

ROUSEDALE SCHOOL SELF EVALUATION 2018/2019

Friday 3rd May 2019

The context of the school

Context Students	<ul style="list-style-type: none"> • September 2018 school roll is 2200 • Split site school with 600 students 11-16 based at second campus • 400 students post 16 • Average of 14% students eligible at some time in last 6 years for FSM (National 28%) • Average 10% SEND students (National 13%) and 1.3 % with EHCP plan • 81% of population White British with 13 ethnic groups represented
Context School	<ul style="list-style-type: none"> • Convertor academy 2011 • Selects 10% of students on musical aptitude • Draw from 15+ primary school with 80% of students coming from defined catchment area • Consistently significantly over subscribed: 700 applications & attend on average 50 appeals each year
Context Staffing	<ul style="list-style-type: none"> • 2018 130 FT teachers • Staff turnover on average 14% • Using a range of different incentives to recruit and retain staff in an increasingly challenging national context

Self-evaluation summary

<p>Vision & Motto</p>	<p>Vision Ousedale School will provide all students with the knowledge, confidence and skills to contribute and compete successfully locally, nationally and globally.</p> <p>Our vision is heavily influenced by our values and beliefs about education and is shared by the staff and governing board. There is emphasis on literacy, numeracy and the mastery of knowledge alongside opportunities to broaden horizons and develop character.</p> <p>We offer students an incredible range of culturally and intellectually inspiring enrichment opportunities, including: visits and talks from local and international businesses, numerous day and residential trips, weekly after school ASPIRE sessions and a half termly enrichment programme. Our notable specialism and passion lies in the field of music which enhances the lives of students, both those singing and playing as well as the school community at large.</p> <p>Our approach to the development of each child is to provide outstanding pastoral care and personalised education with a focus on building strong relationships and resilience. Our well regarded student leadership programme aims for 20% of the school population to take on a leadership role. This not only supports the development of a positive culture, but provides students with opportunities to prepare them for the next stage in their school life and employment.</p> <p>A child first and foremost is an individual to get to know, understand and respect, and secondly an Ousedale School student. It is very important to us that each student regardless of their ability has the opportunity to shine.</p> <p>We will meet the words of our motto, 'Aspire, Believe, Achieve', in all we stand for and aspire to be.</p> <p>Our Motto</p> <p>Aspire Students supported by staff and parents are motivated to aim high in everything they do. They aspire to new heights academically, practically and through the acquisition of new skills.</p> <p>Believe Students with staff, develop resilience, independence and self-belief in their ability to lead and reach challenging targets.</p> <p>Achieve Students achieve outstanding results and share responsibility for their learning, enabling them to progress onto pathways of their choice, succeed in a competitive world and contribute to the success of the school.</p>
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Our Aims

To enhance and develop our Exceptional Learning Community through:

- high expectations and standards
- nurturing a thirst for knowledge and a love of learning
- excellent teaching
- personalised support and guidance
- broadening horizons and developing character
- enriching opportunities for all
- effective and creative partnerships with students, parents and our community

Our Pillars

- **Student** achievement places the school in the top 30% nationally; students gain places at the best universities or jobs with top employers and who have the character, values and confidence to match children educated in the private sector.
- **Staff** for whom we are the employer of choice, providing a great place in which to work and an environment where they can develop and grow.
- **Parents/Carers** who know that Ousedale School really cares about their children, recognise that it has effective strategies to meet individual needs and for whom the school is the natural choice to entrust the education of their children.
- **Business and local community** for whom we are more than a school, but a partner of choice.

The Curriculum

- The curriculum and the intention behind it are driven by the school's **vision** and based on principles that have been established for several years
- Our curriculum and curriculum decisions provide students with the knowledge, confidence and skills to **contribute and compete** successfully locally, nationally and globally because they were educated at Ousedale School.
- The strands of the curriculum, being both **culturally and intellectually inspiring**, serve to **deepen knowledge** and **develop the cultural capital** of each student.
- KS3 provides students with the opportunity to make a successful transition from the primary phase and to develop and consolidate their knowledge and skills across the broad range of subject areas. Within this phase, Year 9 extends student learning further by providing opportunities to both **broaden and deepen knowledge and understanding across the full range of Baccalaureate subjects**. The curriculum offer is deliberately planned to work in the best interests of each individual and their own aspirations.
- KS4 (Years 10 & 11) offers a range of courses, in a carefully constructed manner, that are **matched to the attributes and potential of students**, seeking to ensure that they maximise their own achievements and are equipped with the **qualifications and confidence** to move onto post-16 study, either at school or with an alternative provider.
- KS5 (Years 12 & 13) offer courses that allow students to **develop further on their chosen path** and options are matched to the prior learning, interests and attributes of students completing the previous phase.
- Vocational courses in both KS4 & KS5 are matched to the attributes of students and the **needs of the local area** in terms of skills shortages. Vocational ICT providing a good recent example.
- This is further supported through both the **character development and wellbeing** aspects that are seen as a central part of the wider curriculum, and the rigorous approach to Careers Education, Information, Advice & Guidance, including strong support from, and engagement with, local businesses.
- Students in need of additional support benefit from the school's **personalised curriculum** at both KS3 and KS4. This includes 1 to 1 literacy & numeracy tuition
- Throughout this journey students are engaged in the additional curriculum which provides the opportunities for **'deep' learning, extended learning, and the development of wider interests, knowledge and skills**.
- There is a wide ranging enrichment offer that works towards the school vision of providing a **Public School education in a state school setting**. Enrichment and extra-curricular activities are central to the school's culture and ethos. Together they offer all students a broad, rich, challenging, diverse differentiated school experience: **over 100 trips a year**, sign-up **ASPIRE sessions**, with internal and external speakers, termly enrichment for 1 hour a week with a choice of **60 activities**.
- **Literacy standards have developed** well over the last 3 years for students eligible for 'catch up' funding. The development of Numeracy standards has been supported by a **specialist HLTA**.
- **Parent Liaison Manager** ensures that even 'difficult to reach' families can access learning.
- **Curriculum time for languages has been extended** from September 2018 as part of the planned increase in numbers continuing into KS4 and KS5. Humanities are very well regarded and the curriculum has been designed to allow students to continue with Humanities subjects into KS4 and beyond.
- Consequently, there is a **deliberate plan to increase numbers completing EBACC subjects**. Philosophically, the school believes that there are considerable merits to every child studying humanities subjects and that, similarly, in the changing global context, languages play a key role in broadening horizons. Together, this allows students to better compete with peers from the private sector.

Students' achievement

Suggested grade: good (2)

- The school has achieved **three years of good progress and high attainment**.
- The **relentless drive of the leadership team** fosters school improvement by not being complacent and continually looking at aspects that need to improve.
- In 2018, Ousedale was the **only school in Milton Keynes to be ranked 'Above Average' based on the progress made by its students**. The overall progress made by students was significantly above the national average because students achieve exceptionally well **across the curriculum** which is reflected by a positive Progress 8 score for all buckets in 2018.
- In 2018, the attainment of students at the end of Year 11 was **well above national averages** for the key headline measures. For example, the proportion of students achieving a strong pass in the Basics was 53% - 10% above the national average.
- 70% of students achieved a standard pass in at least five subjects that included English and maths – this is **more than 10% above the national average**.
- **Progress in English and Humanities is exceptional**. Progress in English has been secured through an unyielding focus on literacy resulting in improvements being made over the past three years of 0.17, 0.30 and 0.32 in 2016, 2017 and 2018 respectively – all are significantly above the national average.
- The progress made by students in Humanities complements the progress made in English by being in the top quintile for value added in 2016 and 2017 and significantly above the national average for the last three years.
- **Languages are showing sustained improvements** since 2015. Despite a significant increase in the number of students studying a language the value added measure remains in the third quintile.
- 2018 science results suggest that previous good progress is being repeated with **improvements in the value added measure** for students with middle and high prior attainment, and disadvantaged students.
- The significantly above national progress made by students, studying meaningful qualifications, in the open bucket shows that the school is not 'gaming' to boost overall results.
- Many subjects are above the national average for achieving top grades (A+/7+) and standard passes (C+/4+):
- The school's **most able learners have high attainment and make exceptional progress**. The progress of this cohort is significantly above the national average in English, Maths and the open buckets. Their progress is in the second quintile for all elements of progress 8 except English where it is in the first quintile.
- Recent **improvements made with students supported by the Pupil Premium Grant (PPG)** have been sustained in 2018. The progress for this cohort is in the second quintile for 3 of the 4 buckets of progress 8.
- **Challenging targets** for students and staff ensure the highest expectations of everyone. **Effective tracking and review procedures** ensure that progress continues to be strong for the vast majority of subjects and student groups. Progress in the sciences is becoming more secure.
- Year 11 destination data shows that the proportion of students who completed KS4 in 2016 in **sustained education, employment or apprenticeships was significantly higher than national**.

To be consistently outstanding, the school needs to:

- Focus on the performance of students with low prior attainment in Maths to ensure no negative trend develops.
- Eliminate variation within, and across, Progress 8 buckets by focusing on Science.

The Quality of teaching

Suggested grade: Good (2)

- **Quality of teaching remains a key priority** which underpins raising standards at all key stages.
- The school's teaching and learning policy is based around the development of The Ousedale Standard - **a shared vision of high quality teaching and learning** that aims to secure an inclusive, positive climate for learning, to create a shared understanding of the evidence-based pedagogy that secures high standards of achievement and to support teachers in delivering a more knowledge-based curriculum effectively.
- **Responsive teaching** approach is a central feature of the teaching & learning process within the school.
- Evidence from a full range of internal monitoring activities and processes demonstrates that the quality of **teaching is of a high standard** and improving further.
- Teachers make effective use of lesson time, demonstrating considerable **pace, rigour and purpose** in class.
- Teachers encourage students to try hard and place great **emphasis on effort/attitude** to learning when monitoring student progress and performance.
- Teacher **subject knowledge & pedagogy is extensive** and teachers show a very good understanding of the subjects that they teach. This has been enhanced through the subject development CPD sessions that all staff must attend.
- Staff are required to further develop their understanding of, and approaches to, Teaching, Learning & Assessment through an **extensive CPD Programme and targeted coaching**. NQTs receive a high quality programme of support. These initiatives support whole school priorities for teaching & learning.
- **Questioning** in class is both extensive and effective in developing and checking student understanding and allowing the teacher to deal with misconceptions.
- Teachers follow **clear processes for assessment**, ensuring that work is marked regularly and effectively. Students are actively encouraged to respond to feedback given. This Star/Step/Response approach is well understood and consistently employed in the school.
- Relationships in class are strong and this helps promote **good behaviour and positive attitudes**.
- Ousedale Standard for Teaching introduced September 2017 with commitment and refinement to the positioning of the standard within the work of the school is ongoing.
- Homework is challenging and seeks to either consolidate learning in class or prepare students for future learning activities.
- **Student behaviour is managed very effectively** with clear processes employed for the rare incidences of low level disruption or poor behaviour. As a result, lessons run smoothly and the clear rules are both understood and enforced.

To be consistently outstanding, the school needs to:

- Further develop reading comprehension to enable students to access information, resources and questions.
- Embrace and embed the Ousedale Standard for Teaching, including responsive teaching as the key aspect of this.

Personal Development, Behaviour and Welfare

Suggested grade: Good (2)

- **Arrangements for safeguarding are highly effective** and all aspects of safety are managed carefully. New security systems are implemented to ensure that access to the School is controlled so that entry is only granted to approved visitors. The School audits itself against a national benchmark for safeguarding.
- **Highly effective monitoring and evaluation of CP concerns ensures all students are safe**, and appropriate and timely actions occur, including referrals to all relevant external agencies. This is supported through the efficient use of My Concern, staff training and signposting through the School's website. Parents/carers are confident in the school's ability to keep students safe.
- **Staff are trained** to keep students safe and to recognise signs of neglect, abuse, county lines, radicalisation, and any students at risk of developing poor mental health. A Director of well-being has been in post for two years.
- **The School promotes all aspects of students' welfare** to ensure they are safe and also promote positive mental wellbeing. This is evident through the PSHE programme, Year 7 wellbeing lessons, registration activities, and extensive use of external agencies/projects to support positive mental health.
- Student **attitudes toward their learning are positive** and they **behave very well in lessons**.
- Conduct of students around the site is good, students integrate well and **they treat each other kindly and are polite and respectful to adults**.
- **Students are proud to represent the School**; wear their uniform with pride, and engage in leadership opportunities, for example Ambassador roles, School Council, Student Leadership roles, charitable activities, projects within the wider community and mentoring projects etc.
- Tutor time is used effectively to **build character** and enhances student learning in numeracy, literacy and current affairs. Assemblies/ tutor time/ PSHE are used effectively to communicate to students what standard is required in relation to behaviour. The additional curriculum encourages resilience and develops cultural awareness.
- A highly effective 'Aspire' programme, and the wider provision for the most able, creates a range of enhanced opportunities to engage students with higher-level ideas and thinking, helps develop confidence and belief, and provides a **'thirst for learning' outside of the taught or formal curriculum**.
- With the expansion of the careers team and **strong links with the careers and Enterprise Company**, and a dedicated enterprise advisor, students have an extensive CEIAG programme to help support them with their progression and pathways. Students have the opportunity to secure internships, apprenticeships, college, University places and employment.
- Students benefit from the **excellent partnerships and relationships with local employers**, who both visit the school and provide placement opportunities.
- **Students attend regularly** are punctual and prepared for lessons. An anomaly in 2017/18 saw absence rise to 6.1%, slightly above the national average.
- The **rate of fixed term exclusions is significantly below the national average**.
- **An experienced and highly effective pastoral team**, ensures bullying, and incidents of derogatory language, rarely occur, when it does occur, it is dealt with effectively.

To be consistently outstanding, the school needs to:

- Capture the features of the Personal Development programme to ensure students and parents can identify the value and importance of to their personal development.
- Continue the development of the careers strategy to realise the school's vision.
- Continue to develop initiatives and support for Mental Health & Well Being issues.

Leadership and Management

Suggested grade: Outstanding (1)

- **Headteacher**, ably supported by her senior team, drives an **exceptional aspirational learning culture**. High expectations of staff effectiveness and student achievement are evident throughout the school. Her vision is fully implemented into school life. There is a relentless determination to address any weaknesses in the school's performance
- School's **vision statement, developed collaboratively, is underpinned by 4 pillars of excellence**. The vision has been implemented over the last three years and is fully embedded in school life.
- **Governors are a strength** of the school. They take their strategic role seriously and provide the senior team with challenge and support; evaluating the school's success on an annual basis based on 5 key strategic objectives. Governors receive external training on an annual basis, all governors complete on-line training on key areas such as prevent. Minutes of meetings demonstrate the challenge given to all aspects of school life. Appointments are made to address any skill shortage. Governors have specialist roles on the governing body including safeguarding, SEND, Finance, Careers and PP. A full programme of governor visits is in place. Safeguarding procedures are monitored and reports written three times a year.
- **Senior team are very focused, driven and constantly challenge** each other. SLT regularly works in two teams- focusing on academic standards and student welfare. Each team evaluates current performance and presents research papers to inform future decisions. Senior leaders and governors know the school's strengths and areas which require development very well.
- **Staff are very proud** to work at the school and they **are highly motivated to implement the vision on a daily basis. They appreciate the significant efforts to reduce workload & retain high morale implemented over the last 8 years**. There is considerable loyalty morale and drive to self- challenge and achieve the best for all students. Operating on two campuses does bring additional challenge, but the vision is shared and implemented consistently across the two sites.
- **Middle leaders are a strength of the school**, taking their leadership role seriously and driving forward on standards and curriculum development. Our distributed leadership approach is combined with a **rigorous programme of monitoring**, including annual 'academic reviews' . Governors, at committee meetings, challenge leaders to make further improvements. Actions quickly follow monitoring and evaluation; restorative intervention in key areas such as Science- progress at KS4 improved significantly in 2018.
- Leadership & Management of Science has been significantly changed over the past 12 months, with new post holders in place in the senior departmental positions.
- **Staff appraisal is robust and challenging**, focusing on improving outcomes for students, and leadership across the school.
- **CPD programme features a strong Middle leadership strand accredited by a national body and leaders have created a culture of research, reflection and action to nurture the development of effective teaching**. CPD is bespoke and there is a strong emphasis on coaching. Teachers are highly reflective and welcome opportunities to improve their practice. Leaders are valued contributors to the wide ranging training opportunities on offer. Newly qualified teachers are supported exceptionally well.
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- **Transition programme is very strong** and has developed significantly in the past three years. Differentiated approach to students in Year 6 ensures those with the greatest social needs and anxieties receive additional help and support to ensure they settle into Ousedale quickly. Staff liaise closely with feeder primary schools to establish students' starting points and to arrange specific support for lower attaining and more vulnerable students
- **Spiritual, moral, social, and cultural education is a strength**. Students are respectful and thoughtful about the needs of others who are less fortunate. Students engage fully with the school's two charities and a full programme of activities and volunteering is fully embedded in school life. There is

a wide range of opportunities for students to volunteer. They develop quickly into young, caring adults who are extremely well prepared for life in modern Britain.

- **Safeguarding students is a very high priority.** A highly experienced pastoral team, with input from specialist internal & external teams, ensures leaders' work to protect students and plan support for those more vulnerable. Their work has been recognised as exemplary by the LA and beyond.
- **Teachers do not tolerate derogatory or inappropriate language** or poor behaviour. Students, with few exceptions, respond to this expectation, exclusions are well below the national average. Students' behaviour in corridors and social areas is very mature.
- The **Inclusion centres at both campuses and the SEND support is a key strength of the school.** The support that leaders provide for students who have SEN and/or disabilities is tremendous. Student premium funding is used very well on a mixture of staffing, resources and 1 to 1 intervention-funding is tightly monitored in order to ensure all PP students benefit.
- Students in need of additional support benefit from the **school's personalised curriculum at both KS3 and KS4.**

To be consistently outstanding, the school needs to:

- Identify any further additions to our substantive strategy started 8 years ago to decreasing staff workload and retain high morale.
- Ensure that the pedagogical approach of 'responsive teaching' is embedded across the school.

The effectiveness of the sixth form provision

Suggested grade: Good (2)

- The sixth form performs consistently well with the average attainment grade at A Level being C+ or better over the last 3 years.
- 2017 A Level results were amongst the best achieved by the School with 60% of grades awarded being A* - B.
- Over 15% of students achieve 3 A Levels at grades AAB or higher, with two in the facilitating subjects.
- Attainment remains strong and amongst the best in the City (31.7).
- Our sixth form continues to perform strongly across other measures, with progress in the Applied General (+0.17), and the GCSE Maths (+0.13) & English (+0.82) measures being worthy of note. Similarly, the performance of disadvantaged students is strong (+0.1 in Academic, +0.18 in Applied General).
- The progress measure has been positive in 2 of the last 3 years, with a progress score of 0.06 in 2017.
- **Retention within 6th Form is very high, 98%+ annually.**
- **Attendance to sixth form is 95%** demonstrating just how much students value their learning.
- Destinations information indicates that University remains the prevalent destination for our students, with between 80 and 90% going on to Higher Education in each of the last 3 years. Typically, a third of these students gain a place at a Russell Group University. In 2017, **80% of students gained a place at their first choice university**, with 33% gaining a place at a Russell Group University.
- Following consideration of the 2018 progress measure, the school is confident that areas/aspects responsible have been identified and robust intervention has been put in place.
- 2018 A Level results were good in many areas and some subjects continued to improve for the third successive year (Sociology/Economics/English Language/French) but the three sciences, carrying a significant number of students performed poorly. This has demonstrated that there is still work to do in responding to the demands of the new A Level courses in the Sciences, and that the decision to **focus the Academic Review & support process on Science** was correct.
- In Science at KS5, performance of students is variable but senior leaders are working closely with TLR holders to bring about **greater consistency and sustained change and improvement** for future cohorts. This has been a large feature of the **recent Science Academic Review** (December 2018).
- It was recognised that a significant number of the high Middle Prior Attainers/low High Prior Attainers did not achieve their target grade (B) in Summer 2018. This group of students have, therefore, been identified and targeted across subject areas and through KS5 TLR holders.
- A 'pincer' approach is adopted after each data point, where identified students are supported within the study area and subjects are supported through SLT Link/Standards team.
- The Sixth Form Team work with 'impact' groups in order to ensure that groups at risk of under achievement are better supported to achieve in line with/beyond their target grades.
- In response to the last Ofsted, considerable work has been carried out to ensure that a more **precise overview of achievement and progress across the full range of KS5 subjects is produced, reviewed and responded to**. This allows targeted intervention and support to take place through the SLT link and through the Standards team. Notable successes in 2017/18 included Media, Economics, and Geography.
- Since the last inspection, carefully thought out planning and decisions have led to **changed curriculum time, number of courses, exam entries and entry criteria**. These processes are

reviewed annually, paying careful attention to the characteristics of the particular Year 11 cohort.

- KS5 Curriculum is extensive and offers both academic and vocational courses.
- Teaching & Learning at KS5 has been enhanced through **deliberate CPD and subject knowledge development** sessions focused on the new A Level and BTEC courses, approaches to linearity and styles of assessment.
- Sixth form students feel safe and are well cared for in planning for the next stage of their education/career.
- Induction processes are effective in creating an identity within and as part of the school and students firmly adhere to the school motto 'Aspire, believe, achieve'.
- Students enjoy a **wide range of opportunities** through the core curriculum, enrichment, ACE Days, trips. These all help support the vision of the school in broadening horizons, developing character, and preparing students for the challenges and competition beyond Ousedale.
- Many sixth form students are used as **role-models to younger students** and are also used to offer in lesson support and literacy support.
- Wide range of **leadership opportunities** available through the Sixth Form student leadership team and core curriculum opportunities
- **CIAEG at KS5 is comprehensive**, including opportunities to engage with a number of potential careers and pathways. The Apprenticeship option and/or work based learning is growing in popularity and this is recognised in the increasing number of guest speakers coming into the school and events being attended outside of school.
- A significant number of students participate in work experience at the end of year 12.
- Early identification of students seeking to apply to Oxbridge/specialised higher education and strong support put in place. Staff knowledge and expertise on University admissions process and other destination applications have been deliberately developed.

To be outstanding across all measures, the school needs to:

- Develop and maintain a relentless pursuit of high quality teaching & Learning in Science with accompanying improved outcomes for students, with a particular focus on high prior attainment girls.
- Support Science staff and students through the provision of student conference, speaker and webinar opportunities
- Rigorously review the prior attainment and cohort characteristics in order to better support students and staff, paying particular attention to the specific needs of the 'target B' students.

Overall effectiveness, including the promotion of the students' spiritual, moral, social and cultural development

Suggested grade: Good (2)

- **Headteacher provides clear vision, high expectations and provides strong and decisive leadership**, based on a clear set of principles that are shared and supported by the wider school community. The vision statement and aims permeate the school curriculum, culture and structure.
- **Morale is high among staff and students.**
- **Stakeholder view of the school is outstanding**; parents, students and staff questionnaires.
- **Governors are highly effective** in their support of leaders' to develop high standards of teaching, learning and assessment, and outstanding outcomes.
- Senior and middle leaders **set high expectations and are relentless** in their pursuit of excellence. Weaknesses are systematically addressed and action plans for individuals and subjects are detailed, time framed with clear short and medium term criteria. Clear cycle of monitoring, evaluation, challenge & academic reviews.
- CPD is targeted and staff fully engage in their professional development. The school is in its second year of delivering accredited leadership training.
- **Harmonious environment** where the majority of students learn to work together and compete for a wide variety of leadership opportunities: 17% of students hold leadership positions.
- **The curriculum intent is clearly defined** and encompasses both the main curriculum and the additional curriculum. Enrichment and extra-curricular activities are central to the school's culture and ethos. Together they offer all students a broad, rich, challenging, diverse differentiated school experience.
- We offer students an incredible range of **culturally and intellectually inspiring enrichment opportunities** offer that work towards the school vision of providing a **Private sector education in a state school setting**. These include: trips to all corners of the globe; weekly after school ASPIRE sessions to expand student minds and increase knowledge of career choice and a half termly enrichment programme during the school day. **Our notable specialism and passion lies in the field of music** which enhances the lives of students, both those singing and playing as well as the school community at large.
- In Years 7 & 8, significant targeted PP + spending ensures those who arrive with literacy levels below the standard needed to succeed are given targeted 1 to 1 support. The further **development of literacy for all students** is central to the school's ethos.
- **The 6th form is highly regarded across the city** and attracts a significant number of students from other institutions. Students are meticulously prepared for life after Ousedale.
- **Careers guidance is well planned and extensive**, with significant progress already made in relation to the **Gatsby Benchmarks**.
- **Outcomes for the majority of students are very good**, including high and middle prior attainment and PP. Some low prior attainment students struggle to make the same progress. Careful curriculum planning and intensive support is narrowing the gap. English in particular have succeeded in achieving excellent standards across the full ability range
- **Pastoral care, mental health, well-being and careers guidance is outstanding**. Welfare of students is a key consideration. The school invests heavily in this area and is praised by parents, external agents and students for the group and individual support provided by the pastoral and mental health team. All students have mental health and wellbeing lessons.
- **Safeguarding is effective.**
- There is a clear understanding of how students are expected to behave and conduct themselves. The majority of **students' behaviour is exemplary** and they form excellent relationships with staff. Attendance is consistently high.

Responding to the previous Inspection

Response to next steps from short inspection May 2016

Leaders and those responsible for governance should ensure that:

- *leaders develop a more precise overview of achievement in and across subjects in the sixth form, intervening as needed so teaching and achievement continue to improve*

The school has developed very clear and detailed processes for checking progress at subject, class and student level on three occasions over the year. This has actually been implemented across the whole school and not just KS5. Heads of subject analyse data and give a clear picture of progress & attainment measures at a particular point, creating a clearly focused action plan to improve outcomes. Results and plans are reviewed and scrutinised by the Standards team, SLT Links and PALs ensure that appropriate and targeted support and intervention is put in place. Where necessary or appropriate, formal meetings to check on progress take place with senior leaders and Governors.

- *recent improvements in leadership and teaching in science lead to improvements in achievement for all groups of students at KS4*

Considerable changes have been made to the staffing and structure within Science generally, and the subject leadership in particular. The TLR structure has been reviewed and two new staff in place Easter/September 2018. A further appointment was made in October 2018 for a January 2019 start. There is greater clarity and thought behind qualifications taken and tier of entry at KS4. There has been noticeable academic improvement since the last inspection with no cohort on the IDSR with sig- value added. There have been improvements in the value added for the HPA, MPA and PP in 2018. This has been supported by significant increases in attainment for chemistry and physics.

- *no parent or student have well-founded concerns that issues they raise with the school are not tackled.*

The school continues year on year to receive outstanding feedback from parents in our annual questionnaires; over 668 completed 2017/2018 95% + strongly agree/agree for each question. The feedback from a large sample of school parents is significantly more representative than the small sample collected by Ofsted on the day prior to an inspection. The PTA is very supportive and parent evenings well attended (87%). The School employs a Parent Liaison Manager and she follows up any concerns and ensures hard to reach parents are more engaged with the school.

2017/2018 Complaints

Stages	Founded	Unfounded
Informal 1	1	1
Formal 2	1	1
Formal 3	0	1