



RHSC SEF (January 2017)

Outcomes for pupils (historic- 2016)

Strengths

- A Levels – top 10% in terms of value added (ALPs)
- A levels – consistently in the top 10% over 5 years (ALPs)
- GCSEs - overall P8 +0.42 (SIG+) (p8 RAISE)
- GCSEs - overall P8 top 10% in the country for low and middle achievers (p8 RAISE)
- GCSEs - progress in MA, SC, HUMS all SIG+ for low and middle achievers (pp8-10 RAISE)
- English Baccalaureate – 34% compared to national 24% (p34 RAISE)
- Average attainment of pupils in virtually all GCSE subjects exceeds the national averages, despite the facts that RHSC pupils enter the school at around the national average, and also RHSC enters a far higher proportion of pupils (and hence a much wider ability range) into academic GCSEs (pp39-41 RAISE)
- No gerrymandering through ECDL etc
- Clear upward trend in value added over the past two years, apparent even though different data sets
- Disadvantaged – overall P8 not significantly different from the national figure for all pupils (p8 & p12 RAISE)
- Statemented SEN pupils make more progress than the national average in English, mathematics, science and humanities (p12 RAISE)
- Exceptional careers programme that leads to pupils progressing successfully to post 16 and post 18 education, apprenticeships and employment / training (over 10% leave to take up apprenticeships)

Areas of recent improvement

1. ENG GCSE progress not yet SIG+ but above the national average and **analysis from AQA** shows RHSC outperforming other centres] (p8 RAISE)
2. ENG L4b - actions taken (and outcome / evaluation):
 - Daily intervention improved (freed two EN teachers at tutor time to provide daily intervention – significant impact on some, more successful with disengaged)
 - Composition of GCSE groups adjusted (made middle sets smaller at GCSE – significant for L4B pupils)
 - HoD supported (significant)
 - Phonic reading scheme introduced for weakest readers (significant improvement in reading ability of 80% of pupils involved)
3. Gap between disadvantaged and non-disadvantaged not yet eliminated (but our disadvantaged are making similar progress to other pupils nationally). Significant improvement in performance of disadvantaged in MA, but a decline in the performance in the disadvantaged in EN

Areas for further improvement:

1. Constantly striving to improve the quality of teaching (current focus is questioning / challenge and assessment)
2. Gap between disadvantaged and non-disadvantaged not yet eliminated
3. P8 of high ability pupils appears less good than that of low & middle pupils. We were surprised by this as RHSC has an excellent record of stretching the most able. We believe that this figure is misleading because of statistical factors.

Progress of current pupils

Current year groups are showing good progress and we anticipate them to do as well as the 2016 cohort. This is because they will benefit from a number of strategies we have introduced in recent years:

- The impact of the teaching of phonics to our weakest readers
- The interventions and support given to our disadvantaged pupils Y7 to Y11
- The improved challenge in lessons
- Our more focused professional development programme

Note that the target figures quoted below refer to end of year targets. Hence the figures quoted are heavily influenced by the time of year the data are produced.

Year group	Progress English	Progress maths	Disadvantaged English	Disadvantaged maths
Year 7 (Dec 16)	2+ 62.8% 1+ 93.4% 60.1% on/above target	2+ 23.0% 1+ 61.2% 8.2% on/above target	2+ 53.5% 1+ 88.1%	2+ 27.1% 1+ 47.6%
Year 8 (Dec 16)	3+ 51.0% 2+ 83.0% 38% on/above target	3+ 38.0% 2+ 58.0% 17% on/above target	3+ 31.7% 2+ 86.0%	3+ 26.8% 2+ 46.0%
Year 9 (Dec 16)	4+ 39.6% 3+ 88.2% 26.6% on/above target	4+ 38.5% 3+ 73.4% 19% on/above target	4+ 23.7% 3+ 81.6%	4+ 21.1% 3+ 52.6%

Year group	Progress English	Progress maths	Overall	Disadvantaged
Year 10 (Dec 16)	5+ 76.3% 69% on/above target	5+ 61.8% 47% on/above target	P8 0.3 A8 5.6	P8 0.3 A8 4.8
Year 10	English & Mathematics 5+ 58.6%			
Year 11 (Dec 16)	5+ 58.0% English 43%, English Literature 70% on/above target	5+ 66.7% 65% on/above target	Overall P8 0.1 A8 5.5	Disadvantaged 0.1 4.9
Year 11	English & Mathematics 5+ 54.6%			

Strengths

- Progress 8 is the same for all pupils and disadvantaged pupils KS4
- New Assessment system successfully implemented at KS3

Areas to develop

- Eliminate the gap between disadvantaged and non-disadvantaged at KS3

Actions taken (and outcome / evaluation):

- Intervention taking place earlier and in a greater variety of ways
- Greater focus on disadvantaged pupils, with support from year 7 to year 11

Effectiveness of leadership and management

Strengths

- Outstanding culture created – team work and commitment evident amongst all staff, teachers are motivated and trusted, they take responsibility for their own development (Curriculum Development Group)
- More realistic judgement of teaching quality (frequent learning walks, teachers do not know which lesson they will be observed by the headteacher)
- Improved teaching as a result of more frequent observation (supportive not monitorial) complemented by more forensic analysis of individual teachers' strengths and areas to develop (self appraisal – lesson observation – examination results – appraisal interview)
- Outstanding culture created - pupil behaviour excellent and developed through self-discipline not terror
- Unremitting focus on improving teaching, learning, school culture and outcomes supported by thorough departmental reviews leading to clear areas for departmental and middle leader development
- Highly effective governors who know their school and challenge appropriately
- Performance management effectively employed to raise professional standards and outcomes

Areas to develop

- Eternal vigilance required to maintain the culture and keep staff motivated and enthused

Quality of teaching learning and assessment

Strengths

- A regular programme for monitoring by SLT and HoDs continues to indicate that the teaching and learning in the vast majority of lessons is of a very good quality, with a significant proportion showing outstanding features. Subject knowledge is outstanding in most areas, and a wide range of effective teaching strategies are employed across the school on a daily basis. (Very high P8 supports this judgement.)
- A compact and manageable database is used to gather the results of lesson observations and contributes to a refined understanding of the strengths and

weaknesses of the teaching across the school in terms of the Teachers' Standards. This allows focused training to be provided to address both whole-school and individual needs.

- In an annual self-assessment review, staff are given the opportunity to share opinions in departments on the strengths and areas for development of individual teachers, and are encouraged to use information from the database to revisit the feedback from observations across the year and to identify their own development priorities. This information in turn feeds directly into the appraisal process.
- A new consultation initiative this year has provided an opportunity for staff to play a more active role in setting whole-school priorities for training and development, seeking information about perceived urgent training needs which have then been made the key focus of Inset time.
- A wide range of staff training takes place throughout the year; staff regularly go out of school to attend courses run by external providers, visitors come into school to lead training, and there are many opportunities for in-house expertise to be shared.
- Regular twilight training sessions are organised during which cross-curricular peer-learning communities focus on supporting and helping each other to refine specific aspects of their teaching.
- A clear framework of the requirements for outstanding teaching and learning is established across the school in the form of the 'Learning Agenda'; priorities for this each year are dictated by the monitoring process and from whole-staff consultation.
- There is a robust and successful structure of support and training for both ITT trainees and Newly Qualified Teachers. This has been further enhanced with the appointment of an additional member of staff to the Teaching and Learning team.
- Staff are actively encouraged to extend their teaching skills via a range of opportunities such as ITT and NQT mentoring and coaching, both within and beyond the school; progression to Teaching School roles such as Specialist Leader of Education; participation in educational projects such as the 'Improving Gender Balance' scheme run by the Institute of Physics, or access to further professional qualifications such as NPQML and NPQH.
- A suite of whole-school seating plans, lesson plans and observation pro forma contribute to consistency in approach and focused feedback on teaching and learning.
- Regular learning walks and work trawls support lesson observations in showing that assessment of skills is extremely secure in most areas of the school, with robust moderation practice.
- Marking is supported by a clear whole-school policy and is in the main regular, focused and formative, with outstanding practice in several areas such as Geography, English, Psychology and Sociology.
- There is an excellent long term programme of support and revision for GCSE and A Level pupils across all subject areas.

Areas to Develop

- Ongoing changes to all curriculum areas at both GCSE and A Level mean that the chief priority throughout the school is the construction of robust new schemes of work and development of the accompanying resources and teaching strategies.
- Changes to assessment processes nationally have been anticipated with the creation of a clear and manageable approach to the tracking of pupil progress within the school, and moderation exercises have been a focus both within our own school, and

in conjunction with other institutions, but uncertainty about grading and how criteria will be applied in external examinations means that the numerical accuracy of assessment is still less secure than we would wish.

- The focus on improving pupils' presentation of work that became a priority following the Ofsted Inspection in May has seen an improvement in the quality of work done, but requires further focus to ensure consistency right across the school.
- Further development to the existing monitoring and appraisal cycle is planned to make more focused use of data gathered from learning walks and work trawls.
- Some work has been done on a whole-school basis to encourage the development of a growth mindset in pupils, but this requires further embedding.
- Participation in a whole-school extension of the Institute of Physics 'Improving Gender Balance' project is planned to examine gender imbalances in the uptake of some subjects at both GCSE and A Level.
- Initial work has been done to develop an adaptable programme of spotlighted coaching for any staff seen to be struggling with their teaching in a particular area. This requires further trialling and embedding to ensure that it has the required impact.

Personal development, behaviour and welfare

Strengths

- Outstanding culture of achievement has been created, with low level disruption dealt with at source by teachers. Consistently high levels of take up for extra sessions at GCSE level demonstrates pupils' desire to maximise progress. Students are proud of their school, which is endlessly commented on by visitors.
- An established schedule for the pyramid of student councils demonstrate school wide mutual respect and our pupils' ability to discuss and debate issues in a positive and effective way.
- A progressive programme of careers days throughout the years provides the basis for comprehensive advice and guidance. The recently created role of a dedicated, in-house and qualified Careers and Guidance Officer has facilitated effective decision making at options time as well as for post 16, ensuring sensible and sustainable destinations are reached. NEET figures are very low. A two week work experience plays a crucial part in making our pupils employable, and apprenticeship education has been a particular strength over the last year. Also, the recently enhanced Careers' Day has been a tremendous success, being extended into the evening for parents to attend, with excellent feedback.
- Exclusion rates remain very low compared to national figures and permanent exclusions rare, reflecting excellent standards of conduct throughout the years. This is despite having no 'internal exclusion' facility; we are an 'in lesson' school. Pupils recognise and report behaviour they do not approve of, and are a constant source of information regarding poor behaviour when out of lessons and on the school buses. A heightened focus on behaviour management on INSET days, backed up by increased SLT presence in lessons has reduced incidents of low level disruption.
- Incidents of bullying are rare and dealt with quickly. Pupils and parents alike trust the school to tackle bullying, giving us an outstanding vote of confidence in successive independent Kirkland Rowell surveys.
- The entire school pupil body has shown an outstanding welcome and then support for large groups of visitors from our partner Chinese schools, ensuring their pupils have felt safe and cared for during their stays at Reepham.

- Pupils are fully aware of how to safeguard their own health, and the school continuously provides opportunities to reinforce this. Recently a focus on E-safety has resulted in a whole school 'Impact' day and the identification of 'E-champions'. The school's culture also expects older students to look after younger ones, and they do this through peer mentoring, prefecting and e-buddy schemes. The care from older pupils to new Year 7 pupils is outstanding. There are also regular assemblies and visits from outside agencies such as the School Nursing Team and from our dedicated PCSO, who receive many self-generated referrals from our pupils.
- Our pupils affect the local community in a positive way. For example a group of our challenging older pupils cook and serve Christmas dinner to elderly local residents each year, providing a highlight for those that come. Our Duke of Edinburgh award
- pupils commit themselves to volunteering in the community, developing a sense of place within the wider community.

Areas of recent improvement

- More rigorous attendance procedures has improved attendance over the last three years (currently 95.5%).
- The attendance of disadvantaged pupils has improved again (currently 94.2%).
- Student voice enjoys a higher profile through the principal's council, school council, year councils and tutor groups.
- E-safety and personal safeguarding, at times in partnership with the local constabulary, is now an ongoing topic.
- Careers guidance is now more highly effective and comprehensive.
- Pupil behaviour remains very good.
- The attendance, behaviour and progress of disadvantaged pupils have all improved.

Areas for further focus

- The attendance of disadvantaged pupils does not yet match that of others.
- Improving the progress and achievement of disadvantaged pupils.
- The behaviour of pupils who have repeatedly been excluded.
- Continued focus on positive anti-bullying and e-safety messages.
- Supporting pupils' mental health.
- The further reduction of low level disruption in lessons.

January 2017