

## EXECUTIVE SUMMARY OF OUR SELF-EVALUATION

### **OVERALL EFFECTIVENESS: 1**

- Outstanding teaching, learning and assessment demonstrated by very high attainment and progress and the school's work as a National Teaching School.
- Pupils thrive within an environment that promotes spiritual, moral, social and cultural development (evidenced in 2013 section 8 report).

### **LEADERSHIP AND MANAGEMENT: 1**

- Evidence from self-review, quality of results, the views of a lead inspector who we work with as a Teaching School and the local authority, shows L and M continues to be outstanding: 'There is a relentless focus on raising standards and improving teaching and learning,' (Ofsted 2007).
- The award of Teaching School status in 2012, which followed an evaluation visit from the National College (led by a former senior HMI) focusing upon the quality of leadership and management, further validates our self-evaluation.
- The school was re-awarded Investor in People Gold Standard in June 2011, a rarely awarded recognition of high quality leadership across all levels within the school.
- Successive inspections have highlighted excellence of governance. Governors have played key roles in shaping both the vision of the school, actively promoting the school's view of itself as a 'community grammar school' with an inclusive ethos.
- Governance and scrutiny has remained robust as a result of a series of scrutiny panels taken from best practice in local government. This system allows governors to very closely review and evaluate the different dimensions of the school's work.

### **TEACHING, LEARNING AND ASSESSMENT: 1**

- Our self-evaluation is that almost all teachers are at the standard of good or outstanding when judged over time
- National Teaching School, judged by Teaching School Council to be performing at a high level.
- Leadership of regional initiatives on developing quality of teaching and learning (TLP, Partnership Plus).
- Lead school for School Direct, hosting development days for Warwick University.
- Actively involved in school to school support – headteacher is an NLE. He and senior deputy headteacher were the executive leadership team for Northampton International Academy last year, a free school in a challenging area of Northampton. DFE evaluation highlighted quality of that support in T and L.

### **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE: 1**

- On-going monitoring by senior leaders supports Ofsted 2007 reference to 'very high standards of behaviour'. Confirmed by Susan Morris King, lead HMI for behaviour and safety, Summer 2013.
- Data on exclusions points to a remarkable record of inclusion. No permanent exclusions for over 30 years and a small number of fixed-term exclusions over that period.
- School internal data and Raiseonline point towards very high levels of attendance.
- Feedback from students (via Student Council, vertical tutor groups) and parental surveys, is that pupils are safe and supported within the school environment. 'very high standards of behaviour and the quality of relationships show that students have a highly developed understanding of their own and others' safety' (Ofsted 2007). Confirmed by HMI in 2013.
- Students' spiritual, moral, social and cultural development is excellent' (Ofsted 2007). Confirmed in 2013 HMI visit.
- A wide range of partnerships with faith groups enables moral and spiritual education to be developed through lessons and assemblies.
- The sixth form PSRE programme and depth days for students in Year 7-11 enable students to explore a complex set of moral and spiritual issues.

### **OUTCOMES FOR PUPILS: 1**

- 2017 P8 score of 0.34 places school in top 25% nationally. We project a similar score for 2018.
- 2017 disadvantaged P8 score of 0.56 is well above average
- 2016 Progress 8 score of 0.37 also above average (as was the case also in 2015 when we opted into pilot)
- 100% 5 A\*-C inc. E/M for past seven years, though in 2018 one student gained grade 3 in English.

### **Sixth Form: 1**

- In 2018 71% A\*-B, well above national in BTEC Engineering and projected sig+ L3 VA
- Consistently positive L3VA over past 15 years
- A\*-B at A-Level consistently between 65-70%
- Between 90-95% proceed to Higher Education each year
- In September 2018 Sixth Form became co-educational, with 38 girls joining Year 12.
- At same time pattern of curriculum choices was re-shaped in order to add further breadth and focus
- After a major focus on L3 VA score for disadvantaged students in 2017- 2018, our projection is that score is once again positive in summer 2018 results.

### **Overall Effectiveness: 1**

- The evidence provided below shows that the school has continued to improve since its last inspection and has excellent capacity to continue to improve (cf Ofsted 2007 and 2013).
- Teaching, learning and assessment is outstanding and the school is championing best practice across the sub-region as a National Teaching School.
- Progress 8 data over time points towards high quality teaching and the achievement of ambitious targets set by the leaders and governors of the school.
- Similarly, consistently high A-Level results, with 65-70% A\*-B achieved over a number of years and consistently sig+ VA, demonstrates both the quality of teaching, the quality of monitoring and the high level of challenge across the curriculum.
- Our Teaching School status and role in S2S support in a wide variety of contexts demonstrates the continuing high standards of teaching within the school and willingness to make a contribution to system wide improvement.
- The re-awarding of the Investor in People Gold Award in September 2016, provides a further external accreditation of the high standards of leadership and management within the school.
- Outstanding behaviour, excellent pupil safety, remarkably low levels of fixed term exclusion and no permanent exclusions in 20 years, positive feedback from parents and pupils, impressive attendance and continuing national recognition of leadership and management within the school all point to the maintenance of very high standards.

### **Leadership and Management: 1**

- We consider leadership and management within the school to be of a very high standard. In making this judgement we have taken account of our own self review, the views of Ofsted lead inspectors that we work with us as a Teaching School, other external agencies and the local authority. 'There is a relentless focus on raising standards, improving teaching and learning, and sharpening the quality of leadership and management' (Ofsted 2007).
- The award of Teaching School status in 2012, which followed an evaluation visit from the National College (led by a former senior HMI) focusing upon the quality of leadership and management provided by the headteacher and the leadership team, is a further endorsement of standards of leadership within the school.
- The school was awarded Investor in People Gold Standard in June 2011, a rarely awarded recognition of high quality leadership across all levels within the school. The status was re-awarded in September 2016.
- In March 2009 the headteacher was recognised as a National Leader of Education and the school as a National Support School. Since then we have been extensively involved in a wide range of school to school support projects. In 2016-17 the headteacher and senior deputy headteacher formed the executive leadership team for Northampton International Academy, a free school in a challenging area of

Northampton. They are continuing to provide leadership support this year.

- Our vision is articulated through documents such as the School Development Plan. Whilst it establishes a series of operational targets, it also contains a broader set of goals and values that the headteacher and governing body wish the school to aspire to. 'The values on which all of the school's work is based are very clear ...' (Ofsted 2013).
- Middle leaders are encouraged to undertake the National College Middle Leader Development Programme (NPQML), led by the senior deputy headteacher. To date 15 subject leaders have undertaken this training, whilst two have taken the qualification for senior leadership (NPQSL).
- The very high standard of social behaviour amongst pupils and staff is reflected in our June 2013 section 8 inspection.
- Effective middle leadership is promoted through the submission of a yearly development plan in response to the main school SDP, which is presented to the headteacher and senior deputy and reviewed termly by subject line managers.
- Middle leaders play an active role in monitoring the quality of teaching and learning through a system of joint observation, shared initially with members of the leadership team to ensure quality and consistency of judgements.
- Student leadership also plays a crucial role within the school. For the past 18 years a student panel has formed part of all interviews for posts at the school. We have a thriving and dynamic Student Council which contributes to the curricular and extra-curricular life of the school. The Chair of the Student Council recently acted as Chair of the national conference of ASCL, attended by over 1000 school and college leaders. Student researchers also play a significant role in exploring key issues in teaching and learning (used, for example, by our Head of Chemistry to chart the level of challenge within key parts of a lesson). Vertical tutoring also actively promotes student mentoring, enabling younger students to receive pastoral support from their peers.
- The involvement of the headteacher and senior deputy headteacher with a range of national and regional forums has meant that the school has often been the first to respond to major national initiatives (e.g. training staff to deliver PREVENT courses). Senior deputy headteacher sits on the West Midlands Teaching School Council and headteacher chairs Warwickshire's Education Challenge Board.
- The headteacher is an Ofsted inspector. He and the senior deputy headteacher monitor standards of teaching through observation and learning walks.
- The school actively engages in talent spotting across the curriculum. Staff have been offered opportunities at early stages in their careers according to strengths, including several subject leaders who have been appointed in their early years of teaching.
- The school's development plan articulates challenging targets for the school, stipulating that all departments should aim for 4+ levels of progress and that the school aims for top 10% of Progress 8 scores nationally. The success of this strategy over a number of years is reflected in the outcomes section.
- These targets are fully embedded in individual targets for all teachers set during performance management reviews.
- The contribution of the school in promoting all forms of equality and fostering respect for all faiths is detailed in our 2013 Section 8 inspection. We continue to agree with the overall conclusion of the report that whilst a range of activities and structures promote these goals (lessons, assemblies, PSHE, sex education, pastoral structures including vertical tutoring) the key element is provided by the prevailing ethos of tolerance, understanding and respect that lies at the core of the school.
- The senior leadership team are used as consultants by the Key in order to offer advice to other schools on a range of current issues, including curriculum, budget, leadership progression and the design of CPD programmes. Our article on 'Leadership Structures in Outstanding Schools' was viewed by 1033 schools whilst altogether our articles have been viewed by 3915 schools during 2014-15.
- The school has also contributed to system leadership across the region, leading seminars for the office of the Regional School Adjudicator on 'Progress 8' for leaders across the West Midlands and leading the generation of a sub-regional designation of LLEs.

#### Governance

- Successive inspections have highlighted the strength of governance. Governors have played key roles in shaping both the vision of the school and its physical development. They have actively promoted the school's

view of itself as a 'community grammar school' with an inclusive ethos.

- Governance and scrutiny has remained robust as a result of a series of scrutiny panels taken from best practice in local government. This system allows governors to very closely review and evaluate the different dimensions of the school's work.
- Academic performance is vigorously monitored on a termly basis by a dedicated panel including a former chief inspector of schools for Warwickshire, a second panel oversees safeguarding, well-being and health and safety and a third panel oversees finance and capital projects (chaired by a former partner at PWC).
- The self-evaluation that forms the outcomes section of this SEF is shared with governors who scrutinise, comment and suggest developments and priorities as appropriate. As part of this the progress of groups such as disadvantaged, most able, SEN and ethnic groups is monitored.
- Judgements over teaching and learning and the way in which standards are monitored over time are reported to the governors' standing committee, who then question and scrutinise the report as well as having a broader discussion of an agreed aspect of teaching and learning within the school.
- The senior deputy headteacher meets with the Vice-Chair of governors as part of a regular cycle to review appraisal outcomes and feedback on teaching and learning before they are further discussed by the staffing committee.
- All of these panels review policy and procedures, ensure compliance and monitor effectiveness through detailed scrutiny and where appropriate challenge.
- The Vice-Chair as acts as a link to the school Sixth Form and student council.
- Governing body funding, has enabled many other staff to complete further qualifications, whether degrees, masters degrees or other professional qualifications.

#### Parental views

Parents have a very high opinion of the school. We know this as a result of:

- Annual surveys of every year group carried out during parents' consultation evenings using the template used by Ofsted. The response rate is very high and around 6-700 parents across the school complete the surveys every year. Outcomes show unusually high levels of satisfaction with the leadership of the school, the quality of teaching, standards of behaviour and the overall happiness of students.
- Our newsletter "The Weekly Word" which ensures that the headteacher is in weekly contact with parents (over 15000 words are written in his column to parents every year).
- A committed Parents Association that plays an active part in the life of the school.
- High attendance at parents' consultation evenings and other parents' meetings (95% plus).
- The comments made in an earlier Inspection Report still apply: 'Students' personal qualities, including their spiritual, moral, social and cultural development are very good...Parents are very positive and express favourable views of the education the school offers'.

#### Curriculum

- Our innovative structure has been in place since 2005 and is designed to offer a personalised pathway through Years 7-11.
- Our curriculum is designed to offer breadth and balance, supporting both high outcomes and personal development.
- Whilst several subjects that students are offered do not count in DFE KS4 performance tables (for example Extended Project and Further Mathematics) we believe that they add significant depth to the curriculum, whilst developing study skills that are relevant to the wider curriculum.
- Similarly, for the past 15 years we have offered students the opportunity to study AS General Studies during Year 11 because of the additional challenge it provides and the contribution it makes to wider study skill development.
- The school's curriculum meets the needs and aspirations of learners so significantly that the school was selected to take a leading role in the national curriculum redesign project. This selection was based both upon the school's history of curriculum innovation and its results.
- Years 7-11 represent a five year continuum, merging aspects of Key Stage Three and Key Stage Four. Students make some GCSE options at the end of Year 8 following a range of curricular pathways depending upon subject and student choices. The option choices allow all students to access the E.Bacc.

There is a further subject choice at the end of Year 9 between Computing, Psychology, PE, the completion of a Level 3 Extended Project.

- The school encourages students to develop their study skills and a love of learning through embedding the Extended Project within the curriculum. All students complete a Level 2 EP in Year 8 and have the option to complete a Level 3 EP in Years 10 and 11 or Year 12 or 13. Some students enjoy the projects so much that they complete 2 Level 3 EPs.
- Re-shaping of the school day has enabled all students to be offered vertically organised enrichment periods of two 30 minute sessions a week, offering the chance to take part in activities ranging from knitting to Duke of Edinburgh – bronze, silver and gold, French film, sport, music and a vast range of other options.
- As a result of all this, the school was selected as one of two secondary case studies for the Leadership of Personalised Learning website (NCTL).
- Our extra-curricular provision is extensive. The school regularly has two teams for each year group taking part in sport on a Saturday with uptake increasing. Music flourishes with an extensive programme of concerts and music tours. Drama is available as an enrichment option, within English lessons and within the Year 7 rotation. Over the past three years there have been productions of 'Spamalot' and 'Into the Woods', both including large casts. The range of educational and enrichment trips within the UK and abroad allows students to add depth and breadth to their school experience.
- The school goes to great lengths to prepare students positively for life in modern Britain and to promote British values. We make use of a multi-faceted programme using PSH and RE sessions, themes within subject areas, assemblies and visiting speakers (including a specific focus upon the PREVENT agenda).
- Post 16 collaboration over the past 15 years with Rugby High School has offered a much broader choice to students, who can choose a mixture of A-Level courses at either of the two schools. Whilst continuing to collaborate, both schools have decided to introduce mixed Sixth Forms from 2018.
- Emphasis is put on students accessing impartial guidance in order to help them make informed choices about the next stage of their academic career. The careers programme starts from the beginning of Year 7, and each year group has age appropriate activities and themed days to build their understanding. All students are provided with individual careers interviews. The careers curriculum includes The Skills Show, The Big Bang Fair, Enterprise Conference, The Flourish programme and the STEP programme. The Sixth Form PSRE programme also includes dedicated careers lessons for all students.

#### 6<sup>th</sup> Form

- The Head of Sixth Form leads a committed and high performing team of teaching and non-teaching staff who are focused upon ensuring very high standards in both the pastoral and academic support offered to students. 'The sixth form is led and managed very well' (Ofsted 2007).
- Governors rigorously monitor standards within the sixth form – Sixth Form progress is a standing agenda item on the governors' academic committee agenda.
- Strong monitoring and evaluation in the main school is continued in the Sixth Form, where the pastoral oversight is very strong. Collaboration is a feature of the Sixth Form because of its development of the curriculum with Rugby High School which enables students to have opportunities to study a broader range of subjects at A-level.
- An area review of post-16 provision hailed the school as a model of good practice and stated that this arrangement was an 'excellent exemplar'.
- Relationships with students are very strong, fostered by excellent relationships within the Sixth Form.
- The non-selective nature of the Sixth Form means that curriculum is subject to constant review and development. Recent new subjects introduced following consultation with students include BTEC Engineering and Science.

#### **TEACHING, LEARNING AND ASSESSMENT: 1**

- 'The defining feature of most of the teaching is that of high expectations of what students are capable of achieving' (Ofsted 2007).
- 'Teachers use their high levels of subject knowledge to provide students with interesting and demanding tasks, which stretch them, develop their higher-order learning skills, and prepare them successfully for tests and public examinations' (Ofsted 2007).
- 'In all the lessons observed students were well focused on their learning' (Ofsted 2013).

We consider teaching and learning within the school to be of a very high standard. Our evidence for this view is derived from the following sources:

- SLT observations judge 32% of lessons to be outstanding, 67% to be good and 1% to be requires improvement.
- A practising Ofsted Inspector has led training in lesson observation for SLT and middle leaders, thus ensuring realistic lesson grading in line with current OFSTED standards.
- Teachers judged to be 'requires improvement' undertake the Improving Teaching Programme or other coaching plans.
- Our observations indicate that a significant percentage of teachers are able to enthuse and motivate their students with a love for their subject.
- Teachers' expectations are high and they use their teaching to extend knowledge, skills and understanding in pupils, enabling them to make very strong progress and to achieve exceptionally high standards. 'The defining feature of most of the teaching is that of high expectations of what students are capable of achieving' (Ofsted 2007).
- We have noted that the pace of lessons is brisk, students are consistently on task and the level of challenge is high.
- Assessment is careful and is intelligently used to inform planning as indicated by work scrutiny, observations, whole staff training and subject reviews.
- Learning is supported by regular written and verbal feedback from staff. Every teacher has regular and effective marking as a pay review condition to ensure high standards and consistency.
- Following appraisal interviews, professional development needs are collated and responded to on a whole school or individual basis as appropriate.
- Staff undertaking training are asked to evaluate the anticipated impact of their professional development. Evaluation then focuses upon short and medium term impact upon learning.
- Our observations, work scrutiny, and Heads of Year research indicate that homework is very well used to monitor understanding and to develop skills in key areas of learning.
- High student attainment supports our judgement that high quality teaching enables pupils to develop excellent skills in literacy and mathematics.
- Triad coaching groups enable 3 staff from different departments to work together in study groups. This approach, developed from our nationally recognised within school variation project, enables strong practice to be shared at all levels. The groups focus upon issues arising from our yearly cycle of observations.
- UPS3 teachers act as exemplars of good practice when needed and volunteer lessons to be watched by other staff in the summer term to help their development.
- We take time to ensure that teaching developments are tailored to our pupils and that they are embedded in our culture. Our 'Lawrence Sheriff Learner' project is in its second year and we are noticing common vocabulary describing common values is emerging.
- In order to gain Teaching School status in April 2012 we demonstrated a high level of teaching quality and this tight focus has been maintained.
- The school has rapidly developed its capacity to develop ITT trainees in response to local need. We are an Enhanced Partner School with Warwick University and have run a weekly professional studies programme which has received excellent feedback from trainees and lecturers.
- The vast majority of subjects now host trainees and other visitors and a large numbers of teachers are trained as mentors.
- We coordinate School Direct across our teaching school alliance.
- The school is cited twice as an example of excellent practice in the National College NPQH module on Teaching and Learning.
- We are fully involved in school to school support, for example, supporting local comprehensive, primary and special schools to improve outcomes.
- The school is running a county wide programme of support for NQTs across primary, special and secondary phases, encouraging involvement across a wide range of schools.
- All staff have participated in events across our Teaching School Alliance, focusing upon discussion of live lessons dialogue about teaching and learning has become part of the 'warp and weft' of school life.

- The school successfully piloted the ITP and OTP programme with a cross subject cohort from within the school. Four teachers are trained as facilitators on this programme and are currently delivering it very successfully to other schools.
- Subsequently staff produce their own Teaching and Learning Programme, attracting participants from local schools.
- The school is contacted regularly by other schools asking to be able to visit for a day to explore topics for their own school improvement with us. For example, we are regularly visited by schools seeking to explore vertical tutoring and our use of the Extended Project.
- Regular visits from colleagues from other schools mean that teachers' lessons are observed regularly by significant numbers of visitors. The school has developed an open door culture.

#### The Leadership of Teaching, Learning and Assessment

- The school's involvement in a long-standing National College project on reducing in school variation demonstrates its commitment to enhancing the leadership of teaching and learning at all levels.
- In the last few years pupils looked at Hattie's effective strategies to identify an area of practice that they felt the school should develop further. Their ideas have then been fed into staff and departmental meetings.
- The headteacher, senior deputy headteacher and other members of the leadership team have taken an active role in professional development and networks associated with teaching and learning. We have pursued an active strategy over a number of years of demonstrating that teaching is at the top of the leadership team's agenda. For example the senior deputy headteacher is an SLE and the headteacher an NLE.
- Senior leaders within the school monitor the quality of teaching and learning through performance management, scheduled and drop in observations and student researchers and regular work trawls. These are now embedded through a calendared cycle and responsibility for monitoring the quality of teaching and learning is distributed to subject leaders to build capacity and confidence.
- Our senior deputy headteacher leads a highly successful middle leadership development programme which has enabled a number of middle leaders within the school to develop their own skills in the leadership of teaching and learning.
- She also leads a senior leader programme which has had impact on a few more experienced middle leaders who now make an enhanced contribution to leadership and decision making across the school.
- We are a lead partner with *The Key* and are regularly contacted to provide case studies on a wide variety of teaching and learning issues. We are one of only 11 schools across the country who are used to provide such case studies.

#### **PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE: 1**

##### Behaviour

- On-going monitoring by senior leaders supports the judgement of successive inspection teams that behaviour in lessons is very good. Ofsted 2007 refers to 'very high standards of behaviour'. HMI visit in June 2013 confirmed this judgement.
- Data on exclusions points to a remarkable record of inclusion. No student has been permanently excluded for the past 26 years. The level of fixed term exclusions continues to be very low - only ten students received this sanction during the last academic year.
- The number of students attending internal detentions continues to be low level. We feel that this is due to high expectations of behaviour and clarity in communicating the school's expectations.
- The school's electronic strike system ensures clear sanctions which are communicated to all students and parents through INSIGHT. It is now rare for any student to receive a significant number of strikes within any given week.
- The sustained good behaviour over the past five years can be directly attributed to the vertical tutoring system and the pastoral care provided by the Heads of House, Year and Pastoral team.
- The school uses a merit system developed and constantly reviewed by the Student Council to recognise the large groups of students whose behaviour is exemplary in lessons. We have a simple praise system whereby positive behaviour is rewarded by use of postcards to parents of students on a weekly basis that highlight individual achievement/contribution to the school community. As Ofsted have consistently pointed out,

student attitudes to learning remain positive and continue to be a strength of the school.

- Parental evaluation of behaviour consistently points to a very high level of satisfaction with the school's behaviour management, we have a very high response rate as a result of questionnaires issued at every parents evening.
- Student feedback through the student council is that lessons are not disrupted by poor behaviour and that attitudes to learning are very positive. Our own observations support the views of students very strongly.
- Staff experiencing issues in behaviour management receive immediate support and specialist advice from a team of experienced staff within the school.
- Healthy school survey of students in 2018 identified 7% of student received some kind of bullying on a regular basis whereas Anti-Bullying Alliance statistics identified 40% were bullied regularly nationally. Although low according to national figures the school is working hard to reduce the schools' level of bullying through the pastoral system, mentoring, Student Council support and spiritual, moral, social and cultural awareness.
- HMI visit confirmed that bullying was not an issue within the school: 'Students behaved calmly, considerately and sensibly at all times. They were responsible and independent and had positive attitudes towards each other' (Ofsted 2013).

### Attendance

- Raiseonline points towards unusually high attendance. Current attendance is 97.5% overall and 94.6% for disadvantaged.
- Persistent absence is 6.7% against a national average of 12.8%.
- High attendance figures have been maintained over a number of years.

### Pupil Safety

- See very positive HMI comments by Susan Morris King following unannounced visit in June 2013. Since she is Ofsted's national lead in this area we are happy to be guided by her judgements.
- Feedback from students (via Student Council, vertical tutor groups and Student Council working parties), strongly supported by parental surveys, is that they feel safe and supported within the school environment. 'Their very high standards of behaviour and the quality of relationships show that students have a highly developed understanding of their own and others' safety' (Ofsted 2007).
- As in any school, some bullying occurs, but is not allowed to become established and is dealt with promptly and effectively by our pastoral support team. The switch to vertical tutoring has enabled students to build relationships with all year groups. This has broken down barriers, increased peer mentoring and reduced bullying further. Racism rarely occurs and is simply not tolerated. Any such incidents are dealt with immediately by the pastoral team.
- The school uses the "360safe" review tool to review our safety policies/practices and to inform our e-safety training for staff, students. As part of the process, evening sessions were provided for parents. E- Safety material is now also included within schemes of work.
- The Student Council provides a forum for students to air concerns and the pastoral team, including Heads of Year and Heads of House, are always available for students who are experiencing issues. 'Students feel very secure in the school and have great confidence that staff will respond quickly if a need arises' (Ofsted 2007).

### Safeguarding

- School policies address all issues of student welfare, such as bullying, behaviour and harassment.
- Pastoral issues are overseen by Heads of House, who track the overall development of students as they move through the school from Year 7 to 13.
- Their work is supported by Heads of Year, who principally monitor the academic progress made by students in each year group.
- Our non-teaching pastoral coordinator and her team support Heads of House and Heads of Year and also oversee welfare and child protection.
- Their work is overseen by an Assistant Headteacher, regularly with each team to review progress and to discuss strategy.



## SEF September 2018

- All visitors and volunteers working with children are either fully supervised or risk assessed according to government regulations.
- The school's designated safeguarding officers/designated governors attend regular mandatory safeguarding training by the LA and all members of staff and governors receive safeguarding and PREVENT training annually.
- Any safeguarding concerns are fully documented. The school can provide examples of the way in which we have worked with the duty team at social services to ensure any concerns are immediately addressed. Two named governors undertake regular training and attend meetings and review pastoral policies.
- All appropriate process relating to DBS checks are in place within the school. A single central register is maintained on a regular basis by the Headteacher's PA. HMI visit in 2013 confirmed the strength and rigour of the single central record.
- Health and safety training is regularly updated and reviewed by LA health and safety officers and appropriate subject specific bodies such as the ADT.
- Security on-site is regularly reviewed. The addition of security fencing has ensured that the school remains a safe environment for students and staff. All staff and students have identity cards with sixth form and staff having the facility to operate specifically designated security gates.

### SMSC

- 'Students' spiritual, moral, social and cultural development is excellent' (Ofsted 2007). Confirmed by HMI visit in June 2013.
- A wide range of partnerships with faith groups enables moral and spiritual education to be developed through lessons and assemblies.
- The sixth form PSRE programme and depth days as well as sessions provided by PCSO's for students in Years 7-11 enable students to explore a complex set of moral and spiritual issues.
- There is a timetabled SMSC programme for Years 7-8 and in Years 9-11 tutor periods and periods outside of the timetable are specifically assigned to cover spiritual, moral, social and cultural aspects, including sex and relationship education.
- RE is taught by a team of dedicated specialists.
- Our *Thought for the Day* programme enables a range of themes to be explored within tutor groups on a daily basis.
- Vertical tutoring makes a profound contribution to the social development of students. The system provides an extended family, enabling older students to support and nurture younger students in their moral and social development.
- Students receive excellent support and guidance from a team of tutors. Tutors have very detailed knowledge of the students and this enables them to give very effective guidance. Tutors are supported by the Heads of House and Heads of Year.
- Cultural development is supported by the schools extensive range of community partnerships and through the school's enrichment programme.
- Other extra-curricular activities such as World Challenge and student council fund raising for a charity of their choice such as the KAMLA foundation, Help for Heroes, and local hospice support the broader cultural, moral and social awareness of students.

### Community

- 'The school's strength lies in its culture of very high achievement, innovation and great sense of community' (Ofsted 2007).
- The governing body has a clear vision for the school as a 'community grammar school' and as such the sixth form is not selective with over 30% of the sixth form joining Lawrence Sheriff School from the local area.
- The school has supported a number of primary, secondary and specialist schools such as Brooke Special School through mentoring, leadership development activities and taught lessons taking place at LSS. Additionally sixth form students provide weekly support at Brooke School.

### Care and Guidance

- Students are extremely well prepared to meet the challenges that they will encounter as they grow older' (Ofsted 2007). Judgement confirmed by HMI visit in June 2013.

- Our pastoral system working in conjunction with academic monitoring allows learners to be supported by tutors and also to engage in sustained peer mentoring.
- Professional counselling services are available for student requiring additional support.
- We visit each of the 56 plus primary schools that send pupils to Lawrence Sheriff. Every child is seen in order to discuss any concerns relating to transition.
- Feedback from parents suggests that transition arrangements are very successful.
- Year 8 are prepared for options through careers advice and option-based assemblies during the period leading up to the choosing of subjects. This is then followed up with an evening for parents and students which outlines the broader issues around options, Key Stage Five study and future careers.
- Vertical tutoring also supports the process, with older students discussing their experience of different subjects with younger students.
- In Year 11 every internal and external student applying to join the sixth form, has a one to one meeting with a senior member of the Sixth Form team to discuss their options, potential careers and aspirations. An evening is also held to brief parents and students and to provide detailed subject information.

#### Additional support for students with DSEN

- The progress of students with DSEN is closely monitored by the school's pastoral team, DSEN coordinator and SMSC coordinator through the aiming higher programme.
- Processes for the induction and transition of students with statements are recognised by the LA and other agencies as being very strong.
- Feedback from parents of DSEN students during reviews of progress has been highly positive.

#### 6th Form Care and Guidance

- Monitoring by SLT, governors and students indicates that the following comments from OFSTED 2005 still apply: 'The school has excellent procedures for introducing students, including those joining from other institutions, to the requirements and expectations of the sixth form. Particular care is taken to ensure that students enrol on appropriate courses and their early progress is monitored carefully to ensure that they have settled well into their studies'.
- Students are aware of how well they are doing and are routinely given guidance on how to improve.
- Where students' standards slip, early action is taken to address the situation and parents are informed.
- Arrangements for preparing students for university application and entrance were rightly praised by successive inspection teams: 'Students receive advice that is very well tailored to their individual needs.' (OFSTED 2005).
- Students are also very well prepared for life beyond school, with guidance on matters such as diet, finance, spirituality and individual responsibility.
- Provision for whole person demonstrated by development of a drug-awareness programme for all sixth formers in partnership with a community drug team.
- A specialist in Mental Health delivers a bespoke programme to small groups of all sixth formers within PSRE.

#### Healthy Lifestyles

- The strength of the school's work in this area is recognised through the award in 2009 of the Healthy Schools kitemark. Within Warwickshire the Healthy Schools Department has been disbanded but the school is continuing to develop the healthy school philosophy and is an AiP Healthy Food Centre of Excellence.
- The kitemark demonstrates high standards in all aspects of health promotion, as well as the active engagement of staff, students, parents and governors in promoting healthy lifestyles.
- All KS3 and 4 students undertake an average of three lessons of PE each week during which they take part in football, rugby, basketball, cricket, tennis, table tennis and weight training.
- KS5 students can opt for 2 lessons of PE each week as part of their Wednesday afternoon timetable. Sport is also included in the weekly PSRE programme for Years 12 and 13.
- There are a number of extra-curricular sports teams covering each year group and students take part in house sports events.
- Each Saturday approximately 30-40 students from every year group take part in extra-curricular sporting activity.
- Parents are kept informed on the school's approach to nutrition. Government healthy eating guidelines have

been fully implemented through the work with the provider AiP.

- The need for a healthy lifestyle is taught within the Science, PE and PSRE curriculum and SMSC programme.
- Student Council plays a pivotal role in monitoring healthy lifestyles within the school. School caterers regularly provide an update to the full Council and there is also a catering sub-committee.

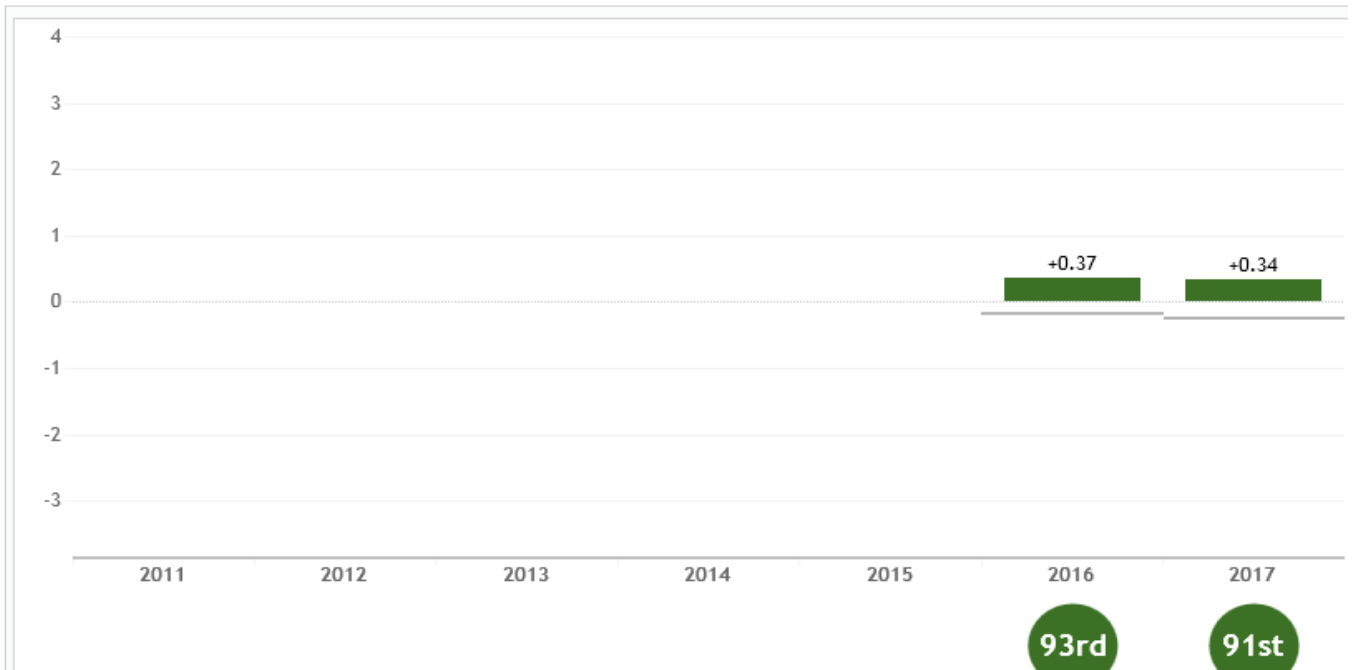
**OUTCOMES FOR PUPILS: 1**

Progress

- 2018 GCSE results closely in line with strong performance over time, with 61% of entries gaining grades 7-9
- Validated 2017 P8 score is 0.34, which is above average. We project a similar score for 2018.
- Disadvantaged P8 score is 0.56, well above average
- DFE performance table information published in January 2018, demonstrates the strength of the progress made by boys at the school compared to the performance of boys with the same starting point nationally. For the past two years we have been in the top 10% nationally (and even higher in 2015):

Show  for  students.

*Note: Grey horizontal lines represent the national benchmark.*



- Progress of students is closely monitored using targets and OTTA (on track to achieve). Screenshot below illustrates forensic pupil by pupil monitoring of progress:

Year 10 Mock				Year 11 Mock 1						Year 11 Mock 2					
Number of RI	Number of I	Sum of RI and I	Average Distance from Target per Subject	Number of RI	Number of I	Sum of RI and I	CHANGE	Average Distance from Target per Subject	CHANGE	Number of RI	Number of I	Sum of RI and I	CHANGE	Average Distance from Target per Subject	CHANGE
0	0	0	-0.8	0	0	0	0		#####	0	0	0	0		#####
1	0	1	-1.4	0	0	0	-1		#####	0	0	0	0		#####
1	0	1	-0.5	0	0	0	-1		#####	0	0	0	0		#####
0	0	0	-0.8	0	0	0	0		#####	0	0	0	0		#####
6	4	10	-3.8	0	0	0	#		#####	0	0	0	0		#####
0	0	0	-0.8	0	0	0	0		#####	0	0	0	0		#####
5	0	5	-2.1	0	0	0	-5		#####	0	0	0	0		#####
4	0	4	-2.4	0	0	0	-4		#####	0	0	0	0		#####
4	0	4	-1.9	0	0	0	-4		#####	0	0	0	0		#####
0	0	0	-0.8	0	0	0	0		#####	0	0	0	0		#####

- During 2017-18 our key focus at KS4 was the performance of open bucket subjects, which have not achieved at the level of other parts of the curriculum. Business Studies, and Electronics showed particular improvement, whilst PE and Art are receiving continuing support following disappointing results in 2017 and 2018. Strategies for these two departments focus upon ensures that teaching meets the demands of the specification, consistency of marking and meeting of deadlines.

Progress in the Sixth Form

- 2018 A2 results 71% A\*-b, L3 VA projected to be sig+
- Long term trend of sig+ L3VA over past 15 Years
- Lower score of 0.05 in 2017 led to a review of curriculum choices and a re-shaping to three A levels plus an EPQ
- BTEC in Engineering a successful option with two thirds gaining a distinction or above in 2018, well above national trends. Over the coming years we plan to build on this model by offering BTEC or T Level provision in Art (which already has a well established Level 4 Foundation Course) and other areas of the curriculum,.
- Our disadvantaged VA of -0.75 in 2017 urgently needed to improve. Although the score reflects the impact of one student with significant mental health issues, all staff reviewed their strategies for supporting disadvantaged students within their groups. Pupil Premium Champion worked with Head of Sixth Form to ensure a major focus upon the needs of disadvantaged students, both inside and outside the classroom. Positive results in 2018 demonstrated the impact of these initiatives.
- All subjects which had a negative L3 VA in 2017 met with line managers to review their strategies to ensure improvement in 2018. We implemented a wider range of mentoring strategies for the small group of students who were more than two grades below their target and this had a significant impact upon overall VA.
- Economics, Politics and RE implemented action plans overseen by SLT line managers in order to improve the progress of students in 2017 and the impact of these interventions can be seen in much more positive results in 2018.
- Sustained negative VA led to a decision not to offer Accountancy from 2018 onwards and to instead offer a wider Personal Finance course that would run alongside the EPQ and offer a similar breadth. The Personal Finance Course also provides continuity with Level 2 provision
- In order to sharpen our focus upon progress, over the past year we have introduced a sharper tracking system for Y13 to highlight more forensically the gap between current achievement and target.
- Achievement and progress in both Extended Project and L3 Art Diploma course are exceptionally high:

	Dip. Ext. Prj	L3 Dip. Art & Des.		Dip. Ext. Prj
Qualification name			Qualification name	
Entrants	33	3	No. aims (incl. fails)	23
School APS per entry	84.3	540.0	Fails	0
Nat APS per entry	65.9	456.9	Value-added score	0.73
Diff from Nat	18.4	83.1	95% Conf. Interval	0.45
95% CI	3.0		National SD+/-	0.60

- Progression rate of approximately 95% to higher education, with others going on to high value apprenticeships and vocational courses, points to the school's high quality IAG in that students are placed on courses that allow them to progress on to the next stage of their education.
- Almost all students progress from Year 12 to 13. Those who do not have chosen to pursue other pathways such as apprenticeships. We recommend that a D grade at AS is achieved in order to study A2 in Year 13. However, when this is not achieved a further support programme is implemented and students are not removed from courses.

### NARROWING GAPS

#### Pupil Premium

- Our P8 score of 0.56 is well above average and marks a return to the long term trend of performance broadly in line with or above the rest of the school.
- Progress 8 showed a score of -0.1 score for disadvantaged students in 2016 (higher when qualifications such as Further Mathematics and Extended Project, which are not included in the measure, are taken into account) reflected a specific issue for one of the three students concerned. A better indication of long-term trend comes in 2015, when our 8 students achieved a score of 0.37, slightly below the score of 0.58 for the school as a whole but still above average .
- We do feel that this year's improvement in the P8 score for disadvantaged students has been aided by The appointment of a Pupil Premium Champion which has served to increase the consistency and focus of the way that we work with disadvantaged students.
- Our monitoring suggests that the performance of disadvantaged students will be similarly strong in 2018.

#### Post 16

- The DFE L3 ready-reckoner indicates that the VA score for disadvantaged students in 2017 was -0.74 for our four disadvantaged students. As discussed above, improvement in this area was a key focus for 2017-18. The appointment of our Pupil Premium Champion ensured a more coherent and systematic approach. All staff now have to provide a description of how they are supporting disadvantaged students within their groups. The Pupil Premium Champion regularly monitors the progress of each disadvantaged student and reports directly to the headteacher.
- To support these steps we have also instituted an even stronger programme of CEIAG guidance. Alongside regular review meetings with the head of sixth form, pupil premium students now receive further one to one meetings with independent careers advisors.
- Governors undertook their own monitoring during 2017-18, supported by an Ofsted trained external advisor, in order to review the effectiveness of these steps
- Improved results for disadvantaged students in 2018 demonstrate the progress that has been made, though it is important to ensure that all of the steps taken remain in place in order to maintain positive momentum.

#### Most Able

- Our Progress 8 score of 0.34 demonstrates the excellent progress of level 5 students across all subjects, a third of a grade above the very high scores that were estimated for them.

#### Ethnicity

ASP indicates that Progress 8 scores are strong for key ethnic groups within the school. Our largest ethnic group is White British, with a P8 score of 0.24 for these 90 students. Indian students have consistently been our second largest group and these 16 students have a higher score of 0.38, whilst other groups such as Chinese and Bangladeshi have a score over 1. The only ethnic group to be below 0 are our 3 Pakistani students, with a P8 of -0.14. We will continue to monitor the progress of this group, but there is not a trend of under-performance (0.59 2016, 0.68 2015)

#### SEN

In terms of closing gaps, our one SEN student achieved a P8 score of 0.61 in 2017. SENCO continues to closely monitor and to report on a regular basis to headteacher on the progress of these students.

#### SIXTH FORM: 1

- Performance of sixth form also explored as part of earlier sections (e.g. Outcomes).
- The major review of provision discussed under the outcomes section also led to the decision to admit girls to the Sixth Form. 38 girls have been admitted to Year 12 in September 2018
- The quality of teaching is closely monitored by the senior leadership team as well as by the Head of Sixth Form and her deputy, who monitor standards within lessons and offer developmental feedback to staff.

- Curriculum is closely planned to respond to the needs and aspirations of learners, with the introduction of BTEC Level 3 Engineering, AS Mathematical Studies and a wider provision of EPQ and courses in Personal Finance the most recent examples of responding to these needs.
- High numbers wish to study courses in mathematics, physics and other sciences and our curriculum offer has been adjusted accordingly. Similarly, demand for Further Mathematics has been high, with on average 30 students studying the subject to A2. A broad range of other A-level courses are offered with numbers strong in courses as diverse as English Literature, Computing and Economics. To meet the needs of learners the school has maintained provision in Music, Music Technology, Art and German, even when small numbers have opted for these subjects.
- Students are able to take Art at first year undergraduate level through the study of an Arts Foundation course in Year 14.
- Around 90-95% progress on to Higher Education, with most students gaining access to their first choice courses.
- A number of students have been successfully supported in gaining apprenticeships. Our Head of Careers is an apprenticeship champion.
- Weekly PSHE sessions focus upon careers, university applications, trends in employment and future options available to students, as well as personal health, financial independence, cookery and personal wellbeing. Careful careers guidance lower down the school ensures that students are guided onto courses and carefully matched to the appropriate courses
- Progress is closely monitored by the Head of Sixth Form and her team. Half-termly reviews ensure rapid intervention if a student is not making the necessary progress. Support may take the form of academic mentoring, pastoral guidance or another form of bespoke guidance. The introduction of an additional Parents' Consultations evening for all sixth formers ensures that parents are kept well informed of academic progress and any concerns.
- Attendance and retention are high, with 99% completing courses that they start in the sixth form.
- Students are confident, assured learners who demonstrate a mature approach both to their studies and to their wider ambassadorial and leadership role across the school. Sixth Form students not only feel safe, they play an active role in promoting the safety of others through their role as prefects and their wider role within the school community.
- Vertical tutoring allows sixth form students to take on a mentoring and advisory role for many younger students.
- Students are engaged in a wide variety of activities beyond the classroom, including community service in local primary schools and care homes, sport, Duke of Edinburgh, World Challenge, Music tours and subject specific trips to European countries.