



# SCHOOL SELF EVALUATION FORM SUMMARY REPORT FOR STAKEHOLDERS AND STRATEGIC PARTNERS 2016 – 2017

DATE

September 2016

VERSION

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Overall Effectiveness				Grade							
Achievement of students		2	Teaching & Learning		2	Behaviour and safety of students		2	Leadership & Management		2

We are a good school but in order to achieve our goals of an Ofsted judgement of 'outstanding' by 2017/2018. We need to sustain our relentless pursuit of student outcomes to exceed national averages for 2017-2018 and beyond.

### About our school

Northumberland Park Community School (NPCS) is situated in the London Borough of Haringey. NPCS is an average sized, co-educational comprehensive school. The Northumberland Park ward, from which 30% of the school's roll is drawn, one of London's most deprived areas with respect to child poverty (Government Office for London). Adjacent wards, in which a further 50% of our students live, have similar levels of deprivation.

We are a specialist school in the Expressive Arts i.e. Art, Media and Music. Whole school attendance for 2015/2016 was 95%, significantly above national average.

The School's ethnicity is as follows:

- African (excl. Somali) – 10.1%
- Asian – 7.2%
- British Isles White – 6.2%
- Caribbean – 8.7%
- Somali – 13.2%
- Turkish Speaking – 25.2%
- White European – 22.3%
- Other / Unknown – 7.2%

### *(Data extracted from the School SIMS –September 2016)*

We are aspirational for our students and believe that our students can succeed at NPCS within our school ethos of high expectations, challenge and support. Our motto "**Motivate • Aspire • Transform**" reflects the highest expectations of staff and the highest aspirations for all students. Northumberland Park Community School is an outward looking organisation, sharing good practice through national initiatives and consistently developing strong links with other schools, Russell Group universities, Mayor's Gold Club (2014-2015) and organisations such as PiXL, Challenge Partners and SSAT. The school works collaboratively with 6 Primary Schools (Network Learning Community (NLC), which includes the Tottenham UTC, Haringey Sixth Form College and College of North East London.

The students of Northumberland Park have a high level of confidence in the schools' advice for post 16 and are able to make the best of the Information, Guidance and Carers/Work Related Learning opportunities provided for them.

We welcome opportunities for collaboration and use these links to critically examine our own practice as well as benefitting from others expertise. The focused and determined drive on continuous improvement leads to ever-improving standards of teaching and when this is set alongside the holistic approach of the outstanding pastoral team, the result is an environment which promotes outstanding learning and achievement by all students. The school's family ethos ensures that SMSC is embedded deep within our culture.

	Current	National			
Number on roll (Year 7-11)	1019	978			
% Free school meal eligibility	23%	28.2%			
%PP	58%	-			
LAC	3	-			
% SEN	16% S & E - 2.5% K – 13.4%	-			
% SEN Statements/PLANS (EHCP)	2.5%	-			
% minority ethnic groups	93.8%	24.5%			
% English as an additional language	74.8%	13.6%			
% Boys/Girls(560/459)	B=55% G= 45%				
APS on Entry (all students)					
Year 7	Year 8	Year 9	Year 10	Year 11	Nat Ave
26.7	26.2	25.7	24.8	23.6	28.5

The school has been awarded a number of awards in recognition of its work including Gold Cultural Diversity Quality Standard, the International School Award, Healthy Schools, Well-Being and Investors in People Gold, Investors in Careers (IIC) and the Prince's Teaching Institute Mark in the English, Geography, History, Maths, Music and Science departments.

### Special features of the school:

- NPCS is fully integrated with the secondary base of the Vale Special School for children with physical disabilities and complex needs which share the NPCS campus and buildings.
- NPCS works in partnership with a number of 16+ providers to support the school's KS4 curriculum offer to promote 14-19 progression. We prepare our students well for their future. We track our students' progression post 16.
- NPCS operates the largest school based community and adult learning programme in Haringey

**Evidence:** Whole School Self Review Cycle, Strategic Plan, School development plan, INSET Programme 2014/2015 & 2015/2016, Tracking progress data, Faculty/Department development plans, Pastoral development plans, RaiseonLine, FFT, Exam analysis, NPCS website, NPCS Way Booklets, Parent Voice summary (July 2015 & 2016), IIC Report (July 2015), Alternative Provision Report (May 2015 & May 2016), Student Voice summary, Ofsted survey Inspection Report (June 2015), Haringey Excellence Policy and Challenge Partners Review Report (Oct 2015). Brilliant Club overview.

## WHERE ARE WE NOW? – STRENGTHS

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- This is a good school. The Headteacher and senior leadership team provide a strong lead that is based on high staff expectations through a robust accountability framework for the aspirations of students across the school. Staff and students respond positively and there is an ethos of calm ambition. Good relationships between staff and students are built on mutual trust and a culture and ethos of respect. Students, parents, carers and staff are overwhelmingly positive about the school and its work.
- Attainment in school approaches national and almost always represents good or outstanding progress from students' low starting points. Any gap between the school's GCSE results and national averages is closing over time. Students develop their numeracy, reading, speaking and listening skills effectively across the curriculum and development of their writing is a focus in all subjects.
- The quality of teaching is good over time across the school, with an increasing and significant amount that is outstanding. There has been good development in improving the consistency of teacher's oral and written feedback so all students know precisely how to improve and not just what to improve. The improvement in quality of marking is now used to increase the pace of learning and sharpen planning for future work. We have identified gaps in students' knowledge that shapes their future learning.
- The behaviour of students is good, and often exemplary, in lessons and around the school. Most students, staff, parents and carers report that this good behaviour is typical. Staff and students are confident that staff deal with incidents effectively. Students feel safe and the school keeps them safe. Students display positive attitudes to learning and enjoy being in school. Attendance has improved and the number of exclusions has decreased in the last three years. Attendance has improved to at least national averages and persistent absence is below average. Our students want to be at school. The robustness of school procedures and consistent use of the social and emotional aspects of learning (SEAL) programme reinforce behaviour expectations that students respond to positively.
- Middle leaders are accountable for the quality of teaching and its impact on raising students' achievement. Governors are supportive and constructively challenging. They ensure the safety of all students.
- There is a clear shared ambition for the school driven by the Headteacher and supported extremely well by the extended leadership team and governing body. Good systems are in place and are used well by all teachers to deliver a good quality of education
- Senior leaders and governors know the strengths and areas for development of the school because of the rigour of monitoring and evaluation activities and improvement planning. Regular external audits enhance the process further. Good opportunities exist for the development of all managers and the professional development of all staff. These are closely focused on improving the quality of teaching leading to rapid progress from students.
- Governors are well informed through regular, constructive meetings with the Headteacher and school leaders and thorough, up-to-date training. They are supportive and involved in school life. The curriculum is good because it prepares students well for their future. It emphasises improving students' literacy and numeracy skills. A good and appropriate range of academic, vocational and alternative provision is in place to match the needs and aspirations of students. Provision for the students' spiritual, moral, social and cultural development is outstanding. Students have a great variety of opportunities to develop and use their social and moral skills, and their knowledge of other cultures is remarkable. They know and appreciate British values and the rule of law. Productive links are in place with local colleges and 11-19 schools, to support students as they prepare to leave school. NEET figures have been outstandingly low for the last three years.
- Students, including disadvantaged students and those identified with, disabilities or special educational needs, make good progress.
- High expectations are demonstrated by staff and aspiration is fostered in students from the time they enter the school. A 'can do' culture is apparent across the school and students show a determination to succeed, persevering to improve their work in lessons and through homework.
- The quality of teaching over time is good. Staff have secure subject knowledge that is used effectively to plan work that matches the needs of different students and to set high expectations and challenging targets.
- Most staff observe, question and give pertinent feedback on the next steps in learning to deepen students' understanding.
- Students work co-operatively in lessons, listen respectfully to each other's input and debate issues maturely.
- Students are polite, courteous and take good care of each other. They say they feel safe in school, and parents and carers agree.
- Our disadvantaged students frequently outperform our non-disadvantaged ones

## PREVIOUS INSPECTION KEY ISSUES: OFSTED JANUARY 2012

AREA IMPROVEMENTS	PROGRESS TO DATE	IMPACT
<p>OFSTED 2012</p> <ul style="list-style-type: none"> <li>improving the consistency of teachers' oral and written feedback so all students know precisely how to improve and not just what to improve</li> </ul>	<p>1. Developments in teaching are continually underpinned by a varied and focused programme of CPD and the use of coaching including that delivered by the school's Teaching and Learning team. Lessons are challenging and motivate our students (Developing Good Practice Programme 2012-2016).</p>	<ul style="list-style-type: none"> <li>Progress is mostly good or outstanding and the trend in attainment is positive, approaching or exceeding national averages. When it is not good, progress is rapidly improving.</li> <li>Marking and feedback have improved and a focus in September 2014/2015 on 'evidencing progress' and 'progress over time' has resulted in much improved feedback that is consistently acted upon by students. Marking and feedback is regular, precise, consistently applied and closely linked to assessment criteria.</li> <li>The rigour of the half termly DGP cycle has ensured prompt and effective intervention to address the quality of teaching through spreading good and outstanding practice, team planning, appropriate pace of lessons, assessment of learning in the lesson.</li> <li>RWCM opportunities have improved developing students' writing skills across the curriculum, including mathematics and science.</li> </ul>
<ul style="list-style-type: none"> <li>using observation and assessment to adapt lessons more quickly to match the pace of students' learning</li> </ul>	<p>2. The quality of monitoring teaching evidenced in teacher's making more timely interventions to enable the rapid progress of all students and make up any gaps in knowledge. (SEF Cycles 2012-2016)</p>	
<ul style="list-style-type: none"> <li>making more timely interventions to enable the rapid progress of all students</li> </ul>	<p>3. Whole school focus on literacy and numeracy. (i.e. Accelerated Reader, SHINE, DGPs and 'Talk for Writing')</p>	
<ul style="list-style-type: none"> <li>embedding opportunities for students to develop their writing skills across the curriculum.</li> </ul>		

### KEY ASPIRATIONS 2016/2017 TO BE OUTSTANDING

1. Close the gap between A\*-C English and Maths with a higher proportion of students leaving with a C (5) or above in both English and Maths
2. Close gaps between all groups
3. Accelerate the rate of progress with our More Able and Talented students
4. Further embed marking and feedback to students
5. Achieve NACE Challenge Award and GLM Quality Mark for School Governance
6. Governors to make a decision on the future status of the school

## SCHOOL SELF EVALUATION (SEF) SUMMARY

Overall Effectiveness	2	Leadership & Management	2	Teaching, Learning & Assessment	2	Behaviour and safety of students	2	Outcomes of Pupils	2
<b>SEF - AREAS FOR IMPROVEMENT</b>									<b>September 2016</b>
<b>Ofsted Key Issues (Jan 2012)</b>	Raise attainment further to bring it to at least the national average by: <ul style="list-style-type: none"> <li>improving the consistency of teachers' oral and written feedback so all students know precisely how to improve and not just what to improve</li> <li>using observation and assessment to adapt lessons more quickly to match the pace of students' learning making more timely interventions to enable the rapid progress of all students</li> <li>embedding opportunities for students to develop their writing skills across the curriculum</li> </ul>								
<b>Sub-criterion</b>	<b>To be outstanding we need to:</b>								
<b>Outcomes for Students</b>	<ul style="list-style-type: none"> <li>Close the gap between A*-C English and Maths with a higher proportion of students leaving with both English and Maths</li> <li>Close gaps between all groups against national</li> <li>Accelerate the rate of progress for our More Able and Talented students</li> </ul>								
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>Continue to embed and rigorously monitor school's action to ensure quality first teaching to ensure our students achievement is outstanding and ensure that leaders and governors succeed in improving the quality of 'teaching over time' to outstanding</li> <li>Further develop data to analyse the impact of key interventions more robustly and ascertain value for money in the programmes we run.</li> <li>Achieve the NACE Challenge Award</li> </ul>								
<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>Move the proportion of students who gain A*-C GCSE qualifications in English and Mathematics beyond national averages</li> <li>Achieve a Progress 8 measure of +0.5 or better through:               <ul style="list-style-type: none"> <li>ensuring that progress is outstanding in at least 8 qualifying subjects</li> <li>increasing the uptake of students taking EBacc subjects so that at least 85% of students fill each of the 3 EBacc slots</li> </ul> </li> <li>Close any progress gaps for all significant groups by further refining our targeted support</li> <li>Raise the performance of the British White and Black Caribbean (particularly boys) students so that it is in line with other ethnic groups</li> </ul>								
<b>Quality of Teaching, Learning and Curriculum</b>	<ul style="list-style-type: none"> <li>Further improve the quality of teaching, learning and assessment by extending the range of differentiation so that all students are suitably challenged, rates of progress are further increased and students' capacity to work independently strengthened especially more able students</li> <li>Embed Personalised Learning Checklists (PLCs) in both Key Stages to consolidate students' progress in individual subjects.</li> </ul>								
<b>Behaviour for Learning, Personal Development and Welfare</b>	<ul style="list-style-type: none"> <li>A continuous reduction of fixed term exclusions i.e. &lt;100</li> <li>Excellent behaviour over time for individuals or groups with behaviour needs</li> </ul>								
<b>Resources and Environment</b>	<ul style="list-style-type: none"> <li>Sustain and further improve the good financial planning for 2015-2017</li> <li>Establish timeline with Haringey Council for rebuild of NPCS i.e. Tottenham Regeneration</li> </ul>								
<b>Community Engagement/ Partnerships</b>	<ul style="list-style-type: none"> <li>Sustain current community partnerships i.e. Network Learning Community (NLC) to sustain our commitment to community education and our students' good preparation for their future</li> <li>Continue to seek new partnerships that will raise aspirations for our students such as Linklaters, Reach Out, Civil Servant Engagement Programme.</li> </ul>								
<b>Good Governance</b>	<ul style="list-style-type: none"> <li>Determine the school's future status and organisation and play an instrumental role in the regeneration of Tottenham</li> </ul>								
<b>Overall Effectiveness</b>	We are a <b>good</b> school transforming our student's outcomes. In order to achieve our goal of an Ofsted judgement of 'outstanding' by 2017/2018, we need to ensure that the quality of teaching over time is outstanding leading to outstanding <b>progress</b> and <b>attainment</b> .								

## The Effectiveness of Leadership and Management is good

### Impact on Outcomes, School Improvement and Teaching and Learning:

- There is an ambitious and explicit vision for the School. Governors, senior and middle leaders drive high expectations through the school ethos, 'Motivate Aspire Transform'.
- Key leaders manager and governors consistently communicate high expectations and ambition. These are shared by staff and students. Robust self-evaluation at both senior and middle leadership levels holds staff accountable for the achievement of students and the quality of teaching.
- There is strong commitment to CEIAG from the Headteacher and Senior Leadership team, which ensures that the students have the building bricks to achieve and aspire in the future.
- Leaders model high expectations and aspirations for students to be the best that they can be and we challenge and develop them to be successful, well rounded, safe young people what achieve academically, socially emotionally.
- Students' personal development, welfare and behaviour are paramount. Leadership at all levels ensures that the school is a calm, safe learning environment.
- Good with some areas of outstanding leadership at senior and middle leader level is evident in our forensic monitoring of the school's performance e.g. Raising Achievement of Students (RAP) meetings that have been instrumental in improving outcomes for all groups. The meetings have served to sharpen and refine our progress tracking and effective interventions.
- The SLT and governors ensure financial stability for the school and make sure that Pupil Premium spending is focused on the most effective strategies to ensure good progress and a significant closing of the gap for all disadvantaged groups (see school website).
- Pay progression is linked to clear performance appraisal objectives as required by new legislation. Performance Appraisal targets and processes are closely aligned to the objectives set out in the school strategic plan. Essentially, they are focused on the quality of teaching and students' progress.
- The SLT creates a professional learning community providing opportunities to share best and innovative practice on current educational policies and best practices
- The continual improvement of teaching and learning lies at the heart of our leadership work, which has impacted on consistent teaching across the school
- 5 members of ELT are trained quality assurance reviewers for Challenge Partners, 1 member of SLT has completed the NPQH programme and another member is in their second year, 2 are on the NPQSL and 2 are on the NPQML. The effect of these programmes impact on strengthening the middle and senior leaders of the school, as well as success planning.
- Leaders rigorously ensure that safeguarding systems, policies and procedures across the school are meticulous and robust. All staff received 'PREVENT' agenda training during the summer term 2015 and September 2016 to include latest requirements
- We conduct daily assemblies, one per year group where students participate in understanding international and local issues that affect them. We have a global calendar that we work from on a daily basis which informs us on the events that are happening in the UK but also further afield. We have numerous displays around the school which are there to help promote the culture around the school in departments, school entrances, Purple diner and Purple Lane, the hub of the school. We also have information and live BBC news on our 5 TV screens which are centrally located in Purple Lane and the Purple Diner, to develop student's understanding and reflection of the world they live in.
- The school's 'community' culture promotes all aspects of student's welfare. Student voice surveys tell us that 'they feel safe' and are safe. The PSHE, Science, E-safety week and tutorial programme all provide opportunities for students to learn how to keep themselves safe. The SMSC development of students through the formal and hidden curriculum extensive enrichment programme and day to day ethos of the school ensures they are well prepared to be reflective about and responsible for their actions as a good citizen. Respect is at the heart of our culture.
- There is a real community ethos at our school, students are polite and respectful to each other reflecting staff respect for students. Our termly newsletters celebrate the many activities which take place in school and beyond the classroom to our students and their families. Our students have many opportunities to participate in mentoring programmes with external partners that provide them with skills which help them to be confident learners and prepare them for their future. We have a zero tolerance on discriminatory behaviour. Our policy is reviewed by its stakeholders. We have significantly reduced permanent exclusions.
- Progress in Core subjects at KS3 is a school focus to accelerate progress and consistency of learning across the school. It is monitored through half termly RAP meetings, following a half termly AP cycle. The rates of progress towards challenging targets for the whole cohort, U, M, L, PP and SEN students is scrutinised for all three subjects. The meetings identify and plan intervention to close gap areas, allocate interventions and to measure their impact at the next cycle. Rates of progress and the accuracy of assessment have improved as a result of additional moderation, review of SoL to cater for the more able and planning driven by assessment and data. The dip in KS4 standards last year was identified by leaders and actions taken over demonstrates progress that is above expected as has been a consistent picture over time. Standards improved this summer, 2016.
- The new SEN Code of Practice has been successfully implemented at the school and the deployment of TAs is monitored centrally ensuring students receive their entitlement to effective TA support. Students with additional educational needs also receive additional small group teaching for literacy, numeracy and S&L according to their specific need to help reduce the attainment gap and increase their rates of progress.
- Options taken in Year 8 are based on differentiated pathways based on prior attainment, progress made at NPCS and students' personal development and welfare Student choices are made following a comprehensive options process which includes a well-attended options evening (minimum attendance 94%) and a 15 minute interview with a member of SLT, careers advice and taster KS4 lessons. The curriculum is balanced and ever evolving in view of government reforms and currently over 90% of students study at least two EBacc Subjects. There has been a marked increase in the number of students

studying humanities and MFL subjects from our current Year 10 onwards. Double Science is also now a compulsory subject. By having a 2 Year KS3 and 3 year KS4, the pre-mentioned changes have not limited student choices allowing for a balanced curriculum.

- PSHE curriculum is delivered across the school and also includes character education, work related education and British Values including preparation for living in modern day Britain. It robustly supports our learners in becoming well rounded citizens who are able to make a positive contribution society. This focus on democracy, the rule of law and, essentially, mutual respect for those from different backgrounds. Our culture of respect makes our work to improve students' welfare and prevent radicalisation and extremism more meaningful and effective to students.
- SMSC is an integral part of every lesson and is promoted in both the formal and hidden curriculum as well as the assembly calendar. Our students become thoughtful, polite, reflective and respectful, as a result, of leaders promotion of SMSC.
- Community languages are celebrated and the staff at the school speak a range of languages to support both students and their families. The option interviews are used to capture a student's ability to read and write in a language other than English to extend their qualifications. This is reflected in the school's success with language GCSEs.
- Leaders and governors ensure that safeguarding is effective. Governors carry out their statutory duties and have studied 'Keeping Safe in Education' March 2015 and currently
- Governors are ambitious for students and work well with leaders, particularly the Headteacher, to spread the school's ambition to 'motivate, aspire and transform'
- Through governing body meetings, discussions in school with leaders and on learning walks governors are aware of school strengths as well as areas that require improvement. They have been instrumental in ensuring that safeguarding arrangements are current and regularly reviewed. Training on safeguarding is thorough including preventing radicalisation and extremism. They support the effective Headteacher through their knowledge, and understanding of improving teaching, learning and assessment and its impact on progress. Because they are kept well informed and take part in regular governor training they are in a position to question and then evaluate the school's performance for themselves. This includes training on the current Ofsted Framework and its implications for this good school. They judge that a sharp, robust presentation of evidence is vital to present to HMI on a short inspection.
- The Headteacher is held to account by governors who set challenging, robust targets based on improvements to the quality of teaching and its impact on progress, students' welfare, particularly safety and attendance and the achievement of disadvantaged students. NPCS is proud of its work to narrow the gap between disadvantaged students and non-disadvantaged students and governors analyse the impact of public money in their judgements about the effectiveness of Pupil Premium funding. They are well informed about links between teachers' salary progression and their performance.
- Finances are regularly audited and carefully managed. The school budget is set on the basis of the school's development plan and review of its priorities to raise achievement. It is regularly monitored and controlled throughout the year by governors. The Schools accounting processes and subject to regular external audit.
- The school vision, values and aims are shared by our whole community. They are reinforced in staff and student induction programmes, through the school's pastoral system and "hidden curriculum" and in governors' meetings. The curriculum provides 'highly positive, memorable experiences and rich, broad and balanced opportunities'. The School offers a broad and balanced curriculum which provides numerous opportunities for academic, technical and sporting excellence. The curriculum has had a positive impact on achievement (*see achievement data*), students' enjoyment of school, students' behaviour, the promotion of British values and develops students' social, moral and cultural awareness outstandingly well.

#### **Partnerships - parents and carers, other stakeholders:**

The schools engagement with staff, students, parents and governors is outstanding. SLT and staff work hard to ensure the active engagement of parents and carers in the school and to inform them regularly of their child's progress. Concerns are swiftly communicated. Specific methods of communication with parents include:

- Website
- Emails
- Termly Newsletter
- Transition interviews where we ask parents how they could contribute to the running of the school
- Parent Events

Our success in communicating with parents is shown by the high levels of parental satisfaction in this aspect of our work: 86% agree the school keeps them well informed. We regularly achieve over 88% attendance at parents' evenings. 92% of parents expressed they would recommend NPCS, some of their comments were: "I am very happy with NPCS and would recommend the school", "[NPCS] The best school in Tottenham," "I feel the school is doing a good job in teaching the children and helping them progress", "The school supports us as a family".



<p><b>Leadership and Management – Summary judgement</b></p>	<p><b>To be Outstanding Leadership, we need to:</b></p> <ul style="list-style-type: none"> <li>• Continue to embed and rigorously monitor school’s action to ensure quality time teaching to ensure our students achievement is outstanding Ensure that leaders and governors succeed in improving the quality of teaching over time to outstanding</li> <li>• Make sure that the quality of teaching is outstanding and that all staff model and meet professional standards in all their work, as demonstrated through rapid progress of student’s performance appraisal and supported by continuous professional development.</li> <li>• Ensure that gaps are closed for all underachieving groups across the school and against national</li> <li>• Embed new curriculum rigorously and effectively</li> <li>• Achieve the ‘NACE Challenge Award’ to strengthen provision, teaching and progress for MAT students</li> <li>• Further develop data to analyse the impact of key interventions more robustly and ascertain value for money in the programmes we run.</li> </ul> <p><b>Resources and Environment:</b></p> <ul style="list-style-type: none"> <li>• Sustain and further improve the good financial planning for 2015-2017</li> <li>• Play a significant role with Haringey Council for the rebuild of NPCS</li> </ul> <p><b>Community Engagement/Partnerships:</b></p> <ul style="list-style-type: none"> <li>• Sustain current community partnerships i.e. Network Learning Community (NLC) to sustain our commitment to community education and our students’ good preparation for their future</li> <li>• Continue to seek new partnerships that will raise aspirations for our students such as Linklaters, Reach Out, Civil Servant Engagement Programme.</li> </ul>
<p><b>Evidence</b></p>	<p>Strategic Plan, School Development Plan, Parents General Satisfaction Survey, Student Survey, School Council Minutes, PSHE Curriculum, Assemblies Calendar, Child Protection Policy, Anti-Bullying Policy, Safeguarding Policy, Safeguarding And Child Protection Report, Rewards And Behaviour Policy, Race Equality Policy, Case Studies, Headteacher’s Report To Governors, Key Stage 4 Curriculum Offer, Interview Skills Days, Partnership Work With Haringey Regeneration Grant, Work Experience, Attendance Data, Investors In Careers, Investors In People Report, Careers Report To Governors, Specialist And Artscool Information, ICT Across The Curriculum, Foundation Learning, Functional Skills, Open Session-Subject Areas (Curriculum), Options 2016/18, Extended School, Work Experience, Educational Visits, Student Voice, Community Education, IGCSE, Partnership Teaching, SEAL Programme, Newsletter, Additional Admissions, Pastoral Minutes, School Development Plan, Faculty/Department Development Plans, Pastoral Development Plans, Whole School Self Review Cycle, Governing Body Minutes , Tracking Progress Data, Literacy Strategy, Example Of Literacy Tracking During Observations, SLT Minutes, Academic Board Minutes, Line Management Minutes, CPD Policy, INSET Offer, DGP Review Overview (Including Lesson Observation Outcomes), CPD Policy, INSET Offer, Governing Body Minutes, Raising Achievement Committee Meeting, Curriculum And Standards Committee Meeting Minutes, End Of Year Accounts, Single Central Register, Safeguarding Policy, Child Protection Policy, Health And Safety Policy, Fire Emergency Plan, Fire Drill Report, E-Safety and Cyber Bullying, Challenge Partners Review Report (Oct 2015) and Governor’s Strategy Day Programme (Oct 2015)</p>

## The Quality of Teaching, Learning and Curriculum is good

### The Quality of Teaching

- The impact of consistency when teaching is securing good progress for students.
- Students make good progress from their different starting points because the quality of teaching and assessment over time is good. The high expectations at NPCS are reinforced in lessons because much is expected from our students and classroom management is effective. Departments plan detailed schemes of learning which focus on setting challenging activities for students to achieve lesson by lesson. These include strategies of reflection, evaluation and differentiation.
- Teachers are knowledgeable about their subject and clear about what they want to achieve over time and in each lesson. Marking is regular and effective in improving students' learning.
- Students' writing in particular is emphasised in subjects so that it becomes more accurate and grammatically correct to support SPAG in new curriculum/exams.
- The school regularly provides parents with written and oral information about student progress, standards and improvement areas.. The is done via: Assessment Point data six times per year, Parent's Evenings an average of twice per year group with Year 11 parents having additional Support Parents Evenings where targeted groups of students are seen. This helps them prepare for their examinations and improve their work. We have a strict behaviour policy where there is zero tolerance of derogatory and discriminatory language. All departments have schemes of learning where cultural diversity and equality is celebrated. Assemblies are regularly dedicated to celebrating religious and cultural festivals. Our main corridor 'Purple Lane' displays all the national flags of the students in the school. The school achieved a Gold Standard Award for Cultural Diversity from SSAT.
- A range of interventions run by departments following RAP meetings at both key stages and at whole school level are also in place to meet the needs of learners requiring additional support resulting in more students meeting their aspirational targets.
- SoL in all subjects at both KS3 and KS4 have been adapted in view of curriculum reforms and the level of challenge has been increased to cater for all ability ranges so that students achieve well regardless of ability. Each subject area has a spiral curriculum for KS2 – KS4.
- Teachers' planning is informed by data and feedback to students' work allowing lesson time to be used productively. Students are given sufficient time in lessons following marking to respond to teacher feedback allowing misconceptions to be challenged and learning to deepen.
- Homework is seen as an essential tool for developing independent study skills and deepening learning. The school has effectively been using 'Show My Homework' since March 2015 and this has resulted in a marked improvement in the frequency and quality of homework set in all subjects. Parent voice has also commented on the positive effect SHMW has had on their ability to monitor the work set for their child. Homework is monitored by HoDs and by SLT lead.
- There is a major school focus on literacy and the quality of written communication through whole school approach to 'Spelling, Punctuation and Grammar' and promotion of reading to all students, particularly through Accelerated Reader at KS3. The school has gained 'Model School' status due to the work done by both English teachers and trained tutors and the intervention is now used with both Years 7 and 8. The school's numeracy and literacy co-ordinators ensure that both are covered across the curriculum. Teachers are expected to make clear the literacy and numeracy requirements of all lessons taught. Students are taught to use their literacy and numeracy skills in all areas of the curriculum, reinforcing their importance and raising attainment. Students' literacy skills are significantly improved at our school.
- Students review their progress towards their aspirational targets following each half termly Assessment Point and are encouraged and supported by tutors and subject teachers to make strong progress lesson by lesson. This is re-enforced through the regular 'hill to climb' assemblies. As a result, students are more engaged with their learning as demonstrated by student voice, learning walks, book scrutiny and regular monitoring and evaluation.
- SoL also clearly identify the skills to be developed through a unit allowing students to practice key skills and thinking in a wide range of subjects. This area is monitored by Curriculum AHT to ensure the differentiation challenges and stretches the least as well as the most able, ensuring that every child makes progress in lessons. Increased rates of progress at KS3 is evidence of the impact this work has had.
- The school now conducts external baseline testing in English and Maths for Year 7. The outcome is used to identify gaps in prior learning, dips since KS2 SATs and shape planning. It is also used for the identification of students for the SHINE intervention programme.
- The focus this academic year is to further develop students strategies for retention and recall of knowledge, and techniques for examinations

## What do our learners say about the quality of their learning experiences in the school

The teaching and learning group carry our focus groups with a range of students during the termly DGP. Teaching and Learning is also discussed on the annual students' questionnaire. One on general learning and one on Home-learning. Students reported "it is really challenging because you have to learn a lot of technical language" "All of my lessons tell me how I am doing by looking at the front of my book", "in most lessons we get SILT, a level or a grade, I know I've made progress when I'm able to answer more challenging questions", "The most challenging subject is English because they expect us to extend our writing, learn more powerful words and use our brain to make very good descriptive and imaginative similes/metaphors etc", "The teacher gives extensions which are harder", "In Maths and Science new technical language and harder extension questions were cited as examples of being challenged", "homework helps to ensure I understand the subject" and "I do know how to improve because I would check the SILT and look at the improvements which shows me what I need to – I improve on".

### The views of learners

Year 7 – 11 Student Voice Survey Analysis – July 2016	Number					Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	All of the time	Most of the time	Sometimes	Never	Total
I am happy to come to school	98	142	42	12	294	33.3	48.3	14.3	4.1	100
I learn a lot in lessons	63	175	47	7	292	21.6	59.9	16.1	2.4	100
The school helps me to do as well as I can	92	147	46	7	292	31.5	50.3	15.8	2.4	100
I know how well I am doing in school	84	145	44	15	288	29.2	50.3	15.3	5.2	100
Adults in school explain to me how to improve my work	89	131	58	13	291	30.6	45.0	19.9	4.5	100
Teaching at this school is good	69	150	61	11	291	23.7	51.5	21.0	3.8	100
Teaching at this school helps me develop skills in communication, reading writing and mathematics	106	139	32	10	287	36.9	48.4	11.1	3.5	100
Behaviour is good in my school	53	117	87	27	284	18.7	41.2	30.6	9.5	100
Behaviour is good in my lessons	49	140	69	30	288	17.0	48.6	24.0	10.4	100
The school deals with all types of bullying well	94	100	59	32	285	33.0	35.1	20.7	11.2	100
I feel safe when I am in school	138	105	29	14	286	48.3	36.7	10.1	4.9	100
I feel safe to and from school	127	110	39	16	292	43.5	37.7	13.4	5.5	100
Teachers are interested in my views	58	145	57	30	290	20.0	50.0	19.7	10.3	100
If I have a problem, I know who to talk to in school	121	104	35	25	285	42.5	36.5	12.3	8.8	100
I enjoyed the Humanutopia day/sessions.	123	108	33	19	283	43.5	38.2	11.7	6.7	100
The Humanutopia day/sessions had a POSITIVE effect on me.	114	112	39	18	283	40.3	39.6	13.8	6.4	100
<b>Total</b>	<b>1478</b>	<b>2070</b>	<b>777</b>	<b>286</b>	<b>4611</b>	<b>32.1</b>	<b>44.9</b>	<b>16.9</b>	<b>6.2</b>	<b>100</b>

Survey results are fed back to SLT, Pastoral Board and Governing Body.

Year 10 Work Experience results to be added.

Year 7 student voice by SLT line manager w/c 10<sup>th</sup> October 2015 – will be fed back to Year 7 students, staff and governors

Our next survey will take place in w/c 17 October 2016.

## Year 10 Work Experience Analysis - 2015/2016

	Number					Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Strongly Agree	Agree	Disagree	Strongly Disagree
I felt well prepared for my work experience	79	57	10	3	149	53.0	38.3	6.7	2.0
I enjoyed my work experience	76	50	21	3	150	50.7	33.3	14.0	2.0
I learnt a lot about College courses when I visited a College / Sixth Form	39	84	17	6	146	26.7	57.5	11.6	4.1
I have had opportunities to visit Universities and take part in enterprise activities	28	49	41	29	147	19.0	33.3	27.9	19.7

<b>The Quality of Teaching, Learning and Curriculum – Summary Judgement</b>	<p><b>To be outstanding teaching and learning, we need to:</b></p> <ul style="list-style-type: none"> <li>Further improve the quality of teaching, learning and assessment to lead to outstanding progress by extending the range of differentiation so that all students are suitably challenged, rates of progress are further increased and students' capacity to work independently strengthened especially PP, ACB, WB and the More Able</li> <li>Further embed consistently good dialogical marking and feedback between student and teacher, evidenced in books (i.e. progress over time) and in adapted teachers' planning</li> <li>Home learning setting and completion to be outstanding and involve parents in their child's learning</li> <li>Embed Personalised Learning Checklists (PLCs) in both Key Stages to consolidate students' progress in individual subjects.</li> <li>Develop the use of the NACE Challenge Award framework to enhance teaching provision for MAT students</li> </ul>
<b>Evidence</b>	<p><b>Tracking Progress data:</b> targeted students profile, KS3 and KS4 RAP minutes, intervention programmes, Homework audit, Show My Homework, CoA programmes, scholarship programmes, case studies of PP/LAC students, SSAT award, Tutor AP review period</p> <p><b>Teaching &amp; learning:</b> Overview of developments in Teaching and Learning 2013-2016, DGP reviews, student voice, records of observations, , Marking policy, Teaching and Learning Policy, IRIS, Coaching programmes, ITT programmes, AP Data capture, book scrutiny reports – HoD/Fs, SLT and HT, INSET day programmes, MAT Student voice, student voice and Challenge Partners Review Report (Oct 2015).</p> <p><b>Performance Appraisal:</b> PA policy, PA Support plan, PA interim proforma, IIP award, Well Being programme overview</p> <p><b>CPD policy,</b> CPD policy; ITT Induction, Whole School Self review cycle; CPD against performance management objectives; Safeguarding delegate list; INSET Booklet, NRTA, Challenge Partners, SSAT, NPQ courses, CPD: records, Department &amp; Pastoral Development Plans, Student survey, Student teacher handbook</p>

## Behaviour for Learning, Personal Development and Welfare is good

### Views of parents, staff and students about behaviour and safety

Our students are confident and self-assured because they are respected and valued. Respect is the cornerstone of our school's culture and ethos.

Our students all have the opportunity to take on a responsibility in school. From class representatives, year group representatives, student council representatives, peer mentors, prefects, SHINE mentors, and volunteering to be a subject or school ambassador. Our students are keen to take on these roles. All our students understand our 12 Steps to success which underpins the school's aims, values and motto.

- The school provides clear leadership to create and manage a positive environment, which enhances emotional and physical health and well-being in school.
- Our first step to success 'be here' is demonstrated by our whole school attendance achieved in 2015/2016 at 95%. Our LAC and PP students also have high attendance (see attendance data).
- Students value coming to school. Their attendance is above national average attendance. We have identified the attendance of SEN, White British and mixed (Black & White) students for improvement and we make home visits as a priority in getting students into school where there are difficulties.
- Our students independently know how they are expected to behave in school. This helps them to make good progress. The school is well-ordered and calm. Breaks are conscientiously supervised by staff who wear high visibility vest to ensure that students can identify a member of staff should the need arise. Also, lunchtime supervision is aided by walkie talkie radios to improve response time where accidents occur, for example injury during a football game.
- This is reinforced by the 3 student voice surveys carried out each year, the involvement of students in their lessons, the parent's voice from parents' evenings and the termly PTA meetings.
- Students respect the ideas and views of others and there is a culture of tolerance and open-mindedness. Staff are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. Such negative behaviour is picked up immediately by all adults in school. Students are sent to the referral room and an ALERT email sent to a select group with immediate response by a member of the group. The restorative centre will pick up and deal with the issues and the parties involved.
- 'Zero-tolerance' of LLD during 2015/2016 has resulted in increased 'referral room' and fixed term exclusion figures. The school has since the start of the academic year identified a group of 50 students across the year groups as a result of analysing referral and exclusion data at the end of 2015/2016. The students are part of the 'Hit Your Target' programme, launching on the 20<sup>th</sup> September 2016.
- Our E-Safety policy, PSHEE programme, Assemblies all aim to ensure that our students understand how to keep themselves safe. We have advisors on the relevant topics who provide information for our students on this area. We have a School Safety Police Officer on site to assist with these issues by being available to students and working with them in the classroom or assemblies. Students feel safe and are kept safe.
- The school curriculum includes these areas of learning which are monitored and evaluated to ensure the quality of teaching and learning:
  - PSHE education including sex and relationships education (SRE) and drug, alcohol and tobacco education
  - Healthy eating including cooking skills and food education
  - Physical activity including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise
  - Emotional health and well-being including anti-bullying, social and emotional learning (SEAL) and risk. The impact of this was evident in the Humanutopia student voice.
- SMSC is a significant strength in our provision. Students take responsibility for their actions. The wider community often tell us how well our students conduct themselves in and out of school. They tell us how impressed they are by the manner in which our students conduct themselves in schools and on educational visits. They proudly accept their responsibilities to their community and their country as good citizens. i.e. DoE, Be the Change Day, NCS, Charity Days
- Ex-students return to school for visits and emphasise the impact of the personal development experience at Northumberland Park, preparing them for life beyond NPCS – see Alumni page on schools website.
- The IEAG curriculum, internal and external mentoring programmes support student's resilience and ability to learn from their mistakes. These areas are further developed through the schools marking and feedback procedures and also through extended school activities. The impact of this work reflected in our very low NEET figures (2 student NEET – 2015/2016)
- Our Reward and Behaviour policy sets out very clearly how we expect students to behave in school. There are clear consequences in the policy on what will happen, should it be breached in anyway. This document is reviewed annually by all stakeholders and approved by the governors
- There are strict procedures in place to deal with LLD and both students and staff are clear on expectations, creating a positive learning environment across the school. This is evidenced in learning walks and referral records. This was a high focus for 2015/2016.

**Students' attitudes and behaviour in lessons and around school**

**EXCLUSIONS**

Fixed Term				
Year	Tar	Act	Boys	Girls
2013/2014	<134	113	78	19
2014/2015	<120	133	99	34
2015/2016	<100	146	120	26
2016/2017	<80			

Permanent		
Year	Tar	Act
2013/2014	<3	4
2014/2015	<3	1
2015/2016	1	2
2016/2017	1	

**Attendance and punctuality**

**ATTENDANCE**

Year	Year 7		Year 8		Year 9		Year 10		Year 11		Whole School Act	Aggregates						
	Tar	Act	Tar	Act	Tar	Act	Tar	Act	Tar	Act		Tar	White B	FSM	Non FSM	LAC	PP	SEN (EHC)
2013/2014	96%	96%	96%	96%	95%	95%	95%	94%	95%	96%	95%	96%	89.5%	95.1%	-	93%	95%	
2014/2015	96.5%	96%	97%	95%	95%	95%	96%	95%	97%	97%	96%	96%	92%	95%	-	91%	95%	
2015/2016	97.5%	96%	97.5%	94%	97%	95%	96%	95%	96%	95%	95%	97%	91%	93.8%	-	87.5%	94.8%	
2016/2017																		

Attendance has improved over the last 3 years and the overall attendance in 2015/2016 was 95% and above average 94.4% (Raise Online 2015 unvalidated)

**PA UN ABSENCE**

Year	Under 90% Attendance No. of Students
2013/2014	36
2014/2015	40
2015/2016	51
2016/2017	

**PA UN ABSENCE - DISADVANTAGED**

Year	Under 90% Attendance No of Students
2013/2014	25
2014/2015	27
2015/2016	30
2016/2017	

Year	Punctuality
2013/2014	4.7
2014/2015	3.0
2015/2016	2.8
2016/2017	

**Strategies to improve attendance and punctuality**

- **Rigorous monitoring of all students, in particular our vulnerable groups such as our British White. - CRC**
- Reward students for improved punctuality. Punctuality has improved, with the introduction of the Breakfast Club having a huge impact, especially for Y8. This has a positive effect on their learning because of improved attendance in lessons
- Monitor the consequences for lateness to school and the impact they are having on attainment. Sainsbury's was one of the main reasons for students' lateness, as they would stop in the mornings to purchase items hence arriving to school late. Students are having to adjust their journey times due to the closure of Paxton Road for the Spurs redevelopment.

<p><b>School systems - instances of bullying</b></p>	<p><b>Sanctions/Solutions to bullying</b></p> <ul style="list-style-type: none"> <li>• All incidents of bullying are recorded by the pastoral team, which are followed by extensive investigations as set out in the anti-bullying policy in conjunction with our Behaviour policy.</li> <li>• Raise the awareness of bullying, the effects and causes by sharing this with all students at the beginning of the academic year.</li> <li>• Highlight bullying during Ant-bullying week in November through assemblies &amp; tutorial time daily. We have a zero tolerance.</li> <li>• Peer mentors in place, trained and introduced to students who able to help deal with issues around bullying that they may come across in the playground.</li> <li>• More extensive use of restorative approaches to deal with bullying incidents. Involvement of the safer school's officer.</li> <li>• The use of buddies to assist new students in getting to know the school and make them feel welcome.</li> <li>• The impact of these initiatives helps to reduce bullying.</li> <li>• 'Humanutopia' Day was positively received by Years 8, 9 and 10. The impact of students talking about their feelings had a very powerful effect in terms of putting yourselves in the victim's shoes.</li> </ul>
<p><b>Behaviour for Learning, Personal Development and Welfare - Summary Judgements</b></p>	<p><b>To be outstanding personal development, behaviour and welfare we need to:</b></p> <ul style="list-style-type: none"> <li>• Students sent to the referral and to the Restorative Centre as rare occurrences</li> <li>• A continuous reduction of fixed term exclusions</li> <li>• Excellent improvements in behaviour over time for individuals or groups with behaviour needs</li> <li>• Whole school improvement on punctuality</li> </ul>
<p><b>Evidence</b></p>	<p>SEAL embedded in our curriculum, additional support in lessons on timetable, Exclusion Figures, Attendance Data, SSP Minutes, PSHE Programme, Newsletters, Headteacher's Report To Governors, Mid-Year Report To Governors, Racist/Anti-Bullying Log Book, Exclusions Data, Parents General Satisfaction Survey, Student Survey, Student Voice, School Council Minutes, Assemblies Calendar, Child Protection and Safeguarding Policy, Anti-Bullying Policy, Safeguarding &amp; Child Protection Report, Rewards And Behaviour Policy, Equality Policy, School Incident Records and Case Studies, Breakfast Club data, Mentoring programme and Challenge Partners Review Report (Oct 2015).</p>

## Outcomes of Students are good

### Summary Outcomes 2014-2016

- From their low starting points students make consistently good progress across subjects and including English and mathematics. Although historically students' starting points have been low they are improving because parents want to send their children to this good school.
- The progress of disadvantaged students and children in the care of the local authority is a significant strength of the school. Gaps have narrowed consistently over time and there is little difference in their good progress. It is above average and sometimes significantly so in terms of disadvantaged students nationally. This is also evident in attendance rates.
- Disabled students and those with SEN is similar to that of other students. We have prioritized the effectiveness of lesson support and tailored intervention to maximize progress of these groups.
- Students are well-prepared for their future. NEET figures are consistently low and students gain in confidence and qualifications. Their lives are transformed because of the high ambitions for their future and a culture of aspiration.

See appendix 2 for summary 2014-16

#### Context

- KS2 PA more than 3 points lower than national averages; the starting points of last year's Y11 and the current Y11 were especially low.
- Disadvantaged students approximately 60%
- EAL students above 70%
- Ethnic minority students above 90%

*Evidence: RoL*

#### Whole School Progress

- Progress is at least good and sometimes outstanding

*Evidence: Progress 8, FFT analyses, Outcomes compared with Expected A8 grades, School data*

#### Whole School Attainment

- Generally below national averages but in some cases matches or exceeds them
- The gap between school outcomes and national averages has proved to reduce but is within reach, despite the challenges of exceptionally low prior attainment

*Evidence: RoL, FFT analyses, School data*

#### Groups

- Pupil Premium: progress is similar to non-PP students and of disadvantage students attainment is above national averages
- Prior attainment (U/M/L): progress of students in L/M groups is generally strong whilst U group students normally match national expectations
- British White: underperforming but are a focus group
- African/Caribbean: have recently become a focus group due to underperformance
- Somali students in particular normally make outstanding progress

*Evidence: RoL, FFT analyses, School data*

#### Subjects

- Many subjects struggle to match the challenging minimum targets for outstanding progress set by the school but progress is generally good or better
- All subjects attain above and mostly well above Estimated Attainment 8 grades



	<ul style="list-style-type: none"> <li>- Some year-on-year variability in prediction accuracy, sometimes due to staffing issues</li> <li>- Subsequent to Wolf reforms, Vocational subjects outcomes not as strong as in the past but but better in 2016 compared to 2015</li> <li>- Low entry totals in EBacc subjects (EBacc bucket 3 entries at 35% of cohort in 2016) mitigates against successful Progress 8 outcomes</li> </ul> <p><i>Evidence: RoL, FFT analyses, School data</i></p> <p><b>Addressing Weaknesses identified in 2016 Outcomes</b></p> <ol style="list-style-type: none"> <li>1. 23% of students attained A*-C in English OR Maths but not both <ul style="list-style-type: none"> <li>- Heads of English and Maths to share the accountability for ‘matching’ jointly and more effectively targeted students. Challenging targets are being set for combined achievement in English and Maths.</li> <li>- Strengthened focus on ‘matching’ in RAP meetings including accountability measures for both heads of subject</li> </ul> </li> <li>2. Variability across subjects in prediction accuracy <ul style="list-style-type: none"> <li>- Subject heads to highlight importance of prediction accuracy, particularly prior to data capture events (assessments should not be made by teachers in isolation from each other) –checked by subject and senior leaders</li> <li>- Strengthened focus on prediction accuracy at Exams Analysis meetings with the Headteacher</li> </ul> </li> <li>3. A ‘blip’ in English Language outcomes with nearly one third of students attaining ‘D’ grades (although Eng.Lit broadly in line with expectations) <ul style="list-style-type: none"> <li>- Appeal against downward moderation of CA in hand</li> <li>- English Dept.reviewing T&amp;L strategies to ensure it is only a ‘blip’</li> </ul> </li> <li>4. KS3 Progress: accelerating progress at KS3 will underpin successful outcomes at KS4 and reduce the requirement for latter stage intervention; an emphasis on the core skills of literacy and numeracy is of particular importance <ul style="list-style-type: none"> <li>- KS3 Raising Attainment and Progress (RAP) meetings</li> <li>- New AHT appointment with responsibility for progress and attainment in Year 7 and 8</li> </ul> </li> </ol>
<p><b>Outcomes for Pupils – Summary Judgements</b></p>	<p><b>To meet outstanding outcomes for pupils, we need to:</b></p> <ul style="list-style-type: none"> <li>• Move the proportion of students who gain A*-C GCSE qualifications including English and Mathematics beyond national averages</li> <li>• Achieve a Progress 8 measure of +0.5 or better through: <ul style="list-style-type: none"> <li>○ ensuring that progress is outstanding in at least 8 qualifying subjects</li> <li>○ increasing the uptake of students taking EBacc subjects so that at least 85% of students fill each of the 3 EBacc slots</li> </ul> </li> <li>• Close any progress gaps for all significant groups by further refining our targeted support</li> <li>• Raise the performance of the British White group so that it is in line with other ethnic groups</li> <li>• Raise the performance of the more able students so that it is in line with middle/low attainers group and with national averages</li> </ul>
<p><b>Evidence</b></p>	<p>RaiseonLine, FFT, School exam results analysis, School tracking data, Tracking Progress data, Overview of developments in teaching and learning 2012-2016 (including DGP reviews, student voice, records of observations), CPD records, Whole School Self -Review Cycle, Faculty/Department Plan, Pastoral Development Plan, Marking policy, Teaching and Learning Policy, CPD policy, Student Survey, School Website, Student Survey, KS3 and 4 RAP Meeting data, Parent’s General Satisfaction Survey, Celebration of Achievement programme, Attendance figures, ECM student voice, Newsletters , Case studies vulnerable students and Governing Body Minutes.</p>

**School Targets 2016-2017**

Benchmark Targets for Current Cohorts					
Cohort 16-17	Year 7	Year 8	Year 9	Year 10	Year 11
KS2 Mean APS (School)		26.2	25.7	24.7	23.5
Attainment 8 Y11 Target		C	C	C-	D+
Progress 8 Y11 Target		0.5	0.5	0.5	0.5
Eng.Target APS in Y11		42.2	41.9	41.6	40.7
Eng.Target A*-C % in Y11		75	70	69	66
Mat.Target APS in Y11		44.0	43.1	43.1	42.1
Mat.Target A*-C % in Y11		78	75	75	71
English & Maths A*-C % in Y11		70	65	60	55 (60)

## SUBJECT EXAMINATION TARGETS 2017

Subject	Percentage		Mean
	A*-C	A*-A	
Art	70	10	39
Business Studies	60		34
Child Development	70	5	40
Computer Science	100	50	49
Construction	100%		
Drama	70	10	41
English Language	70	10	39
English Literature	70	10	39
Food	70	10	40
French	80	10	41
Geography	70	10	40
Graphic Products	75	10	40
Hairdressing	100%		
History	70	15	41
Hospitality			29
IT GCSE	70	5	40

Subject	Percentage		Mean
	A*-C	A*-A	
Maths	70	15	40
Media GCSE	70	10	40
Music Technology	100		36
PE	70	5	41
RE GCSE	100%		70
RE EL	100%		
Resistant Materials	50		34
Science - Physics	100	20	45
Science - Core	50		34
Science - Additional	80	5	40
Science Foundation	100%		
Sociology	80	10	42
Spanish	70	20	39
Sport	100%		32
Textiles	60	10	36

### Attendance:

Year 7 - 97% (97.5%)      Year 8 - 97% (97.5%)      Year 9 - 97% (97%)      Year 10 - 96% (96%)      Year 11 - 96.5% (96%)

2015/2016 - Overall percentage 95% and PA 3.93% with SEN at 95.0

### Punctuality:

Year 7 - 2%      Year 8 - 2%      Year 9 - 2%      Year 10 - 2.5%      Year 11 - 2.5%

### Exclusions:

No more than 1 permanent exclusion  
Reduce fixed term exclusions to no more than 80 (146)

### Parent/Carer Satisfaction:

90% of parents/carers to express overall satisfaction with the school's provision and support through a parental survey.

\*( ) denotes figures from academic year 2015-2016

Performance Indicators 2014-2016									
		2014	2015	2016			2014	2015	2016
Cohort	No. of Pupils	207	194	195	Progress 8	Progress 8 White British		-0.80	-0.65
Cohort	% of Pupils with KS2 PA data	90	89	81	Progress 8	Progress 8 Afro-Caribbean		-0.81	-0.59
Cohort	% Non-mobile (NM)	97	96	95	Progress 8	Progress 8 Lower Attainers L		+ 0.14	+ 0.74
Cohort	% Male	52	58	54	Progress 8	Progress 8 Middle Attainers M		- 0.05	+ 0.35
Cohort	% Female	48	42	46	Progress 8	Progress 8 Upper Attainers U		+ 0.06	- 0.10
Cohort	% PP	74	64	60	Attainment 8	Attainment 8 School Estimate		4.01	3.87
Cohort	% Not PP	26	36	40	Attainment 8	Attainment 8 Male Estimate		3.97	3.87
Cohort	% EAL	75	75	74	Attainment 8	Attainment 8 Female Estimate		4.09	3.88
Cohort	% not EAL	25	25	26	Attainment 8	Attainment 8 PP Estimate		4.10	4.14
Cohort	% Statement/EHC	7	6	5	Attainment 8	Attainment 8 Not PP Estimate		3.93	3.44
Cohort	% KS2 Lower attainers (L)	39	34	34	Attainment 8	Attainment 8 EAL Estimate		3.91	3.72
Cohort	% KS2 Middle attainers (M)	53	46	58	Attainment 8	Attainment 8 not EAL Estimate		4.33	4.20
Cohort	% KS2 Upper attainers (U)	9	21	8	Attainment 8	Attainment 8 White British Es		4.27	4.61
Progress 8	% entered English Bucket		94	96	Attainment 8	Attainment 8 Afro-Caribbean Es		4.41	4.20
Progress 8	% entered Maths Bucket		97	96	Attainment 8	Attainment 8 U Estimate		5.96	6.31
Progress 8	% entered Ebacc Bucket 1		72	81	Attainment 8	Attainment 8 M Estimate		4.43	4.58
Progress 8	% entered Ebacc Bucket 2		46	50	Attainment 8	Attainment 8 L Estimate		2.56	2.71
Progress 8	% entered Ebacc Bucket 3		32	36	Attainment 8	Attainment 8 School		4.05	4.32
Progress 8	% entered Other Bucket 1		95	96	Attainment 8	Attainment 8 English bucket		4.55	4.40
Progress 8	% entered Other Bucket 2		91	96	Attainment 8	Attainment 8 Maths bucket		4.19	4.35
Progress 8	% entered Other Bucket 3		87	95	Attainment 8	Attainment 8 Ebacc bucket		2.86	3.22
Progress 8	Progress 8 School		0.04	+ 0.45	Attainment 8	Attainment 8 Other bucket		4.81	5.35
Progress 8	Progress 8 English		+ 0.02	+ 0.05	Attainment 8	Attainment 8 Male		3.93	4.13
Progress 8	Progress 8 Maths		+ 0.25	+ 0.41	Attainment 8	Attainment 8 Female		4.21	4.54
Progress 8	Progress 8 Ebacc		- 0.24	+ 0.32	Attainment 8	Attainment 8 PP		4.08	4.55
Progress 8	Progress 8 Other		+ 0.19	+ 0.88	Attainment 8	Attainment 8 Not PP		3.99	3.98
Progress 8	Progress 8 Male		- 0.02	+ 0.26	Attainment 8	Attainment 8 EAL		4.17	4.48
Progress 8	Progress 8 Female		+ 0.12	+ 0.65	Attainment 8	Attainment 8 not EAL		3.66	3.87
Progress 8	Progress 8 PP		+ 0.03	+ 0.41	Attainment 8	Attainment 8 White British		3.47	3.96
Progress 8	Progress 8 not PP			+ 0.54	Attainment 8	Attainment 8 Afro-Caribbean		3.60	3.61
Progress 8	Progress 8 EAL		+ 0.29	+ 0.76	Attainment 8	Attainment 8 L		2.68	3.45
Progress 8	Progress 8 not EAL		- 0.67	- 0.33	Attainment 8	Attainment 8 M		4.41	4.93

Performance Indicators 2014-2016				
		2014	2015	2016
Attainment 8	Attainment 8 U		5.97	6.21
Basics	% A*-C EM		47	44
Basics	% A*-C EM L		16	19
Basics	% A*-C EM M		57	60
Basics	% A*-C EM U		89	92
Basics	% A*-C EM EAL		51	45
Basics	% A*-C EM not EAL		37	41
Basics	% A*-C EM Boys		45	40
Basics	% A*-C EM Girls		51	49
Basics	% A*-C EM White British		33	42
Basics	% A*-C EM Afro-Caribbean		35	42
Basics	% A*-C EM PP		50	50
Basics	% A*-C EM Not PP		43	35
Basics	% A*-C E or M (not both)		19	23
Basics	% A*-G EM		86	95
Ebacc	% Cohort Entered EBACC		12	16
Ebacc	% Achieved EBACC (Cohort)		10	12
Ebacc	% Cohort Entered GCSE English		94	96
Ebacc	% A*-C English		61	54
Ebacc	% Cohort Entered GCSE Maths		97	96
Ebacc	% A*-C Maths		52	56
Ebacc	% Cohort Entered 2 GCSE Sciences		37	36
Ebacc	% A*-C 2 GCSE Sciences (Cohort)		34	33
Ebacc	% Cohort Entered GCSE MFL		44	54
Ebacc	% A*-C GCSE MFL (Cohort)		40	50
Ebacc	% Cohort Entered GCSE Hist/Geog		25	30
Ebacc	% A*-C Hist/Geog (Cohort)		19	21

WHOLE SCHOOL SELF REVIEW CYCLE 2016-2017

Impact through monitoring, performance action, challenge and targeting



GETTING OFSTED READY

**Grade descriptors for overall effectiveness**

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. Safeguarding is effective.

**Grade descriptors for Leadership and management**

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

### **Grade descriptors for Quality of teaching, learning and assessment**

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

### **Grade descriptors for Personal development, behaviour and welfare**

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.



- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

### **Grade descriptors for Outcomes for pupils**

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

## NPCS Inspection Dashboard 2016 Summary Analysis

<p><b>Progress measures strong in 2016 and show a return to long term trend of being good or outstanding</b></p>	<ul style="list-style-type: none"> <li>- P8 in 2016: significant increase to +0.45 from 0.04 in 2015</li> <li>- P8 for disadvantaged students in 2016 at +0.41 much higher than national figure in 2015 which was -0.40</li> <li>- low % of students filling the EBacc elements: (only 81/50/36%) diminishes P8 &amp; A8 scores; this has been rectified by appropriate curricular changes and will be evident for 2017 outcomes</li> <li>- 2015 dip in vocational subject outcomes has been recovered in 2016 due to more rigorous focus on teaching of the external exam unit</li> <li>- Mean P8 for the 9 students with EHC/statement is at 0.00; histories &amp; narratives for each student are available</li> <li>- White British (WBR) &amp; Afro-Caribbean (AC) have been identified as under-achieving groups: P8 improved from around -0.80 (2015) to -0.60 (2016); they will continue to be focus groups</li> <li>- A*-C subject outcomes analyses show progress to be above or well above estimated A8 outcomes in all KS4 subjects</li> </ul>
<p><b>Attainment measures mostly below national averages and remain fairly flat; however, KS2 prior attainment in 2016 is even lower than 2015</b></p>	<ul style="list-style-type: none"> <li>- A8 in 2016: significant increase to 4.32 (D+) from 4.05 (D) in 2015</li> <li>- A*-C in English &amp; Maths at 44% in 2016 is similar to recent years</li> <li>- EBacc in 2016 achieved by 12% of cohort, with 16% entered; both figures up a little from 2015</li> <li>- very low proportion of KS2 Upper Attainers (8%) &amp; much lower than 2015 (21%); proportion of Lower Attainers very high (34%), similar to 2015</li> <li>- disadvantaged students perform similarly to not disadvantaged students</li> <li>- outcomes are good relative to very low starting-points; the gap between boys &amp; girls outcomes is generally similar to national</li> <li>- English APS in 2016 at 36.1 (D+) is low compared to national averages; the very high proportion of EAL students (&gt;75%) is an enormous challenge</li> <li>- Maths APS in 2016 at 35.6 is similar to English</li> <li>- Mean A8 for the 9 students with EHC/statement is at 2.80 &amp; none attained A*-C EM; histories &amp; narratives for each student are available</li> <li>- White British (WBR) &amp; Afro-Caribbean (AC) have been identified as under-achieving groups: both attained 42% A*-C EM; WBR A8 was 3.96 (significantly better than 2015), &amp; AC A8 was 3.61 (similar to 2015); they will continue to be focus groups</li> <li>- Vast majority of subject outcomes are good or better relative to starting points</li> </ul>