

‘Business like, business led’

SELF EVALUATION

Last updated March 2022

We are at least a ‘good’ school

WMG Academy for Young Engineers is a school where leaders have created an excellent, 'business-like, business led' ethos and the school motto of 'creating, doing, designing' is evident in every aspect of the school's work. The progress our learners make is often extraordinary and can't be measured accurately by P8. Our learners come from a range of beginnings. Some that come to us are switched off from education and need a new start. Most come to us because of our reputation for excellence and our vibrant, unique and bespoke curriculum, delivered with state-of-the-art facilities, by talented staff, inspires our students and they leave with destinations of high quality. We see our students as a four-year investment and we achieved the highest percentage of A*-B grades at A-level out of all non-fee-paying-schools in Coventry in 2020. Our students leave us truly 'set for life'.

Our aim is crystal clear. We want our students to leave at the age of 16 or 18 with apprenticeships, jobs, university places or college courses of the highest quality - and we succeed. We work closely with the University of Warwick and many employers, to provide an education that is interesting, engaging and perfectly suited to the world of work.

Students also learn life skills such as public speaking, interview techniques and presentation skills, alongside studying GCSE's, A-levels and technical qualifications. They are offered continuing opportunities to meet and work with, some of the biggest national and global companies, including JLR, Aston Martin, Balfour Beatty, Arup, and National Grid. Our curriculum offer is very special to our students, giving them the cultural capital to succeed and the strides they make in their personal development are huge. They respond in kind. Behaviour is good and attendance is above the current national average.

CONTEXT

WMG Academy Coventry opened in September 2014 and is one of only 48 UTCs in the country. We are a very unique, engineering-focussed, educational institution. Our students are also unique, in many ways, having come from a range of different schools and hoping for a more focussed journey towards engineering qualifications and excellent destinations on leaving. Their knowledge and cultural capital in this field are not well developed when they join and students enjoy rich gains in both during their time here. We develop the whole student and their confidence grows as they study. Some come to us, not just because they are interested in our specialist subject of engineering, but also for a change of approach, being disinterested because their previous schools can't offer the progression routes to employment that are offered in our Academy. Within that group, there are some spectacular success stories.

Many students find the change to our workplace and business-ready expectations and our approach of treating them like the young adults that they are, transformational and we see so many develop rapidly, as a result. The changes that take place in our students, in increased self-esteem and employability, is often remarkable and testament to the unique curriculum approach of our school. The personal development that our students make is a standout strength of the Academy and their behaviour around school and the business like way they conduct themselves and dress the part, is marvellous to see. Our students and their parents regularly attest to the suitability of our courses and the re-vitalised enjoyment of education that students find at WMG. The excellent and varied destinations that our students secure and the academic progress that they make, underline their parents' confidence.

WMG Academy Coventry is part of the WMG Academy Trust and has a real synergy of ethos, collaboration and curriculum planning. Best practice is shared between the academies within the Trust with collective staff training offered on a regular basis.

There are currently 490 students on roll and we are currently oversubscribed for 2022 with a waiting list for the first time. Word has spread about what the Academy can offer. 61 students are eligible for Pupil Premium in Years 10 and 11 (26.5%). There are 41 students eligible for Sixth Form student bursary. There are 33 students with SEN (6.7%). FSM numbers are 65 (29.5%).

Students typically join the school at the start of Year 10 and approximately 2/3 of our students progress into our sixth form. 50% of our students are White British, but we do have 15/17 of the ethnic minority groups in IDSR 2019. 16.5% of our students are classed as EAL and we celebrate our diversity, as it adds to our strength. Student mobility in year 10 and 11 is low

because students buy into our approach. Once here, students tend to stay, the majority right through to the end of the sixth form, because they've found the right school for them.

Our leadership team and our governing board are very strong and experienced in education and in industry. Our Associate Principal left in July 2021 to a promoted position at a large MAT in the West Midlands; great schools breed great leaders, but our new Associate Principal, under the direction of a very experienced CEO carries on the push to get better and better. Capacity for improvement is excellent. Our high expectations do not just apply to students however and staff comment very favourably on the research-informed CPD and career development opportunities we give them. We expect everyone in the Academy to build and maintain excellent relationships and as a result, WMG is a very happy school in which to study and work in harmony. This year, we have received the highest number of applications we have ever received to date; Y12 will be over-subscribed and Y10 will be full, testament to the esteem in which we are held in Coventry.

Our business-ready, ICT-rich, environment allowed a seamless transition to off-site learning in the pandemic and our COVID-19 provision has been widely praised. Google Classroom was already embedded and we are now actively exploring ways of increasing the use of technology within our curriculum to mirror to increase in use in by employers. In September 2021, for the first time, every student was issued their own personal Chromebook.

QUALITY OF EDUCATION.

School Grade: At least Good

Our students leave as confident young people, well versed in engineering but also with the literacy and numeracy skills to secure high quality destinations. Progress from starting points is very good, but students' progress towards being in a position to take successful next steps in life, is excellent. This could be towards employment, engineering apprenticeships at level 4 (highest numbers in the country from any school in 2018), or university courses at Warwick University and other prestigious universities. CEIAG at our Academy is excellent. We achieve our aim and students leave extremely well equipped for the world of work. In the recent DfE tables showing Level 3 leavers, WMG Academy for Coventry is in the top 25 for apprenticeship starts with 24% of the cohort and 38% of Disadvantaged students [the highest in the top 30] gaining access to apprenticeships.

Curriculum Intent

Our vision statement is 'creating, doing, designing' and our curriculum is based on a 'business-like, business-led' model. These two tenets informed our curriculum re-shape that started in 2019. Our original curriculum helped us to achieve a 'Good' grade at our last inspection, but the very well sequenced, engineering-rich, employer-partnered, curriculum model we have now is delivering outcomes for our students that go from strength to strength. Ethos is everything at WMG. There is no 'us and them', just 'us'! This team, business-like ethos means that, as well as achieving outstanding academic success at the end of their time with us, our students leave with the crucial 'soft skills', such as being able to communicate well and dressing for the part - that enables them to succeed in interviews and secure employer recognition. There is no doubt that we meet our curriculum aim of ensuring that students leave at the age of 16 or 18 with apprenticeships, jobs, university places or college courses of the highest quality.

We see our work as a 4-year experience for our students and our curriculum is founded on this. We target the 'wallflowers' especially; those middle ability, quieter students who may get overlooked, but who stand out at WMG through constant encouragement and high expectations. Our curriculum is supported by a range of prestigious, world-renowned companies, who offer in-school help and visits and give striking opportunities for experience in all levels of work to our students. Employers offer salaries to some sixth formers and sponsor others through university – our close relationship with the University of Warwick is a great help.

Our full curriculum offer can be found on our Academy [website](#).

Literacy and mathematics are at the core of the curriculum as well as a strong focus on STEM subjects. Specialist engineering qualifications can be tailored to the ambitions of individual students. It meets the requirements of a University Technical Colleges and the Ofsted handbook clearly states that government's ambition for 75% of students to be entered for EBacc specifically does not apply to UTCs, though some students do opt for an Ebacc route to GCSE. The curriculum is designed to be bespoke to our context and UTC aims and is coherently planned and sequenced, to blend academic and technical learning. We have planned a broad and balanced curriculum for all students including those with special educational needs and/or disabilities.

Students also have access to a rich wider curriculum which helps to enrich the personal characteristics and soft skills that are very attractive to employers. WMG Academy offers a whole host of enrichment activities. These include robotics, Royal Navy Engineering Challenge, CANSAT space challenge, rugby, football, choir, theatre and arts visits, netball, climbing and electric cars. In addition, students are presented with a range of opportunities through educational visits, enrichment activities and a wide variety of work experience. At the heart of all this is the drive for our students to grow into highly capable and employable young people. We give them every encouragement to secure the best destinations possible.

Curriculum Implementation

Our curriculum would be nothing without our staff and we have a talented and skilled teaching and support team. Teachers are passionate about their subjects and have a deep knowledge of both their subjects and the workplace. We have a stable and happy workforce whose well-being is very important to school leaders and governors.

Teachers work in partnership with students in a business-like workplace, with high expectations of all. We believe that students who feel safe and happy in a trusted environment are 'ready to learn'. All staff are provided with high-quality research informed CPD and are expected to build good relationships with their students. 'No, Us and Them, Just Us', is very important to us and this is often a big change for our students from their previous schools. From the moment they step through the door, all staff treat students as young adults and students are expected to behave as such. This they do extremely well and their attitude to their studies, on a daily basis, is excellent. Students wear business dress and attend a school day which is business-length (08.30-16.30).

This staff-student partnership is a major reason why our curriculum is able to support student's academic and personal development so well and one of the reasons why WMG is such a unique learning institution. The way that our staff deliver the curriculum is a big factor in inspiring students to learn. This is further supported by the enrichment programme, education visits and very relevant work experience. Industry partners also provide expertise that support learning in the classroom too. Support from parents is excellent and parents appreciate the quality of information and the care provided, by the Academy.

To facilitate curriculum implementation, we have state of the art facilities and excellent relationships with a wide range of employers, including Balfour-Beatty, ARUP, Bosch and National Grid and car manufacturers like Jaguar, Aston Martin, Land Rover and Rolls-Royce. Our governing body is composed of many leaders of industry and our excellent relationship with the University of Warwick facilitates our work. The academy features a modern and bright décor and wide open spaces, break-out areas, computer suites and science facilities. The building is fully accessible for the disabled, with automatic doors and a lift. The Jaguar car in our entrance hall provides a stunning welcome! The academy currently boasts seven 3D printers, a full CAD suite just like those used by designers, and a whole host of technical equipment, which can't be provided by mainstream schools.

Assessment

We have designed our assessment with staff well-being in mind. Apart from mock exams, which we run twice a year, there are five key assessment points across each student's two-year key stage journey.

CPD

We recognise the importance that our staff place on developing their practice and we work with them to tailor CPD to both Academy needs and the needs of individuals. Our CPD is always evidence -informed and we have accessed acknowledged experts to magpie their ideas. We've used the work of Sam Strickland "*Education Exposed*" and '*Putting Staff First*'; Daniel Mujs (Ex-head of research at Ofsted); Professor Stephen Heppel "*Eyes on the horizon, feet on the ground*"; and we have interspersed this with Academy-wide work on Cognitive Load theory and on our own Internal research. Many staff are employing Rosenshine's Principles. We see the effects of this – and the effects of professional Development of staff's teaching – as we monitor classes. The quality of teaching overall is consistently good, both as a result of teachers' previous experience and of their desire to continually improve.

Provision during COVID-19

When the COVID-19 pandemic began, we were well-placed to continue to offer a first-class education. Google classroom was already well-embedded and our curriculum has always been ICT-rich. This helped our students quickly adjust to new ways of learning. Instantly, teachers were able to upload work for students to complete at home and monitor the progress of its completion.

Virtual lessons through the online Google Meet platform did not start initially as we wanted to review the most appropriate use of the software whilst staff were working from home. We trialled the platform with KS5 lessons at first, and its success meant that we began to introduce it for KS4 as well. Once staff felt confident with running the online lessons and

suitable training had been provided, a centralised bespoke timetable of lessons was created for students in Year 10 and 12.

With the return to a full timetable from September the decision was made that KS4 would have a full normal timetable which could switch to remote learning straight away if needed. In the case of a year group of students being isolated, their timetable would remain in place and be delivered through Google Meet sessions. These online lessons are slightly reduced in length to allow for teacher transitions and to maximise engagement.

Trained safeguarding leads and pastoral mentors conducted rigorous safeguarding checks with vulnerable students and safe and well checks will all students on roll. These checks focused on mental health and wellbeing, emotional wellbeing and academic engagement.

For KS5, students have a timetable that is 80% face-to-face and 20% online. This allows for more flexible use of the building and follows the successful engagement of Year 12 students in online lessons. Again, when a group of students were isolated, their timetable retained the same format with an immediate switch to online learning. We have embraced the possibilities offered by online learning and as always, we have been flexible in our curriculum development in order to accommodate this. We have provided all students with a Chromebook to support this.

Staff Training - We wanted to ensure that all staff felt equipped to deliver online learning, and benefited from the confidence staff already had using Google Classroom online. We provided regular opportunities for shared practice, organised online training sessions and collaborated with our sister academy, WMG Solihull, to provide access to each academy's online sessions where appropriate. Since returning in September, we have continued to train staff for online learning and invested in new resources to support this such as digital visualisers and interactive slates.

Quality Assurance - Along with training of staff, we have quality assured online provision in a variety of ways. Learning walks have witnessed the online delivery taking place across departments, various staff have participated in online lessons to witness first-hand the experience from a student perspective and surveys have sought to capture student and parent perceptions of the provision. Both responses were very positive. Our COVID-19 provision has been widely praised and an LA monitoring visit, in March 2021, which had a central theme of assessing COVID-19 provision, said; 'The school has put a lot in place to deliver this and it is a strength of provision.'

Due to the quality of our COVID-19 provision, all our monitoring shows that our students are well-prepared for the start of our courses in September and very few require extra support to catch up. Where students do need extra support, use of the school led and national tutoring programme funding has enabled additional intervention, academic and pastoral support to be implemented.

Curriculum Impact

The impact of our unique curriculum offer is twofold; the academic impact that our offer has and the effect that the curriculum, both in class and wider, has on our students' personal development. Both are excellent and perhaps the jewel in the crown is the quite wonderful strides that students make in their personal development at WMG Academy.

Academic impacts

The IDSR states that P8 is not an appropriate measure of progress for our students we track our students from a baseline via GL assessment, provided by Redbourne. This shows clearly that our students make very good progress from their starting points. Having said that, our very well-moderated CAGs in 2020 put our P8 at +0.07, quite remarkable, given that our students have only spent 2 years with us.

Progress at KS5 is excellent, with, again, some impressive statistics in our last set of published results. Our monitoring shows that this aspect of our impact has improved further, since then. Our students achieved the highest A*/B% of Coventry's state schools and the highest percentage of students achieving a minimum of AAB at A-level, with our average A-level grade being B-, a full grade above the state school average. Our sixth form was the only one in Coventry to be rated 'well above average' – placing it in top 5% of sixth forms in England (2018). We were the number 1 sixth form in Coventry based on the Government's main measurement, Progress Score, (ahead of all state and independent schools, 2018). In addition, we were the number 1 UTC (University Technical College) in the UK for the percentage of students securing higher or degree apprenticeships and the quality of those students' destinations really stands out.

2021 saw 70% of students going to University application – a record for the Academy. This shows the ambition and confidence that our students display in their futures. Also, 46.9% of students achieved GCSE Grade 5+ in English and Maths, adding significant value from their starting points.

Reading/Literacy.

Improving levels of literacy is seen as a key priority for the school. Literacy is at the core of our curriculum offer. Our intention is to share good practice with other schools in the collaborative through the delivery of a vibrant literacy programme and our most recent monitoring visit recognised this, saying:

'The key activities are to improve the culture of literacy in the academy, to improve reading ages through targeted intervention and to promote a love of reading, promoting vocabulary skills and the development of handwriting.'

The project started at the beginning of the academic year. There is a clear plan in place with timescales and this is evaluated on a regular basis. All staff involved are clear about their roles.

The impact so far has been really positive and there is data to support this.'

Reading ages are improving across the Academy, as shown by GL reading assessments. In 2019-20, of 102 student tested from baseline, 81 students made at least one year of progress on RAGE or progressed to 17+ (max level).

A library has been set up is accessible to students to locate current reading materials and for a quiet working space for revision/reflection during lunch times. We aim to continue to provide additional resources for students and hope to increase the size of the library area.

Although there is currently some excellent literacy practice in classrooms and in lessons, there is a need for some of these to be embedded across the academy in each subject area.

Impact on students' personal development.

Our core and wider curriculum has the effect of providing our students with a wealth of career and educational opportunities and help some to reconnect with education after some negative experiences at previous schools. We have case studies of the progress of such students, of which we are very proud. Perhaps the most positive outcome of all our students' achievement, is the one most difficult to measure – the progress in their personal development in their time with us. More about our effect on the personal development of our students can be found in the 'Personal Development' section of the SEF.

It is worth reading through the ['Success Stories'](#) on our website and there are many more similar to these:

BEHAVIOUR AND ATTITUDES
School Grade: At least Good

Classes are typically calm and business-like in their ethos. Students are polite and well-behaved around the Academy and they respond to our high expectations extremely well, with excellent attitudes to their studies. We expect our students to behave in a business-like manner in all aspects of their work and life around the Academy: Business-like, Business-led, inspires the work of everyone, students and staff alike. We have few major behaviour incidents and our pupils really enjoy being here and behave accordingly, as shown by our low fixed-term exclusions and good attendance levels.

Our behaviour policy can be found on our website and it applies to both staff and students.

All members of the academy are expected to help ensure the existence of a business-like atmosphere, where courtesy, working with others and mutual respect are basic routines. The WMG Academy Code of Conduct and the Academy/Home Contract make explicit expectations about behaviour and our students take on board and live those high expectations, on a daily basis. There are 3x more logs of positive behaviour being displayed by students, than logs of negative behaviour incidents.

We have a sensible mobile phone policy; WMG Academy embraces the use of new technology by learners particularly in terms of allowing them to bring with personal devices to enhance and develop their learning sessions. However, these devices are subject to an acceptable usage agreement and safeguarding protocol and are used under the explicit direction of the Teacher. Our dress code means that our students always look smart and they take great care over their appearance. Students and staff have an academy day that mimics a business day, starting at 08:30 and finishing at 16:30, to prepare students for live in the real world of work.

Attendance

Our most recent attendance figures show very high levels of attendance for a secondary school. Over the whole school in 2020-21 and notwithstanding COVID-19, or attendance has been 97.7% and at GCSE, 97.3%. Persistent absence was a problem for only a small number of students because we support at risk students and their parents very well. Few schools match these levels of attendance and it reflects very well on the curriculum and care we provide. Attendance is monitored at all levels of leadership with early intervention strategies utilised, working with the student, parents and, where necessary, third party agencies. We work very hard to maintain these low levels of absence, however, since September 2022 our attendance has dropped due to COVID absences for both staff and students. It remains above the national average at 91.6% compared to 90.3%.

Exclusions

Exclusions have been falling due to the effects of the pandemic, but we have seen a slight rise in fixed term exclusions and one permanent exclusion this year. Exclusions are discussed

between the Associate Principal and CEO before being issued and are used as a last resort. All exclusions are followed by reintegration meetings and support to improve behaviour.

Behaviour and attitudes Overall.

The excellence of the Behaviour and Attitudes of our students can only be appreciated by seeing and experiencing how good they are on a daily basis. In a recent monitoring visit *“behaviour seen on the learning walk during my visit was calm and purposeful”*

Parents report how safe they feel we keep their young people and always comment positively on the behaviour and the lack of bullying they report. Students know that they will be heard if they report any instances of bullying, online harassment, or racial tensions and they say so. The best way to judge the strength of this aspect of our work is to visit and talk with our students. As one put it on leaving: “At WMG Academy they don’t treat you like a child – they put trust in you and you excel.”

PERSONAL DEVELOPMENT

School Grade: At least Good

This is a standout strength of our school, shown by the way that our students manage to secure very high quality academic destinations. We work on the whole student, not just on improving their academic outcomes, as it is only by doing this that we can really help them succeed. NEETs are extremely low. Our wider curriculum provides a wide range of opportunities for students to enrich their cultural capital and increase their knowledge in their chosen career pathways. Deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development and their physical well-being, as well as giving them the tools to succeed in their chosen career paths.

Our aim is to not only enable students to develop the knowledge, skills and understanding to ensure progress into the best career opportunities, but also to help them grow into adults who will have lifelong employability skills because of their time with us. The EIF says that the impact of the work schools do in the field of personal development is not often seen to fruition in school, but our leavers testify to the huge positive effect that our programmes have on them as individuals.

As a result of our work, many of our students go on to earn high salaries from a young age, with strong, defined progression routes with their employer – and the company pays the tuition fees on top so there's no debt building up as they start out in the real world.

Our employer partner links and projects and the delivery of an effective RSHE curriculum during a well-structured tutorial programme support this. We have an extensive programme of educational visits and work experience for our students. For example, during the COVID pandemic, our students have the opportunity to partake in online employer engagement events. In non-COVID times all students have a minimum of 12 interactions with employers and higher education institutes. And our students have won numerous prestigious awards in winning National CANSAT challenge, The Royal Navy Challenge.

Our personal curriculum provides students with the employability and personal skills they require. The 4 areas of RSHE, Tutorial programme, Enrichment and Careers added with the employer engagement within the curriculum provide our students with a wider curriculum that is second to none.

Tutor time provides opportunities to reflect on current affairs and to learn about and participate in, a strong programme of SMSC, delivered through our embedded RSHE programme.

RSHE topics and delivery have adapted to reflect student experiences of the pandemic with much work covered on online safety and mental health values. The academy also has a

bespoke counselling service available to students which has been expanded to cater for the needs of all learners.

Preparing students for the next phase of education, training or employment:

Our careers provision is second-to-none and is led by a designated senior leader and a dedicated Student Destinations and Business Engagement Manager who is onsite five days per week, helping all of our students' progress on to apprenticeships, university or employment.

Our aim is to ensure that every student will experience a careers programme of activities that gives an insight into employability competencies, practical occupational knowledge and key recruitment skills to make sure they are equipped for life beyond the academy. This includes:

- raising aspirations and increasing motivation by helping young people identify educational and occupational goals;
- demonstrating the relevance of the knowledge and skills learnt in subjects to future opportunities in learning and working;
- providing work enrichment opportunities including work experience, workplace visits, guest speakers and site visits.

Lessons in the UTC are planned with links to relevant 'industrial' or 'real world' contexts. Students have responded very positively to their work experience placements with a wide range of technical placements evident. Students also participate in mock interviews with employers and develop their confidence in real world contexts.

SMSC

SMSC is another strength of WMG and contributes greatly to the excellent personal development programme we provide for our learners. Our work helps to fill in the gaps in cultural capital – and especially around the world of work and in our specialisms of advanced manufacturing and engineering - seen in many of our students when they come to us. Through our programmes we:

Spiritual

Explore with our students, what religion is and then build respect and knowledge of different people's faiths. In March 2022 we will be holding a multi-cultural day as we explore in depth different religious festivals. Prayers are held daily in the academy for Muslim students.

Moral

British law and values have been taught through RSHE and tutor time. We have participated in UK Parliament Week and delighted to have had an ex-Minister speak

with students. Students bring this work alive through their election of tutor representatives.

Social

Social development sits at the core and heart of the academy. Our “Business like and business led” ethos is designed to support the development of social skills, when working with staff, employers and each other. The success of this is evident in the positive destination for students. Employers come to us as our student stand out for their ability to present, communicate and demonstrate employability skills.

Cultural

The academy responds quickly to topical issues. Already, we have delivered an RSHE session on the emerging conflict in Russia and Ukraine; informing students of the history of these countries, providing a safe place for students to ask questions and highlight their concerns and anxieties as well as exploring the wider personal and global impacts of a regional conflict.

LEADERSHIP AND MANAGEMENT

School Grade: At least good

We are fortunate to have a CEO and Associate Principal who both live the Academy's values and provide the knowledge and experience to lead the SLT and wider Academy staff to further excellence. The reins have been handed to our new Associate Principal, but this has only strengthened leadership further, bringing new perspectives and the transition has been seamless. We recruited a new Assistant Principal, who joined the school in January 2022. His external viewpoint has allowed us to make some rapid improvements in daily teaching and learning, behaviour management support and drawing the staff body together in joint initiatives and CPD.

SLT form a tight team who have effected improvements across the board, since our last inspection in March 2017. They are supported by a governing body with a wealth of industry and educational experience, who are capable of asking searching questions, especially around fiscal matters, but who offer amazing support and first-class connections. More than that, we have very capable leadership at all levels and we encourage our students to take on leadership too and to aim as high as they can.

We are always looking to improve. We know we can and we will. Even though both are extremely strong, in 2020-21 we commissioned an external governance report ('Governance is a strength of the Academy' was the main finding).

Our strengths

- We have produced a well-sequenced, knowledge-rich curriculum, tailored to the needs of our students. We ensure we adapt curriculum demands to meet emerging student and employer needs. It gives them clear success, both academically and in giving them the skills to secure very high-quality destinations at the end of their time at WMG. More than this, the extended curriculum and the care and knowledge of our staff at all levels, enable students to develop as individuals. It gives them the skills and cultural capital to succeed in life.
- The academy has a careers programme and contacts with our partner University and employers ensure provision is highly effective. This ensures that we achieve our Academy aim of students leaving, at the age of 16 or 18, with apprenticeships, jobs, university places or college courses of the highest quality.
- Culture and ethos are everything at WMG and our values are modelled by all staff. We have high expectations and students rise to these. Our daily approach is 'business-like, business-led' and it can be seen in every aspect of our work. This is more than just a school; this is a work environment too and our students' response is to have excellent attitudes to their studies and excellent attendance.

- Our work during COVID-19, because we already had an ICT-rich learning environment, has been praised from many quarters and could be seen as exemplary. Our staff, in a nutshell, have been magnificent in adapting to online learning, a challenge as it was for all. In consequence, we see few gaps in student learning and we have been able to concentrate resources of the few who found online learning and being away from school, more stressful.

Governance

Governance is excellent. Our recent (March 2021) and very rigorous governance review of both academies in WMG Academy Trust said:

'In summary, governance is a strength of the Academy as indicated in the most recent Ofsted reports. Governors possess a wide range of knowledge and skills, which supports the effective functioning of WMG Academy Coventry and WMG Academy Solihull. Trustees and Governors possess an ambitious strategic vision for growth, sustainability and expansion. Integral to their vision is the "business-like and business-led" approach that sits at the heart of the ethos of both academies.'

And;

'The Trustees and Governors are highly skilled and occupy professional roles (many in engineering) that carry a great deal of responsibility. They are extremely committed to the vision and work of the Academy. Attendance at meetings is very good and reflects their high level of professionalism and dedication.'

Governors have extensive industry knowledge and the finance committee is chaired by an experienced accountant. Fiscal management is excellent and the Academy budget runs at a surplus. Governors use this knowledge to both challenge and support leaders and is, indeed, a core strength of the Academy.

Use of the Pupil Premium

Currently, 26% of our students are eligible for PP funding; below the National Average of 27% (2019), but this has been variable, over time. A breakdown of our PP spending can be found on our website. The bulk of the £51092 allocated to us in 2021-2, will be spent on helping to close individual gaps with non-PP peers, by improving their readiness to learn and supporting their learning experiences as well as improving the attendance of the small number of PA pupils.

Gaming

We don't indulge in any such practices at WMG and have no need to. Our curriculum is bespoke to our setting and our outcomes, in terms of academic progress and students' personal development and excellent destinations, attest to this. Our curriculum is designed to provide appropriate guided learning hours for every examined subject in line with exam board guidelines. We have both a 2-year KS4 and a 2-year KS5 and students are not generally entered early.

Inclusion and off-rolling

WMG is an inclusive environment where every student is valued and cared for equally. There is no off-rolling and we work successfully with partner agencies to keep some students with us, who may previously at high risk of exclusion.

Safeguarding

Safeguarding is very effective and at our last inspection, Ofsted confirmed this, writing:

'Systems to protect pupils are very well designed. Staff are rigorously vetted and record-keeping is robust and detailed. Leaders deal with referrals meticulously and keep comprehensive, detailed records that outline their swift, effective actions.'

Parents say their young people feel safe and student voice confirms their view. Students' curriculum and pastoral experiences create a culture of safety. Students and parents readily approach staff and report concerns. Our governors are skilled and rigorous in their oversight of safeguarding. All teaching and support staff are aware of and trained in safeguarding procedures and confident of reporting and identifying concerns early to ensure a culture of safety.

All staff have read KCSIE and all have completed CPD training on CP and Safeguarding (See our training logs). Leaders promote equality of opportunity well in all its forms and prejudiced behaviour is not tolerated; indeed differences are celebrated. Staff are trained in 'Prevent' and we have had no instances where we have had to alert the police to any 'Prevent'.

The Single Central Record is checked regularly and is comprehensive and fully up to date.

There is no negative information, safeguarding or otherwise, of which we are aware, on the internet, or in the local press, from the RSC, LA, DfE, or police, concerning our students. Safeguarding at the college is secure.

**Sixth Form Provision:
Grade at least good**

Context.

Our sixth form outcomes are excellent, as are our student destinations. The quality of education provided in the sixth form, the behaviour of our students and the leadership and management of the sixth form support this excellence and the personal development of our sixth-formers is exemplary.

We see the sixth-form as part of a four-year educational experience for our pupils; we are very much a 14-19 school in our operation. Thus we have written it as that and included the relevant information in the main body of our self-evaluation. We have every reason to believe that our sixth form provision is outstanding - and hopefully well beyond that - by the EIF framework parameters.

**Overall effectiveness:
Grade at least good**

We firmly believe that WMG Academy for young engineers has crossed the Ofsted threshold for excellence in all areas of the EIF and that we provide a first class education for our students. Please come and see the quality of our work and judge for yourselves!

END