

EXECUTIVE HEADTEACHER'S REPORT TO FULL GOVERNORS: NOVEMBER 2017

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SECTION 0.0: Welcome to the 2017 Governors' report.

I would like to begin this report with congratulations to the pupils and the staff for this year's excellent results which have been achieved in a very challenging year and circumstances. They have performed miracles amidst a sea of curriculum change which continues unabated next year. One of the new tougher key performance indicators for basics (GCSE 5+ for English and Maths) sees ECS rise 8% above the national average to 47% and our attainment 8 score rise 4.6 points above the NA to 44.8. Almost one in two of pupils achieved at least one top grade in their GCSE exams. Almost one in five of pupils achieved at least three top grade in their GCSE exams. More than one in ten (13%) achieved top grades in both English and Math). All this from a cohort whose attainment on entry was significantly below the national and disadvantage (54%) significantly above the national average.

Our staff deserve tremendous thanks for their hard work, professionalism and dedication, in a year of a major building project coming to an end. Our mission 'getting the best from and for our learners' is being accomplished.

2016/2017 was another year in which the majority of our pupils involved themselves regularly in the many wide and vibrant sporting, cultural and leadership opportunities, which you will have read about on our website and in our regular newsletter. In a year in which there has been national concern about the number of pupils being excluded we are very pleased that our exclusions remain low and well below the national average. We have only had one permanent exclusion in the past year and only 2 fixed term exclusions in the first half term of the academic year.

It would be wrong not to be explicit about our disappointments and Governors need to be aware that all data analysis is the starting point for the discussion, it is far from the only piece of evidence that informs judgements about outcomes. Leaders have been asked to use the data in valid and reliable ways, and most importantly be open and honest in their self-evaluation and reports to the various sub-committees. There should be no knee-jerk reactions to the new GCSE or A-level results this year and no over interpretation of variability in results at school level.

We feel our average Progress 8 score does not reflect the true picture of a cohort that enters the school with attainment significantly below average and then achieves results in the basics significantly above average (it must also be stressed we are working with provisional data). We have tried to explain this throughout the reports without resort to excuses. The number of 'outliers' has increased this year – that is a few pupils who fail to complete a full set of GCSEs. This includes some children with complex needs, behavior issues and looked after children who we are successful in keeping in school.

Some feel these pupils should not be included (and then unfortunately take steps to 'game the system' to do this – this is fast becoming a national scandal). At ECS we produce case studies, they are our 'serious case reviews' and we have to ask ourselves, could we have done anymore to ensure progress in a full set of GCSEs. Some of the 'outliers' pay tribute to our inclusive stance, we persevere never to give up on any child, when many would exclude, or dare I say it encourage home elective education. Our work with outliers begins at the first data drop in year 7 and takes place every term for every pupil, we identify those whose progress is giving greatest cause for concern so that we can implement timely intervention (we must also remember that extremely low or high progress can indicate a safeguarding concern). Our aim is to develop strategies to 'make it easier to do right thing and more difficult to do the wrong thing' in a bid to accelerate progress still further. I am very concerned about the effect on pupils on the emphasis on standards and good passes at GCSE. Nationally 37% of pupils only achieved Grade 3 or below, these grades can represent significant progress and we must as a nation find ways to value these pupils and grades.

I remain deeply critical of the local authority admissions stance on this, families who 'remove' a child for home education for 12 weeks can then ask for the child to return to another school which has places; I will continue to argue the case! (and risk unpopularity). The system allows for EAL students who are new to the country and join the school in year 10 or 11 not to be included in exam analysis; at ECS we have 10 such pupils and that is why our roll appears as 285 not 295. If an EAL student joins below year 10 or joins in KS4 from another school they will be included in our basics figures. We alongside Eastbrook, admits large numbers of EAL pupils, some of whom we are told are new to the county and then we find out they have been recently educated in other schools. It must be remembered there is also much to celebrate in our work

with these pupils, and again we have produced case studies. The pupils who join in Key Stage 3 with no Key Stage 2 data are not included in the Progress 8 figures, many of these pupils do extremely well as seen in our data for 'basics' where they are included.

The learning from case studies is immediately implemented for our current cohorts of pupils. Each term we collect progress data for each year group. From this data we identify 30 pupils who are making well below expected progress and arrange for intervention from an academic point of view in the classroom with teachers, and from a pastoral point of view with input from the Head of year and tutors. This timely intervention has clear impact with many pupils getting 'back on track' before they have slipped too far behind.

Governors have asked for a more streamlined report and access to self-evaluation on our intranet by area of responsibility (on the governing body) and interest. This will be achieved through more focused visits/ phone calls to the senior team, full discussion in the various sub-committees and access to our self-evaluation documents on our intranet. This report is therefore an overview with key data tables and the appendix contains our self-evaluation summary statements together with the current school context.

I was very pleased that many of you could share in the celebration of the achievements of our pupils at our awards evening in September. As I always say it is important to remember that our school results are not about numbers, they are all about the life chances of our young people. The results and awards evening got the year off to a good start raising staff morale and further increasing the aspiration of our pupils. Success breeds success.

Our first national award of the academic year came in October when our sixth form won the final of the 'First Give' charity event. First Give is a charity that works in partnership with secondary schools to help young people to give their time, tenacity and talents to improve their local communities. Their vision is to help build a new generation of motivated and switched-on young people who want to use their skills to support local charities and make the lives of others in and around their communities better. Huge congratulations to our sixth form students and the staff team supporting them in winning this prestigious and worthy award.

I am equally delighted that the debate about curriculum is moving in favour of the Eastbury model, with Amanda Spielman publicly praising schools like ECS who reflect on their curriculum and provide more than the basics. Our vision clearly sets out that ECS is more than an exam factory. We want everybody to be happy, safe, healthy, well educated, good citizens and I am proposing that we add to this 'ready for the next step' to reflect our outstanding work in careers education.

Our curriculum is more than just a preparation for examinations, however we do not shy away from the importance of these in providing the currency for future opportunities. It is important that we remember our focus on delivery must include Community, Creativity, Collaboration, Critical thinking, Character and Citizenship in our formal taught curriculum and all of the 'Co-Curricular' opportunities should be at the forefront of our deliberations.

When one considers the startling forecasts that in 5 years time 4 million jobs currently undertaken by white collar workers, in the UK will be replaced by advances in computer systems; and in 10 years the figure rises to 15 million. Currently in London one in six jobs are in the creative industries. These forecasts and employment pathways make the task of designing a curriculum is a daunting one. School Leaders and Governors are making decisions in these turbulent times by making sure the decision are made in the best interests of children now and in the future.

Governors regularly discuss the curriculum at our Standards committee and have already indicated there is a need to revisit our EBacc policy and this will be discussed in our November Standards meeting. The committee will report back to the full governing body and a key and contentious strategic decision will need to be made. In order to support governors I have summarized the statutory position and Amanda Spielmans' key arguments in section 3.2.

ECS staff remain ambitious for all pupils and have long used the research to inform practice, again ahead of the Justine Greening initiative to have an education research Tsar. Many of our staff are research champions and for the readers of this report with a deep interest in educational research, will recognize that the school is heavily influenced by the work of the Sutton Trust and Education Endowment Foundation; Dylan Wiilliam, John Hattie and Michael Fullan.

In order to support our journey to outstanding we added to our collaborative work by becoming actively involved in the 'Leading Edge' and this was fully explained in the Inset report to the Staffing sub-committee by Jeff Goy. Basically we share our best practice with other schools in the top 25% and learn from their best practice, thereby moving from good to outstanding (the top 10%) in a meaningful, strategic and manageable way.

We are creating a culture of high challenge to do things better within an environment where staff feel comfortable to share ideas, take risks and engage with difficult issues. Our forward thinking approach to appraisal and low threat environment allows leaders to tap into these intrinsic motivators and deliver great outcomes through engaged and ambitious staff. It is important to remember that there are incredible pressures on staff at all levels and we must continue to make reducing workload and addressing work-life balance a priority. Staff appreciate our work in this area, with many of our new staff commenting extremely positively on our common sense approach to change and how staff are valued. This not only contributes to staff well-being, which is the intended aim, but also allows us to build up bank balances of good will, valuing the individual enough to allow an impersonal critique of their practice, using mistakes as triggers for learning. This in turn raises standards still further

This report focuses on outcomes which are obviously the results of our core purpose of teaching and learning. In the spring term the report will focus more on teaching and learning, and curriculum development. In the summer the focus will be leadership strategy and our school development plan.

In short we have good teaching, good care, a good curriculum and good leadership & management. The school is focused on improving our day to day practice and having an impact on outcomes for all children.

0.1 State of the Nation - We are judging our overall effectiveness as good (with many outstanding features)

Self-Evaluation is rigorous and robust. Our SES (self-evaluation summary statement) is presented at the various sub-committees for Governors to discuss and add to, and thereby share in the making of our judgments.

Why are we judging ourselves as good – a summary

- We are realising our vision; and continue to improve the quality of education and care. Our key judgments for Leadership, Teaching and Learning, Outcomes, Early Years and the Sixth form are good and we consider Behaviour and Well-being to be outstanding.
- High expectations coupled with our relentless focus on teaching, learning and assessment is promoting resilience and high aspirations for our learners, with the majority and almost all groups making good progress.
- Our students play a full and active part in ensuring all feel safe, promoting British values and celebrating diversity through their varied leadership activities and delivery of our highly praised programme of assemblies.
- Our holistic approach, with effective teamwork and partnerships, is ensuring our students are safe and make excellent progress to apprenticeships, further education and university.

Our full and agreed SES statement is presented in appendix 1. This represents a summary and a full list of all the available self-evaluation reports can be found in appendix 2. Governors are invited to discuss any of these reports with the relevant school leader.

0.2 Current strengths November 2017

- **Attainment of basics (GCSE English and Mathematics) and Progress strong** (including disadvantaged pupils); and increasing number of higher grades at GCSE and A Level resulting in very good progression to colleges, university and modern apprenticeships; and low levels of NEET (students not in education, employment or training).
- **Courteous, kind, appreciative and aspirational students** engaging with learning and a relevant curriculum, with the majority involved with the many Leadership opportunities (Sports leaders, Prefects, Peer mediators, school council); Outstanding sporting provision; Cultural opportunities and Charity work. All contributing to outstanding punctuality, extremely low fixed term exclusion and only one permanent exclusion in the past year.
- **Dedicated and caring staff**, who are rising to the challenge of a complex social context, with high expectations of all especially the disadvantaged; and a 'no-excuses' and 'can-do' culture. Staff track and effectively use progress data, and readily share their expertise through both leading professional development activities and day-to-day discussions and debate about teaching, learning and assessment. (*Barking and Dagenham Rank of Average Deprivation 3rd most deprived LA in the country- Manchester and Hackney have lower rankings).

0.3 Whole school actions 2017/2018**Sustain & Continue to Increase**

- The rates of progress of all pupils and close remaining national and in school attainment gaps (especially some of our middle attaining pupils on the borderline with lower attaining)
- The rates of progress of our White British pupils* and attendance of WBR, WOT & SEN pupils

**We are currently investigating the 35 WBR pupils in year 11 (2016/2017) many of whom fall into different deprivation categories as this may explain the massive fluctuations from year to year.*

Sustain & Ensure (while addressing recent workload reports)

- Quality first teaching for all (with all staff doing all they can to improve learning and care)
- Effective meaningful, manageable and motivational assessment which informs and shapes quality first teaching (rather than just measuring it) in line with KS3 assessment policy and KS4/5 performance measures changes

Ensure

- Our curriculum continues to meet the needs and aspirations of all (in line with changes to national curriculum, public examination syllabi and linear assessment) and progression opportunities for all learners in all key stages.
- Promotion of well-being (and address mental health issues) for pupils both within & outside of school, including awareness of the dangers of risky environments & how to respond to these; and staff (workload review & reduction).
- We have a safe, supportive and stimulating learning environment both inside and outside of our buildings (following an extensive building/landscaping programme).

Our full school development plan and leadership strategy was shared and developed with Governors in the summer report and meeting. A summary can be found in Appendix 4.

Key Performance Indicators (KPI)

Our draft KPI are found in appendix 4. I would be grateful if Governors could reflect on these alongside our current strengths and whole school actions, together with our draft self-evaluation statement ready for ratification at our full meeting in December. I thank you again your input and comments which are highly valuable.

0.4 Barking and Dagenham Together

Our school development plan is aligned with our vision and mission; national changes and priorities, and the LBBD manifesto (Barking and Dagenham together).

SECTION 1: Outcomes - 2017 Public Examination Overview

2017 marks a year of significant changes to GCSE examinations. Governors should be cautious when comparing results from last year with results this year for the new GCSEs.

It was a summer of heightened anticipation (and a few sleepless nights) pending the release of results for the reformed A-level and GCSE qualifications. We have much to celebrate, however we must turn any disappointments into clear plans of action, and forensically analyse our data to identify where we can make 'marginal gains'. (All the small steps we can make which when all added together across the school will take us further along our journey from good to outstanding).

Most of all we need to remember, and congratulate our staff, in what has been a challenging two years, for their hard work of staff. It has not just been about planning for and delivering the new specifications. The hard work, professionalism and dedication of all staff are what has enabled the vast majority of pupils to learn, in all year groups, in all lessons and through a curriculum that will prepare them well for their futures. I am confident that Leaders at all levels have made decisions in the best interests of pupils.

We must also remember and be acutely aware of how the current changes to linear and more demanding exams are already causing increased stress and anxiety to pupils, and that this will intensify over the next year. A pupil taking a typical set of new reformed GCSEs will sit about eight hours more exams than under the old system. The reformed exams feature less controlled assessment, and more exam papers. This increased number of exams is concentrated into a six-week period in May and June, which for many of pupils is during Ramadan. We are therefore concerned about the potential impact on young people of such intense pressure and are therefore increasing the work we do with pupils to promote wellbeing and good mental health.

We must remember that assessment data and information is only a starting point for discussion. It is far from the only piece of evidence that informs our judgements about outcomes. It is important that we use 'meaningful data' to inform areas for immediate action.

1.1 Attainment 8 & Progress 8 Update

The way Attainment 8 scores have been re-scaled to 2017 points means that schools with high proportions of high prior attainers, such as selective schools, may have higher Attainment 8 scores for legacy GCSEs in 2017 than they would have had for 2016. Most other schools, like Eastbury (we have comparatively few higher attaining pupils on entry and significantly below average attainment score on entry) could see a small decrease in the Attainment 8 and Progress 8 scores.

Developing our understanding the use of outliers I would like to remind governors that our progress scores at key stages 4 could have been affected by outliers. Outliers are pupils with extremely high or low progress scores. Some pupils will have a very low progress score because they were not entered for an approved qualification or were absent for the examination. These were discussed further in section 0.0.

1.2 The danger of 'over-interpretation' of small degrees variability in results' at school level.

ECS is a very diverse school with the vast majority of pupils falling into 'defined groups' and many into more than one group, and with multiple 'deprivation factors'. For the past years we have encouraged all to focus on the progress of every pupil (every child matters) than emphasis on quality first teaching with meaningful & motivational assessment, rather than rely on 'gimmicky' broad brush intervention strategies with the danger that some will fall through the net if they do not belong to an underachieving group. This may explain the disappointing Progress 8 for our WBr pupils in 2016/2017).

The breaking down of data into smaller and smaller groups compromises its use self-evaluation to inform valid judgements on outcomes. This manifests itself most acutely where we look at the intersection of several characteristics simultaneously, for example previously high-attaining, disadvantaged boys. Over focusing on the performance of groups when these intersections mean the data are less than robust, can result in the school taking actions with individual groups when effort would be better spent on approaches that have an impact for all pupils.

This is not to say that we will be downgrading the importance of having effective strategies for improving, for example, outcomes for SEN/D disadvantaged and vulnerable pupils. The performance of our disadvantaged students is testament to this. We must be cautious in making any inferences about underperformance of small numbers of pupils in the school in any group.

We must rigorously evaluate and ask ourselves the difficult questions about the quality of teaching, behaviour and the design and delivery of the curriculum to examine why there may be underperformance for some pupils. It is getting to the essence of the daily experience of pupils right across the curriculum that is crucial before we make judgements about pupils in sub-group sets of data. Pupils who have special educational needs and/or disabilities or looked after children often make up a diverse group and tend to have very small numbers of pupils at school level in any one year group. As such, averages for this group's performance in the school are likely to have a degree of unreliability. However it is essential that we make sure we consider these pupils as individuals and rigorously support them and use tracking in every year group to address any underperformance immediately.

Performance Tables 2017

Eastbury, LBB and National results and data can be found using the following link:

<https://www.compare-school-performance.service.gov.uk/school/101244>

or Google Performance Tables 2017 and Eastbury Community School to the search.

Please note this is unvalidated data and does not take account of all the Eastbury results in 2017 (we have a lot of remarks resulting in higher grades and all of our Computer Studies results were omitted – these will be included in the January 2018 updates).

1.3 GCE A Level & AS Level Headline data

I am extremely grateful to Simon Conway and the sixth form team who have provided excellent reports the Standards committee.

2017 Provisional A Level	A*/A	A*/B	A*/C	A*/E	Ave. Grade
All	18%	46%	73%	99%	C+ (33.4)
LBBD	14.9	43.1	74.5	98	30.9
National – All Schools	26.2	52.9	77.3	97.9	31.8 (2016)
Disadvantaged	20%	48%	74%	100%	C+
Non-Disadvantaged	16%	43%	71%	98%	C+
WBRI	17%	39%	78%	100%	C+
More Able	33%	67%	89%	100%	B
KPI 2018 Good / Outstanding	20/25	50/62	75/85	99/100	B-/B
KPI 2019 Good / Outstanding	*	*	*	*	*
AS Level Results Year 12	A*/A	A*/B	A*/C	A*/D	
Current Year 13 (2017/2018)	32%	54%	80%	92%	B- (35.90)

**We will update our KPI for 2019 after the census, first assessment of the year and full prior attainment is analysed for our current year 12.*

Overall progress is good (Alps 4)

- A Level Value Added +0.18 (Lower confidence +0.04 / Upper confidence +0.33)
- Academic Value Added +0.14 (Lower confidence +0.00 / Upper confidence +0.28)
- Applied General Value Added +0.54 (Lower confidence -0.34 / Upper confidence +1.41)

We are very happy with:

- The improvements in Maths (ALPs 2) and Further Maths (ALPs 3) in both year 12 & 13 the sustained success in Sociology, Psychology and Extended Project Qualification (All ALPS 2) – we are now in the Top 10% Nationally for each of these subjects.
- An increase in number of A*/A at A Level (+3%) and significant increase in A*/A (+19%) and A*/B (+26%) at AS Level
- Sustained outstanding results in BTEC Engineering and Sport
- There are no significant variations between groups with disadvantaged students performing broadly in line with non-disadvantaged
- 90% of pupils progressing to University (with 22% of these going to Russell Group Universities), 8% of pupils joining an apprenticeship and 2% taking up employment (0% NEET).
- Excellent attainment in year 12, which if sustained will take us above national averages on 2018
- 100% of students achieving at least grade C in English & Maths GCSE results for the last two years

We are concerned about

- Relatively low attainment in Biology & Chemistry (however, progress is improving) and attainment and progress in Physics (in 2017, we are currently exploring if this a blip)

We are therefore taking the following actions

- A project board has been set up for A Level Science (project boards at ECS provide additional and intensive support, tracking of progress and challenge)

Marginal gains

- A*/A Group to increase school performance to at least 25% in line with the national average but significantly higher than minimum expected progress (accelerating student progress)
- Increase A*/A / B / C grades through weekly study skills workshops for all students throughout the year and 3 hours of mentored group study.

- Introduction of 'Thinking hard' with Key Stage 5 teachers to further improve teaching and learning by promoting deeper thinking and understanding to prepare students for the rigours of the new specifications and increase retention year 12 to year 13.
- Learn from & implement best practice through our involvement with 'Leading Edge', PIXL, the Princes trust, the Chartered College of Teaching and collaboration with local schools.
- Increase sixth form recruitment to ensure a financially viable sixth form of 300 by 2021.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 6.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto theme 2)

1.4 GCSE Headline data

I am extremely grateful to Kerry Ward who has provided excellent reports the Standards committee. Full tables can be found in our SES appendix

	2015	2016*	2017**	National (2017)	LBBB (2017)	
2x A* - C EN & MA (basics) 9-4 standard pass	54%	61%	66%	62.9%	63%	
2 x 9-5 EN & MA (basics strong pass)	n/a	n/a	47%	39.1%	42.5%	
Attainment 8	47.34	49.18	44.81	44.2	46.2	
Progress 8	0.14	0.27	0.1 (0.16)	0.00	0.21	
English	A*-C, 9-5 (9-4)	69.9%	71%	64% (79%)	74% (9-4)	N/A
	A*/A, 9-7	9%	20%	20%	22%	
Maths	A*-C, 9-5 (9-4)	62.3%	67.0%	53% (73%)	68% (9-4)	N/A
	A*/A, 9-7	18.7%	21%	23%	19%	N/A

We are very happy with

- Strong performance by English & Mathematics (attainment & progress) Grade5+ 47% (National 39.1%)
- Attainment and progress of disadvantaged is in line with non-disadvantaged
- Improvements in the number of pupils achieving top grades

We are concerned about

- Extremely low performance in Engineering (currently scrutinizing & remarks requested)
- An increase in the number of 'outliers' to 8 (pupils who fail to complete the full compliment of GCSEs – KWA has full case studies)
- Increased stress and anxiety brought about by more a more challenging curriculum and examinations system.

Please note all of our pupils study RE in Key Stage 4 for 1 lesson a week and the vast majority sit the GCSE (and are just below average).

We are therefore taking the following actions

- A project board has been set up for KS4 Engineering
- Full case studies of all 'outliers' establish what we could do to supplement our excellent pastoral care and careers work.
- Cross reference work in PSHE and health.

Marginal gains

- Further enhance the skills of middle leaders to identify the marginal gains in their own curriculum areas and alongside tracking implement intervention / recovery plans at classroom level in a timely manner.
- Learn from & implement best practice through our involvement with 'Leading Edge', PIXL, the Princes trust, the Chartered College of Teaching and collaboration with local schools.
- Ensure all groups benefit from the 'Brilliant club' to increase school performance at least 9 / 8 (A*/A) taking it in line with the national average but significantly higher than minimum expected progress (accelerating student progress) .
- Progress of middle ability students (Note FFT conflict further analysis needed)
- Continue to improve outcomes in Geography and History (especially lower middle ability pupils)

What are we going to do in 2017/2018?

- Full details can be found in our SDP 1.1/2/3 and 2.1/1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy ; National priorities and the LBBB manifesto theme 2)

1.5 Primary Headline Data

I am extremely grateful to Wendy Jenkins and the Primary team who have provided excellent reports the Standards committee.

Early Year Foundation Stage Results and 18-19 Key Performance Indicators (*to be added in November)

Reception

Good Level of Development	2016	2017	2018 Target	2019 Target
LBBB	70%	72%	-	-
England	69%	71%	-	-
ECS Primary Phase	70%	75.5%	76 good/78outst.	78 good/80outst.

Phonics Screening Check

2017 England	2017 LBBB	2017 ECS Primary	2018 ECS Targets	2019 ECS Targets
81	80	78.3	83 good 85 outstanding	85 good 87 outstanding

Year 1 Data and Targets see SES and KPI

We are very happy with

- High % of Y1 pupils reaching expected level of Development
- High % of Y1 pupils working at greater depth in reading
- All disadvantaged in EYFS achieved their early learning goals

We are concerned about

- Relatively low % of Y1 pupils working at greater depth (particularly in writing and mathematics)
- Phonics below national and LBBB

We are therefore taking the following actions

- Timely tracking of progress & targeting pupils who are not making expected progress for teacher level intervention and additional support in year 2 (in order to increase the number of pupils working at greater depth)
- Timely tracking of progress & targeting of year 1 boys who are not making expected progress for teacher level intervention in year 1 and provide additional support in year 2 (in order to close the gap between boys and girls)
- Enhanced delivery and tracking of phonics.
- Targeting the parents / carers of disadvantaged pupils to attend all the school information and support sessions.

Marginal gains

- Sustain and build on the literacy interventions in reading and writing in all years.
- Further enhance the skills of classroom teachers to make accurate assessment & track progress in their own classrooms and implement intervention / recovery plans at classroom level in a timely manner.
- Learn from & implement best practice through our collaborative activity involvement with local schools and a greater involvement with current research.
- Further enhance the curriculum in Understanding the world; Expressive arts and design; and Shapes, space and measures

What are we going to do in 2017/2018?

- Full details can be found in our SDP 5.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto theme 2)

1.6 Disadvantaged Pupils (Pupil Premium and Catch up Premium)

I am extremely grateful to Sharon Collins who has provided an excellent report for the Standards committee.

Full reports for Pupil Premium, Catch up Premium and Looked After Children (LAC) were presented to the Standards committee and in line with statutory obligations can be found our website. I am extremely grateful to Helen Jenner who provided a highly positive report on our excellent provision for LAC in October.

1.6.1 Pupil premium**We are very happy with**

- GCSE Progress (+0.11) significantly above national 2016 (-0.36) with Maths (ECS +0.38 / N -0.31) and English (ECS +0.27 / N -0.27) being exceptional.
- GCSE Attainment 44.6 in line with National all (44.8) and Basics 63% significantly above national for group 2016 (38%) and in line with national all.
- GCE A Level Attainment in line with non-disadvantaged.
- Low number of exclusions

Marginal gains

- Ensure all teachers continue to track the progress of all pupils at classroom level to provide timely interventions as the need arises.
- Develop character education programme to raise aspiration still further
- (Continue with existing strategies)

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto themes 6 & 9)
- Plans update on school website

1.6.2 Catch up premium (Pupils entering the school in year 7 below the national expectations)**We are very happy with**

- Maths – 89 pupils score of less than 100 – 79% making expected or better progress.
- English – 120 pupils score of less than 100 – 71% making expected or better progress.
- Low number of exclusions

We are concerned about

- The pupils who continue to make less than expected progress, and those who are not catching up

We are therefore taking the following actions

- At class room level timely tracking of progress & targeting pupils who are not making expected progress for teacher level intervention and additional support in year 8 (in order to increase the number of pupils making expected or better progress) – in order to accelerate progress.
- At year group level timely tracking of progress & targeting pupils who are not making expected progress for school level intervention and additional support in year 8 (in order to increase the number of pupils making expected or better progress) – in order to accelerate progress.
- Targeting the parents / carers of catch up pupils to attend all the school parent evening and support sessions.

Marginal gains

- Develop character education programme to raise aspiration still further
- Continue with the rolling programme of literacy and numeracy intervention.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto themes 1, 6 & 9)
- Plans update on school website

1.6.3. Looked After Children (LAC)

I am extremely grateful to Jo Higson who has provided an excellent report for the Standards committee (this work is now being carried out by Jadie Oberholzer.

We had four LAC students in the Year 11 Cohort. Two students were EAL new arrivals in year 10, one moved placement in February 2017, out of London and the fourth achieved well (English Language 9-1 Grade 5/3 LOP; English Literature 9-1 Grade 5/3 LOP; Maths 9-1 Grade 4/2 LOP)

Overall of three pupils who remained with us until they sat there exams (33.3% A-C and 100 % A-G of exams sat)

The 2 EAL students both achieved a Level 1 pass in BTEC Hospitality and Catering and one went on to achieve a grade 2 in Maths and a G in Science Core.

We are very happy with

- Where pupils were with us for long enough they started to achieve.
- The Governors LAC review is both positive and supportive of the good practice already established
- Feedback from external professions is continually positive
- Relationships with LAC and their carers are strong

We are concerned about

- The movement of LAC at key times can significantly effect examination performance (with some not being able to sit exams, beyond our control).
- The number of students who are LAC in the school is relatively high (12) which, if this continues could prove challenging for the incoming designated teacher for looked after children
- The workload of the Designated Lead require a substantial amount of time for planning, preparation, reporting and professional meetings. This increases as numbers of LAC increase.

We are therefore taking the following actions

- LAC children have additional tuition in school, and provide with laptops, iPads, enhanced learning resources and residential opportunities (to assist the acceleration of progress and promote better well-being).
- Working with the virtual head and social workers to ensure placements allow for public examination continuity.
- Ensuring that succession planning is in place and that a new designated lead is sufficiently trained and supported (with appropriate non-contact time) as this will make sure LAC continue to have excellent support and guidance.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto themes 1, 6 & 9).
- Ensure that continuity is available for LAC students despite there being a new Designated Lead

1.7 Curriculum Access - Special Educational Needs / Disability and English an Additional Language

I am extremely grateful to Rebecca Lastiotis and Jo Higson who have provided excellent reports the Standards committee.

Full reports for Special Educational Needs and Disability were presented to the Standards committee and in line with statutory obligations can be found our website.

The analysis of data for SEN/D is complex given the wide variety of needs and the relatively small sizes of groups. It is therefore best to consider every SEN/D pupil as an individual to ensure their needs are being met. The Curriculum Access department has SEN/D have produced case studies to demonstrate the impact of their work.

We are very happy with

- Progress in Mathematics and English is very good with 38% of SEN/D pupils achieving 9-4 (KS2 data predicted 25%).
- The use of data to identify and support learners
- The introduction of the new Asdan courses in KS3, which will support the development of key interpersonal skills.
- The collaborative work between the SEN/D Team/DEAF ARP and EAL team which is a providing a greater inclusive approach.

We are concerned about

- **Attendance of SEN/D pupils**
- Recruitment of, and high levels of long term serious illness support staff, for both the ARP and SEN students leading to high numbers of temporary staff.
- The number of students within the EAL provision continues to increase (with pressure to admit even more) despite having reached capacity for effective provision.

We are therefore taking the following actions

- Enhancing the tracking and monitoring to provide more timely reports and interventions.
- We are training our own staff as part of succession (as well wider advertising for recruiting)
- Regular liaison with the school admissions team to ensure stability within the EAL provision.

Marginal gains

- Enhance our house training and professional development, giving staff the skills and qualifications to meet the needs of all our learners.
- Ensure that staff who teach students with SEN/D have the most up to date information on young people they teach through the use of communication meetings, bulletin and CPD

What are we going to do in 2017/2018?

- Full details can be found in our SEN/D development plan (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto themes 1, 6 & 9)

SECTION 2: Promoting Personal Development, Well-being, Safeguarding and Positive Behaviour for Learning**2.1 Promoting Safeguarding (2016/2017 Overview)**

I am extremely grateful to Rebecca Lastiotis who has provided excellent reports the Standards committee. I am extremely grateful to Robina Mirza who provided an excellent report on our provision for promoting British Values in the last academic year.

Current Data October 2017	
Child Protection Plan	1
Child in Need	19*
Looked after Children	11
Vulnerable	166
Number of MARF's for 2016-2017	27
Number of MARF's for ht1 2017-2018	2

**Due to the sensitive nature of Child Protection data Rebecca will be able to provide fuller details and a report to Governors who visit the school.*

We are very happy with

- Identification and support for vulnerable pupils (weekly mtgs having positive impact) including partnership work with outside agencies having a positive impact
- Positive Impact of recent updates to network software (both staff and pupils) enhancing reporting and monitoring, and improving response times.
- Outstanding PSHE, Assembly programme, pupil leadership and pastoral care providing pupils the knowledge of dangers, how to report and sources of support.

We are concerned about

- The increased dangers to pupils posed outside of the school and online
- The increased activity of far right and Islamic extremists in our local community outside of the school

We are therefore taking the following actions

- We are currently actively involved in the LBBB Prevent strategy and working with the DFE and Kidscape to develop more teaching materials to provide our pupils with the knowledge and skills to recognize when they are being groomed, exposed to Fake news and radicalized; and how they can report the activity and safeguard themselves.

Marginal gains

- Encourage the use of the 'confide' button to ensure a greater proportion of vulnerable pupils are getting the support and help that they need.
- Further develop the use of Impresso, our network software which monitors the use of the internet by our pupils in school.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto themes 5 & 8).

2.2 Promoting Excellent Attendance (2016/2017 Overview)

I am extremely grateful to Rebecca Lastiotis and Eileen Clarke who have provided excellent reports the Standards committee.

Attendance and Punctuality Headline Data

	Half Term 1-5 Actual 2016-17	2016-2017	2015-16
Overall Attendance	94.53	94.18	94.41
Pupils with 95% Attendance	61.54	50.87	50%
White British	92.91	91.7	92.95%
SEN Statement	90.51	89.29	88.15
SEN without Statement	92.3	91.2	92.93
Free School Meals	92.96	91.64	93.37
Non Free School Meals	95.14	93.9	94.76
PA Students below 90% No / %	170 / 11.4%	13.2% including year 11 ht6 192 / 13% - excluding year 11 ht6 * midterm admissions now included in PA figures	157 / 10.4% PA's increased from 85% to 90%

2016/2017 overall is 94.2% (in line with last year's national and higher than similar schools)

We are very happy with

- Pupil punctuality continues to improve and is excellent
- Persistence absence is in line with the national and better than similar schools
- Individual Student Attendance of 95+% has increased to 61.54% (from 56.95%)

We are concerned about

- % of PA has risen slightly (however this is a result of outliers, case studies available)

We are therefore taking the following actions

- CPD provided for key staff to enhance engagement with families
- Enhance and increase links with outside agencies to support disengaging pupils (outliers)

Marginal gains

- Sustain and build on the excellent tracking and monitoring to improve the quality of, and response times.
- Further enhance the use of parents evening to educate families about the impact of poor attendance.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy).

2.3 Promoting Positive Behaviour (2016/2017 Overview)

I am extremely grateful to Sharon Collins who have provided excellent reports the Standards committee.

We are very happy with

- Fixed term and permanent exclusion is well below the national (2016 Data)
- Low level disruption and referral to internal exclusion is dramatically reducing
- The contributions of our prefects and peer mediators which is helping us to ensure we have a self-disciplined and harmonious school community. The vast majority of our pupils are appreciative, polite and kind to each other and staff.

We are concerned about

- The reduction of schools' police officer in East London which means that ECS is receiving very little support.

We are therefore taking the following actions

- I am meeting with the Director of Education and the District Inspector for police to express our great concern and meeting with key police officers on a termly basis at the Education Improvement Partnership to ensure the reduce resource is deployed effectively.

Marginal gains

- Making character education more explicit through assemblies and tutor time with a well thought out reward programme for pupils demonstrating the different attributes of good character.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto theme 8).

2.4 Promoting an end to Discrimination (Anti – Bullying, Acts of Discrimination reporting) (2016/2017 Overview)

I am extremely grateful to Rebecca Lastiotis who have provided excellent reports the Standards committee.

Type of Incident	2016/2017	HT1 2017	Total: 2015/2016
Bullying	18	1	44
Cyber Bullying	11	0	included in above figure
Homophobia/transphobia	3	0	4
Sexual Misconduct	4	0	7
Racist Incidents	8	0	15
Racist Comments	12	1	included in above figure

The table above is a total number of incidents for the last two academic years and half term one of this year. Sanctions were put in place for all incidents as well as learning conversations and youth work interventions for all students.

We are very happy with

- Bullying and acts of discrimination are rare at ECS and decreasing
- Pupil leadership (peer mediators and prefects), standing up publicly against discrimination in assemblies and supporting pupils
- Tracking and recording is leading to more timely and higher quality interventions reducing repeat offenders

Marginal gains

- Encourage the use of the 'confide' button to ensure a greater proportion of vulnerable pupils are getting the support and help that they need.
- Further develop the use of Impresso to identify online bullying and acts of discrimination
- Continue to develop pupil led assemblies that give clear messages about our zero tolerance to acts of discrimination.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBDD manifesto themes 6 & 9)
-).

2.5 Promoting Equalities (update – Agreeing our objectives for 2017-2021)

I am extremely grateful to Megan Greet and Lee Vickers for providing the following summary.

Eastbury School is committed to ensuring that all staff, students, parents/carers and visitors are treated and valued equally.

This translates to our everyday practice. We use every lesson and opportunity, to promote equality, whether this is directly (through our updated PSHE curriculum), in form times or assembly, where pupils often present to their peers or role models from older year groups share experiences with younger forms, or indirectly through the lessons of all teaching staff.

We have used national/international days to celebrate equality and provide motivation for the updating of displays. For example, international women's day: gender equality champions set up a stall for students to share positive messages, to form a temporary display. This, and their interviews of staff supported departments in making their own displays to challenge stereotyping & inequality.

We took part in the Institute of Physics' 'Opening Doors' project – our evaluation indicated:

- Staff had more confidence addressing sexist comments
- Staff had increased awareness of their own role in fostering positive attitudes among students
- Staff were more aware of their right to equality-based training
- Staff were more aware of the contents of the school policy

Our equality policy was reviewed to reflect current legislation and our increased aspirations. This year, CPD based on our policy will be delivered. In doing so, we aim to improve staff confidence in their understanding of equality, provide a forum for cross-curricular discussion of issues and build department resources that counter inequality and celebrate diversity. A key intended outcome is to provide practical strategies to ensure every staff member can proactively address inequality through their teaching and learning as well as outside the classroom.

Draft Equality Objectives*

Governors are asked to add their suggestions and we need to agree these in our full meeting. The full report on Equalities Objectives can be found on our website.

The review and evaluation of our equality objectives has resulted in our new revised list as seen below.

1. Ensure Equalities objectives are more explicit in the whole school SDP (rather than a bolt-on)
2. Continue to close all attainment and progress school gaps with the national.
3. Continue to close all attainment and progress gaps in school.**

4. Explore deeper (the reasons for fluctuations) and develop further strategies to accelerate the progress of White British Students.*
5. Accelerate the progress of pupils entering below national expectations in year 7.
6. Celebrate the achievements of under represented groups and challenge unconscious stereotyping across the curriculum.
7. Enhance the contribution made by pupils to our equalities work.
8. Ensure all acts of discrimination are reported and appropriate action taken, through Promoting the use of the 'Confide' button to all.
9. Undertake an analysis of recruitment data and pay trends with regard to race, gender and disability by July 2018, and report on this to the staffing and pay sub-committee of the governing body in October 2018

*The public sector equality duty (PSED) requires schools to:

1. Publish information to demonstrate how they are complying with the PSED – schools must update this published information at least every year
2. Prepare and publish equality objectives – schools must update these objectives at least once every 4 years

The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained schools, academies, independent schools, maintained nursery schools, and maintained and non-maintained special schools.

**The school is committed to reducing the gaps in three distinct ways:

- Rates of progress for groups is above national rates of progress (as measured through progress 8)
- The attainment 8 score for groups is above national outcomes
- The basics indicator (achieving a grade 4/5 or above in both English and Mathematics) is above national outcomes

2.6 Promoting Pupil Health and wellbeing

I am extremely grateful to Nicky Murray and Jo Caswell who work hard ensure our pupils lead healthy lifestyles.

During the summer term we collaborated with public health in the borough to produce a full and detailed online anonymous health survey for all LBBB pupils in year 8, 10 & 12. This has provided excellent data and information for our Public Health Partners to act on; and at school level how we can further enhance our PSHE programme and wider support for pupils health and well-being.

Given this Governors report is a public document and in the interests of safeguarding we are keeping the more sensitive ('sensational') data confidential. Governors can access the full report and our actions by arranging a meeting with Nicky Murray or Jo Caswell.

We are very happy with

- The responses indicated that Eastbury students participate in more physical activity both in and out of school and enjoy it more than students across the borough
- Student's responses regarding aspects of their emotional health and well-being indicated more positive scores than students across the borough and higher levels of resilience.
- Results demonstrated that Eastbury students were better equipped to recognise abusive behaviour and have a better understanding of where to access further support.

We are concerned about the following

In many areas of health and well-being, our student's responses were in line with or more positive than schools across the borough. However, we feel that some of these are areas where we need to support change.

- The number of Eastbury students who do not have a breakfast or lunch (or both) on a school day and the number of young people who are not happy with their weight
- The number of, particularly KS4 students, who do not have recommended levels of sleep.
- 85% (85%) of students responded that they worried a lot or 'quite a lot' particularly future careers and exams

We are therefore taking the following actions

- Review and further enhance our excellent PSHE programme and assembly and tutor programme.
- Ensure PSHE and Healthy Schools provision in the primary school also reflects the priorities which have been identified through the health survey
- Discuss health and well-being issues with the school council to gather student's voice on actions to address priorities.

What are we going to do in 2017/2018?

- Continue to work on improving the canteen experience for all students to increase the uptake of schools meals and breakfast
- Review and enhance how the importance of good health and well-being is promoted in the school environment.
- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy; National priorities and the LBBB manifesto theme 5).

2.7 Pupil Destinations and Promoting Aspirational Careers (2016/2017 Overview)

I am extremely grateful to Stuart Gander who has provided an excellent report to the Standards committee.

We are very happy with

- Investors in Careers Mark intermediate award in July 2017 on track for full award July 2018.
- ECS pupils staying in education has increased to 96% from 94, and 2% above national.
- ECS pupils staying in education 81% significantly above LA 70% and National 65%

We are concerned about

- Any pupil who becomes NEET (Not Employed or in Education or Training)

We are therefore taking the following actions

- Reviewing and further enhancing our excellent Careers programme to include more personalized and targeted actions for pupils in danger of becoming NEET and working with their parent / carer.
- Further enhance collaboration with business to break down the cultural, social and economic barriers that hinder high aspirations.

Marginal gains

- Our various Careers events and Pathway evenings, assembly and tutor programme will continue to highlight the various options open to our pupils
- Develop the Alumni programme further to further enhance pupil aspiration.

What are we going to do in 2017/2018?

- Full details can be found in our SDP 3.1/2/3 (which is aligned with our Vision, Mission and overall leadership strategy).

SECTION 3: Leadership issues for discussion**3.1 What are the implications of all the changes and accountability measures for ECS?**

Teaching the new linear GCSE / GCE qualifications requires a different approach in curriculum design, implementation and delivery. Some more new GCSEs / GCEs will be assessed for the first time in 2018. Governors can be reassured that our overall SDP addresses these changes, with fine tuning to subject level by middle leaders in the Department development plans .

From the 2017 results, it is important that governors remember that for the headline school accountability measures alongside progress 8 & attainment 8, the grade 5 or above (strong pass) is used. The headline attainment measures are:

- the percentage of pupils achieving a grade 5 or above in English and mathematics, and
- the percentage of pupils achieving the EBacc at grade 5 or above in English and mathematics, and at grade C or above in the other EBacc subjects.

We are very pleased with the attainment of grade 5 and above in English and Mathematics, however the percentage of pupils following and achieving the EBacc is low. We have already increased curriculum time for Geography and History at school level, and at department level teachers in the EBacc subjects are working hard to make their subjects accessible and even more exciting to encourage more pupils to opt for the EBacc and achieve in it.

3.2 The English Baccalaureate at ECS

Governors have already indicated there is a need to revisit our EBacc policy and this was discussed in our November Standards meeting.

Ofsted's Chief Inspector, Amanda Spielman, published her findings from recent research into the primary and secondary curriculum.

<https://www.gov.uk/government/speeches/hmcis-commentary-october-2017>

She says “at the very heart of education sits the vast accumulated wealth of human knowledge and what we choose to impart to the next generation: the curriculum.” “Without a curriculum, a building full of teachers, leaders and pupils is not a school. Without receiving knowledge, pupils have learned nothing and no progress has been made – whatever the measures might indicate. This is why exams should exist in the service of the curriculum rather than the other way round.”

Spielman highly rates the curriculum reforms but is nonetheless worried that too many schools haven't yet grasped the importance of the curriculum, which she says is the substance of education, nor have they reflected on it and thought much about how best to implement it .

She warns about the limitations of exams and testing ..“good examination results in of themselves don't always mean that the pupil received rich and full knowledge from the curriculum. In the worst cases, teaching to the test, rather than teaching the full curriculum, leaves a pupil with a hollowed out and flimsy understanding.”

Ofsted's initial research on the Curriculum and how it is being delivered in schools reveals some cause for concern. “A striking conclusion that we have drawn from the findings is that, despite the fact that the curriculum is what is taught, there is little debate or reflection about it. School leaders and inspectors discussed the timetable in each school. The timetable is important. It is, however, not the curriculum. Apart from the timetable, there was an absence of other tangible reference points to get to grips with the complex business of curriculum planning. It was evident from these conversations that took place between inspectors and school leaders that there is a lack of clarity around the language of the curriculum.”

It is interesting that her comments as the Head of OFSTED are at odds with how OFSTED inspectors make their judgements. Let's hope this changes for the better.

Response to the national EBacc consultation

On 19 July 2017, the government published the response to the EBacc consultation. You can find this at:

www.gov.uk/government/consultations/implementing-the-english-baccalaureate

Governors should understand and be familiar with the main points in the published response to inform their discussions. The main messages are explained below:

- Studying the EBacc should become the expectation for the vast majority of pupils. It is the government's ambition that 75% of Year 10 pupils in state-funded mainstream schools should be starting to study EBacc GCSE courses nationally by 2022 (taking their exams in 2024), rising to 90% by 2025 (taking their exams in 2027).
- Schools should still be able to determine the small minority of pupils for whom taking all of the EBacc subjects is not appropriate. In doing so, they should consider the overall impact that not entering the EBacc subjects will have on the options available to the pupil and their progression to post-16 education.
- From 2016, the proportion of pupils entering the EBacc subjects became one of the headline measures of secondary school performance alongside the EBacc attainment measure. From 2018, it is intended that an EBacc average point score that measures scores across the five pillars of the EBacc will replace the existing headline EBacc attainment measure in secondary school performance tables. At this point, there will be two EBacc headline measures: EBacc entry and EBacc average point score. From 2019, the DfE also intends to publish EBacc entry and attainment data for mainstream secondary schools that have similar intakes, and a value added measure on EBacc entry.
- As now, no single measure, including EBacc entry and achievement rates, will determine the outcome of a school inspection. Ofsted will not be setting any particular thresholds within those measures to determine inspection outcomes. For example, Ofsted will not be saying that only schools with over a certain proportion of pupils entered for the EBacc can achieve 'good' or 'outstanding' grade.
- The government is committed to ensuring that all students have access to a broad and balanced curriculum, and schools have a duty to provide this. The EBacc, while comprehensive, still enables pupils to continue to study additional subjects that reflect their individual interests and particular strengths.

Governors are asked to consider the above, listen to the feedback from the standards committee and be an active part in the curriculum decision making. We need to agree what steps ECS should be taking with respect to the EBacc and Curriculum development.

SECTION 4: Thank You**4.0 Thank you**

I am extremely grateful to all the leaders for their contributions to self-evaluation and the in depth discussions which have allowed me to write this report, which together with previous reports, will help Governors have a clear and shared understanding of the strengths of the school and what needs to be improved. The reports clearly demonstrate the relentless monitoring of our progress in all year groups against the challenging benchmarks we set ourselves – quite simply we want the progress of all our students to be much better than average. Given the low starting points of many pupils accelerated progress is needed to ensure that their attainment at key points puts them in the best position for taking their next step into university or modern apprenticeships.

It must be remembered that in addition to support and challenge, the key function of our multi-layered quality assurance systems is to recognise any dips in performance early so that appropriate action can be taken at classroom level for the benefit of all pupils.

- I would be grateful if all Governors can review our self-evaluation (summary in the appendix) and next steps for further improvement (our development plan summary in the appendix and next steps above); and then used this with your evidence from your attendance at sub-committee, visits and external reports to continue your active part in making judgments and developing the overall strategy for continued improvement.

4.1 A report for Governors

This is a report for you and is intended to support you in your key strategic role. I would like governors to determine the scope and format of my Executive Headteacher's termly reports and therefore always welcome feedback as to what you want me to include. Senior leaders have made excellent presentations and provided various reports for the sub-committees. This has ensured you have as much data and commentary as you need so that you can clearly see our strengths, areas for improvement and most importantly how we can work together to move Eastbury to beyond outstanding and be truly a world-class school.

- If any governors have any questions these can be asked at the meeting or if a more detailed response with data is required please send to me in advance so that I can address them in my presentation.
- The Governors' handbook 2016 and the online resource – The Key we buy into, outlines the key questions that you may wish to ask.
- Governors are asked if they could check to see if they can answer the key questions contained in the Governors' Handbook (2016) and be ready to seek further clarification if needed at the meeting in November or in their visits to the school. In order to support Governors I have reproduced the questions in the appendix, with the names of key staff who will be able to help.

4.2 Further Development of the Governors Report and Reducing Bureaucracy

In order to reduce this report still further (and please remember full annual self-evaluation, with termly updates can be found on our intranet). I am proposing we theme our reports and sub-committee meetings as follows

Winter	Spring	Summer
Outcomes (Provisional) Year 11 and 13	Teaching & Learning	Strategic Leadership & Staff development
Primary Data	Outcomes (Validated)	School Development Plan
Pupil Destinations		Outcomes Years 7-10 & 12
Update Key Performance Indicators	Policy Development	Personal Development & Wellbeing
		Behaviour
		Attendance
		Safeguarding
		Staff well-being and workload

As always Governors can ask me to focus on any topic in any report, so please do not be shy!

Appendices

Appendix 1: Draft Self-Evaluation Summary November 2017

School Context 2017 (Last update October 17 – 2017 Next Update February 2018 – After Census)

Eastbury Community School (ECS) is a large mixed, community comprehensive became an all-through schools for pupils aged 3-19 in September 2015. There are currently 1911 pupils on roll (including 192 pupils in the Sixth Form (Y12=106/Y13=86), 1487 in Key Stage 3 & 4 (Y7=299; Y8=298; Y9=297; Y10= 296; Y11=297), 175 in the Primary (R = 57 Y1= 58 ; Y2=60 and 44 in the Nursery. Our ambition is to increase sixth form role to 300 by 2021.

ECS is located in the London Borough of Barking and Dagenham, the third most deprived borough in the UK. 51.3 % (762) of secondary KS3 & 4 and 5% (6) of primary pupils are disadvantaged and 71.71% of pupils speak English as an additional language. Ability on entry is significantly below NA in all years at Y11 -1.3 / Y8 -1.6 (2016). 232 pupils receive support for SEN (EHC plan =4, Statement = 15 and SEN provision 213). The school has an Additionally Resourced Provision on site for deaf pupils (current roll=11, many of whom have complex needs).

ECS has a high ethnic diversity (87.5%) with 373 Black-African pupils, 295 Other White background, 283 Pakistani pupils, 226 Bangladeshi, 194 White British, 95 Indian and 88 Other Asian background currently on roll.

ECS has a high percentage (69%) of pupils who speak English as a second language (our most common languages, other than English spoken at home, are: Urdu 223, Bengali 185, Albanian 108, Swahali 81, Panjabi 72 and Romanian 68 pupils).

ECS currently employs 122 (111 Secondary / 11 Primary) full time Equivalent Teachers and 94 (82 Secondary / 12 Primary) full time Equivalent Associate staff. 11 NQTs (8S + 3P); 4 Trainee teachers (3S + 1P) and 11 experienced teachers (8S + 3P) joined the school in September 2017. We have a strong track-record of supporting and developing teachers at the early stages of their career. All 8 NQTs and 1 Trainee teacher are now in their second year.

ECS works in partnership (the Southern Consortium) with 4 local schools, which enhances our provision at A Level, and local colleges to ensure smooth progression to Level 2 and 3 vocational courses.

Cleaning, Catering and some other Financial / HR services are part of a traded services buyback from the Local Authority.

Given the significantly below average prior attainment of pupils, ECS faces a challenge in terms of raising attainment, staff are focussed on accelerating progress resulting in very good progress P8 scores of +0.27 and Disadvantaged P8 score of + 0.26 in 2016.

2016 Achievement in KS4 (P8) & Sixth (ALPS)form placed ECS in the top 25% nationally & therefore ECS has become a Leading Edge School in April 2017. We are awaiting 2017 comparative data.

ECS has continued to improve since the last OFSTED in January 2013 and has received many national accolades (including TES English & Literacy award for 3 consecutive years 2013-15, shortlisted for secondary school of the year 2014 and the Mathematics and Science awards in 2017). ECS was named the Kindest School of the Year in 2015, has represented England twice in the International Futsal Championships (2014 & 2016) and enjoys exciting partnership work with the Royal Shakespeare Company performing with the company on the Barbican stage in 2016 and 2017.

KS2 Prior attainment of KS4 pupils 2017

	Average fine point score			% by Prior Attainment Band					
	ECS	Nat	Diff	ECS %	Nat %	ECS %	Nat %	ECS %	Nat %
Historic				Low	Low	Middle	Middle	High	High
2017 -R	27.8	28.5	-0.7 Sig-	15.0	13.2	54.7	48.1	30.3	38.6
Current									
Year 11	27.5	28.7	-1.2 Sig-	20.6	13.3	50.4	44.9	29.1	41.9
Year 10	28.3	28.9	-0.6	14.4	11.1	47.4	45.3	38.2	43.6
Year 9	27.3	28.9	-1.6	19.2	10.7	51.5	46.5	29.3	42.8

KS4 Prior attainment of KS5 pupils 2017 (Average Point Score)

Historic	Current Y12	Current Y13
2017 -RY13	2018	2019
43.8	44.61	45.2

Vision

We want all our learners to be:
Happy, Safe, Healthy, Well-Educated & Good Citizens. **Proposal November 2017 And ready for their next step.**

Mission

'Getting the best from and for all our learners'

Overall Leadership Strategy 'No child left behind or left out and **proposal 11/2017 everybody ready for their next step'**

- Relentless focus on Teaching, Learning & Assessment (ensuring gains in accelerating progress continue to lead to the raising of attainment & improved destinations)
- Safe and caring environment (ensuring learners are happy, safe, healthy and good citizens)
- Leadership that empowers all to be effective, increases capacity & proactively promotes succession planning (ensuring continuous improvement without excessive & harmful workloads).

School Focus 2017/18

- **Teaching & Learning** – Embed meaningful, manageable and motivational assessment which informs and shapes quality first teaching & learning
- **Curriculum Development** – Ensure curriculum pathways challenge and meet the needs and aspirations of all learners, and reflect / embed the new specifications
- **Promote Well-being** for both pupils and staff (workload review & reduction)

Overall Effectiveness: Good 2 – 2016 framework (PIR Good 2 – 2012 framework) Nov 2017 (next update Feb 2017)

Draft For Governors staffing committee 18 October 2017 & Full Governors Dec 2017

We are realising our vision and continue to improve the quality of education and care. Our key judgments for Leadership, Teaching and Learning, Outcomes, Early Years and the Sixth form are good, and we consider personal development, behaviour and welfare to be outstanding.

Our holistic approach, with effective teamwork and partnerships, ensures our pupils are safe and make excellent progress to apprenticeships, further education and university.

High expectations, coupled with our relentless focus on teaching for learning, promotes resilience and high aspirations for our learners, with the majority and almost all groups making good progress.

Our pupils play a full and active part in ensuring all feel safe, promoting British values and celebrating diversity through their varied leadership activities and delivery of our highly praised programme of assemblies.

Next Steps (Priorities 2017/2018)

Sustain & Continue to Increase

- The rates of progress of all pupils and close national and in school attainment gaps (especially White British)
- The rates of progress of our White British pupils and attendance of WBR, WOT & SEN pupils

Sustain & Ensure (while addressing recent workload reports)

- Quality first teaching for all (with all staff doing all they can to improve learning and care)
- Effective meaningful, manageable and motivational assessment which informs and shapes quality first teaching (rather than just measuring it) in line with KS3 assessment policy and KS4/5 performance measures changes

Ensure

- Our curriculum continues to meet the needs and aspirations of all (in line with changes to national curriculum, public examination syllabi and linear assessment) and progression opportunities for all learners in all key stages.
- Promotion of well-being (and address mental health issues) for pupils both within & outside of school, including awareness of the dangers of risky environments & how to respond to these; and staff (workload review & reduction).
- We have a safe, supportive and stimulating learning environment both inside and outside of our buildings (following an extensive building/landscaping programme).

Safeguarding

The school is a safe learning environment for pupils. Safeguarding is a key part of school life. Pupil led support systems are in place to promote a 'telling culture'. The school works closely with the Safeguarding and Integrated Early Help Children's Services through our weekly Vulnerable Pupil Panel meetings in order to identify young people who require support.

Safeguarding training is delivered to teaching and support staff at the start of every year. This training is further enhanced (for new members of staff) by online training through 'Safeguard' and Prevent training.

Safeguarding is embedded throughout the pastoral care system. Pupils are presented with opportunities to develop their safeguarding knowledge throughout the year during assemblies, tutor time as well as through the curriculum. The school has a zero tolerance for cyber bullying and pupils are provided with opportunities to increase their understanding of safeguarding topics including e-safety, CSE and FGM. Student Peer Mediators are professionally trained to mentor pupils who may be struggling with anxiety or any other low level issues that could impact on their mental health and wellbeing.

The school is currently playing a leading part in developing and implementing a borough wide Prevent strategy. Collaborative work with EARA, Kidscape, DFE and local schools in developing the skills and resilience needed by students to play a part in safeguarding themselves is currently taking place.

Further Improvements:

Continually review all our policies and procedures to ensure that we are always working to the most up to date guidelines and meeting the needs of our learners. Ensure staff fully utilise the new 'Safeguard' and 'Impresso' software, and pupils use the 'Confide' button recently installed as appropriate.

Effectiveness of Leadership and Management: Good 2 - 2016 framework (PIR Outstanding – 2012 framework) Oct 17

Leadership and management continues to improve, ensuring a greater consistency in the classroom, an improvement in teaching, learning and assessment and very good progress.– Agreed by SLT October 4 and ready to consult with staff in October and Governors November 2017.

High expectations and excellent relationships have ensured that progress since the last inspection has been good, the positive school ethos and staff morale have improved still further. A relentless focus on our core purpose (teaching and learning) has ensured outcomes continue to improve and the majority of pupils and groups, including the disadvantaged, make good progress.

Robust tracking systems provide an accurate and clear picture of pupils' progress across the school, resulting in timely intervention to get them back on track. 'SISRA' / 'CMB' empowers individual teachers to monitor the progress of pupils at classroom level and use the data for effective planning. All staff share the responsibility for improving pupil outcomes.

Monitoring of teaching is robust and systematic, leading to accurate evaluations and effective support and challenge when needed. Subject leaders are effective in monitoring and evaluating the quality of teaching, and follow a shared schedule which supports in the accurate identifying of CPD needs throughout the year. SLT and HODs / YCCs work closely and constructively to improve effectiveness of both middle leadership and classroom teaching, and act decisively when needed.

Leaders use appraisal together with M&E to produce a relevant CPD programme (for both teaching and associate staff, making efficient use of directed time) and to inform recommendations to Governors about pay progression.

All staff act as excellent role models, work well collaboratively and are very giving of their time to student welfare, resulting in an outstanding ethos and behaviour. This also results in high pupil engagement in a wide range of leadership and extra-curricular activities.

The curriculum and extra-curricular activities are regularly reviewed, ensuring they meet the wide range of needs and aspirations of our pupils, and provide outstanding opportunities for SMSC and promoting British Values. Our structured assembly and pastoral programme underpins the whole curriculum. Every opportunity is used to congratulate pupils, celebrate diversity, and promote British Values resulting in a vibrant and positive school community

High engagement with parents, including some of the 'hard to reach', supports improvements in pupils' learning and engagement with education, attendance and punctuality, and behaviour.

The Governing Body play a key role in identifying priorities and challenge the school to improve. They are kept well informed by the SLT and contribute to self-evaluation. They ensure financial stability and have a clear understanding of how pupil premium funds are being used to raise outcomes. They have a sound and growing knowledge of the effective use of school and national data, and how this is used to judge the performance of the school. Governors support the SLT in appraisal and actively play a part in implementing the Pay Policy.

Next Steps (Priorities 2017/2018) – Agreed by SLT October 4 and ready to consult with staff in October and Governors November 2017.

- Continue to address any remaining in-school variations, fluctuations and gaps with national progress and attainment data (especially with White British nationally, and middle achievers in school) through maximising use of Leading Edge / SSAT / Chartered Teachers tools by HODs / YCCS. Apply for & achieve Leading Edge accreditation, and awards in Equalities and Careers.
- Develop further collaboration (curriculum, strategic & financial planning) with other local schools; and ensure School Improvement (with LBBB) is fit for purpose in order to improve outcomes still further.
- Review & update Governor roles so that named Governors focus on each phase Primary / Secondary 11-16 / Sixth Form and become experts in different areas / aspects of the school. Provide further targeted training for Governors to develop their effectiveness in monitoring and evaluating the school in relation to the local, London and national picture, still further.
- Continue to address workload, review appraisal and reduce high stress accountability in order to improve staff well-being and retention.
- Review & enhance financial / staffing / succession plans (especially in SEN/D, the ARP and shortage areas) to ensure sustainable and effective in current economic climate with rationale understood by all leaders. Complete campus development with interface works and landscaping.

Quality of teaching, learning and assessment: Good 2 (PIR Good 2) (Last update Oct 20 – 2017 Next Update Dec 2017)

Teaching is good because teachers have consistently high expectations. Teachers know their pupils and their pathways well, and have good or better subject knowledge. Teachers employ a range of assessment for learning strategies, such as inclusive and targeted questioning, which is ensuring higher engagement. We know this through our systematic monitoring and evaluation.

Pupils concentrate well in lesson because they are interested in the work. Lessons are well planned and delivered. Pupils' learning is further supported by the enthusiasm and passion that teachers have for their subjects. Pupil learning outside of the classroom has shown a significant increase over the last 4 years (GCSE Pod downloads has increased from 1692 in 2014 to 22205 in 2017(to date); this is continually improving.

Teachers plan series of lessons to develop pupils' skills, knowledge and understanding, and this has resulted in good progress in nearly all areas of the curriculum, with English and Maths consistently performing well at GCSE and A Level, even in this time of instability, both departments have produced some excellent results: Maths – 23% 9-7, 53% 9-5 and 73% 9-4. At A Level for the second year Maths have been judged to be a 2 – one of the best performances in the country. English – 13% 9-7, 49% 9-5 and 71% 9-4 and improved ALPs rating of 4. Monitoring and evaluation has shown that learners are introduced to curriculum content progressively, appropriately and effectively.

Marking and feedback have improved significantly from the last inspection. Systematic work scrutinies are carried out at all levels, and demonstrate that pupils know what they need to do and how to improve. Marking and feedback needs to be manageable, motivational and meaningful; departments, therefore, have produced subject specific policies to ensure that feedback aids progress in their areas, whilst also being in line with whole school expectations. Teachers' workload has been, and continues to be, considered in the development of policies and practice.

Teachers use regular assessment, formative and summative, to celebrate achievement and identify pupils who are underachieving early. Timely and appropriate interventions are put in place to support pupils at risk of falling behind and then additional support is put into place to aid their catch up.

A programme of on-going teacher led CPD is in place. This is based on a 2 year 'Embedding Formative Assessment' programme and has further developed dialogue about pedagogy, resulting in continual improvements in the quality of teaching. Teachers are increasingly engaging with educational research. A focused and responsive in-house, carousel CPD programme has been designed to utilise the expertise of our lead practitioners and outstanding members of staff, whilst ensuring an effective and lasting impact on staff. This sustained training approach, over the year, with time allowed for collaborative work and sharing of best practice, provides staff with the time and support to apply their learning, and embed ideas. This creates a deeper understanding and a more confident whole school approach to Teaching, Learning and Assessment. The sessions reflect the areas identified for further development. Collaboration, and the sharing of best practice with other schools, is becoming the norm, and Eastbury is seizing the opportunities of becoming part of the 'Leading Edge community'. This provides a framework for school improvement and a structure for self-review, and action planning, that will benefit Eastbury. Maths, Science, Art & Music have achieved the Prince's Teaching Institute Award for 2017.

The school has addressed the issues raised with teaching and learning in the Ofsted report Jan 2013 with positive impact.

Next Steps (Priorities 2017/2018) – Agreed by SLT October 4 & ready to consult with staff in Oct and Governors in Nov.

- Further embed meaningful, manageable and motivational assessment which informs and shapes quality first teaching and learning.
- Continue to develop Curriculum / Schemes of Learning
- Ensuring Years 5-9 are 'productive' (addressing the 'Wasted Years Report' / developing further curriculum and pedagogy collaboration with feeder primary colleagues in Years 5 and 6
- Further embedding the new specifications (Linear GCSE/A Level) and ensuring updated schemes of learning are useful to all, and provide effective differentiation.
- Revisit our Ebacc policy to ensure no pupils are being disadvantaged (analyse Russell group university places gained etc)
- Enhance independent learning, self-directed study and self-assessment, utilising new technologies through both a curriculum and pastoral focus.

Improve pupil outcomes in KS5 Science, at KS5 & KS4 Engineering, through the establishment of 'Project Boards' to ensure that quality of T & L, & curriculum, is consistently high and assessment / tracking is accurate.

Personal Development, Behaviour and Welfare: Outstanding 1 (PIR Good 2) (Last update Oct 2017)

High and clear expectations of self-discipline and positive behaviour, staff acting as role models, and pupils taking up the opportunities provided for leadership is resulting in outstanding behaviour. Peer mediators and prefects also act as positive role models and further support the development of a self-managing and self-disciplined pupil body. Other student leadership roles include school council, sports leaders, subject ambassadors and librarians, all of whom add to the positive ethos of the school and have led to mutually respectful relationships and attitudes for the vast majority of pupils.

A wide range of extra-curricular activities are regularly and well attended after school, at weekends and during holidays, supporting greater student engagement with learning. Many visitors to ECS comment on the positive relationships, attitudes and respect displayed by our pupils. Pupils embrace our inclusive and diverse culture.

Pupils are confident, self-assured learners that take pride in their work and school. The buildings are maintained to a high standard leading to low levels of graffiti and vandalism. Pupils take great pride in their appearance and readily adhere to school rules. They arrive at lessons fully equipped and ready to learn.

Pupils adapt positively to challenges. For example, the building programme (September 2015 to present) has led to a reduction in play area, however the pupils quickly changed routines with minimum guidance during this time of disruption, and the prefect team increased their duty positions to help with the smooth running of the school. Pupils' movement around the new build is an illustration of their maturity, respect and awareness of others.

Every opportunity is taken to celebrate achievement and deepen an understanding of British Values. The themes of tolerance, respect, democracy and liberty are evident through weekly assemblies and the tutor programme, explicit in PSHE, Citizenship & R.E, and are implicit in all subjects. Structured programmes for pupils, staff and families on E-Safety have been influential in supporting the prevention of cyber-bullying and promoting a 'telling culture'.

Pupils are ready for their next step because CEIAG is given high priority, with many careers events and visits taking place during the year, and is embedded across the curriculum from years 7-13. Employability skills are further developed through 'mock interview' days, work experience and producing/updating CVs etc. The school uses a risk of NEET indicator (RONI) to target support for this vulnerable group, which includes additional workshops and mentoring programmes. This leads to low NEETs.

Consistent implementation of the behaviour policy, underpinned by decisive action for incidents inside and outside of school, is resulting in low exclusions for all groups which compares favourably with national data. Supportive mentoring, peer mediation, youth worker support & effective use of alternative provision, supported by effective teaching and learning interventions, is leading to a reduction in low level disruption.

High priority is given to punctuality, which is now outstanding, and attendance, resulting in figures in line with the national average and similar to schools locally, and an improving picture for WBRI pupils. Inspection dashboard low attendance SEN / EHC statement can be explained by the medical needs of a few key pupils.

Next Steps (Priorities 2017/2018) – Agreed by SLT October 4 and ready to consult with staff in October and Governors November 2017.

- Review and enhance strategies for SEN/D, with a focus on Social, Emotional & Mental Health, and Behaviour for Learning
- Enhance the promotion of well-being for pupils both within & outside of school, including awareness of the dangers of risky environments & how to respond to these;
- Review and enhance our proactive equalities work
- Continue to develop both Cultural and Character Education
- Further reduce the proportion of WBRI / WOTH persistent absentees (update Nov 2017).

Outcomes for Pupils Key Stage 4: Good 2 (PIR Good 2) (Last update October 3 – 2017 Next Update Nov 2017 ASP)

– Agreed by SLT October 4 and ready to consult with staff in October and Governors November 2017.

Outcomes in 2016 reflect our forecasts (based on internal assessment & tracking and are validated by strong 2016 RAISE / Inspection dashboard reports).

Our cohort on entry to ECS begin with significantly below average attainment (26.1/-1.4), make significantly above average progress (P8 +0.27), and achieve 62% 2A*-C EM / Average Attainment 8 score per pupil 49.18 by the end of KS4 (and well above floor targets) in 2016.

Progress 8 element breakdown shows that progress was above average in all elements (English +0.19, Maths +0.46, English Baccalaureate +0.31, Open +0.26) clearly demonstrating the impact of our strategies for improving teaching, learning and assessment. Additionally:

- The progress of all groups, with the exception of White British (although it continues to rise), was above average
- Disadvantaged pupils have shown rapid improvement with the gap in attainment and progress rapidly closing (59% 2A*-C EM +0.26 Progress 8) and compares very favourably with non-disadvantaged nationally
- The progress of more able pupils is improving leading to higher attainment

The picture with SEN overall is improving but there is still work to be done in this area. Pupils with a statement of SEN made slightly lower than expected progress (-0.04) however this is significantly better than the LA average (-0.7). Pupils without a statement, but receiving support, made good progress (+0.25, LA average -0.8).

Alternative provision is used diligently and is making an impact (pupils make better progress, have better attendance and access improved post-16 opportunities than when in mainstream).

Current position (September 2017)

Our key strategy to raise achievement (improving the quality of teaching, learning & assessment) continues to have impact.

Improving accuracy and robustness in assessment in KS3 means that misconceptions are identified and addressed in a timely manner at classroom and school level. Improved tracking systems indicate that almost all groups are making good progress in most subjects. September 17 data shows majority (approx. 70%) making good or better progress in the majority of their subjects.

In Key Stage 4 we are awaiting Progress 8 data and validated attainment data (2017) however initial measures are very encouraging. English (best of Lang and Lit) at grade 5-9 is 63% however we are still awaiting the results of some remarks. English 4-9 is 78% and 7-9 is 20%. Maths at grade 5-9 is 53% however again we are still awaiting the results of some remarks. Maths 4-9 is 72% and 7-9 is 23%. English and maths 5-9 (Basics) is 47% and 4-9 is 66%.

Our tracking systems ensure that leaders (and classroom teachers) track the progress of groups and appropriate timely action is taken when needed. At a macro level, there are no particular concerns about the progress over time of any groups however an emergent key line of enquiry is the attainment and progress of middle achievers on entry.

Our tracking systems ensure that leaders (and classroom teachers) track the progress of groups and appropriate timely action is taken when needed. At a macro level, there are no particular concerns about the progress over time of any groups.

It is not possible to make numerical forecast for Progress 8 as it is calculated based on how all the pupils have performed in the country in the exam year. We are confident that our pupils have made at least the same progress as in previous years and in some of our historically weaker areas there has been improvement. Last year we were delighted to be in the top 25% nationally for progress and we are confident we will again have a similar ranking in 2017.

Draft Next Steps (Priorities 2017/2018) – to discuss with SLT & Governors (review after 2017 ASP)

- Reduce reliance on after school and holiday intervention (by pupils and staff)
- Project board for Engineering (Intensive support and challenge)
- Personalise / further refine 'Catch-Up' / disadvantaged strategies
- Investigate and review WBR (30 students) fluctuations and strategy for 'outliers'
- Empower HODs to continue to address subject specific marginal gains (in school rather than national gaps)

Primary Phase: Good 2 (Primary phase opened September 2015)Edited 3rd November 2017**– Agreed by SLT October 4 and ready to consult with staff in October and Governors November 2017.**

Our primary phase opened in temporary accommodation in September 2015 with two reception classes. Our current cohort (Nursery, two Reception, two Year 1 and two Year 2 classes) moved into purpose built accommodation in September 2016. After the first year of relatively high mobility (related to LBBB housing), pupil cohorts have stabilised with the majority of our pupils living locally and walking to school.

Numbers on Roll October. 2017 Nursery - 44, Reception - 60, Year 1 - 57, Year 2 - 60 Total 221

High expectations, a clear focus on classroom practice, pupil progress and Values Education (with non-negotiable classroom organisation) have resulted in the establishment of excellent routines and relationships leading to an outstanding ethos and good outcomes (2016 70% GLD in line with national and LBBB average; 2017 - 75.5% GLD achieved) with a secure platform for future developments. In Key Stage 1 (July 2017) Year 1 pupils achieved working 'at Expected level' for Reading – 85%, Writing – 72%, Maths 83 %. The Year 1 pupils achieved a 78.3 % pass in the 2017 Phonic screening check.

White British (10 pupils) Pupil Premium (5 pupils) and SEN (13 pupils) are making good progress.

The Quality of Teaching and Learning is good, where it is less good it is addressed through support and challenge which is having positive impact in the classroom.

Careful planning and review of the Early Years' and newly established Primary Curriculum are ensuring we are meeting the wide range of needs of our pupils. During 2017 – 18, we are focusing on Pupil wellbeing through enhanced PE provision. A High take up of extra –curricular activities provide further outstanding opportunities. Every opportunity is used to congratulate pupils on achievement and positive behaviour, celebrate diversity and promote British Values resulting in an inclusive, vibrant and harmonious community.

The implementation of our Primary assembly programme, with staff actively promoting healthy eating and physical activity, ensures that Personal Development, Behaviour and Welfare are very good in the Early Years and Key Stage 1. Attendance is in line with national figures. During 2016 – 17, 94% average in Yr 1 and 93% in Reception. Punctuality is excellent (99.5 % for KS 1 and Reception as of Oct 2017).

The Primary has strong parental involvement and support for home learning is actively encouraged, which is resulting in engaged pupils who are ready to learn and making good progress.

Next Steps (Primary SDP 2017/2018) -

- Establish Year 2 curriculum, and review Nursery, Reception and Year 1 to meet needs of all and provide a firm foundation for Key Stage 2 also continuing 3-19 Curriculum development mapping.
- Embed & Update Assessment our policy – (meaningful, manageable and motivational) to ensure all pupils are making good progress and know what they need to do to improve.
- Develop further curriculum collaboration (peer support & challenge) as part of the 'Aspire group' (a network local primary schools).
- 3-19 building programme – establish playgrounds (following demolition and landscaping) as safe learning environments further supporting 'Active Kids' – an LBBB initiative.

The 16-19 Study Programme: Good 2 (PIR Good 2)

– Agreed by SLT October 4 and ready to consult with staff in October and Governors November 2017.

Our focus on teaching and learning, with an overhaul of the assessment system and enhanced collaborative working across the consortium schools has helped to improve our A*/A grades to 18% with 46% achieving A* - B grades meaning students achieved an average grade of C+. In vocational subjects our average attainment grade was retained at D*- (Distinction*-). The number of A*/A grades at AS increased from 13% in 2016 to 32% in 2017 with A*/B grades rising from 28% in 2016 to 54% in 2017.

The Sixth Form has made good progress since the last inspection because we have ensured that all pupils have a study programme that meets their needs and the requirements of 16 – 19 provision (including a wide range of subjects due to our collaboration with the Southern Consortium), a more systematic tutor programme and enhancement opportunities, and preparation for further education and future employment. Pupils are supported if they fall behind through a range of interventions and the most-able are stretched through their lessons and extension work. Pupils develop personal, social and employability skills through the structured tutor programme, assemblies and a range of trips, outside speakers and work experience opportunities. They understand their responsibilities within the wider society and life in Britain, and further develop this through the tutor programme and assemblies. All pupils receive a programme of careers guidance to ensure they make realistic and aspirational plans for their future.

An emphasis on UCAS support and Careers fairs (school and London wide) supports the great majority of learners progressing to higher education / apprenticeships after they complete their study programme. From the 2017 cohort 90% of pupils progressed to University with 22% of these going to Russell Group Universities. 8% of pupils joined an apprenticeship with one student gaining a place on an Engineering degree apprenticeship through the University of Manchester. One student gained employment within the engineering field.

All pupils without GCSE grades 9 – 4 (A* - C) in either English or Maths follow a relevant programme and all pupils in 2016 and 2017 achieved at least a grade C in their re-sits in both English and Maths. All students in the current Year 12 have already achieved at least a 4 in both English Language and Maths.

The 2016 Ofsted inspection dashboard recognised the following strengths: Value added was significantly above average for GCE A level, value added was significantly above average for applied general, applied general value added was significantly above average for learners with prior grades D or below and B, A level size and above value added was significantly above average or not significantly different from average in all subjects and applied general value added was significantly above average or not significantly different from average in all subjects. It also highlighted that no weaknesses were identified in the dataset.

Next Steps (Priorities 2017/2018)

- Focus on Biology, Chemistry and Physics to ensure all students make outstanding progress in these areas.
- Further develop the A*/A programme to continue to raise the number of students gaining A and A* grades
- Review and enhance independent study skills programme in years 12 & 13.
- Further improve the enhancement programme by placing it at the heart of the sixth form culture and ethos.
- Increase sixth form recruitment to ensure a financially viable sixth form of 300 by 2021.

Appendix 2: Self Evaluation reports available or discussion with senior leaders and available on our intranet for Governors by area of interest.

Title of Folder (Section)	Title of Folder (Section) – Bold Title of document file (Word/Excel)	SLT Leader to speak
SES	Self-Evaluation Statement Section 0.0	
	Headline Key Data 2016/17 – GCSE Overview of public examination results 2017 Comparison to London / National Link to Performance Tables	KWA
	Headline Key Data 2016/17 – A Level Overview of public examination results 2017 Comparison to London / National Link to Performance Tables	SCN
	Headline Key Data 2016 – Primary Overview of GLD / Phonics results 2016 Comparison to London / National Link to Performance Table	WJE
	Year 11 Destinations Data @ 16 Overview 2016 & Comparison to London / National	JGO / SGN
	Year 13 Destinations Data @ 18 Overview 2016 & Comparison to London / National	SCN / SGN
SES	Self-Evaluation Statement (2017/2018) Sections 1-6	
SDP 2017/2018	School Development Plan (2017/2018)	
	SDP Summary & Key Foci 2017/2018	DDI
	SDP summary & link to Strategy / Vision / Key Foci	DDI
	SDP 2015-18 Summary and Finance	DDI
	SDP – Departments	JGO/DSI
	SDP – Year Teams	SCL/RLA
	SDP – Review of Progress 2016/17	DDI
Operations	Operations	
	Timetable	
	Bulletin	DDA
	Single central record	KDU/RLA
	School Census Students on/off roll	RLA/ DTR / ECL
	Map of school Keys / swipes Fire evacuation plans	DDI / OOA / KDU
	Folder 1 Effectiveness of leadership and management	DDI/SCL
	Key Performance Indicators 2018 & 2019	KWA
	Key Performance Indicators – Secondary Commentary	KWA
	Key Performance Indicators – Sixth Form Commentary	SCN
	Key Performance Indicators – Primary Commentary	WJE
	Appraisal (Review of 2016/2017)	KWA/SCL

EXECUTIVE HEADTEACHER'S REPORT TO FULL GOVERNORS: NOVEMBER 2017

Title of Folder (Section)	Title of Folder (Section) – Bold Title of document file (Word/Excel)	SLT Leader to speak
	Staff Development (Review of 2016/2017; Plans for 2017/2018 – inc response to CPD standards	SCL / JGO
	School Policy Updates (Plans for 2017/2018/ Links in to website)	JJH
	Pupil Premium review 2016/2017 Spending plan 2017/2018 Inc Nat PP review	SCL
	Catch Up review 2016/2017 Spending plan 2017/2018	KWA
	Looked After Children review 2016/2017 Spending plan 2017/2018	JHI / RLA
	Views of Stakeholders (Parent View / In house) 2016/2017	JJH
	Complaints Annual Review 2016/2017	SCL
	External Evaluation of the School	DDI WJE SCN
	Governors	RPA
TLA	Folder 2 Teaching, Learning and Assessment – Our current judgement Good (2)	JGO
	Teaching, Learning and Assessment Current Position (Self- Evaluation & Judgment*)	SCL / JGO
	Assessment (Evaluation of policy /Life without Levels)	KWA
	Independent Learning (Including Homework)	JJH
	Strategies for improving teaching and learning 2015-18 Detail / progress / update & evaluation	JGO
	Improvements from last Ofsted (Jan 2013)	SCL/ddi
	Improving the teaching of our most able	JBO
	Curriculum - Current organisation 2017/2018	KCF
	Curriculum - Proposals for 2018/2019 & 18/19	
	Literacy	JGO
	Library	JGO
	Teaching of Mathematics (Including Implementation of Numeracy Policy)	MJO
	Careers Education – Destinations most recent data Provisional Destinations 2016/2017 Commentary	SGA
PDWB	Folder 3 Personal Development, behaviour and welfare – Our current judgement Outstanding (1)	SCL/RLA
	Key Strategies to improve PDWB – The Next Steps	
	SMSC through Assemblies / Tutorial programme 2017 / 2018 – calendar	JGO / SPN
	Personal Social and Health Education (PSHE)	RLA / NMU/JCA
	Behaviour(impact of policy on pupils' behaviour & achievement) (Self- Evaluation & Judgment*) 2016/2017	SCL / JGO
	Exclusion (Permanent / Fixed Term / Internal 2016/2017	SCL / JGO
	Behaviour records	
	School Roll / Mobility 2016/2017	ECL
	Attendance 2016/2017 Overview Headline Figures HT1-HT6 2016/2017	ECL
	Punctuality 2016/2017	ECL
	Sex Education report	NMU / JCA
	Health Education report (Including ECS response to LBBD / School Health Survey)	NMU / JCA

EXECUTIVE HEADTEACHER'S REPORT TO FULL GOVERNORS: NOVEMBER 2017

Title of Folder (Section)	Title of Folder (Section) – Bold Title of document file (Word/Excel)	SLT Leader to speak
	Child Protection/Safeguarding – New Guidance Review 2016/2017	RLA / ECL
	Protecting Children from Radicalisation - the Prevent Duty – if needed	RLA
	Protecting Girls from FGM - New Duty – New Guidance– if needed	RLA
	Racist Incidents / Homophobic / Other Bullying Incidents - Analysis of bullying 2016/2017	RLA
	Mental Health and Emotional Well-Being 2016/2017 – plans for 2017/2018	RLA / MGR
Outcomes	Folder 4 Outcomes for learners – Our current judgement Good (2)	KWA
	Key Strategies to Raise Achievement KS3/4– The Next Steps in SDP	KWA
	2016 GCSE Examinations Full & Detailed Analysis of groups etc	KWA
	2016 GCSE RAISE / ASP Inspection Dashboard / Data Dashboard / Performance Tables Overview 2016	KWA
	2017 GCSE RAISE / ASP Analysis 2017 & Forecasts 2018 When available	
	Current Position Year 7-10 (2016/2017 – June 2017 Data)	KWA
	2016 GCSE Examinations Full & Detailed Analysis of Departments based on Public Exams and Progress data	KWA / SLT
	2016 Examinations Full & Detailed Analysis of Students in Alternative Provision 2016-2017	JGO
	Special Educational Needs 2016-2017	SCL / JGH
	School Targets 2018,2019 (Key Performance Indicators)	Update
		KWA
Primary	Folder 5 Primary Phase - All-Through School Developments – Our current judgement Good (2)	WJE
	Primary Key Strategies to Raise Achievement Primary – The Next Steps in SDP	WJE
	Current Data – Detailed analysis	
	Primary Teaching, Learning and Assessment – Current position 2016/2017	WJE
	Primary Assessment (Policy/Life without levels)	WJE
	Primary Curriculum Proposals 2018 – 19	WJE
	Primary KPI / Targets for 2017 – 18	WJE
	Primary Personal Development and Welfare in Nursery / Reception / Year 1 / Year 2	WJE
	Primary Behaviour in the Primary (Policy)	WJE
	Primary Attendance & Punctuality	WJE
	Primary Child Protection	WJE
	Primary Racist Incidents / Homophobic / Other Bullying Incidents - Analysis of bullying 2016/2017	WJE
	Primary Leadership and Management	WJE
Sixth Form	Folder 6 Sixth Form – Our current judgment Good (2)	SCN
	Sixth form Key Strategies to Raise Achievement Sixth form – The Next Steps in SDP	
	Sixth form Outcomes – Year 13 Exam Results 2017 – Full analysis	SCN
	Sixth form Outcomes Current Year 13 (Last Year 12 – Current Progress & Forecasts – ALPS	SCN
	Sixth form LV3 Value Added / PANDA / Performance Tables – when available	SCN
	Sixth form KPI / Targets for 2017 – 18 & 2018 - 2019	SCN

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Title of Folder (Section)	Title of Folder (Section) – Bold Title of document file (Word/Excel)	SLT Leader to speak
	Sixth form Leadership and Management of the Sixth Form	SCN
	Sixth Form Teaching, Learning & Assessment in the Sixth Form	SCN
	Sixth form Personal Development and Welfare in the Sixth-Form	SCN
	Sixth form Behaviour in the sixth form (impact of policy on pupils' behaviour & achievement)	SCN
	Attendance in the Sixth form 2016/2017	SCN
	Careers Education – Provisional Destinations 2016/2017 (University and Apprenticeships)	SCN
	Enrichment, Employability and Pathways	SCN
SMSC	Folder 7: Spiritual, Moral, Social and Cultural Education (SMSC)	JJH/DSI
	British Values Review of 2016/2017 Plans for 2017/2018	JGO / ???
	School Council Review of 2016/2017 Plans for 2017/2018	JCA
	Prefects Review of 2016/2017 Plans for 2017/2018	RHB
	Peer Mediators Review of 2016/2017 Plans for 2017/2018	COB
	Sports Review of 2016/2017 Plans for 2017/2018	RDA
	Cultural Education & Arts mark Overview Review of 2016/2017 Plans for 2017/2018	JGO/DSI

Appendix 4: School Development Plan (2017/2018)

Eastbury Community School Development Plan 2015-18 – Year 3						
Vision	Focus 2017/18	SDP	Key Whole School Actions			
<p>We want all our learners to be</p> <ul style="list-style-type: none"> Happy Safe Healthy Well-Educated Good Citizens 	<p>Teaching & Learning Embed meaningful, manageable and motivational assessment which informs and shapes quality first Teaching & learning</p> <p>Curriculum Development – Ensure curriculum pathways: challenge & meet the needs and aspirations of all learners; and reflect / embed the new specifications.</p> <p>Promote Well-being for both students and staff both in and out of school (workload review & reduction)</p>	<p>1 Teaching, Learning & Assessment (Jeff Goy)</p>	1.1 Further embed meaningful, manageable and motivational assessment which informs and shapes quality first teaching & learning.	JGO / SLT HODs		
			<p>1.2 Further develop Curriculum / Schemes of Learning</p> <ul style="list-style-type: none"> Ensuring Years 5-9 are 'productive' (addressing the 'Wasted Years report' / developing further curriculum & pedagogy collaboration with primary colleagues in Y5&6 Further embedding the new specifications (Linear GCSE/A Level) and ensuring updated schemes of learning are useful to all, and provide effective differentiation. 	DSI SLT JGO & HODs		
			1.3 Further develop / enhance independent learning, self-directed study & self-assessment, utilising new technologies through both a curriculum and pastoral focus.	JJH/SCN & HODs YCCs		
		<p>Mission 'Getting the best from and for all our learners'</p> <p>Whole School Strategy 'No child left behind or left out'</p> <ul style="list-style-type: none"> Relentless focus on Teaching, Learning & Assessment (ensuring gains in progress continue leading to the raising of attainment & improved destinations) Safe and caring environment (ensuring learners are happy, safe, healthy and good citizens) 		<p>2 Outcomes (Kerry Ward)</p>	2.1 Reduce reliance on after school and holiday intervention (by students & staff)	KWA& HODs/YCCs
					2.2 Personalise / Further refine 'Catch-Up' / Disadvantaged strategies	SCL & SLT
					2.3 Develop and refine our assessment calendar to reflect national changes.	KWA & SLT
				<p>3 PDWB (Sharon Collins)</p>	3.1 Bring together & ensure coherence of strategies for SEN/D, with a focus on Social, Emotional & Mental Health, and Behaviour for learning	SCL, RLA & YCCs
					3.2 Ensure proactive equalities work is integral to all practice – apply for and achieve the Equalities Award	SCL, MGR RLA & SLT
					3.3 Further develop both Cultural and Character Education	DSI, MMI
				<p>4 Leadership (SLT)</p>	4.1 Maximise use of Leading Edge / SSAT / Chartered Teachers tools; Apply for and achieve Leading Edge accreditation	JGO & HODs
4.2 Develop further Peer- Peer review (both within ECS and with other similar schools), continue to address workload, review appraisal and reduce high stress accountability – apply for and achieve next stage of Investors in People?	KWA & SLT					
4.3 Develop further collaboration (strategic & financial planning) with other local schools / Ensure School Improvement (with LBBB) fit for purpose	DDI					
4.4 Ensure sustainable & effective financial /staffing / succession plans with rationale understood by all leaders.	DDI					
4.5 Complete campus development with interface works and landscaping. Establish rolling programme to maintain and further develop.	DDI / OOA					

<ul style="list-style-type: none"> Leadership that empowers all to be effective, increases capacity & proactively promotes succession planning (ensuring continuous improvement without excessive & harmful workloads). 		4.6 Provide further targeted training for governors to continually develop their effectiveness in monitoring and evaluating. Review & update governor roles so that named governors focus on each phase Primary / Sec 11-16 / Sixth form..	Governors
	5 Primary (Wendy Jenkins)	5.1 Establish Year 2 curriculum, and review Nursery, Reception, year 1 to meet needs of all and provide a firm foundation for Key Stage 2 (build in "Philosophy for kids" and achieving Healthy Schools silver award). Continue to 3-19 Curriculum development mapping.	WJE
		5.2 Embed & Update Assessment policy – (Meaningful, manageable and motivational) to ensure all pupils are making at least good progress.	WJE
		5.3 Develop further curriculum collaboration /(peer support & challenge) as part of 'Aspire group' (7 local primary schools)	WJE
		5.4 3-19 Building programme – Establish playgrounds (following demolition and landscaping) as safe learning environments and incorporating 'Active Kids' – LBBD initiative.	WJE
	6 (Sixth Form)	6.1 Establish new independent study skills programme in years 12 & 13, maximising use of E-Resources.	SCN
		6.2 Further improve the enhancement programme by placing at the heart of the sixth form culture and ethos.	SCN
		6.3 Maintain the momentum towards outstanding by addressing remaining subject specific inconsistencies (through consortium subject facilitators and cross – consortium links); and further embed the A*/A programme.	SCN

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Appendix 5: Key Performance Indicators (2017/2018)

Eastbury Community School Key Performance Indicators / Benchmarks Draft to Governors November 2017							
Key Performance Indicators	Historic position 2014	Historic position 2015 Public Exam Results	Historic position 2016 Public Exam Results	2017 Public Exams 2017 Provisional Data	Benchmarks - What this will look like if we are to be judged good / outstanding?		
					2018 Good	2018 Outstanding	2019 Outstanding
					Current R/Y2/Y11/Y13	Current R/Y2/Y11/Y13	Current R/Y1/Y10/Y12
GCSE K S 2 – 4 Student Progress	Progress 8 = -0.03	Progress 8 = +0.14	Progress 8 = +0.27* 6/55 when compared to similar schools	Progress 8 = +0.16* *Awaiting Aut Entry to confirm	Above National	Significantly Above National	Significantly Above National
Progress 8 - All Disadvantaged White British	-0.03 -0.11 -0.68	+0.14 +0.05 -0.32	+0.27 +0.26 -0.03	Positive +0.16 Positive +0.18 Negative - 0.25	Above Nat In Line Nat Non-D Above Nat	Sig Above Nat Sig Ab Nat Non – D Sig Above Nat	Sig Above Nat Sig Ab Nat Non – D Sig Above Nat
Basics Eng & Ma A*-C / G4/5-9 All Disadvantaged White British	61% 52% 56%	54% 45% 39%	62% 59% 48%	En & Ma 4/5-9 66 / 47 % 62 / 46% 60 / 31 % (37%)	(FFT 50-20) 36% - 48% 37% - 52% 36% - 42%	(FFT 5) 50% + 54% + 44% +	(FFT 50-20) FFT 5 Good Outstanding 40% - 50% 52%+ 38% - 47% 49%+ 37% - 53% 55%+
Attendance Persistent Absence *Half term 6 – 2016/17 figures Y11 incorrectly included. Without HT 6 Y11 PA = 13%	Attendance in line with average (94.5%) Persistent absence below average (4.3%)	Attendance in line with average (94.8%) Persistent absence below average (3.9%)	Attendance in line with average (94.41%) Persistent absence below average (11.2%) Note bar raised from below 85% to 90%	Attendance in line with average (E94.2% / N94.8%) Persistent absence in just below average (13.2%/ 13%*) Note bar raised from below 85% to 90%	Attendance above average. (95.5%) Persistent absence below average (11%) Attendance of Individual Students all above 95%	Attendance sig above average. (96.5%) Persistent absence sig below average (9%) Attendance of Individual Students all above 97%	Attendance sig above average. (96.5%) Persistent absence sig below average 7% Attendance of Individual Students all above 97%
Behaviour & Exclusions	Exclusions (Days lost) FTE = 44 (300) PE = 1	Exclusions (Days lost) FTE = 40 (190) PE = 0	Exclusions (Days lost) FTE = 41 (189) PE = 1	Exclusions (Days lost) FTE = 49 (263) PE = 1	Low Permanent & Fixed Term Exclusions	Low Permanent & Fixed Term Exclusions	Low Permanent & Fixed Term Exclusions
Destinations Year 11	DFE Statistics Sustained in education, 2011/12 Cohort 91% (National 88%) 2012/13 Cohort 92% (National 90%)	DFE Statistics Sustained in education (Y11 2014) 2011/12 Cohort 91% (National 88%) 2012/13 Cohort 92% (National 90%)	DFE Statistics (Published 10/2016) Sustained in education 2013/14 Cohort 94% (National 94%) (LBB 93%)	<i>Provisional 10/17</i> Sustained in education 2014/15 Cohort 94% (National 90%) (LBB 92%)	Sustained in education 2015/16 Cohort 95%	Sustained in education 2015/16 Cohort 98%	Sustained in education 2017/18 Cohort 99%

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A Level Progress Value Added	A Level +0.06 Academic 0.00 Appl Gen (BTEC) +0.34 A Level ALPS 5 Voc ALPS 3	A Level +0.06 Academic +0.07 Appl Gen BTEC +0.34 A Level ALPS 4 Voc ALPS 3	A Level +0.21 Academic + 0.16 App Gen BTEC +0.34 ALPS A Level 3 Voc ALPS 2	A Level +0.18 Academic + 0.14 App G BTEC +0.54 A Level ALPS 4 Voc ALPS 2	A Level +0.18 Academic + 0.16 App GBTEC +0.36 A Level ALPS 2 Voc ALPS 2	A Level +0.25 Academic + 0.25 App Gen BTEC +0.4 A Level ALPS 1Voc ALPS 2	**Provisional A Level +0.30 Academic + 0.30 App Gen BTEC +0.4 A Level ALPS 1 Voc ALPS 1
Attainment Best 3 A Level Av Grade A*/B Vocational	Average Grade C- A*/B 27% Distinction+	Average Grade C+ A*/B 48% Distinction*	Average Grade B- A*/B 52% Distinction*	Average Grade C+ A*/B 46% Distinction+	Average Grade B- A*/B 50% Distinction*	Average Grade B A*/B 55% (A*/A 25%) Distinction*	**Provisional Average Grade B A*/B 65% (A*/A 25%) Distinction*
Early Years (GLD)	N/A	N/A	GLD 70%	GLD 75.5%	**Provisional GLD 76%	**Provisional GLD 78%	**Provisional Good Outstanding 78% 90%
Year 1 Phonics Working At Working Towards	N/A	N/A	Year 1 Phonics Working At Working Towards	78.3% 21.7%	**Provisional Y1 83% (Above NA) 17% (Below NA)	**Provisional Y1 85% (Sig Above NA) 15% % (Sig below NA)	**Provisional Good Outstanding 85% 87% 15% % 13%
Key Stage 1 ** Provisional Combined Greater Depth Reading at Expected Standard Working at a greater depth Writing at Expected Standard Working at a greater depth Maths at Expected Standard Working at a greater dept Science at Expected Standard	N/A	Key Stage 1 ** Provisional Combined Greater Depth Reading at Expected Standard Working at a greater depth Writing at Expected Standard Working at a greater depth Maths at Expected Standard Working at a greater depth Science at Expected Standard	KS1 (Provisional) 65 15 79 27 70 18 78 25 84	KS1(Provisional) 67+ 17+ 81+ 29 72 20 80 27 86	KS1(Provisional) 67 good 70 outstanding 17 good 19 outstanding 29 good 31 outstanding 72 good 74 outstanding 20 good 22 outstanding 80 good 82 outstanding 27 good 29 outstanding 86 good 88 outstanding		
Key Performance Indicators	Historic position 2014	Historic position 2015 Public Exam Results	Historic position 2016 Public Exam Results Provisional	Current Position /Indicators 2017 Public Exams	2018 Good Current R/Y2/Y11/Y13	2018 Outstanding Current R/Y2/Y11/Y13	2019 Outstanding Current R/Y1/Y10/Y12
					**Provisional – KPI will be updated upon completion of the census and assessment in first half term (reflecting Attainment on Entry)		

Appendix 6: OFSTED updates

OFSTED Changes October 2017 - Guidance at a glance

The most significant changes are in relation to the short inspection consultation Ofsted ran over the summer. [The Ofsted myths guidance](#) has also been extended and there are clarifications regarding the achievement of pupil groups and appointment of NQTs in maintained schools judged to require special measures. A new sub-section has been added which outlines what happens to schools judged 'requires improvement'.

Section 5 Inspections

Short inspections (paragraph 21)

To reflect the section 8 short inspection consultation outcome, some good schools will automatically receive a full section 5 inspection instead of a section 8 short inspection when Ofsted's risk assessment process indicates that the quality of provision may have deteriorated significantly. This will affect approximately one fifth of good schools. **Please note Eastbury Community School will most likely receive a full section 5 inspection because we have recently added a Key Stage – the Primary phase.**

Myth-busting (paragraph 29)

Additional myth-busting facts are detailed in the section 'Before the inspection – clarification for schools' as follows:

- Ofsted does not expect tutor groups/form time to include literacy, numeracy or other learning sessions. Schools can use form time as they wish.
- Ofsted does not require schools to predict their progress scores. It is impossible to predict progress as test results are compared nationally and this cannot be done until after the tests.
- Ofsted does not require schools to hold onto books and other examples of pupils' work for pupils who left school the previous year.
- Ofsted does not expect to see photographic evidence of pupil's work. Ofsted is very aware of teachers' workload and inspectors are happy to speak to pupils during an inspection about what they have learned.
- Inspectors are not required to routinely check personnel files, but may do so in specific cases as part of looking at schools' procedures for checking the suitability of employees to work with children.

Leadership and governance

- As many governors or trustees as possible are invited to meet inspectors during an inspection.
- An inspector may talk to the chair of governors by telephone if s/he is unable to attend a face-to-face meeting with the inspector in school.
- All staff with governance responsibilities need to know the outcome of the inspection as soon as possible. Individual governor representatives must keep the outcomes confidential until the school has received the final inspection report.

Pupil groups

Inspectors will continue to evaluate the achievement of disadvantaged, the most able and SEND pupils but the following line has been inserted:

"The pupil groups focused on will depend on the areas for investigation during the inspection."

In part, this reflects Ofsted's commitment to using 'meaningful data', as outlined in September's School Inspection Update.

Appointing NQTs in maintained schools judged to require special measures (paragraph 96)

“With regard to the appointment of NQTs in maintained schools, regulations governing the induction of teachers provide that induction may not be served in a school that has been judged to require special measures, unless HMCI has given permission in writing. Where the lead inspector has informed a maintained school that it may not appoint NQTs, the school must seek approval if it later wishes to appoint NQTs, by writing to the relevant Ofsted regional director with supporting reasons. The restriction on the appointment of NQTs does not extend to trainee teachers on employment-based training programmes.”

- Schools judged ‘requires improvement’: the opening statement clarifies that *“A school that is judged as requires improvement (overall effectiveness grade 3) is a school that is not yet good but overall provides an acceptable standard of education.”*
- Paragraphs 97-100 outline monitoring arrangements, where applicable, and the timing of the next section 5 inspection.
- In line with the changes outlined in the section 8 handbook in relation to schools judged to require improvement in consecutive inspections (paragraph 91 in section 8 handbook), a paragraph has been inserted to reflect this (see second point in ‘Section 8 Other changes’).

Other changes

- Where relevant, inspectors are to consult [*Guidance for inspectors: what to do if a child or young person discloses a safeguarding concern*](#) (paragraph 51)
- References to RAISE and the inspection dashboard have been replaced by ASP and IDSR (Inspection Data Summary Report) respectively.
- Paragraphs 105-107 clarify the difference between serious weaknesses and special measures, including this statement: *“When the evidence indicates that one or more of the key judgements is inadequate, inspectors must consider whether the school is failing to give its pupils an acceptable standard of education. If this is confirmed by the evidence, inspectors must consider whether leaders, managers and governors are demonstrating the capacity to improve the school. If both of these conditions are met then the school requires special measures. If neither or only one of these two conditions are met, the school has serious weaknesses.”*
- Exempt schools (such as those judged outstanding) will receive a section 8 ‘no formal designation’ inspection following structural changes, such as adding a key stage or amalgamating with another school (paragraph 18).

Section 8 Short inspections

- Paragraphs 38 to 39 have been updated to reflect the types of schools where short inspections apply, including reference to the new risk assessment for full section 5 inspections referred to in the following point.
- Includes reference to the outcome of the short inspection consultation proposal to inspect some good schools under section 5, rather than undertake a short inspection (paragraph 5).

“Good schools are eligible for a one-day ‘short inspection’ approximately every three years. However, some good schools will be subject to a full section 5 inspection instead of a short inspection, for example where a school has expanded its age range or where the quality of provision may have deteriorated significantly.”

- Paragraph 42 outlines that secondary schools with more than 1,100 pupils are to be inspected by two team inspectors (plus the lead inspector). This is as a result of the short inspection consultation which ran over the summer.
- Short inspection conversions will take place within a maximum of seven working days (paragraph 45).
- Paragraph 51 indicates that Ofsted Inspectors can lead short inspections (not just HMIs).

Other changes

- From paragraph 83 onwards, and in relation to external support, references to 'quality and impact' have been amended to read 'impact' only. Assessing the 'quality' of external support could be seen to be making a judgement about a third party (which is not in scope of the inspection).
- The handbook previously stated that a school judged 'requires improvement' twice consecutively would be 'highly likely' to be judged inadequate at its third section 5 inspection if it was still not judged to be good. This created the myth that 'three strikes' of 'requires improvement' would automatically lead to an inadequate judgement. The 'highly likely' phrase has been removed from paragraph 91. In effect, this means that each consecutive section 5 for a 'requires improvement' school should be undertaken on a case-by-case basis, with inspectors considering whether the school, if not yet good, is inadequate or whether there has been a 'general upward trend'.
- Maintained schools judged to be inadequate, and where no monitoring visits are taking place, can now write to their Ofsted regional director to request permission to appoint NQTs (paragraph 116).
- References to the 'data dashboard' have been replaced with the Inspection Data Summary Report (IDSR).