PREPARE   ACHIEVE   CARE   ENJOY

SELF EVALUATION FORM

2018/19

(January 2019 update)

PROGRESS FIGURE

2016	2017	2018
-0.29	+0.35	+0.01

This document details an overview of the School SEF with further detail contained in the document "School SEF 2018 -19 Additional Information

MAIN SCHOOL SEF 2018 - 19

CONTEXT

Students	
	• The school has a ten-form entry with approximately 1600 students including around 200 in the Sixth Form from across the range of socio economic backgrounds. Students are placed into one of Five Houses (Hanover, Stuart, Tudor, Windsor and York). The school recently increased its PAN to 300 per year from 270 in response to basic need within the local authority. • A reduced number of very able students in school. (in most year groups). • A changing cohort on entry with a growing number of students with complex learning needs. • Very limited Local Authority support. This has impacted significantly on issues such as attendance. Alternative Provision, including provision to support vulnerable students, in very limited. There is no 'Local Authority roll' for Year 11 students, as there is in some authorities, which means that all students are included in progress measures. • A continued high number (significant increase in the number) of students involved with social care agencies. • A significant number of in-year transfers. On average, over 30 students enter the School every year. Some students have attended all three schools in Ellesmere Port. The Headteacher has led local efforts to address this, for example through the creation of a 'Fair Access Protocol'. • A significant number of these students have significant barriers to engagement, such as social care involvement, mental health issues and attendance issues. • In recent years, both other local secondary schools have been in 'Special Measures'. This has caused significant challenges for this school. • APS on entry is close to the national average in all year groups. • Approximately 324 Pupil Premium students (25% of Y7-Y11), 120 registered as low scorers and 21 Students with statements of special educational needs. The percentage of students with SEN support is above national average (14.8% vs. 10.6%) and the percentage of students with Statements or EHC plans is in line with national average at 1.2% compared to 1.6% (ASP 2018). • Many of the Sixth Form students are the first to continue into university education.(Parent surveys show that 14% of parents attended higher education). Most Sixth Form Students work in the evenings and at weekends. • Many students engage in the Duke of Edinburgh Awards scheme at all levels. The percentage of students eligible for Free School Meals (Ever 6) is broadly in line with national (23% vs. 28%) (ASP 2018). • The percentage of pupils from minority groups is very low (6.1% vs. 30.6%) (ASP 2018). The KS2 reading APS for all year groups tends to be below national average (-0.7 for Y11 in 2017). The APS for writing is more variable but is generally close to national average. The KS2 Maths APS for all year groups tends to be below national average (-0.9 for Y11 in 2017). The combined APS for Y11 in 2017 was 27.7 compared with a national figure of 28.5. However, the gap between WHS and the National is much closer for our current Y11 (-0.1). In addition the proportion of more able students is generally below national (-12% for 2017 Y11) but this gap is much smaller in current Y10 (-4%) and Y11 (-4%). We have over twenty Primary schools that feed into our Year 7. We have local data that highlights at least three of these schools whereby students significantly underperform at KS4 based on KS" achievement. We have five years of data to support this however FFT in 2018 verified these concerns with their data analysis. This cohort year on year impact on the perceived progress expectations of the students and the overall progress score of the school.

	The school supports local employment need and opportunity through our range of vocational courses. We have twice the national average of students taking up quality apprenticeships after Year 11 and Year 13. This is a real success of the school.
Staffing	- Since 2011 the Senior Leadership Team has almost totally been replaced. - The Senior Leadership Team is constituted of Headteacher, two Deputy Head teachers, five Assistant Head teachers, Business Manager, Director of Sixth Form and three associates (SCLs for SEN, English and Mathematics). - The School is divided into ten curriculum areas all with a Senior Curriculum Leader who manages a number of associated departments. Each curriculum area and House is line managed by a member of the Senior Leadership Team. 110 teaching staff (97.6 FTE) based in 10 curriculum areas. The school has 29 part-time staff. - The Pupil Teacher Ratio is low at 15.82 (2018) 86 support staff including 20 Teaching Assistants. This number has decreased over the past year following a restructure of Learning support and rationalising how support is delivered. - Fully staffed with subject areas staffed with subject specialists. - Cover requirements have increased during the 2017/18 academic year largely a number of long term absences of teaching and support staff.. - A number of long serving members of staff have left over recent years but high calibre specialist staff have been appointed in their place. - The school has 2 full time Learning Mentors, five House Progress Managers (teaching) 2.5 Assistant Progress Managers (non-teaching) and a full time non-teaching Sixth Form administrator. We are in the process of appointing a pastoral administrative assistant to support the increased work needed with school involvement with outside agencies.The school has a separate Inclusion Centre with two full time members of staff. The school also operates a manned isolation room.
Curriculum & Timetable	The school operates a six-period day each of fifty minutes. - At KS3 weekly period allocations are: - Year 7 – English 5, Maths 4, Science 3, History 2, Geography 2. - Year 8 – English 4, Maths 4, Science 4, History 2, Geography 2. - Year 9 – English 5, Maths 5, Science 3, History 2, Geography 2. - At KS4 weekly period allocations are: - Pathway P – English 5, Maths 5, Science 6. - Pathway A – English 6, Maths 4, Science 6. - In Y12 each subject has 5 lessons per week and in Y13 they have 6. - Year 7 students have one period per week Study Skills to address the need to improve study skills across the curriculum. - At Level 2 the school offers 23 courses in addition to English and Mathematics. We offer 12 L2 vocational qualifications. At KS5 the school offers 15 GCE 2 year A' Level courses and 11 2 year Level 3 vocational courses, predominantly BTECs. All Sixth Form students have Guided Learning (supervised, registered study) periods on their timetable. 10 in Y12 and 6 in Y13. - Over the past two years we have expanded and tailored our Sixth Form provision to support the needs of our students. This has been reflected in the curriculum offer, staffing and study provision for the Sixth Form. - The school operates the Renaissance Reading Scheme in Y7, Y8 (1 period per week), Low scoring readers in Y7 and Y8 follow a program of reading recovery using the Lexia software. Low scoring Maths students follow an intervention program based on the Maths Whizz, in Y8 and Y9. For our lowest scoring readers on entry, the school uses the PiXL code phonic reading scheme. - The school offers a large range of extra-curricular activities and clubs across all subject areas but particularly in Sport, Music, Drama, Art, Science and Maths. Revision clubs operate across all subjects plus at times, specialist clubs such as Latin and "Rat Club" We recently secured funding from MBNA to develop "Hungerball" within school to promote health and wellbeing. - The school has a hugely successful "Junior High" extra-curricular provision for Y5 and Y6 students from local Primary Schools which is oversubscribed across all areas.. It also offers "Academic High" to AG&T students from local Primary Schools. The school has instigated an AG&T cross phase working

	group which is successfully developing strategies to support students as they move from one phase to another.
	• The school works very well with local primary schools particularly but not exclusively with regard to transition. This involves informal tours for vulnerable students, a parent introduction evening and two transition days to support students in reducing anxiety.
	• The school holds Investors in People Award, International Schools Award, Silver Arts Mark and Sainsbury's Gold Kite Mark in Sport. We now hold the Rainbow Flag Award and the Careers Award. We are an Attachment Friendly School.
	• An organised programme of catch up/intervention activities takes place after school within each department. This is referred to as 'Period 7'.
	• From 2017/18 we have adopted a Mastery approach to maths in Y7-9 after extensive work with our feeder primary schools. These feeder schools work closely with us during cross phase moderation meetings, Primary Head Meetings etc. to help two-way curriculum development. One member of the Maths department is undergoing a three year training programme to become a Maths Mastery Lead/SLE.
Other Features	• A number of schools in Chester and Wirral actively target our students in Y6.
	• There are two faith schools in the area. Due to the location of these schools we have a high number of "in year" transfers and student movement between schools.
	• The school is based in two separate former schools on one site but the buildings are not joined. The school has good but ageing facilities with Science, PE, Information Technology and Technology split across both buildings. In addition to the two main buildings the school has the equivalent of 15 classrooms housed in temporary buildings. The oldest of these buildings dates back to 1963.
	• We have recently completed the construction of a music block and Design and Technology new build project, The school is now part way through a school managed redevelopment and refurbishment project within Science and Humanities areas. This is due to be completed by May 2019. This has been supported by the LA with a £2.6m funding agreement to support the removal of the temporary accommodation and realign subject bases. This will also ensure that all subjects will be able to be accessed on the ground floor
	• An increasing number of parents chose the school for their children who have mobility problems, some having the use of a wheelchair. The school does not have elevators and therefore both sites have designated ground floor classrooms that all subjects use to allow as greater access to all the curriculum to these students.
	• In our most recent Kirkland Rowell survey the following were regarded by parents as strengths of the school. Examination results, quality of teaching, levels of homework, ensuring that students do their best and make good progress, Parents' Evenings, school security, developing moral values, school discipline, PSHE, truancy control, written reports, range of self-evaluation programme, school image in the community and extra-curricular activities. In addition students also believed that strengths of the school are English, mathematics, German, French, marking work, explaining to parents' "how to help", school communication, caring teachers and the availability of resources.
	• In additional to the strong pastoral care provided through the House system, there is a weekly School Health drop in, a weekly wellbeing drop in and a fortnightly LGBT support drop in.
	• We now hold Rainbow Flag status and we are an Attachment Friendly School

OUTCOMES FOR STUDENTS   **Overall judgement – 2 (Good)**

<u>3 YEAR TREND (Progress 8)</u>

2016	2017	2018
-0.29	+0.35	+0.01

<u>ACHIEVEMENT 2015 – 16</u>

<u>Whole School</u>	<u>Disadvantaged</u>
Progress measure = -0.29 Basics measure = 62% Attainment measure = 47.36 English Progress measure = -0.74 Maths Progress measure = -0.30 Ebacc Progress measure = -0.56 Open Progress measure = +0.29	Progress measure = -0.9 English Progress measure = -1.1 Maths Progress measure = -0.9 Ebacc Progress measure = -1.2 Open Progress measure = -0.4

<u>ACHIEVEMENT 2016 – 17</u>

<u>Whole School</u>	<u>Disadvantaged</u>
Progress measure = +0.37	Progress measure = +0.04

Basics measure = 58% English Progress measure = -0.22 Maths Progress measure = +0.01 Ebacc Progress measure = +0.12 Open Progress measure = +1.26	English Progress measure = -0.5 Maths Progress measure = -0.36 Ebacc Progress measure = -0.29 Open Progress measure = +0.99

ACHIEVEMENT 2017 – 18

Whole School	Disadvantaged
Progress measure = +0.00 Basics measure = 61% English Progress measure = -0.38 Maths Progress measure = -0.07 Ebacc Progress measure = -0.14 Open Progress measure = +0.40	Progress measure = -0.37 English Progress measure = -0.73 Maths Progress measure = -0.5 Ebacc Progress measure = -0.45 Open Progress measure = +0.13

Predicted 2018 – 19

Whole School	Disadvantaged
Progress measure = -0.15 (-0.04) Basics measure = 66% (69%) English Progress measure = -0.3 (-0.18) Maths Progress measure = -0.07 (0.04) Ebacc Progress measure = -0.06 (0.03) Open Progress measure = -0.18 (-0.07)	Progress measure = -0.66 (-0.32) English Progress measure = -0.84 (-0.45) Maths Progress measure = -0.56 (-0.21) Ebacc Progress measure = -0.59 (-0.3) Open Progress measure = -0.72 (-0.33)

Figures in brackets are when adjustments are made for 10 students not in school.

Summary	Achievement across a wide range of indicators at KS4 and KS5, is good. The progress figure for our open 'bucket' is very pleasing and built on good progress in almost every non-core subject. The Progress 8 figure for 2018 was disproportionately affected by a small number of outliers. The proportion of students who achieved the 5+ Basics measure has improved from 34% to 36% (2018) and from 58% to 61% for the 4+ measure. EBacc performance is very strong with 51% of the cohort being entered in 2018 (national 38%). The EBacc average point score was 4.05 against a national average of 3.83 (2018). KS2 data confirms that students are below average ability on entry: **Year 7 2018** Maths 66% (72% National) Reading 64% (69% National) SPAG 70% (72% National) However, the writing ability of students on entry is identified by baseline testing as weaker than expected from these average scores.
Pupils learning and Progress overall	• Students on entry are below national in reading, SPAG and mathematics • In 2017 the progress figure for disadvantaged was much improved at (0.02. (Nat -0.36). It was above national average again in 2018 at –0.37 (-0.42 NA) • Attainment 8 and 4+ basics figure is in line with national (FFT 2018) • EBacc figure, 36% achieved the EBacc at 4+ (national 24%) and 23% at 5+ (national 17%) • In year data for year 11 is encouraging. Our Basics 4+ measure indicates 66%. Progress can improve further in 2019 with English, History, Open subjects,

	High Ability Students and EHCP students. Progress with PP students can improve further, particularly in English and History. • There is an improving picture across most non-core subjects with centres of excellence in ICT, Media, Modern Foreign languages, Engineering. Art progress indicates potential improvement in 2019.
Groups Progress	• Achievement across the school has made real improvements since the last Ofsted Inspection. • The achievement in English and mathematics particularly has improved significantly in 2017. (three year trend). • Continued improvements in Additional Science, Core Science, Biology Chemistry and Physics. • Non core subjects performed very well at GCSE including with L2 Vocational subjects performing particularly well. (Engineering, Health & Social Care, Construction, ICT) • Modern Foreign Languages are a strength of the school with German performing well above national. • ICT/Media is a strength of the school and significantly outperformed national. • Achievement in Geography made strong improvement in 2017. Improvements are needed in English Literature, History, Drama and Business Studies (Economics ceased in 2018) The three-year trend for pupil premium illustrates significant impact on pupil progress. In 2015, only 22% of PP students secured C+ at English and Maths and there was a three year average of 33%. Pupil Premium Progress 8 in 2016 was –0.9 and significantly negative because of the disproportionate impact of a small number of students who were not pursuing a Progress 8 curriculum at the time. Our 2017 Progress 8 figure was significantly above national average for PP and was close to neutral progress. In 2017 attainment, 44% of our students secured 4+ in English and Maths, compared to 62% of Non PP students, a gap of 18%. On our 5+ figure, 21% secured this against 39% Non PP students, a gap of 18%. These attainment figures and gaps compared favourably internally, within Cheshire West and Chester and against national comparisons. Equally favourable were the EBacc figures for our PP students in 2017. 32% of PP students were entered for the EBacc, highlighting the ambition of our curriculum.19% achieved a standard pass (37% non PP) and 18% achieved a strong pass (32% Non PP). The respective gaps of 18% and 14% compare favourably with national figures. PP performance for 2018 was strong against local and national indicators as well as a comparison against well over 20 regional white british similar schools in the north west. The confirmed 2018 PP figure of –0.37 was above national (-0.42). The Attainment 8 figure for PP of 43.5 was high against national comparisons and 4th in Cheshire West out of 19 schools. Boys were –0.38 and Girls were –0.31. A significant achievement for PP was the percentage of students securing 4+ (51%) and 5+ (33%) in English and Maths in 2018.In Cheshire, this placed us 10th and 4th respectively out of 19 schools. Against over 20 similar White British schools in the region, we were 2nd and 1st respectively. The gaps between PP and non PP students on a range of indicators continue to be lower than national and hold up well against Cheshire comparisons too. The percentage of PP students entered and achieving the Ebacc in 2018 indicates the ambitious intent, implementation and impact of our curriculum. 40% were entered and and 31% secured 4+ and 22% secured 5+. The achievement on both figures placed us 4th in Cheshire and 1st against similar regional White British Schools. The Open Bucket for PP in 2018 was +0.13, placing us in around the 30th percentile nationally. In 2019, our PP performance is being adversely impacted upon by 7 students who are currently not attending our school. Our current predictions suggest –0.7 but when the

	other students are removed from the figures, we are –0.3 with the students that are currently attending our school. In 2019, English remains an area where progress needs to improve for PP students. English was –0.7 in 2018 and is currently –0.8 . Boys PP progress in English (26 boys), which is on average a full grade down, needs to significantly improve. Humanities is –0.84. According to the latest data release from Ofsted for national comparisons, these figures do not place the school in the bottom 20% but we are very close to this and significant improvement is required. The Open subjects are currently suggesting –0.7 for PP. The negativity is most significant with high and middle ability students, particularly boys, a number of which are not in school. In terms of Attainment in 2019, the predicted PP 4+ figure of 50% for English and Maths (73% non PP) maintains the strong performance from 2018. The predicted PP 5+ figure of 19% in English and Maths (42% non PP) is 14% lower than 2018, an therefore area we are closely focused upon. With Ebacc in 2019: 36% of PP students are being entered (54% non PP), a 4% decrease compared to 2018 The new measure of an EBacc APS for PP students is predicted to be 3.14 against 4.12 Non PP 21% of PP students are expected to secure the Ebacc standard pass (44% Non PP), Only 7% of PP students are expected to secure the strong Ebacc pass (26% Non PP) - This is an area we are monitoring closely. • In 2018, our sole Child In Care secure positive progress. In 2019 our two Children in Care in Y11 are just above neutral progress (above national.) • In 2018, SEN Provision (39 students) was –0.04. In 2019, it is currently –0.55, due to a number of non-attenders, without which it would be –0.19. • In 2018, EHCP with 7 students was –1.4 - adversely affected by two students (non attender and late arrival in Y11). The same is true in 2019 for our 5 EHCP students, currently –1.5 which would be –0.33 if the non attenders were taken into account.
Pupils develop and apply a wide range of skills in RWCM	• A whole school marking policy has been developed to promote improvements in literacy. • An action plan is in place for literacy and Numeracy across the curriculum. • The SCLs for English, Maths and science work closely to ensure consistency of practice. • At Key stage three intervention takes place in English using 'Renaissance', PiXL CODE phonics and Lexia. • Numeracy intervention takes place using the Maths Whizz software. • Lexia and Maths Whizz are used for low scoring students in Y7 and Y8 • Additional basic skills lessons are provided in Y9 for underachieving students (3 lessons per week in English and Maths). • An English support plan is in place to assist students from the three Primary Schools where KS2 results have not proven a secure indicator of potential progress at KS4
Attainment and progression	• The attainment 8 figure of 47.1 was above national (46). • Attainment 8 and 4+ basics figure 5+ is in line with national (FFT 2018). • Six subjects were significantly negative for progress (FFT 2017) and 8 were significantly positive (a total of 17 were positive). • Our curriculum provides excellent opportunity for progression to further study or work with training. • The percentage of Y11 students staying on into the Sixth Form was 36% in 2017 (38% nationally - ASP 2017). • The percentage of students entering FE was 50% (38% nationally) • The percentage of students securing apprenticeships was 11% (5% nationally)

TO IMPROVE

- Further narrow gaps in progress between FSM/CLA/PP and their peers.
- A greater proportion of students, especially high ability, need to make expected progress in English
- Performance in English Literature GCSE.
- To improve the progress figure for English and mathematics.
- Performance in History, Drama, and Business studies needs to improve.
- For 2019 support all subjects to achieve AT LEAST 65% pass rate at GCSE. (2020 – 70%)
- The attendance levels of Pupil Premium students needs to improve.
- The attendance levels of Persistent absentees needs to improve, particularly PP students
- Continue to focus on literacy and numeracy work steadily to raise levels.

QUALITY OF TEACHING   Overall judgement – 2 (Good)

| Summary | The focus of evaluating teaching and learning at TWHS has moved towards typicality and the expectation of consistently high quality teaching based on a holistic assessment against the 2012 Teacher Standards. A group of staff have developed new documentation and guidance based on the Standards as well as their reading and research. 'Ofsted-style' gradings have been replaced with a system of focus areas drawn from the Teacher Standards and the school priorities. In the interim, data will be used from both the outgoing and incoming systems to judge the quality of teaching. A new 'vision' for teaching and learning has been developed. This has been a collaborative process which included the whole staff, smaller curriculum leader and senior leadership teams, as well as our Student Voice representatives. The model has improved practice and student outcomes at its centre and is underpinned by research/evidence and the DfE Standard for Professional Development. The four main components of the model are subject-specific pedagogy, evidence, sharing good practice and professional development – these naturally overlap as they inform each other. Benath this are 6 'threads' which will be the focus on INSET/CPD for the future

The quality of teaching within the school is very high. Observation judgements are regularly validated using external consultants many of whom are Ofsted trained. Many examples of outstanding teaching exist and only one teacher has been graded as inadequate during the last three academic years, who has since left the school following a Coaching Support Programme (CSP) Teachers who have been judged to require improvement have been supported and challenged through a CSP and assigned a Learning Coach. These staff have, as a result demonstrated good lesson practice and delivery through observations since as a result. |
|---|---|
| Teaching Overall | • Quality of teaching judged to be at least good by Ofsted (March 2015) |

	- Quality of teaching audited regularly by K Harris, Ofsted Inspector. - Teaching is stong, with some examples of outstanding practice - Kirkland Rowell survey of student and parent judged the quality of teaching as a strength. - The GCSE and A level results in terms of progress indicators demonstrate the high quality of teaching and learning that students consistently experience at the school. - A rigorous system of Self Evaluation exists which includes annual/mid-year reviews, mini inspections, Learning Walks, work scrutiny, line management meetings and climate of learning walks. - We engage external specialists in Self Review, including serving Ofsted inspectors, subject specialist consultants and Leadership specialists. - We are part of a five school national partnership programme with a structured peer review process.
Pupils' Progress and Learning	- Most pupils and groups make good progress and achievement well over time. Pupils learn well in lessons - A series of strategies and interventions throughout 2017/18 led to a positive Pace Setter indicator for progress, a significant rise in one year. - English and Maths progress for Pace Setters improved significantly and English and Maths also improved significantly overall in 2017, - Through the use of Tassomai in Science, Pace Setter (PP) students outperformed Non PP students. - The catch up programme with Years 7 and 8 provides extra time and additional learning opportunities to address weakness in literacy and numeracy. - Pace Setter students in Year 9 who have fallen behind now have 6 lessons of additional English and Maths to support minimising the gap. - High Ability Pupil Premium Pace Setters (HAPP) have been placed in the top groups - Learning, particularly for boys in English, indicated by live data with Y11 in November 2017 will continue to be closely monitored in 2017/18 - Doddle has been introduced in Years 7-9 in 2017/18 as an assessment tool to identify what students are secure in and where they can enhance their performance through RAG rating against clear criteria - Period 7 has been utilised as an additional learning opportunity with Y11 to enhance their progress.
Teachers' Expectations	- Teachers have very high expectations for pupil behaviour and academic progress. - Staff ensure a calm atmosphere in lessons. - Staff treat students with respect in and outside the classroom. - ATL scores (Attitude to Learning) in lessons indicate expectations and standards of behaviour are high. - Excellent use of resources and modern technology to engage students. - The "Golden Rules" are displayed in all classrooms to help set the tone of each lesson.
Teachers' Planning	- Teachers plan and teach lessons that deepen knowledge and understanding. Effective strategies are used to match student needs - Schemes of work are well planned and current. (checked during Departmental inspections). - Staff are aware and use prior attainment data to plan effectively. - Staff are aware of any vulnerable students within their class and plan accordingly. - Teaching Assistants are effectively used with subject specialists used in core areas - The deployment of Teaching Assistants has been significantly reviewed following a restructure of the Learning Support department - Excellent use is made of the Study Support Centre to raise attainment of vulnerable pupils (Case Studies available) - The school operates a Progress Focus Model across the Curriculum and Pastoral areas. - SISRA data handling software allows all staff to monitor academic progress.. - CPD is focused on developing teachers' practice and improving outcomes for students

Interventions and Support	• A range of interventions and support are used to engage students. • school day to close gaps in knowledge, build resilience and enhance progress for students, • Period 7 is been utilised as an additional learning opportunity with Y11 to enhance their progress. • Strategies based on 'Building Learning Power' are being utilised in classrooms with students to develop their 'capacities' to tackle more challenging content and activities • Our redeveloped intervention centre offers support for students at risk of not meeting progress expectations • The Learning Support Department works with great success with our most vulnerable students. (Case Studies) • Focussed support for students in danger of narrowly missing the next grade at GCSE has been introduced • The School has a designated Student Support Centre and this offers significant support to a significant number of students, particularly disadvantaged groups. • The Well-Being Co-ordinator has worked with groups of girls to develop resilience and self-esteem.
Teaching of RWCM	• These areas are taught effectively with an improving 'cross school' picture. • A new whole school marking policy together with a new work scrutiny programme maintains a focus on literacy. • INSET time has been provided for whole school literacy training. • English and Maths Form Groups provide additional support. • Extended Writing across the curriculum is a key objective for 2017/18 and beyond. • Low scorers are being supported through our Lexia programme.
Assessment	• Pupils progress is assessed regularly and accurately. • Regular formal assessment takes place in all subject areas. • Departments assess and track on a more subject specific basis to identify pupils' strengths and weaknesses e.g. Doddle, Renaissance English and Alfiesoft in science. • PIXL based work in 2016/17 focused heavily on assessment, • PLCs with students is developing to become part of our practice. • Intervention days/weeks are scheduled after formal testing. • Assessment has been further sharpened by fine grading. • Appropriate moderation of fine grades through collaborative practice is now embedded to further ensure accuracy of assessment. • Data is now shared with online with parents.
Marking, Feedback and homework	A whole school marking policy is in place which focuses on providing students with guidance on 'next steps' and supporting literacy. Doddle progress is used in Y7-9 to record assessment data and to identify gaps in knowledge and skills. This information informs teaching and is available to parents and students online. A homework timetable is in place for all year groups and takes a variety of forms. Some subject areas make use of Doddle homework to set and track completion rates.

TO IMPROVE
• Continue to develop stretch and challenge in lessons and home study.
• Ensure more students make accelerated progress, particularly in English and History.
• Continue to close the gaps in progress between FSM children and their peers.
• Improve the validity and consistency of assessment at KS3, KS4 and KS5.
• Continue a focus on the literacy and numeracy.
• Develop more consistent usage and sharing of AFL.
• Ensure teaching and learning adapts to meet the needs of all groups of learners
• Develop the effectiveness of Period 7 as part of Y11 intervention
• Students exhibit their love of the challenge of learning and thrive in lessons whilst being resilient to failure
• HOD's are consistent in the application of self-review and implement strategies to improve subject performance

BEHAVIOUR AND SAFETY   Overall judgement – 2 (Good)

Summary	- In 2015, the Ofsted Inspection Team stated that the School 'meets the needs of its students well'. Student support has been enhanced since the last inspection. - The School invests significantly in Inclusive practice (please see the appropriate documents). There is an Inclusion Manager, who works with students exhibiting challenging behaviour. The Learning Support Department has designated 'quiet' areas for students with specific difficulties, for example autism. - The School is 'Attachment Friendly' and employs a range of strategies to engage students. - Bespoke mentoring and counselling forms an intrinsic part of our care system. - Alternative pathways and Inclusion support is available to support the learning of individuals at times of difficulty. - There is a positive ethos in the school and behaviour is good overall. - The school has high expectations of behaviour and appearance. - Our Attitude to Learning scoring (A2L) system works well in promoting learning and rewarding students. It also allows for swift resolution of issues. - The school has rigorous safeguarding procedures in place and plays a leading role in sharing practice across the LEA. These procedures have been quality assured by two external reviews, carried out in recent months. - Between 2013 and 2017, there was a four-year trend in reducing rates of exclusion, including exclusion rates amongst disadvantaged groups. This is illustrated by the most recent 'ASP' data. Permanent exclusion levels have been historically low. - In 2018, exclusion rates rose, including the rates amongst disadvantaged groups. On average, there were three incidents per week which led to a fixed-term exclusion being issued. This is statistically small in a school of 1400 students (Years 7-11). There were no permanent exclusions in 2017-18. - The School works well with other local schools in using the 'Step Out' system and managed moves to avoid permanent exclusion. - The Attendance Policy is constantly modified to counter declining Local Authority support. - Instances of bullying and racial bullying are low and parents perceive their children are safe in school. - Behaviour due to a changing cohort has been countered with new and improved provision to support students. Rigorous tracking system in place - Parents and students both judged school security as a strength. - The school has a rigorous e-safety policy and programme, which includes form tutor period activities, assemblies and curriculum time in ICT and PHSE lessons.
Climate for Learning	- Positive ethos in school with attitudes to learning consistently positive. The average 'Attitude to Learning' score is 1.9 (on a scale of 1-5, with 5 being the worst). - The culture of learning amongst students has improved significantly, however it still remains a priority to develop the notion of 'our school'. - We ensure regular praise and reward assemblies celebrate good conduct and attendance - We have a school wide support mechanism for minimising low-level behaviour. This has reduced significantly the number of SLT/HPM "call outs". - Behaviour outside of lesson time is good including at break and lunchtime. - The school offers many lunch-time and after school clubs. - Period 7 exists for Y11 students across all subjects each night. - Students receive many opportunities to extend learning outside the classroom through clubs, visits and outside speakers.
Parents/Staff/Student views on safety	- Few well founded concerns expressed. - A recent survey of all parents was very positive (see documentation). - Parents overwhelmingly believe that children are safe in the School. - Student surveys reflect this. When concerns are raised, they are acted upon swiftly.
Pupils' behaviour	The School prides itself on high standards of behaviour and will exclude for certain types of behaviour. Exclusions are used to uphold standards.

	▪ The school operates a behavioural system that has clear 'stages' which are understood by all stakeholders. ▪ Students behave well, have good manners and are punctual to lessons. ▪ Permanent exclusions remain low. ▪ The school has invested significantly in inclusive practices and developed capacity to support staff and students – non-teaching House staff, an Inclusion Unit which supports behavioural and academic needs, Pupil Premium Co-ordinator, alternative curriculum packages for students 'at risk'. ▪ We have strong behavioural partnership arrangements with five local secondary schools. ▪ There is a 'zero-tolerance' approach to bullying and perpetrators are dealt with in accordance with school policy. ▪ The systems outlined above have been effective in supporting certain students in improving their behaviour (case studies available).
Safety & mutual support	▪ Student safety is paramount and students feel safe in school. ▪ Rigorous safeguarding measures are in place and there are clear channels of communication. ▪ Supervision of cases takes place regularly. ▪ 'Keeping Children Safe' is distributed yearly and staff are given regular safeguarding updates. ▪ All staff are 'Prevent' trained and updates are shared regularly. Recent training has taken place in CSE and FGM. ▪ Key information is shared with parents through the website and SIMs 'In-Touch'. This includes information on keeping safe at certain times of the year and social media/gaming advice. The School buys into an e-safety package and parents have completed on-line courses. ▪ E-safety is a key focus in ICT lessons. ▪ The school uses the 'SHARP' system to support students and the School has developed its own 'App' to encourage communication with staff. ▪ Support and teaching staff have been trained and make use of the CPOMS system.
Systems and Behaviour Management	● There is a clear and consistent policy and behaviour is managed consistently well. ● Behaviour data is analysed regularly by House teams, Senior Staff and the Inclusion Manager. Appropriate intervention is then formulated.
Bullying	▪ Instances of bullying are low and logged on the 'CPOMs' system. ▪ The school has a rigorous anti-bullying policy and firm action is taken against perpetrators. Victims are supported and restorative work undertaken when appropriate. ▪ Students recently played a leading role in reviewing the School's policy. Senior Leaders acted on feedback, for example by introducing a lunch time 'Welfare Drop In' and the aforementioned 'App'. ▪ The issue is constantly re-visited in the curriculum and assemblies. The theme is re-visited throughout the year in form time and assemblies and is included in the Year 6 induction programme before students join the school. ▪ Very few parents/carers use the official complaints channel to report instances of bullying however we have seen an increase by a very small minority of parents, vocal on social media, circumventing our complaints process to make representations to other agencies, such as the DfE and Ofsted.
Punctuality/attendance	▪ Please see the 2018-19 'Attendance Action Plan'. ▪ Following the last inspection, attendance rates, included those of disadvantaged groups, rose. This has not been sustained for a number of reasons. ▪ Attendance is one of the main whole-school foci this year. All staff have an appraisal target linked to attendance. ▪ School staff are working hard to tackle the culture of 'occasional days' of absence. More work is going into transition with feeder primary schools to highlight the issue before students even enter Year 7. ▪ The School has been affected by persistent Local Authority re-structures and a significant reduction is welfare support. ▪ Senior Leaders are in dialogue with senior personnel in the Local Authority regarding a number of 'stuck' cases. A group of nine school refusers is affecting the overall attendance rate by 0.5%. ▪ Attendance permeates all aspects of the pastoral self-review system. Senior Leaders hold pastoral staff to account regarding attendance.

	- Data is scrutinised frequently and the onus is placed on vulnerable groups. House teams make daily calls to families causing concern and this work is supported by the school's own Welfare Officer. - Staff are working hard to improve attendance. There are some positive signs when comparing the attendance rates of year groups to last year's data. However, persistent absence remains a challenge, particularly amongst disadvantaged groups. - In 2015, we restructured the school day to help tackle the problem of lateness to school. Any student who is late is detained on the same day after school for 30 minutes (1 hour for persistent cases). Between 2015 and 2018, the number of late marks fell dramatically and poor punctuality is no longer a significant issue.

TO IMPROVE

- Continue the drive to reduce the number of fixed-term exclusions and continue to monitor disadvantaged groups.
- Develop further capacity to improve engagement for the small number of students who find school challenging.
- Continue to focus on improving the rate of overall attendance to above 95% consistently and improve the overall persistent absence rate.
- Implement measures and practice to improve attendance amongst disadvantaged groups, particularly those students in receipt of Pupil Premium funding.
- Tackle the 'occasional day' absence culture amongst a significant number of parents.
- Continue to ensure behaviour is good or better through the ethos of "our school"
- Utilise student voice to reflect on issues students have concerns about.

LEADERSHIP   Overall judgement – 2 (Good)

Summary	- Leadership across the school is good and based on a shared understanding. - Areas of concern are identified and acted on swiftly. - The curriculum has undergone considerable change over the past three years to support student needs with further changes are planned for September 2018. - Supportive appraisal system in place to link with the revised pay policy - Utilising Blue Sky software. - Two "Raising Standards Leaders" in post to focus on overall student progress across all year groups. - Performance monitored at all levels through a multifaceted SRE process. - PACE underpins all that happens in school - General trend since 2015 has been improved achievement with 2017 showing a substantial improvement on the previous year. - Parents are supportive of the school with an increasing PAN over time. - We have acted decisively to combat underperformance, for example in maths and science. - Well established, supportive governing body, who offer guidance and challenge as necessary. - the Learning Support Department was not 'fit for purpose' in our last inspection. The Leadership Team has re-structured and re-modelled the department and the early signs of this work are very promising. - For individual underperformance, improvement support strategies are used and monitoring put in place (CSP). This programme offers two distinct

	• approaches in the form of an informal (department led) approach and a more formal approach (SLT led) recognising the need to intervene more rapidly. • We have seen a substantial change in staffing over the past three years as new systems and approaches embed themselves into the raising of standards.
Impact on outcomes	• The schools progress figure for 2018 is +0.01 which places us as the highest performing school in Ellesmere Port. Comparison with local and regional schools show our ranking improves from points score on entry at KS3 to KS4 achievement. • Attainment and progress is very good across a wide range of indicators. The 2017 FFT report shows a significantly positive progress score for EAL, Low attainers, Middle attainers, Male and Female students. • No sub-group has a significantly negative progress figure. • Progress in Maths and English improved significantly in 2017. • Progress in Science has improved dramatically. • Pupil Premium students in science performed better than non-Pupil Premium students in 2017. • Performance in English is below expectation but improved significantly in 2017 • History results were disappointing in 2016 and 2017 and a rigorous departmental intervention program is in place (began September 2017). • Challenging targets are set and monitored regularly • Student tracking has resulted in far more targeted intervention across all subjects. This work is supported and coordinated by our Raising Standards Leader. • The school has developed the effective use of more advanced data and assessment systems(SISRA Analytics, Doddle and Bluesky). • The school operates a cross subject "Learning and Teaching" group. • Identified underperformance is monitored directly through the relevant department SLT lead. • Student progress is closely monitored through two Raising Standards Leaders.
Impact on Teaching and Learning	• The school is effectively developing the use BlueSky as a system to allow teachers to create professional portfolios of their practice and professional learning • Classroom observations have moved away from former Ofsted-style gradings to a holistic view of a teacher's typical practice. • External monitoring of teaching & learning is also sought with reviews led by Kath Harris (Ofsted Inspector), Jim Gordon (External PiXL Consultant), Mike Holland (Ofsted Inspector PP) and Tom Reynolds (English Consultant). • The T&L/CPD lead has completed a Teacher Development Trust Associate qualification in CPD Leadership with David Weston and is now working with them to disseminate good practice. • The management of teaching and learning is good • All staff have access to the school development plan and departments take their priorities from this. • All departments have schemes of work and planning is built into the calendar. • The focus on teaching and learning at all levels has supported the clear trend of improving results. • Leadership across school has been a focus since the appointment of the current Headteacher.
Appraisal and CPD	• Appraisal and professional development are effective and are closely matched to the needs of the school. • staff are expected to take responsibility for their wider professional development however work with consultants has supported staff at all stages of their careers. • CPD in school now follows the principles of the DfE Standard - I.e. sustained, focused on outcomes, underpinned by evidence and collaborative. • A CPD 'menu' has been developed with a range of career-stage specific CPD opportunities for staff. • Appraisal provides the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher

	• Objectives set by each teacher contribute to the school's plans for improvement • Training needs and professional development are identified through the appraisal process. • BlueSky is now used to analyse the classroom performance of teachers over time.
Curriculum	• the curriculum, judged as good in the last inspection has had to change rapidly to meet new expectations and to ensure that all students maximise their progress. • The school offers a full range of courses at all Key Stages • Since 2015 the number of students studying Ebacc has risen from 20% to 50%. We aim to increase this to at least 55% by 2010 • Our curriculum is broad and designed to meet the needs of the local area • We are constantly reviewing both our academic and vocational offer. • At KS4 the school offers 23 GCSE courses in addition to English and Mathematics and 6 L2 vocational qualifications • At KS5 the school offers 14 GCE 2 year A' Level courses and 14 2 year Level 3 vocational courses, predominantly BTECs. • Behaviour in lessons is good however recent focused support has been targeted at a small group of Y10 students to modify some low level disruptive behaviour. • As appropriate we are able to offer a bespoke "Pathway E" route for a discrete number of students who are better suited to an alternative educational route. • SMSC is a strength of the school with dedicated time given to it in all years. • The school "buys in" external Careers Guidance in addition to developing a school based careers advisor
Self Evaluation	• Self-evaluation is robust providing monitoring which is accurate. The schools actions are carefully planned, concerted and effective resulting in self-improving colleagues. • A rolling programme of departmental inspections, department reviews, pastoral reviews and regular SLT line management meetings are well established. • A rigorous programme of work scrutiny, learning walks and climate for learning walks are well established. • Peer to peer assessments are now in place with four other secondary schools to start spring term 2018. • Annual reviews with every department take place within the first six weeks of the autumn term. • Senior Curriculum Leaders (SCL) and House Progress Managers (HPM) support the "Progress Focus Model" through continuing review of students within their areas.
Experience, Ambition Professional Standards	• All teachers and governors are highly ambitious for all students. Staff model professional standards with high levels of respect and courtesy for students and others. Excellence is pursued • Our expectation of behaviour is very high with behavior in lessons being at least good, • We use aspirational FFT(A20) targets for our students. • Our school aims are expressed across school in the word PACE. (Prepare, Achieve, Care and Enjoy)
Engagement with Parents and Carers	• The school is split into five Houses. The House Progress Manager (HPM) and Assistant (APM) liaise with and support parents and Carers. • The school employs a Family Support Worker to support engagement. • Support for students and parents is available through the school Learning Mentor Service. • The school provides weekly E Bulletins and termly newsletters for parents and carers. Information for parents is also updated on our school website. • Our "In touch" system enables the school to contact Parents and Carers efficiently and effectively. • We operate a "Absence Call" system. • Parents Evenings run across all years. • A recent 'Listen to Improve Evening' gave parents the opportunity to meet with members of the SLT to raise any issues of concern.

	- Monitoring Day takes place in the autumn term of each year. - Parents and carers receive progress information for their child four times per year. - Parents are invited into school for information evenings (Y9 Options, Y11 into Y12, Y11 parent revision, Drugs awareness etc) - Staff contact parents and carers directly to discuss progress of their child.
Governance	- Following reconstitution in 2015 the Governing Body was reduced from 20 members to 15. - Governors meet in full four times within any academic year. - Two committees operate alongside the Full Governing Body. These committees (Teaching, Learning, Children & Community plus Leadership, Management and Finance.) report back to the FGB at each of the four meetings each academic year - The governors support the vision of the school through embracing our aims represented in the word PACE. (Prepare, Achieve, Care, Enjoy) - Committee meetings are organised such that governors can challenge the member of the Senior Leadership Team with responsibility for that area. - Questioning and challenge by governors feature at both committee and FGB meetings - The Headteacher meets with the Co-Chairs and Vice Chair (when available) of the Governing Body every two weeks. - Governors are assigned to specific focus areas including Pupil Premium and Safeguarding. - All governors are encouraged to attend local and national training opportunities. - To strengthen the involvement of the governors within the life of the school, a link governor arrangement exists. - FGB meetings feature an Information element whereby relevant staff present information to the full governing body for discussion and questioning.
Promotion of equality	- The PSHE curriculum includes a number of elements that explore and promote fundamental British values, equality and opportunity, Human Rights and respect for other cultures - Equality forms part of the RE curriculum. - Assemblies are used to highlight past and current issues around equality and diversity. - The school holds the Rainbow Flag award. - The school is "Attachment Friendly" - The school has a dedicated careers advisor. - All students engage in work experience in Year 10 and Year 12. - We organise an host an annual careers fair for local schools.
Safeguarding (Including Protection from radicalisation and extremist views)	- Arrangements meet statutory requirements. - A Safeguarding audit was recently completed by Kath Harris (Ofsted Inspector) with an action plan produced to address areas to improve. - The Headteacher, Deputy Headteacher and School Business Manager have completed Safer Recruitment training - The school has five Child Protection Officers (All Level 3 and above) - The school has a Safeguarding Governor and a governor who oversees children who are looked after. - The school's Single Central Record including a "barred" list is complete and up to date. - Staff are regularly updated on the "Keeping Children safe" agenda including PREVENT and radicalisation awareness. All new staff complete Level 2 'basic Awareness' training in their first few weeks of being in the School. - Safeguarding and safe practices are continually highlighted with the students through our PSHE curriculum and assemblies - Inclusion of British Values mapped across all curriculum areas - The Head of PSHE plays a prominent part of the National PSE Council. Currently piloting the "Challenge Curriculum"

TO IMPROVE

- Improved performance in History through external support and internal monitoring/support.
- Continue to improved progress figures for English.
- Continued focus on raising achievement across all areas of the school and supporting the achievement of students through flexibility of curriculum and courses.

- Development of intervention strategies to support vulnerable groups and in particular students eligible for Pupil Premium so that their achievement increases in line or better than non-Pupil Premium students.
- Put in place strategies to support Year 6 transition for students from identified schools that demonstrate a significant decline in Literacy and numeracy ability before the start of Year 7
- Continue to develop self-review processes within the school
- Increased focus on the impact of self review on the quality of learning and teaching.
- Continue to develop the role of the governing body and involvement of governors at classroom level through expanding the linked governor arrangements.
- Increase consistency and capacity with UPR colleagues using the newly introduced school UPR responsibility document.

SMSC   Overall judgement 1/2 (Outstanding/Good)

Summary	- SMSC a strength of the school, underpinning our work and ethos (mutual respect, equality and a recognition of cultures diversity) - Dedicated curriculum time at KS3 and KS4 - PSHCE co-ordinator, detailed schemes of work, teacher team with regular training and support - Current themes supported including the development of British Values - PSHCE co-ordinator a member of the PSHCE National Body - Students at KS4 study philosophy and ethics - Students involved in working on topical issues with schools in Germany, Spain, Holland, Czech Republic, Turkey, Italy, Lithuania, France and Norway - Very strong cultural link with schools in South Africa and Zimbabwe - Parent feel 'the development of moral standards' to be a strength of the school - Rainbow Flag - Attachment Friendly
Personal insight and spiritual development	- Pupils have clear personal values. - From Year 7, students develop understanding of social and emotional aspects of learning. - At KS4 students can study Philosophy and Ethics in addition to PSHCE. - Students are encouraged to reflect and give their own views. - Students are encouraged to respect beliefs of others. - Good uptake of students on various overseas/academic educational visits
Moral understanding and relationships	- Students have a well-developed understanding of ethical issues. - SLT and the pastoral Staff lead assemblies covering a range of moral and cultural issues. - PSHCE is taught discretely across all years. - A recent survey of students and parents judged that the development of moral standards was a strength of the school
Social development, skills and respect for other cultures	- All students learn that others may have different views and conflicts must be resolved thoroughly. - Various curriculum areas – English, History, Philosophy & Ethics, RE, PSHCE, Drama, support RE and PSHE in developing the whole school ethos. - Student understanding of issues such as racism, homophobia and bullying is well developed. - The spiral curriculum in PSHCE ensures that students are fully aware that they belong to a diverse, multi-cultural society where tolerance of beliefs of others around race, religion and gender supports the rich mix of the communities around them. - Appreciating cultural diversity and challenging racism is understood by all

School's promotion of SMSC and community cohesion	• A wide range of opportunities impact on students' attitudes. • Students judged Social & Health education along with promoting moral values as a strength of the school. (Kirkland Rowell) • The impact of the school promotion of SMSC is clearly evident in the way that pupils and staff conduct themselves around the school. Excellent curriculum provision in PSHE, Citizenship and RE curriculums, pastoral care and the Leadership of these areas inderpins SMSC through • Whole school approach to developing SMSC incorporated in the SDP and through the PSHE Development Plan. • PSHCE taught as a discrete subject and students given the opportunity to gain nationally recognised qualifications in PSD and Citzenship • Assemblies, visiting speakers and workshops uphold SMSC values and underpin the strategy.

TO IMPROVE

- Ensure topical issues are embedded into Schemes
- Extend opportunity to appreciate cultural diversity
- Continue to develop student skills to challenge prejudice

OVERALL EFFECTIVENESS   Overall Judgement – 2 (Good)

Summary	• The School never 'stands still'. We strive for continuous improvement. • Consistently high numbers of Good and Outstanding lesson observations. Few lessons graded inadequate in the last 3 years. • A new "non graded" learning walk/lesson observations established throughout 2017/18 • The progress figures for English and Maths have been below National averages. In 2017 the progress figure moved from –0.31 to +0.01 for mathematics. English alsomade significant improvement from –0.60 to –0.21 • Behaviour in lessons is consistently observed to be excellent and disruption is dealt with using clear systems. • PSHCE is a strength of the school and an integral part of the school curriculum • The pastoral system is at least good in providing social and moral guidance for students. It is recognised as a strength of the school. • Personal development, behaviour and welfare are at least good across the school. • Further improvement through continued focus on progress needs to be made in English and History. • The school now operates a "Progress 8 Curriculum" • Improving picture across most non core subjects with centres of excellence in ICT, Media, Modern Foreign languages, Science, Engineering and Construction. • Improving attendance and punctuality. • Behaviour and Safety across the school is at least good.
Achievement	• At least good across most subject areas however we support areas of concern through our CSP programme. • Positive attitudes to learning are promoted. • The schools progress figure for 2017 is +0.37 which puts it in the top 20% of schools nationally. • Attainment and progress is very good across a wide range of indicators. • The 2017 FFT report shows a significantly positive progress score for EAL, Low attainers, Middle attainers, Male and Female students. • No sub-group has a significantly negative progress figure. • English is below expectation but improved significantly in 2017. • Mathematics has made significant improvements over the past two years with capacity to improve still further. The 2017 progress figure put progress in line with national. • MFL, Science, ICT, Media and vocational courses are a strength.

	• History, Business Studies and Economics need to make improvements to the outcomes of students. Additional support offered to support these areas.
Quality of Teaching	• At least good, with some that is outstanding. • Consistently high numbers of good and outstanding lesson observations. • A new "non graded" approach to lesson observations/learning is being developed throughout 2017/18. • A rigorous monitoring and self-review procedure is now in place. • CPD is focused on improving classroom practice. • Continuing development of supporting progress over time through effective marking and feedback. • Good behaviour enables students to learn. • Stretching and challenging students at all points is a focus of the school. • The school uses Doddle to assess students in Y7-9 and to identify gaps in learning. • Student progress is monitored as a whole school four times each year. • Y10-11 are regularly assessed through testing under examination conditions followed by classroom intervention.
Behaviour and Safety	• Likely to be at least good. Would we say it is good? Internal data and monitoring data suggest behaviour is good. • Poor behaviour is dealt with quickly and effectively utilising a variety of internal and external strategies. The school supports and contributes to the CWAC Fair Access Protocol. • The school has sought to make real improvements with attendance and punctuality by accessing external consultancy support and guidance. • School ensures a safe environment and robustly challenges bullying and racism. • Attendance amongst FSM children needs improvement. • Fixed term exclusions are reducing over time. • The school reward system has been updated and proving very popular with students, staff and parents. • A number of staff have been involved in training from the Proud Trust with a view to gaining Skilled Teacher Accreditation (The Rainbow Flag Award). • Safeguarding is based on a rigorous approach to ensuring students and staff are safe. • Staff are updated regularly with current thinking. (PREVENT, FGM, CSE etc). • Teaching and support staff, have received instruction in using the school CPOMs system
Leadership	• The school has strong vision and purpose with a focus on improvement. • The re-design of curriculum and pastoral structures has been successfully implemented. • SLT and other leaders are clear of where issues lie and take action to address these issues. • Rigorous SSER procedures are in place and reviewed yearly with the support of Senior curriculum leaders. • Leaders at all levels reflect continually on how improvements can be made. • Links between Governors and subject areas are a valuable part of school review. • "Leaders are improving the school and have the skills to drive further improvement in teaching" (Ofsted 2015). • The school constantly evaluates school need in terms of intervention, behaviour and attendance. • Two Raising Standards Leader monitor student progress across key stages 3 and 4.
SMSC	• Deliberate and effective action is taken to create a cohesive learning community by promoting SMSC. • Pupils have highly positive educational experiences at school and are well prepared for the next stage of education, training or employment. • Caring ethos and strong pastoral system is supported by excellent PHSE provision and regular specialist drop in support services.

TO IMPROVE

- Develop further of a culture of learning within students
- Embed the whole school Literacy and Numeracy Policy

- Focus on sharing good classroom practice, particularly re Teaching and Learning.
- Focus on improving the progress score in English
- Improve outcomes in History and Business Studies
- Raise the attendance level of Pupil Premium (Pace setters) students.
- Close the 'Gap' between Pupil Premium students and their peers.
- Eradicate differences in performance amongst A,G & T students.
- Continue to make sixth form provision more effective.
- Improve attendance within some vulnerable groups particularly and further reduce exclusions