



Excellence in Pupil Development Award Case Study

Co-ordinator/Headteacher's name: Vicky Conway (Vice Principal)

School name: Astrea Academy Dearne

Location: Goldthorpe, Rotherham, South Yorkshire

Brief summary of your school: Astrea Academy Dearne (URN The Dearne Academy) previously known as The Dearne ALC is an academy converter which joined Astrea Academy Trust in February 2019, the school is currently without an Ofsted rating as a result of this conversion. Astrea Academy Dearne is a mixed 11-16yrs secondary school based in South Yorkshire. NOR 1159 (correct as of 05.05.2022) The school is currently oversubscribed in years 7, 8 and 9 showing a continued trend in this each year through admissions data. Pupil Premium 46.3%, SEND EHCP 4.1%, SEND K 10.4% Last IDSR 2019: "Ethnicity Guidance: This school has 10 out of 17 possible ethnic groups. Those with 5% or more are: -94%: White – British Local area Guidance: The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation." In the last three years the school has strived to make improvements to its provisions across the board and has achieved a range of prestigious awards: · Parental Engagement Award – Optimus/AwardPlace 2019 - currently under re-assessment · EPDA – Excellence in Pupil Development Award – Optimus/AwardPlace 2020 WAS - Wellbeing Award for Schools - Optimus/AwardPlace 2021 · Area of Excellence for SEND provision – Challenge Partners 2019 · Mainstream SEND Award 2020 · Barnardo's Beacon School Status for LGBTQ+ - Barnardo's 2020 · Anti-Bullying School of the Year 2020 · Quality Standard in Careers Award 2020

Why did your school decide to undertake the Excellence in Pupil Development Award?

We decided to undertake this award to further develop and strengthen our practice in this area of school improvement to ensure that we fulfil the potential and character of all our students not just from an academic standpoint, but through a more in depth approach to the wider curriculum. We are passionate about working with and supporting the families and community that we serve.

What particular issue(s) did the EPDA help you to identify?

Through completing the award this allowed us to take a thorough and diagnostic approach to firstly self-evaluating our starting points so that we could put together an achievable action plan. Through collating the evidence for the award, it allowed colleagues across school to work together and gave the staff a broader and cohesive understanding on the whole about personal development. From a senior team perspective, it gave rise to a more cohesive approach to school improvement and strengthened any areas of overlap; allowing a more triangulated analysis of the school's strengths and needs.

What changes did you make as a result of this?

As a result of the process, we implemented more rigour to the auditing of our provisions: personal development is now reviewed in several strands across school as part of the quality assurance schedule; not only the PSHE elements of the taught curriculum, but our tutor time provisions and careers entitlement. Following the detailed stakeholder feedback, we implemented action plans based on the responses from the different stakeholder groups and we continue to regularly take feedback to inform our impact of the personal development provisions in school.

What impact did this have?

By implementing these changes, we have strengthened the entire thread of personal development in terms of our approach, meeting the needs of the families that we serve and further strengthening existing practices. We have had external reviews that support our self-evaluation of personal development being one of the leading strengths in the school; this has led to us becoming a beacon school and supporting other schools with personal development.

Has achievement of the award resulted in any direct impact/s on pupil achievement?

We have seen the impact through qualitative feedback from students and parents in terms of stakeholder evaluations and additional student voice. We now have a thriving extra-curricular offer in place with participation numbers increasing on a termly basis. Furthermore, some of the strategies that we have implemented such as wellbeing groups at KS3 have demonstrated improvements in behaviour and attendance of those individuals and as a result a greater readiness to engage in the academic aspects of the curriculum.

What are your next steps?

Following on from the EPDA we then went on to achieve the WAS. We continue to strive for excellence and to provide the best learning environment for our students and so we are currently working towards another SEND award and Teaching Assistants award with Optimus. Further to this we continue to regularly evaluate our practice and are now leading on supporting other schools within our Academy Trust.

How would you describe the whole experience from start to finish and achieving the award?

The whole experience was straight forward and gave rise to a thorough review of our provisions. Through completing the award, it allowed us as a school to clearly evidence our strengths and identify key areas we needed to develop. Our advisor was very helpful in sharing examples of good practice seen at other schools and was knowledgeable on ways in which we could improve the school.

How would you recommend this award to a school thinking about undertaking the process?

I would really recommend this award to any school that is looking to commit deeply to developing a thriving personal development programme. Additionally, I found leading on the award to be a great form of CPD being new to the role of personal development across school.