place and also the lead for CLA. There is a lead governor in place for Safeguarding. Daily meetings are held with staff to discuss concerns. • Team teach refresher to be held in September 2019 • Mechanisms in place to refresh training on both Birmingham and Nuneaton sites and learning/best practice shared e.g. termly quiz to monitor knowledge and address gaps as needed. • An electronic tracker is utilised to record all concerns (via Green forms) • 121 support for behaviour and academic work is in place via learning mentors • All staff have ID and colour coded t-shirts. • There are 4 first aiders on the Nuneaton site • The provider utilises CLM – the on-line registration tracking and monitoring tool. Letters home at 3 and 5 days. Calls and home visits undertaken if a child fails to attend without prior notification from parent.

	<ul style="list-style-type: none"> • PHSE is delivered by mentors (TA L3) via ASDAN. PD is delivered 121 to explore and discuss any concerns. • The evidence presented for this QA process has satisfied WCC that this provider is not working as an illegal school and is working within the DfE and Ofsted regulations <p>Areas for Development</p>
Section 2: Health & Safety	Summary of evidence and areas of development
<p>Evidence:</p> <ul style="list-style-type: none"> • Health and safety checklist • Policies • Posters • Meeting with School leader/Business Manager/School Improvement Partner • Certificates for Fire Marshall training – 4 in place • Report by JCH Consultancy (with areas for development) • Risk Assessment of the building • Fire Officers Inspection and evidence of action taken as a result e.g. Compartmentation Survey; additional fire door fitted <ul style="list-style-type: none"> • Electrical installation certificate • Relevant record of internal checks (completed signed and action where needed e.g. last fire drill) 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • Following the WCC AP compliance checks in October 18, the school commissioned an expert in Health and Safety to undertake a full survey of the schools arrangements. This provider has effective arrangements in place for Health and Safety • 4 First aiders on site 2 x administrative staff; 2 x teachers staff • Values have increased training for fire marshal (4 in place) and basic fire awareness for all staff • The provider conducts regular health and safety walks which include a learner • Leaders adopt robust measures to keep the children and staff safe • All staff illustrate a clear and dedicated ethos to the safety of the children <p>Areas for Development</p> <ul style="list-style-type: none"> • Revised Draft of Health and Safety policy, with new roles and responsibility addressed, to be considered by Trustee Board for sign off

6.2.19)	
Section 3: Admissions, Guidance & Support	Summary of Evidence
Evidence <ul style="list-style-type: none"> • Ofsted reports • Meeting with School Leader/Business Manager/School Improvement Partner • Student progress tracker • Relationship with Prospects (CIEAG provider) • Reports to commissioners 	Areas of Strength <ul style="list-style-type: none"> • Learners have an initial assessments on entry and termly to check progress in English (Reading test Forms A and B and Single Word Spelling Test and maths (Pixi Maths) • The learners all have an ILP • The school underpin education with a range of support and activities to develop the learners' social skills. These include an allotment project, hampers to care homes for the elderly in the local area, trips out and an end of year celebration • Preparation for Working Life is delivered to all year groups with the opportunity for vocational tasters via Next Steps and Warwickshire AP Providers including Positive Impact, Dare to Dream Foundation and Nuneaton and Bedworth Leisure Trust and, Coventry work related learning Provider Coventry Building Workshop • CIAG is delivered by Prospects who produce a report which contributes the learners EHCP Areas for Development
Section 4: Teaching and Learning	Effectiveness of Teaching and Learning
Evidence <ul style="list-style-type: none"> • Ofsted reports • Lesson observations - 2 • Data • Reports to commissioners • Meeting with School Leader/Business Manager/School 	Areas of Strength <ul style="list-style-type: none"> • Staff and learners have positive relationships: teachers know their pupils and clearly and understand their needs. Teachers create a welcoming and nurturing classroom environment underpinned by strong subject knowledge. Teachers display a high level of energy and enthusiasm for the work they do Learners respect their teachers and the wider staff • Subjects have been developed to reengage learners entering the school after a period of absence from an education setting

<p>Improvement Partner</p> <ul style="list-style-type: none"> • Discussion with teachers • Discussions with learners • Displays 	<ul style="list-style-type: none"> • During social time learners are actively engaged in painting a mural supported by the Art teacher • Teaching is well planned and teachers demonstrated good subject knowledge • Teachers are skilled at handling challenging behaviour in the classroom • Lessons are 45 minutes in duration to meet the needs of the learners • In English the learners worked competitively to complete the chocolate waterfall task (as part of Charlie and the Chocolate Factory Topic) receiving credits for the correct answers. The TA's were used to support learning and check behaviour. Dialogue between the teachers, the TA's and the learners to check progress of the work sheets and their understanding was evident. The learners read aloud confidently • In digital arts the teacher checked their understanding of the topic and asked probing questions. A student progress tracker was viewed in the class which clearly illustrates progress. The learners were encouraged to develop rap lyrics based on their own experiences; this topic motivated the individual children who demonstrated the ability to research other rappers, street art and graphics <p>Areas for Development</p> <ul style="list-style-type: none"> • With support of the TA's, ensure a higher degree of feedback to all the learners during the lesson • Involve the TA's with planning to enable the less able individual learners to be stretched and challenged
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Section 5: Outcomes for Learners	Summary of Outcomes
Evidence <ul style="list-style-type: none"> • Ofsted reports • Meeting with School Leader/Business Manager/School Improvement Partner • Student progress tracker • Pupil outcomes 17/18 • Exam results for 17/18 	Areas of Strength <ul style="list-style-type: none"> • The student progress tracker clearly indicates progress for all learners • In 17/18, 82% of all children moved into a positive destination • In 17/18, 71% Yr 11's(in AP) moved into positive and sustained destinations against the national average of 65%.. • Learners have an ILP and targets are set at the outset of the programme and reviewed termly • Baseline assessments/data for English and maths in place • Success data for 17/18 shows: a threefold increase in learners sitting GCSE's, average pass rate is 87%. Maths GCSE pass rate is 100%. Success data for 17/18 shows: a substantial increase in learners registered to undertake Entry level qualifications. The average combined pass rate for EL Maths, English and Science has increased by 5% to 85% • Success data for 17/18 shows: a decline in the pass rate for Preparation for Working Life, this could be a result of the increase in the number of entries from 2-11 • Behaviour across the school is good and learners are happy • The learners are encouraged to articulate their views at the weekly Community Group meetings and to influence the schools delivery and activities – there are now gym sessions in place in addition to the quad area becoming a social area all year round following an extension to the roof. Learners have also painted murals on the walls and raised money for the purchase and installation of a punch bag Areas for Development <ul style="list-style-type: none"> • Review the decline in the pass rate for GCSE English and put measures in to improve • Review the decline in the pass rate for Preparation for Working Life and put measures in to

	improve
Section 6: Leadership and Management	Effectiveness of Leadership and Management
Evidence <ul style="list-style-type: none"> • Ofsted reports • Meeting with School Leader/Business Manager/School Improvement Partner • Discussions with staff and learners • School Improvement Plan 	Areas of Strength <ul style="list-style-type: none"> • Leaders are exploring/developing links with outstanding schools to share good practice/work shadowing Leaders are exploring funding to develop and implement a sensory area within the school • Leaders have an Improvement Plan in place • Leaders have fostered a strong ethos of inclusion across the school resulting in a team of staff at all levels who are skilled at managing challenging behaviour in the classroom and social areas • The learners benefit from the flexible arrangements between them and the Birmingham campus for both teachers and resources Areas for Development
Section 6: professional development	Effectiveness of Professional Development
Evidence <ul style="list-style-type: none"> • CPD tracker • Specialist posts 	Areas of Strength <ul style="list-style-type: none"> • The school are fully supportive of CPD • The school have acted upon Ofsted's recommendations (Ofsted Report July 18) to strengthen the therapeutic curriculum and appointed a MH specialist • All staff are Team Teach trained, refresher planned for September 19

	Areas for Development
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Additional Information:

- A Quality Improvement Plan (QUIP) has been provided to each provider and this will be addressed as a starting point to inform the next quality assurance process.
- This process will be repeated every two years- Next QA visits review date July 2021.