



**Carlton Keighley**  
**Self-Evaluation Form**  
**2023/24**

## Context

Context	<p><b>Local Context</b></p> <ul style="list-style-type: none"> <li>• The school serves an area of significant deprivation and challenge. 88% of pupils live in a postcode which falls in the bottom 50% for deprivation; 61% live in a postcode which falls in the bottom 20%. Over half the pupils (54%) live in a postcode ranked in the top 10% for national crime rates.</li> <li>• Crime rates in Keighley are significantly above national averages, with 128 crimes recorded per 1,000 people, compared to 74 crimes nationally. The main causes of crime in the locality are violent or sexual behaviour (45% of all crimes), public order issues (10.9%), shoplifting (9.3%) and anti-social behaviour (8.5%).</li> <li>• Key safeguarding issues which affect the community include child criminal exploitation, child sexual exploitation, children exposed to the trio of vulnerabilities, forced marriages, honour based violence, and extremist views.</li> <li>• Prior to 2019 the academy had undergone a number of years of turbulence and was previously considered a 'stuck' school. Since joining the Carlton Academy Trust the school has seen significant improvement. In January 2020 being awarded a 'Good' judgement for the first time in its history, and remains the only 'Good' school in the local area.</li> </ul> <p><b>Student Profile</b></p> <ul style="list-style-type: none"> <li>• Carlton Keighley is a relatively small secondary school; however, numbers are rapidly increasing. Pupil roll has risen from 582 in Autumn 2019 to 754 pupils in Autumn 2023. This reflects the school's growing reputation within the community. For the first time in 2023 the school was oversubscribed with first choice preferences, with 162 first preferences for 150 places; to support demand the school has agreed with the local authority to increase PAN to 180 for this intake year.</li> <li>• 32 % of pupils are eligible for the pupil premium (Nationally 26.9%), and 30% are eligible for free school meals (Nationally 22.7%).</li> <li>• The school has traditionally served a community largely of Mirpuri Pakistani heritage; 69.2% of pupils currently come from that background. However, as the school has grown and broadened its intake base the ethnic make-up of the school has shifted slightly, with an increase in pupils from White British backgrounds (7.6% 2019, 12.6% 2023). There is a small but consistent proportion of students who come from Eastern European (1.4%) or Gypsy/Roma (1.1%) backgrounds.</li> <li>• The SEND intake for the school is slightly higher than national average; 3.3% of pupils have an Education or Health Care Plan (2.4% nationally) and 14.9% of pupils require SEND Support (12.4% nationally). Of those pupils with an SEND status (either with or without an EHCP), the most common types of primary need are social, emotional and mental health (4.2% of all pupils) and moderate learning difficulties (5% of all pupils).</li> <li>• Pupils' outcomes on entry are consistently below national averages; in 2023 61.7% met the expected standard for reading (nationally 73%) and 66.1% met the expected standard for mathematics (nationally 73%).</li> </ul>
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## Overall Effectiveness

Summary	<p><b>Vision and ethos</b></p> <p><b>'Excellence for all' - Students at Carlton Keighley display excellence through becoming respectful citizens with strong character who effectively contribute to their community. Through a high-quality diet of curriculum and teaching they achieve excellent outcomes which allow them to progress to their desired next steps. The school is a hub of excellence for the local and wider community. This is underpinned by our core values of ambition, respect and resilience.</b></p> <p><b>Headlines</b></p> <ul style="list-style-type: none"> <li>• The school has high standards of behaviour, and prioritises a calm, focused and consistent learning environment where all students feel safe. Clear and simple systems and routines, aligned to the schools core values, ensure that standards are consistently applied. The school deploys</li> </ul>
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	<p>suspensions effectively, and suspension rates are below national and local averages. There is further work to do to support pupils who are repeatedly not aligned to school culture and expectations.</p> <ul style="list-style-type: none"> <li>• The school prioritises good attendance, with clear and rigorous systems and processes; as a result pupils attend well within the context of the post-pandemic landscape, in line with or above local and national averages.</li> <li>• The school has invested in effective outreach and transition work to support sustained parental engagement for both current and future parents. Parental engagement in school life is good, and parental feedback is positive. Effective transition work, alongside the schools enhanced reputation locally, mean pupil numbers on roll have significantly increased.</li> <li>• School leaders have thought carefully about the disciplinary skill and knowledge they want pupils to acquire via a well-sequenced and ambitious curriculum. Where this is most effective, it is supported by high-quality centralised planning and resources which support both subject-specific knowledge acquisition and exposure to wider perspectives and viewpoints.</li> <li>• The Ebacc makes up the majority of the curriculum at KS3, and the school has added breadth this year at KS3 with the reintroduction of music and discreet PSHE lessons. Whilst the majority of students are accessing all Ebacc elements at KS3 and the Science and Humanities Ebacc elements at KS4, uptake of MFL at KS4 remains limited due to recruitment issues. The school has invested in additional staffing this year to support sustained uptake over time.</li> <li>• There is a strong, research-informed culture of teaching and learning in school. Leaders prioritise professional development through dedicated time for CPD, both centrally and departmentally. The school is rolling out instructional coaching approaches this academic year, though this is in its infancy and needs time to embed. ECT colleagues are well-supported to enable them to successfully complete induction.</li> <li>• The school has consolidated examination improvements made last year, with improved attainment overall and attainment at Grade 4+, and consistently sustained or improved results in English and in other subjects such as History, ICT, Enterprise, RE and Citizenship. Outcomes at Grade 5+ and Grade 7+ need to continue to improve in Maths, and the school needs to continue to reduce subject-level variance in results, especially in Science and in Geography.</li> <li>• Leaders consider staff well-being and workload when developing strategies for school improvement. 91% staff said they are committed to working at the Academy for the next year, and 56% for the next three years. The staff well-being group meets regularly to support and develop strategies to improve well-being and workload.</li> <li>• The school has a dedicated personal development programme, The Carlton Edge, which is designed to develop the school's core values and develop students' cultural literacy and character through exposing them to a range of new experiences. The core offer of experiences is well embedded in school, and leaders now need to ensure that opportunities to explore personal development themes, including careers, are strongly linked in the core curriculum, and newly introduced curriculum time at KS3 allows students to understand and articulate key concepts using recognised vocabulary.</li> <li>• Safeguarding in the school is effective. There is a strong safeguarding culture, and safeguarding practices are quality-assured at Trust level. All staff undertake statutory and wider training to support an effective culture of safeguarding, and contextual safeguarding messages are regularly revisited through weekly staff briefings.</li> </ul>
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Quality of Education	
Summary	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• The overarching vision for the school curriculum is that it is broad, balanced, challenging, and fosters a love of learning. We aim to achieve excellence for all, and to give every child the opportunity to become the best version of themselves.</li> <li>• The Academy has improved curriculum breadth at KS3 this year with inclusion of discreet music lessons to strengthen the performing arts offer, and discreet PSHE lessons at both KS3 &amp; KS4.</li> <li>• The curriculum is structured so that students build and revisit solid foundations of disciplinary knowledge to support further learning, underpinned by the National Curriculum. Schemes of learning equip all students to potentially go on to study subjects at GCSE, A Level and beyond by building</li> </ul>

a solid platform for further learning. Directors use research to inform curriculum planning decisions, including the Ofsted subject reviews and wider sources.

- Directors of Faculty have clear long-term plans in place which translate this knowledge into a coherent sequence which supports learning; this is especially a strength in English, Maths, Science, RE, and History. Where curriculum planning is most effective, leaders ensure the curriculum is both broad and balanced, using curriculum as a vehicle to both develop disciplinary knowledge and expose students to new perspectives and experiences outside of their own. Trust leaders undertake regular curriculum quality assurance to support sustained improvements and reflective practice.
- In these subjects, shared and centralising lesson planning, underpinned by an ambitious 'teach to the top' mentality, is embedded; this is having a positive impact on both the student experience and on staff workload. Students are receiving a consistently good diet of pedagogy and lesson resources which supports students knowing and remembering more through well-modelled independent practice which deepens students' understanding.
- The majority of students access the full curriculum. There is a small nurture provision at KS3 and a bespoke options pathway at KS4 to allow students to access appropriate courses. Where students do attend nurture provision, they still access teaching from subject specialists; leaders have thought carefully about the knowledge and skills that students in nurture need to access to support development, however this is inconsistent and an area for further development.
- Students study a three-year KS3 to ensure that the curriculum remains as broad as possible for as long as possible and students secure strong foundations of knowledge to enable progression, only specialising when necessary in Year 10. GCSE choices is a guided process to ensure the curriculum is appropriate for different groups of students in order to better prepare them to develop into well-rounded individuals in their future career or pathways.
- At KS3, 20 of the 29 lessons are dedicated to the core Ebacc subjects, with 80% of students accessing all elements of the Ebacc provision, including Spanish. Where pupils are not accessing MFL, they are accessing additional literacy provision to support wider curriculum access. At KS4, all students fulfil the Science element and the significant majority fulfil the Humanities element of the Ebacc offer; where students do not access the humanities element this is due to following a more appropriate guided pathway which better suits their needs.
- Uptake in Spanish at KS4 is still limited (Year 11: 3%, Year 10: 5%) due to historical issues with recruitment and capacity. The Academy has invested in additional staffing for this year and there is a key focus on improving KS3 Spanish provision to ensure that all students build secure foundations of knowledge and feel confident that Spanish is a subject in which they can go on to be successful at GCSE and beyond. In Year 9 there is a targeted approach to a key cohort of students throughout the year, including additional careers talks and activities, to support increased MFL uptake. The school aims to increase MFL uptake to 30% for 2024-25, and 40% the following year.

### **Implementation**

- There are clear research-informed expectations around pedagogical routines and components for lessons; all lessons should contain opportunities for recall, clearly introduced new information, opportunities for well-modelled independent practice and regular progress checking.
- Approaches to marking and feedback consider teacher workload and ensure they are focused and impactful, giving students opportunities to think deeply about areas for improvement. This includes an increased focus on live marking and whole-class feedback to promptly and consistently address common misconceptions and gaps in learning. Regular workbook quality assurance reviews the impact of teacher feedback on pupil progress
- Dedicated CPD supports the overall development of pedagogy within school. This is a blend of centrally-led sessions and devolved faculty-led sessions which focus on developing subject-specific pedagogy and knowledge. This ensures training is bespoke to individuals.
- This year to school has rolled out instructional coaching to support continual professional development for all colleagues, though this approach is in its infancy.
- Literacy is a key focus across the curriculum. There is a focus on key tier 2 and 3 vocabulary at subject level to further support students to unlock and understand key terminology. At a subject level, Directors of Faculty are adapting lesson planning to allow students to access challenging or academic texts.

- A whole school reading programme during tutor time helps foster a love of reading and texts are specifically selected to expose students to different voices, cultures and experiences. Some students undertake guided reading, and the school is rolling out faster reading approaches to support reading catch-up for those students who require this support. Students who are confident and secure readers use this time to read about and debate topics linked to current affairs to further develop cultural literacy.
- At KS3 some students with specific learning gaps also access additional literacy time in the curriculum to develop reading and writing, or if needed more guided reading and phonics in small groups. A number of staff in school are trained in phonics provision, and are providing regular support and intervention for those who require it using Ruth Miskin 'Fresh Start' phonics programme, though this approach is in its infancy.
- The Academy uses GL reading tests to regularly assess pupils on reading development and progress, using the data to assess the impact of reading intervention and inform further actions and strategy.
- Allowing dedicated time for students to write independently and at length, using effective modelling and guided literacy instruction to develop student articulation and depth of understanding, is also becoming embedded across the school. This is especially effective in subjects with strong approaches to centralised planning which support this scaffolded approach. Adopting a similar approach to student oracy is a key focus for CPD this year.
- Leaders in Maths have adapted their curriculum to support similar approaches to addressing numeracy gaps. At KS3 increased curriculum time within the long-term plans is dedicated to securing key numerical fluency. Some students are also accessing additional small group numeracy tuition.
- Summative data is centrally-collected three times a year using interleaved assessments, and systems are in place to ensure data is used meaningfully to impact on practice in the classroom.
- Directors of Faculty and Lead Teachers are given regular opportunities to strategically quality-assure the implementation of their curriculums, including regular learning walks, drop-ins and work book reviews. There is a consistently high standard of daily practice and work-book scrutiny in the English, Maths, Science and Ebacc faculties.

### **Impact**

- Achievement at Grade 4+ Basics (51.2%, +8.5%) and the percentage of all grades awarded Grade 4+ (58.4%, +10.4%) are improved over three years. Overall Attainment 8 (39.24, +2.76) has also improved over three years, as has the percentage of all grades awarded Grade 5+ (4.3%, +4.3%) and Grade 7+ (11.1%, +1.9%), though there is still scope for further improvement.
- There have been continued and sustained strong outcomes in English (Grade 4+ 71.3%, +9.1%, Grade 5+:56.6%, +9%, Progress: +0.12, +0.15) so that attainment is broadly in line with national averages. However, achievement at Grade 5+ Basics (25.6%) has not significantly improved since 2019; achievement at Grade 5+ in Maths (27.1%) is the limiting factor, and has fallen 1.6% since 2019.
- There is strong and sustained subject performance in Btec Enterprise, GCSE Citizenship and GCSE RE. In OCR iMedia, GCSE Art and GCSE History, there has been significant improvement over a three year period. Btec Performing Arts has good performance in its first year being offered and, despite a small cohort, Spanish has done well. As a result of generally consistent subject performance in non-core/Ebacc subjects, progress in the open bucket is +0.22
- Results in Science were disappointing, especially in the separate GCSE Sciences (Biology/Chemistry/Physics) where results have fallen since 2019, especially for Biology. Despite some signs of improvement, results in GCSE Trilogy Science are also not in line with school standards. Science has a relatively new and inexperienced team, and only had a consistent subject specialist Lead Teacher from the 2022/23 academic year; there are clear improvement plans in place, but a need to accelerate quality of implementation to drive improvement in results.
- Results in GCSE Geography also need to show further improvement. Attainment has improved since 2019 levels (2019 % 4+:25.5%, 2023 %4+:37.7%, APS increased 0.59), and new Lead Teacher appointed for September brings valuable subject specialist expertise
- As a result of inconsistencies in subject attainment, overall progress is -0.13. This is, however, improved on 2019 figures (2019: -0.18).
- Despite being a small cohort, attainment and progress for HAP pupils need to continue to improve. Of the 11 pupils in 2023 cohort, HAP pupils had a broad distribution of progress scores, with 6 of the 11 students achieved a positive progress score, averaging 0.67; however the five students who

	<p>underachieved, who faced a range of challenges including attendance and school refusal, had an average progress score -1.8. Effective mentoring and tracking of HAP pupils is a focus for 2023/23</p> <ul style="list-style-type: none"> <li>• Whilst negative, progress for disadvantaged pupils (-0.27) is above the progress score for similar pupils nationally (-0.41). Pupils with SEND-K (-0.47, 10 pupils) and pupils with an EHCP (-0.89, 3 pupils) were below expectations, however small cohort sizes mean that individual underperformance has a disproportionate influence on overall outcomes.</li> <li>• Destination data shows that pupils achieved the outcomes they needed to progress to their preferred course of study. Most recently published data (2020) shows that 91% of pupils remain in education or employment for at least 2 terms after key stage 4, in line with national averages. Due to the landscape of the local Post-16 offer, the majority of pupils (62%) go on to attend a Further education college or other further education provider, with 27% attending at local school sixth forms. As local provision increases, we look forward to more opportunities being available to students to access a wider range of provision.</li> </ul>
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Further improvements:	<ul style="list-style-type: none"> <li>• Ensure high-quality shared and centralised planning is consistently embedded to support a consistently high standard of lesson resources and pedagogy, and support staff and student understanding of their curriculum journey. This includes ensuring that opportunities to expose students to new perspectives and experiences outside of their own are consistently embedded across the curriculum.</li> <li>• Embed instructional coaching methodologies to support continual professional development for all colleagues.</li> <li>• Ensure literacy and phonics intervention enables students to develop their literacy skills to access the curriculum and articulate their understanding</li> <li>• Increase uptake in GCSE MFL through a consistently positive experience at KS3 which enables students to see MFL as a viable and successful pathway towards GCSE success.</li> <li>• Ensure that achievement at Grade 5+ and Grade 7+ continues to improve, especially in mathematics.</li> <li>• Reduce variation in subject performance, especially in Science and in Geography, to support consistent and sustained improvement in outcomes</li> </ul>

Effectiveness of Leadership & Management	
Summary	<p>Vision and Values</p> <ul style="list-style-type: none"> <li>• The school's vision of excellence for all, and its core values of ambition, respect and resilience are embedded across the school and are reinforced through shared language, common approaches and regular reminders. Student voice from July 2023 showed 90% of students are clear on the schools mission and values</li> <li>• Leaders in school have a clear and ambitious vision for continuous school improvement. There are focused strategic priorities and the school improvement plan outlines key next steps and metrics to measure success and growth towards these aims. This is closely aligned with the core Trust values. The majority of staff can articulate these priorities and how they inform actions in school</li> <li>• The school works collaboratively with Trust leaders and the central team to ensure that clear policies and rigorous systems of quality assurance are in place for teaching and learning, curriculum, personal development, behaviour, attendance and safeguarding practice.</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• The school takes research-informed approaches to pedagogical improvement. Dedicated weekly time is allocated to professional development, either through centrally-delivered sessions focused on whole school priorities, or through faculty-led sessions to support subject knowledge and pedagogical development.</li> <li>• For this year, the school is rolling out instructional coaching to ensure all staff are receiving bespoke feedback and opportunity for deliberate practice to continually improve their teaching</li> </ul>

- Trust-level subject networks are in place to ensure that curriculum and pedagogical knowledge is shared and developed across the Trust; this includes assessment standardisation and moderation, and literacy and numeracy networks. Leaders across the trust also meet regularly with specialist central team staff to co-construct school policy and practice.
- There is a dedicated programme of support for early career teachers to develop their practice, both via Exceed as the appropriate body and through our own internal practices. At both a school and a Trust level, ECT colleagues meet regularly to share good practice and experiences. At the end of 2022/23 all ECTs had successfully passed their summative assessments and are either on track to successfully complete induction (Year 1 ECTs) or have successfully completed induction (Year 2 ECTs)
- There is a Trust-run programme of internal leadership to development to support both teaching and non-teaching staff with career progression and support internal talent development.

#### Alternative Provision

- The school believes in excellence for all, and supports all learners to maintain a full programme of study. Interventions and specific pathways in school such as nurture provision support students with specific needs to engage with school. The options process is a guided process to support students making appropriate choices which enable success and future progression.
- Nine pupils at KS4 attend alternative provision at locally-recognised providers, based on individual need and to support pupils' engagement and achievement of outcomes which allow them to progress to the next stage of their education. Of these nine, eight are in the current Year 11 due to a range of specific factors related to the year group, including specific cohort needs, high pupil mobility and FAP admissions and post-pandemic re-engagement with education. The school ensures provision is effective and students are safe and well through regular compliance visits, student check-ins and quality assurance.
- At KS3, the school engages with a range of external providers, including a range of programmes under the DfE-funded SAFE task force umbrella and other programmes such as the fire service-led GRIT programme, alongside internal curriculum adjustments such as forest school to support sustained curriculum engagement for pupils with specific barriers to learning.

#### Parental and Community engagement

- The school has invested in effective outreach and transition work to support sustained parental engagement for both current and future parents
- Average attendance at parents evening was 69%; of the six parents evenings which ran throughout the year, four had 80%+ attendance. The school runs regular parental drop-in sessions to discuss with parents key aspects of school life such as home learning and e-safety, and these have been well-attended.
- All respondents to the school's parental feedback survey would recommend the school to other parents. The school also runs a quarterly parental forum to gather opinions and feedback from parents. Members of the forum were incredibly positive about the improvements to school, and the primary to secondary transition process.
- The school builds effective links with other local providers and the wider community. They are part of the 'Keighley Schools Together' group, working closely with local providers to build community links. The school provides a range of support for a number of local primaries, both in terms of staffing and facilities.
- Alongside the schools enhanced reputation, effective outreach and transition work has resulted in significant increases in the number of families making the Academy their school of choice; 1st choice preferences for Year 7 admissions has increased from 92 in 2019 to 162 in 2023.
- The Academy has also fostered effective links with a range of local and national partners and initiatives, including the Born in Bradford project, the Bradford Alliance for Life Chances and Act Locally Keighley, the RHS, Youth Sport Trust, the Woodland Trust, Fix Our Food, Rugby League Cares, Creative Keighley and First Story. These links provide a range of academic and cultural opportunities for our students, as well as opportunities for staff CPD and development.

Staff engagement, workload and wellbeing.

	<ul style="list-style-type: none"> <li>• Leaders consider staff well-being and workload when developing strategies for school improvement. In the most recent full staff voice survey, 78% of staff said they felt highly motivated to achieve the schools objectives, and 86% said they felt the school was well-led. 89% of staff are committed to remaining at the academy for the next 12 month, and 58% are committed to remaining at the academy for the next three years.</li> <li>• Under the banner of 'Carlton Cares', there are a range of employee support and benefit schemes available, including an employee assistance scheme which offers a range of benefits for staff, including counselling and well-being support. In collaboration with the Trust the school offers a range of salary sacrifice schemes to provide additional benefits to colleagues.</li> <li>• The schools runs a half-termly staff well-being group to discuss strategies and opportunities to support staff workload and well-being; as a result of feedback from staff, leaders have refined a number of processes in school, for example transition routines, to support staff workload, and have undertaken a range of regular and one-off activities to support staff well-being and cohesion, such as social and staff celebration opportunities.</li> </ul> <p>Governance</p> <ul style="list-style-type: none"> <li>• The school is well-supported by governance at Trust level to ensure that the school's strategic aims are met. Trustees regularly review school standards and risks. This is reflected in the raised standards in the school, and the healthy financial picture.</li> <li>• Members of governance regularly attend school, both as part of quality assurance and to attend school events such as graduation events and school performances</li> <li>• There is a clear structure at Trust level to support school improvement, with a CEO, Director of School Improvement, and specialist support in curriculum development, literacy and numeracy, operations, catering, behaviour &amp; attendance, safeguarding and SEND.</li> </ul> <p>Safeguarding</p> <ul style="list-style-type: none"> <li>• Safeguarding in the school is effective.</li> <li>• There is a strong safeguarding culture, and safeguarding practices are quality-assured at Trust level. All members of the Senior Leadership team are DSL trained, alongside two dedicated non-teaching colleagues who support pupil well-being and safety. Recent student voice showed that 92% of students felt safe in school.</li> <li>• All staff undertake statutory and wider training to support an effective culture of safeguarding, and are trained on use of the CPOMS system to effectively log any concerns and these can be monitored by pastoral colleagues. Contextual safeguarding messages are regularly revisited through weekly staff briefings.</li> <li>• The DSL is increasingly working with the lead for PSHE to ensure that the personal development curriculum aligns to the schools key safeguarding areas of focus. This approach is in its infancy as increased curriculum time becomes devoted to personal development at KS3 this academic year.</li> <li>• The school has systems and processes in place to deal with low-level staff concerns, utilising CPOMS StaffSafe to record and monitor these.</li> <li>• The academy fully engages in inter-agency work including Safer Schools Officer, the Community Policing team, CAMHS, School Nursing Team, Children's Social Care, and Early Help.</li> </ul>
Further improvements:	<ul style="list-style-type: none"> <li>• Ensure effective outreach work builds strong partnerships with a wider range of feeder schools, meaning increases in pupil numbers are sustained to ensure the Academy continues to grow and thrive.</li> <li>• Ensure that sustained increases in parental engagement means that the school fosters effective links with the community it serves.</li> <li>• Ensure that a strong culture of professional development and staff-wellbeing means that school recruits, retains and develops staff to support sustained school improvement</li> </ul>

**Personal development, behaviour, and attitudes**



## Behaviour and Attitudes:

### Behaviour

- The school has high standards of behaviour, and prioritises a calm, focused and consistent learning environment where all students feel safe. Recent pupil voice data showed that 85% of pupils believe the school has high expectations of them, and that behaviour in school is good.
- Clear and simple systems and routines, aligned to the schools core values, ensure that standards are consistently applied. Leaders and teachers take regular opportunities to revisit standards, expectations and routines through assemblies, shared language, and common approaches.
- Disruption to learning is not tolerated, and there are clear procedures in place for tackling low-level behaviour both inside and outside the classroom. High visibility of staff, including senior leadership, support a positive school environment.
- Senior and pastoral leaders regularly review behaviour data on a weekly and half-term basis to identify trends and patterns, highlight repeat or persistent offenders requiring additional intervention, and suggest classroom teachers in need of support. Directors of Faculty and Lead practitioners also review data to triangulate with daily practice and curriculum quality assurance.
- There are clear processes of escalation and intervention to support students who persistently disrupt learning or the calm running of the school. This includes utilising supportive report cards and pastoral intervention plans (PIPS) to support self-regulation and target support.
- The academy employs a number of pastoral and learning assistants to support students through 1:1 key worker support and small group intervention to address barriers to learning. External agencies such as work with the SSPO and opportunities under the DfE-lead SAFE Taskforce umbrella also provide external support for behaviour intervention.
- Bullying and discriminatory behaviour are not tolerated in school. There are clear systems in place to effectively tackle these issues when it does occur. The school builds an open and inclusive community through its core value of respect. This is reinforced through curriculum choices, key messages in assembly, and regular opportunities to discuss issues which affect students' social and moral awareness.
- The school effectively and appropriately deploys suspensions to support high standards in school. Suspension rates for 2022/23 were 11.75%, below both national (13.96%) and local averages (22.65%). 59 students (8.2% of the school population) received a suspension in 2022/23, of these only 14 went on to have a second suspension; 6 students have two or more suspensions. 355 days of learning were lost due to suspension, with the average length of suspension being 4.2 days. The most common reason for suspension was persistent disruptive behaviour.
- The current suspension rate for 2023/24 is 7.4% as the school re-establishes routines and standards throughout the first term. 56 suspensions have been issued; 44 pupils have received a suspension, with only nine pupils receiving more than one suspension.
- As with suspensions, the school deploys permanent exclusions appropriately and only as a last resort. One student was permanently excluded from the academy in 2022/23, as result of persistent violent and threatening behaviour towards staff and students.

### Attitudes to learning

- The school prioritises good attendance, and there are clear processes and systems in place to address pupil absence and non-attendance. Additional capacity has been added to the attendance team this term to support continued raising of standards.
- As a result, pupils attend well within the context of the post-pandemic landscape. Attendance for the autumn and spring terms for 2022/23 was 90.2%, which is broadly in line with national figures (90.7%) and above local averages (87.8%). Attendance dipped in the summer term (87.6%) as a result of a string of disrupted weeks with industrial action followed directly by Eid al-Adha, meaning overall attendance for the year was 88.9%.
- Rates of persistent absenteeism (31.7%) were below local averages (36.4%); as with whole school attendance, figures were significantly affected by disruption towards the end of the summer term. Rates of persistent absence in the autumn and spring term was 28.3%.
- Attendance so far this year is 92.2%; this is above both national (91.2%) and local (89.5%) averages.
- Rates of attendance for pupils with free school meals are above both local and national averages. In 2022/23 attendance for pupils with FSM was 85.6% (Nat: 85.1%, Local: 82%); attendance for pupils with FSM so far this year is 86.8%.
- The school builds positive relationships with pupils, taking frequent opportunities to praise and reward them for their achievements, aligned to our core values and our mission of excellence for all. Regular weekly, half-termly and termly rewards, including positive postcards and phone calls, rewards events and KS3 & KS4 graduation acknowledge student success, hard work and resilience.

- There is a culture of trust between staff and students; students feel confident to discuss concerns with staff, and 84% of students believe the school has high standards of behaviour and student support.
- There are clear systems of pastoral care and support, with dedicated Heads of Year and Pastoral Teaching and Learning Assistants to provide additional support for students. Some students are assigned key workers within school to provide 1:1 guidance.

### **Personal Development and Welfare:**

- The school has a dedicated personal development programme, The Carlton Edge, which is designed to develop the school's core values and develop students' cultural literacy and character through exposing them to a range of new experiences.
- The programme provides every student with a core offer of entitlement which includes visits to the city, the seaside and the countryside, theatre trips, opportunities for character development, links to employers and higher-education, and opportunities to raise awareness of wider social issues, all linked to the academic curriculum. This is supplemented by more targeted and bespoke activities and after-school extra-curricular opportunities.
- The school offers a wide range of extra-curricular activities to support pupils' talents and interests, including academic catch-up, boys' and girls' football, badminton, fitness, drama, debating, science and opportunities to explore creativity. In 2022/23, 52% of students attended one or more after-school activities; for 2023/24 to date this figure is 41.6%. 95% of parents believe the school offers a positive after-school experience for students, and all parents believe the school effectively supports students' personal development. 75% of students believe the school offers positive opportunities for learning outside of the classroom.
- Students are regularly given opportunities to positively use their voice, demonstrate leadership and be active citizens, both within and outside of school. There is a student council which works proactively to support school improvement; and has representatives for sustainability, art and culture, sports and student well-being. Student leaders help with academy outreach events such as supporting team-building exercises with local primary schools.
- Representatives from the school have been involved in leading the Bradford Citizens Schools Pandemic Recovery Initiative. Other cross-school collaborative projects include the Leaders for Change programme in collaboration with the University of York, focussed on environmental sustainability, the NextGen leaders programme and a collaborative project with the Leeds Institute for Data Science which was nominated for Research Project of the Year at the Bradford Act as One Awards
- At both KS3 & KS4, dedicated curriculum time is given over to lessons on personal development, health and welfare. These cover topics such as protected characteristics and discrimination, age-appropriate healthy and respectful relationships, safe behaviour both on- and off-line, mental wellbeing, and careers. Dedicated time at KS3 has been introduced this year to support students being able to articulate key concepts of personal development, British values, well-being and safety using recognised vocabulary, therefore is only beginning to become embedded this term.
- Regular, weekly assemblies align to the school's personal development programme to ensure that key messages and concepts are regularly repeated and revisited and promote the school's core values, including mutual respect and understanding for people with different viewpoints, faiths and beliefs. Leaders are beginning to map where opportunities are in place during core curriculum to explore personal development themes and access a range of different viewpoints and opinions which deepen subject schema.
- The school works in partnership with local NHS services to provide a dedicated mental health support team who are on site part-time to offer support and guidance for pupils, both 1:1 and via group workshops, including support for LGBTQ+ pupils. The work the school does to support mental health was acknowledged through a visit from the CEO of the NHS, Amanda Pritchard, last year.

### **CEIAG:**

- Careers provision in school is strong, with good coverage across the majority of the Gatsby benchmarks. Over 90% of pupils across all year groups had at least one experience which involved contact with potential employers, trainers or further education providers, including the Royal Navy, Airedale Chemical, Network Rail, Clipper Logistics, Jet2, DLA Piper, Trans Dev, Skipton Building Society, Yorkshire Champions (4 different sectors), University of Leeds & York St Johns. 99% of Year 11 pupils received a 1:1 careers interview which helped them make informed decisions about appropriate next steps.

	<ul style="list-style-type: none"> <li>• There is some developmental work to do on CEIAG opportunities being taken in the curriculum, though there is some good practice here in some subjects such as science and performing arts. Workplace visits are developing, with relationships with local businesses such as Airedale Chemical &amp; Skipton Building Society helping to provide opportunities for students to experience working environments.</li> <li>• The school is further developing its duty to meet the requirements of the Baker clause, with students receiving information about apprenticeships via dedicated assemblies from local providers.</li> </ul>
Further improvements:	<ul style="list-style-type: none"> <li>• Ensure there are consistent strategies in place to support pupils who are persistently not meeting the schools expectations, with clear programmes of intervention and support to develop all pupils' positive engagement with school culture.</li> <li>• Continue to build a positive school culture which means that all pupils enjoy school and as a result they attend to a high level. Pupils understand the value of high attendance to maximise learning and wider personal development opportunities.</li> <li>• Ensure Increased curriculum time for PSHE at KS3 is used effectively to ensure that a clearly mapped programme for personal development supports student understanding and articulation of key concepts, using recognised vocabulary.</li> <li>• Ensure Carlton Edge opportunities, including careers opportunities to explore personal development themes are strongly embedded in the core curriculum.</li> </ul>