



Self Evaluation 2020/21

Overall Effectiveness (BCO)

Criteria	Current Position (RAG)
<p>The quality of education is outstanding.</p>	<p>The quality of education is good. The school has a strong curriculum with an academic, knowledge focus that offers opportunities for all young people to succeed regardless of background or ability. The school follows the national curriculum and supports this by offering a wide array of enrichment activities and extra-curricular provision. The school has a strong programme for careers advice and guidance and has also developed a comprehensive personal development programme that covers statutory SRE and PSHE requirements.</p> <p>Teachers are well supported and developed, and staff retention rates are high. The school is fully staffed with subject specialists in all curriculum areas. The consistency of teacher quality has improved, supported by a comprehensive and tailored CPD programme, including links to the local teaching school alliance, Teach First and PIXL. This consistency is borne out by much improved examination results and centre assessed grades since 2018. Outcomes in a range of subjects, including English have continued to improve strongly. Outcomes in Maths and Science are now consistently good. Action has been taken to address past problems with staffing and curriculum coverage and outcomes in both subjects are now stable and improving.</p> <p>Teachers are increasingly using assessment through the school personalised learning checklists ensure curriculum coverage and progression. Each faculty uses common assessed pieces in schemes of work, allowing them to assess and improve learning using a common framework for assessment and curriculum delivery. Assessment at key stage 4 is robust and thorough, and teachers and leaders understand how to intervene to improve student outcomes. This robust assessment was demonstrated by consistent centre assessed grades in 2020. At key stage 3 assessment is strengthening and students are supported by a strong and comprehensive programme of literacy and numeracy interventions. This includes targeted use of governments catch up premium. A reading culture has been established and continues to develop.</p> <p>Since 2018 the school has performed at national progress expectations at key stage 4. Students in receipt of the pupil premium do better than similar students nationally. At sixth form, where provision was judged to be 'outstanding' by Ofsted in 2018 standards continue to be well above national expectations Under the leadership of the new Head of 6th Student numbers are increasing and more students than ever graduate to Russell Group universities, including Oxbridge</p> <p>The school has undergone wide ranging cultural change, teachers feel empowered to do their best for the students, and leaders do all that they can to support them. Inconsistencies in the performance of the most able, disadvantaged</p>

	<p>students and the rest, observed in the 2018 Ofsted report have been tackled robustly. Both groups of students now progress broadly in line with national averages for all students. Prior to the pandemic the school's internal quality assurance processes show that student progress is improving across all year groups and subject areas.</p> <p>The school responded quickly and decisively to the Covid 19 pandemic. Remote learning was in place at the point of March lockdown and all students were given resources, including over 100 Chromebooks, prior to Department for Education intervention. Live on-line lessons were in place during the summer term. The school had a well-developed remote learning strategy in place for the second lockdown, students follow their normal timetabled lessons remotely as series of live lesson with their teachers. The school has continued to deliver its curriculum in line with its carefully developed plans. The school's long-standing work on high quality curriculum development and resourcing has ensured that remote learning has been a strength.</p>
<p>All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting every one of the good criteria but falling short on the outstanding for that key judgement.</p>	<p>Leadership at all levels is a considerable strength. Leaders are enabled to take pragmatic actions to improve the school. A straightforward, quality first teaching approach has been taken to school improvement. There is a culture of sustainable change and review, that continually improves the school. Staff work harmoniously together in a transparent and respectful school culture. Staff well-being is a priority, and this results in low levels of staff absence.</p> <p>The headteacher has conducted significant training of the school governors, improving and streamlining the information they receive about school performance and ensuring that they are fully involved in the monitoring and evaluation process. Governors are attached to key strategic areas of the school and prior to lockdown visited the school regularly.</p> <p>The school has taken firm action on improving behaviour by focusing on low level disruption. The school's existing strength in rewarding and celebrating achievement has been supplemented by a consistent focus on classroom routines and behaviour for learning. The school uses same day detentions and restorative approaches to ensure that cases of low-level disruption are dealt with swiftly. Behaviour is consistently good and better. Prior to lockdown attendance and persistent absence were better than national averages. Fixed term exclusions are below national averages, significantly so for disadvantaged and vulnerable groups.</p> <p>School leaders actively promote equality of opportunity and physical well-being. Instances of recorded bullying and prejudicial behaviour are low and when reported are swiftly dealt with.</p> <p>The school's inclusion team ensures that direct or indirect discriminatory behaviour is not tolerated and quickly prevented. The school greatly increased its enrichment offer and offers a wide range of high-quality opportunities for its students.</p>

Safeguarding is effective.

Safeguarding is highly effective; staff members are fully trained, and students feel safe and are listened to. The safeguarding team works extensively with external partners to ensure that those at risk are fully supported. The school conducts an annual review of its safeguarding procedures and acts swiftly to improve its areas for development. A monthly safeguarding board meets to discuss the schools most vulnerable students and ensures that timely and appropriate actions are taken. The care of the most vulnerable students continued during lockdown and a clear plan was in place to ensure that safeguarding didn't regress, and students didn't slip the net. The school has an exceptionally strong safeguarding culture.

Leaders have trained staff to recognise extremism and they respond swiftly where students are vulnerable to these issues or where concerns have been raised. Staff members feel confident to challenge students' views and encourage debate.