Haggerston School

Aspiration, Creativity, Character

Self Evaluation Report	Date: March 2019

Contents:	**Page**

Haggerston School

Aspiration, Creativity, Character

3 Year School Improvement Plan 2017-2020

Aspiration: We strive to be the best versions of ourselves. We work hard everyday to master the knowledge and skills we need to lead successful, fulfilled lives.		**Creativity**: We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.		**Character**: We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.	
Objective 1: High Expectation Leadership	**Objective 2: Exceptional Outcomes**	**Objective 3: High Status, Tailored Curriculum**	**Objective 4: Outstanding Teaching, Learning & Assessment**	**Objective 5: Exemplary Behaviour, Welfare & Character Education**	**Objective 6: A Culture of Hard Work & Aspiration**
Leaders at all levels systematically evaluate the impact of structures and strategies and drive effective, sustainable improvement	English & Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged pupils	The curriculum meets the needs of all learners, including a foundation pathway, Baccalaureate pathway and specialism options	High expectations and challenge from Y7 through to Y13 to ensures that more students are on track to make exceptional progress	Behaviour & rewards systems are highly effective so that low level disruption is minimal and students learn exceptionally well in all lessons	Staff and students are ambitious for themselves and others. High expectations of challenge, quality and amount of work produced is evident
Leaders at all levels develop expertise in the best practice in their field, demand the highest standards and are outward facing	Minimal in-school variation between the attainment and progress of different groups of students and subject areas	High quality, spiral curriculum models are comprehensive in all subject areas and challenge all learners to learn and retain key knowledge & skills	Assessment and data drive precision teaching and high quality intervention so that students make exceptional progress	Internal and external exclusion are reduced through early intervention to address behaviour concerns	Students take ownership for their own learning. Homework, Enrichment and Careers education programmes are exemplary
The school is popular, oversubscribed and has a sustainable 6th Form provision	Tracking of student progress is robust and leads to swift, impactful intervention for students who fall behind	Subject leaders have responded to curriculum reforms so that students are able to meet the demands of new assessments	High quality CPD and a culture of feedback and openness among staff builds outstanding practitioners	Character education is exceptional. The Haggerston Pledge is developed and embedded throughout school life.	The school readily celebrates the success of students and staff through a comprehensive and highly visible reward programme

Haggerston School

Aspiration, Creativity, Character

Objective 1: High Expectation Leadership				
Impact	**Actions**	**Lead**	**Timescale**	**Training**	**Evaluation**

Impact	Actions	Lead	Timescale	Training	Evaluation
Leaders at all levels systematically evaluate the impact of structures and strategies and drive effective, sustainable improvement	• Overhaul data systems to ensure sharply focused data reports are produced and analysed on a cyclical basis • Redesign cyclical T&L monitoring systems which lead to swift actions to address underperformance • Streamline Line Management systems to ensure effective development, support and accountability for all staff	Brian/Adam Brian/Ray Ciara	By May 2019 By May 2019 By Sep 2019		**Amber** **Amber** **Amber**
Leaders at all levels develop expertise in the best practice in their field, demand the highest standards and are outward facing	• Re-design staffing structure to build expertise and capacity of teams and maximise development opportunities for staff • Create Leadership development programme for all staff, esp. underrepresented groups, e.g. ethnic minorities and women. • Arrange annual cycle of visits to outstanding schools in top 10% of schools in the country with clear actions arising as a result • Ensure subject specific CPD develops pedagogy and high quality curriculum planning • Ensure recruitment and retention strategy ensures talented staff are identified and have excellent opportunities for career development	Ciara Ciara Ciara Ray/Vicky Ciara	By Sep 2018 By Oct 2018 By Nov 2017 Ongoing Ongoing	Schedule of events through year Planned into CPD calendar	**Green** **Green** **Green** **Green** **Green**
The school is popular, oversubscribed and has a sustainable 6th Form provision	• Improve examination results at A level so that the school can promote messages about improvement and academic outcomes • Improve examination results at GCSE so that the school can promote messages about improvement and academic outcomes • Appoint marketing and communications apprentice to establish strong social media presence for the school, high quality publications for parents/community and maintain an excellent website which markets the school well • Improve branding of school values & ethos around the school site & community, including key messages, quality of display & signage • Embed links, relationships and transition project work with local primaries/primary head-teachers • Develop 6th Form collaboration with Bridge Academy to support sustainability • Drive recruitment of Year 11 students into the 6th form from Haggerston and other local schools. • Review curriculum from Y7-13 so that it is a key selling point for the school and has a range of courses to suit a wide range of students. • Improve Enrichment and cultural experiences through increased trips, societies and clubs, including successful Duke of Edinburgh programme from Year 9-12. These provide rich marketing opportunities for the school. • Commence Silver Duke of Edinburgh programme for year 12 students	All SLT All SLT Ilias Ilias/Vicky Louise/Jenny Andrea Andrea Brian/Vicky Vicky/Harry Harry	By Aug 2019 By Aug 2019 By Sep 2018 By Aug 2019 By Dec 2019 By Jan 2020 By Sep 2019 Annually By Oct 2019 By Oct 2019		**Amber** **Red** **Green** **Amber** **Amber** **Amber** **Amber** **Green** **Amber** **Red**

Objective 2: Exceptional Outcomes

Impact	Actions	Lead	Timescale	Training	Evaluation
English & Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged pupils	• Ensure effective and supportive line management of HOFs in English & Maths and provide SLT support to impact initiatives	Brian	By Jan 2019		**Green**
	• SLT monitoring ensures rigorous understanding of strengths and weaknesses in English and Maths and clear, swift improvement actions result	Brian	By Aug 2019		**Amber**
	• Prioritise Y11 outcomes in Maths in terms of intervention programme to ensure all groups make progress	Brian	By Jan 2019		**Green**
	• Re-structure curriculum to ensure Literacy & Numeracy intervention is in place from Year 7 upwards	Hannah	By Sep 2018		**Green**
	• Ensure English & Maths departments have clear strategies in place to support students who are underachieving and are able to show the impact of actions they take on closing the gap	Brian	By Jun 2019		**Amber**
	• Use regular Raising Attainment meetings to identify target students for EM matching and share strategies to improve student outcomes	Brian	By Jan 2019	Subject specific pedagogy CPD	**Green**
	• Ensure tracking spreadsheet for Year 11 gives full picture of progress and attainment to enable sharp, data led interventions to be embedded in practice	Adam	By Dec 2018		**Green**
	• Improve quality of teaching in Maths & English to ensure optimum challenge and rigour	SAN/HJO	By Sep 2019		**Amber**
Minimal in-school variation between the attainment and progress of different groups of students and subject areas	• Improve target-setting system so that targets are challenging and consistent with a school in top 10% for progress but simple for parents, staff and students to understand	Hannah	By Sep 2018	In house CPD	**Green**
	• Implement new assessment system to allow accurate cycle of assessment throughout year with clear attainment data which can be used to drive planning, intervention and support	Hannah/ Louise	By Nov 2018	In house CPD	**Green**
	• Regular cycle of accountability meetings to be held post data entry incl with HT & DHT post public and mock exams	Ciara/ Brian	By Nov 2018	In house CPD	**Green**
	• Pastoral teams support all HOFs to ensure that behaviour is outstanding in all lessons	Donna	By July 2019		**Amber**
Tracking of student progress is robust and leads to swift, impactful intervention for students who fall behind	• Overhaul of data systems to ensure sharply focused data reports are produced and analysed on a cyclical basis	Hannah	By Nov 2018		**Green**
	• Actions following data analysis are tracked and monitored at each Assessment point	Brian	By May 2019		**Amber**
	• Increased triangulation between School Improvement Plan, Faculty Improvement Plans and actions arising from Data and Appraisal leads to greater impact on outcomes	Brian/Ray	By May 2019		**Amber**
	• Systematic impact review of interventions with swift follow up action	Brian	By Sep 2019		**Amber**
	• Increased rigour in tracking "catch up" students in KS3	Louise	By Jun 2019		**Amber**
	• Training for all staff in data analysis increases effectiveness of data led, precision teaching and increased accountability for student outcomes	Ciara/ Brian	By July 2019	In house CPD	**Red**

Haggerston School

Aspiration, Creativity, Character

Objective 3: High Status, Tailored Curriculum					
Impact	**Actions**	**Lead**	**Timescale**	**Training**	**Evaluation**
The curriculum meets the needs of all learners, including a foundation pathway, Baccalaureate pathway and specialism options	● Curriculum review and consultation completed with all stakeholders ● Design new curriculum model which will lead to outstanding outcomes though: bespoke pathways, strong support for English and Maths, increased uptake of Ebacc, links to Sixth form courses, high status subjects, strong emphasis on Arts ● Staffing review completed to support delivery of the new curriculum ● Recruitment plan in place to ensure early advertisements and high quality appointments ● Specific training in place for staff who are planning to deliver new courses	Vicky Hannah Ciara Ciara Ray	Annual By Jan 2018 Annual Annual By May 18	 Subject CPD	**Green** **Green** **Green** **Green** **Green**
High quality, spiral curriculum models are comprehensive in all subject areas and challenge all learners to learn and retain key knowledge & skills	● Time made available for faculties to continue to develop challenging, high quality, spiral curriculum models, planned backwards from the new A-level and GCSE specifications ● Best practice shared across HOFs and Subject Leaders in terms of curriculum planning ● Links made with primary schools in English, Maths and Science to ensure curricula take account of primary learning and are challenging for Year 7 students from the start ● Heads of Faculty/Subject are outward looking and learn from schools in top 1% nationally about best practice in their field through visits and networking ● Cover lessons are supervised study where students revise key knowledge from subject areas ● Library stock, layout and culture is developed to ensure that there is an excellent resource offer for Sixth Form and KS3 & 4 pupils	Ciara Brian Louise Brian/Ciara Donna Carrie	By Sep 18 By Sep 2019 By July 2019 By Sep 2019 By Sep 2018 By Jun 2019	Time allocated from INSET Planning time	**Green** **Red** **Amber** **Red** **Green** **Amber**
Subject leaders have responded to curriculum reforms so that students are able to meet the demands of new assessments	● Build opportunities for students to practice examination skills regularly from Year 7 onwards ● Ensure subject curricula are designed to revisit content, build students long term memory of subject knowledge and teach revision/study skills explicitly and regularly ● Subject leaders given time to improve the rigour and quality of assessments from Year 7 upwards to ensure students are GCSE ready by Year 10 and A-level ready by Year 12 ● Moderation of assessments internally and with external partner schools ensures that assessments are robust and challenging for students at all levels ● Planning for precision teaching of knowledge gaps happens after each assessment point and time for pre-teaching and over-teaching are built into the assessment/teaching cycle ● Schemes are learning are reviewed in subject areas and common documentation is in place on the Google drive across faculties which evidences high quality curriculum intent	Brian Brian/ Vicky Louise Louise Brian Brian	By Jan 2019 By July 2019 By Sep 2019 By Sep 2019 By July 2019 By July 2020		**Green** **Amber** **Amber** **Amber** **Green** **Red**

Haggerston School

Aspiration, Creativity, Character

Objective 4: Outstanding Teaching, Learning & Assessment					
Impact	**Actions**	**Lead**	**Timescale**	**Training**	**Evaluation**
High expectations and challenge from Y7 through to Y13 to ensures that more students are on track to make exceptional progress	● Lead Practitioners appointed for Literacy & Numeracy develop high quality curricula to support students below expected standard in English & Maths from Y7-11 ● Challenge is a key theme of CPD at whole school and subject level. Best practice re-challenge is shared across the school through CPD and meeting cycles ● Review behaviour policy to improve culture of positive behaviour and eradicate low level disruption ● Share, promote, exhibit and celebrate 'beautiful work' to create a culture of excellence and aspiration ● Explore strategies used by schools in the top 1% nationally to stretch and challenge learners (E.g. Over-teaching beyond syllabus) ● Challenge is a key theme of monitoring of teaching through observation, drop ins and work scrutiny ● Teachers given regular feedback on their teaching to support and develop level of challenge ● Students who are not making expected progress are identified and swift in-class intervention with communication to parents prevents underachievement from becoming entrenched ● SEND information is shared in a simple, memorable form so teachers can implement strategies effectively	Ciara Ray Donna Vicky Ray Ray Ray Brian Nic	By Feb 18 By Sep 2019 By Jan 2019 By Sep 2019 By Dec 2019 By Sep 2019 By Sep 2019 By May 2019 By May 2019	In house CPD Outstanding school visits In house CPD	**Green** **Amber** **Green** **Amber** **Amber** **Amber** **Amber** **Amber** **Red**
Assessment and data drive precision teaching and high quality intervention so that students make exceptional progress	● Restructure assessment cycle to ensure timely data LM meetings following data input and planning time for teachers to plan for precision teaching. ● Underperforming students review knowledge post-assessment to close gaps identified ● Teachers plan in class interventions for students who have not met expected standard to close gaps ● Streamline appraisal documentation to ensure target setting creates clarity around expected progress for all students ● Strengthen systems for moderation and standardisation of assessment across the school	Ciara Brian Brian Ray Louise	By Sep 2018 By May 2019 By May 2019 By Sep 2018 By July 2019		**Green** **Amber** **Amber** **Green** **Red**
High quality CPD and a culture of feedback and openness among staff builds outstanding practitioners	● Create a CPD calendar with strong emphasis on subject specific pedagogy ● Train staff (incl all line managers) in effective Coaching/Line Management practice ● Identify and develop outstanding practitioners through the appraisal process to support curriculum areas and lead on challenge ● Review Appraisal and Monitoring cycle and how these support teacher development. Link both to CPD cycle so that training is responsive to staff/school improvement priorities	Ray Ray Ray Ray	Annual By Nov 2019 By Sep 2019 By Sep 2019	In house & External CPD where required	**Green** **Amber** **Amber** **Amber**

Haggerston School

Aspiration, Creativity, Character

Objective 5: Exemplary Behaviour, Welfare & Character Education

Impact	Actions	Lead	Timescale	Training	Evaluation
Behaviour & rewards systems are highly effective so that low level disruption is minimal and students learn exceptionally well in all lessons	● Investigate behaviour policies from outstanding schools with exceptional behaviour	Ciara	By Dec 2017	Cover for visits	Green
	● Review and re-design the behaviour policy in order to ensure greater clarity of sanctions. Consult with all stakeholders on changes.	Brian/All	By Mar 2018		Green
	● Train staff in new expectations of student behaviour. Conduct drop-ins to support staff with new behaviour systems.	Nic/Ray	By May 2018		Green
	● Clarify and make greater use of intervention strategies: reports, behaviour contracts, PSP, counselling, mentoring, etc.	Donna/Nic	By Jun 2019	In house CPD	Amber
	● Review rewards system to introduce more impactful rewards to celebrate achievement, effort and character.	Donna	By Sep 2018		Green
Internal and external exclusion are reduced through early intervention to address behaviour concerns	● Improve student engagement in school by increasing overall standard of pupil behaviour in lessons through simplified, clarified sanctions and rewards processes	Donna/ Nic	By Sep 2018		Green
	● Develop improved systems and processes for co-ordinating interventions for students who have been excluded from school	Donna	By July 2019		Red
	● Implement the most appropriate lessons and learning from the Young Black Men Project	Nic	By Sep 2019		Red
	● Ensure all students with more than one FTE are automatically referred to SRG meeting with decisive actions taken to prevent recurrence	Nic	By Jan 2019		Amber
	● Create a cycle of regular communication to ensure students and families are aware of behaviour expectations and breaches which lead to exclusion.	Nic	By Sep 2018	In house CPD	Green
	● Work with school teams to ensure greater consistency across year groups in the use of internal exclusions	Donna	By Jan 2019		Green
Character education is exceptional. The Haggerston Pledge is developed and embedded throughout school life.	● Ensure that effective monitoring systems are put in place to quality assure Pledge tasks within curriculum areas	Donna	By Sep 2019	Sample marking	Amber
	● Accountability meetings with Heads of Year ensure oversight of Pledge completion and quality assurance during tutor time	Donna	By Jan 2020		Amber
	● Launch Duke of Edinburgh Bronze Award with Year 9 & 10	Harry	By Jan 2018		Green
	● Launch Duke of Edinburgh Bronze Award with Year 12	Harry	By Jan 2020		Red
	● Appoint Outdoor Education Coordinator within PE to ensure regular opportunities for students to engage in outdoor activities, sport and experiences	Ciara	By Sep 2018		Green
	● Build opportunities for students to develop independent learning skills within the structure of the school day	Ciara	By Sep 2018		Green
	● Reward Aspiration, Creativity and Character consistently and regularly to enforce principles. Link to The Haggerston Way	Donna	By Jan 2019		Green
	● Engage with Anna Freud/CAMHS project and staff training from Aspace to increase capacity to support students with Social, Emotional and Mental Health needs	Nic	By Jan 2018	Aspace CPD	Green

Haggerston School

Aspiration, Creativity, Character

Objective 6: A Culture of Hard Work & Aspiration

Impact	Actions	Lead	Timescale	Training	Evaluation
Staff and students are ambitious for themselves and others. High expectations of challenge, quality and amount of work produced is evident	• Embed robust quality assurance process to ensure accurate, regular and impactful book scrutinies • Develop a clear set of expectations for quality of student work required for each grade set across subject areas, to promote high levels of challenge, quality and completion of work • Review presentation policy to ensure that expectations are clear, simple and easy to enforce • Student educational trips and visits encourage aspiration, build cultural capital and confidence • Quality assurance and monitoring of teaching processes give leaders a deep understanding of classroom practice so that staff development is supportive, precise and impactful • Staff engage with professional development opportunities, including leadership programmes and are keen to progress	Brian Louise Brian Vicky Ray/Brian Ray	By May 2019 By July 2019 By Apr 2019 Annual By Sep 2019 Annual	In house CPD	Amber Amber Amber Amber Amber Green
Students take ownership for their own learning. Homework, Enrichment and Careers education programmes are exemplary	• Review current Enrichment and Careers Programme to identify gaps and to develop an ambitious whole school student entitlement • Homework review leads to increased student independence and capacity for self-study and builds long term memory. Policy change reduces teachers workload in setting and marking homework and increases clarity of communication to parents • Establish industry and higher education partnerships to increase quality of provision • Move to Google for Education enables students to have their own email address to improve communication between students and staff and increase student ownership of their learning • Implement Accelerated Reader and Lexia to ensure rigorous tracking of students reading and progression in Reading Age and build the culture of reading • Ensure excellent access to high quality ICT facilities for students to complete work independently	Vicky/ Andrea Louise Andrea Brian/Ilias Louise/Alice Ilias/Brian	By Sep 2019 By July 19 By Sep 2019 By June 19 By Sep 2019 By Sep 2019	External providers	Amber Amber Amber Red Amber Red
The school readily celebrates the success of students and staff through a comprehensive and highly visible reward programme	• Review current reward system and implement improved structure which is aligned to The Haggerston Way. • Re-establish expectations of staff re rewards in consultation with HoFs. • Establish highly visible displays to celebrate 'beautiful work' and strong messaging of key values around school premises • Social media presence promotes and celebrates successes leading to strong culture of pride in the school among students and parents	Donna Donna Ilias/Vicky Ilias	By Sep 18 By July 19 By Aug 19 By Sept 18	School trips & visits	Green Amber Amber Green

Haggerston School

Aspiration, Creativity, Character

Headteacher's Executive Summary and Summary of Self Evaluation Judgements - March 2019

Science: Refurbishment of Science Labs is complete. New computers have been purchased to utilise new smart screen technology.

Spanish: Very successful first trip to Southern Spain for all Y12/13 Spanish students. Part funded from fundraising efforts.

6th Form: Paul Shuker has been offered a place to study Chemistry at Cambridge. He is the first of our student to achieve this, thanks to support from The Access Project.

Library: Refurbishment of main library complete. Due to open 'Makerspace' to students - an attached IT and co-working space for students. Accelerated Reader launched with Y7 &8.

Behaviour: Internal Exclusion Unit moved out of porta cabins and into the refurbished School keeper's House - focusing on preventative intervention and support as well as sanctions.

Student Numbers: Expecting 240 pupils into Year 7 in Sept 2019 and targeting 75 students for Year 12 transition.

Staffing: The following staff took up new posts in Jan 2019:
Heather Jones - Head of English
Daniel Rowe - Academic Skills Coordinator
Martina Honorio - SENCO and Lead Practitioner for Inclusion
Shamima Islam - Science Teacher
Ayo Porter - Acting HOF Science - Maternity Cover
Adam Bisset - Data & Student Services Manager
Fiona Barclay - HLTA for Autistic Spectrum Disorders
Barney Whittaker - HLTA for Literacy

The Quality of Leadership & Management (2- Good): Leaders are sharply focused and committed to driving improvement. SLT are professional and lead by example. There are strong relationships and a collaborative, coherent approach to driving standards. Leaders promote equality, tolerance and community spirit which leads to a positive, harmonious school culture. Appointments of strong middle leaders has improved leadership in key areas (E.g. Maths, Science, Year Teams) Strategic planning processes have been improved at faulty level to create clarity. Models from high performing schools are driving strategic development. Governors understand the school well and offer robust challenge.

Next steps:
1. Ensure SLT and subject leaders focus on developing pedagogy and quality of teaching.
2. Ensure that leadership behaviours, improvement planning and actions impact directly on student outcomes and teaching standards.
3. Improve the impact of faculty curriculum planning to drive challenge, rigour and progress in the classroom.
4. Prepare for and embed the new curriculum model for 2019-20

Student Outcomes (2- Good): Progress has been in line with national for two consecutive years increasing from -0.06 to +0.04 in 2018. Variation between groups (Boys, SEND, Black Caribbean) and subject areas is a continuing focus.
At KS5: A -Level 53% A*-B (16% increase from 2017). 81% A*-C (5% improvement from 2016). Alps score increased from 5 to 2, placing us within the top 20% of sixth forms nationally for progress. Sixth form judged as Requires Improvement by Ofsted in 2017. Our judgement is that it is now securely 'Good'.

Next steps:
1. Reduce variation between subject areas through improved teaching, rigorous tracking and targeted support for underachieving students
2. Improve outcomes in Maths so all groups of students make excellent progress
3. Drive Sixth Form recruitment to reach target of 120 students in 2019 and 150 students in 2020.

The Quality of Teaching, Learning & Assessment (2 - Good): Outcomes at GCSE indicate a clear need for improved teaching to prepare students robustly for new GCSE Qualifications. Languages outcomes have been consistently strong despite specification changes and practice is being used as a model for improvement in other areas. Appraisal, monitoring and line management have been refined to improve support and accountability. We continue to invest time for subject specific CPD, curriculum development and moderation to ensure greater consistency of practice across all areas. This is being delivered by Lead Practitioners, subject specialists and outside providers (e.g. Exam boards) where appropriate.

Next Steps:
1. Ensure subject specific CPD & planning has an impact on student progress
2. Ensure that assessment structures support precision teaching and planning
3. Appraisal, Monitoring and CPD continuously improve quality of teaching
4. The current system for lesson observations is developed to ensure impact on quality of teaching.

Standards of Behaviour and Welfare (2 - Good): Well established routines create a calm and orderly school environment. Character education (incl The Pledge) is high quality. Assemblies provide excellent SMSC education. Safeguarding is effective. Attendance for 2018/19 is currently 94.4%; this is a 0.3% increase from this time last year. We are redesigning our approaches and systems for Attendance. Redesigned behaviour systems for 2018 have significantly reduced incidences of low level disruption and created a clear culture shift towards a focused and rigorous learning environment.

Next Steps:
1. Drive consistency of new behaviour system so that low level disruption is eradicated.
2. Further develop the culture of achievement and aspiration through enrichment, rewards and celebration.
3. Improve attendance to above 96%.

Haggerston School
Aspiration, Creativity, Character

Haggerston School

Key Performance Indicators
Aspiration, Creativity, Character

School Context	School Total	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7
Number on Roll (PAN)	951	40	52	171	175	180	145	188
% Pupil Premium	50%			57%	53%	56%	56%	40%
% CLA (child looked after)	<1%	0%	2%	2%	0%	0%	0%	0%
% EHCP SEN Students	2%	3%	0%	1%	2%	2%	2%	3%
% SEN Support Students (K)	15%	10%	8%	12%	13%	24%	19%	12%
% English as Additional Language	47%	45%	58%	55%	51%	52%	55%	51%
KS2 Ave Points Score on Entry				28.6	28.1	101.2	105	105.4
KS2 National Average (APS)				28.9	28.9			
% High Attainers on Entry				36%	32%	15%	31%	29%
% Middle Attainers on Entry				52%	52%	39%	32%	36%
% Low Attainers on Entry				12%	16%	31%	17%	13%

Achievement Year 11	Cohort Size 2018-19	National Ave	2016 Result	2017 Result	2018 Result	2019 Targets	Assessment 1		Assessment 2		Assessment 3		Trend
							Pred	Actual	Pred	Actual	Pred	Mocks	
% English & Maths (Grades 9-4/A*-C)	140	59%	69%	53%	54%	70%	52%	32%					
% English & Maths (Grades 9-5/A*-B)	140	N/A	TBC	34%	36%	55%	34%	21%					
% 5+ Ebacc - All Pupils (4+Ebacc)	44	23%	15%	15%	17% / 3.56	20% (24%)	3.89	2.82					
Progress 8 Score - All pupils	92	0	0.33	-0.09	0.04	0.35	0.05	-1.07					
Progress 8 Score - Disadvantaged	24		0.15	-0.44	-0.08	0.35	-0.23	-1.31					
Attainment 8 - All Pupils	140	49.9	52.6	44.48	41.37	52	44.8	33.5					

Achievement Year 13	Cohort Size 2018-19	National Ave	2016 Result	2017 Result	2018 Result	2019 Targets	Assessment 1		Assessment 2		Assessment 3		Trend
							Pred	Actual	Pred	Actual	Pred	Actual	
Average A level Grade (all exams entered)	37	C+	D+	C-	C	B	C+	C-					
% AAB in facilitating subjects		17%	0%	7.10%	10%	20%	18%	12%					
Ave grade (best 3 grades)		C+	C-	C	C+	B	C+	C-					
% A*-B		52	33%	37%	53%	55%	45%	28%					
% A*-E		98	100%	100%	99%	100%	99%	92%					
ALPS Score		5	5	5	2	2	3	7					
Progress Score (A Level L3VA)		0	-0.03	0	0.18	0.4	0.52	-0.22					
Students in Education/Employment		88%	79%	TBC	92%	100%							

School Experience	16-17 Summary	17-18 Summary	18-19 Target	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	Trend
Year 11 % Entered Ebacc	29%	35%	28%							
Year 10 % Entered Ebacc	35%	28%	70%							
Number of Students Attending Enrichment	NA	219	300	386	386	386				
% Teacher - Cause for Concern	2	9	0	5	6	6	5			
Number of NQTs	2	2		6	6	6	6			
Number of Trainee Teachers (BT/TF/SD)	2	2		3	3	3	3			
Number of teaching staff leavers	12	16		0	1	0	0			
% Attendance - All Students	95%	94.2%	96%	95.0%	94.60%	94.25%				
% Persistent Absence - All Students	11.8%	11.5%	<10%	8.8%	14.3%	15.2%				
Total Number of Permanent Exclusions	2	5		0	1	3				
% Permanent Exclusions	0.2%	0.5%		0.0%	0.1%	0.3%				
Total Number of Fixed Term Exclusions	100	132		23	52	29				
% of FTE given to students with no other FTEs this ye	10.8%	15.1%		57% (13)	60% (31)	24% (7)				
Number 1st Preference	64	78	120		98					
Number 2nd Preference	126	124	150		145					
Number 3rd Preference	131	127	150		143					
Total Preferences	575	619	750		673					

Haggerston School

Aspiration, Creativity, Character

School Context and Mission Statement

Aspiration: We strive to be the best versions of ourselves. We work hard every day to master the knowledge and skills we need to lead successful, fulfilled lives.	**Creativity**: We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.	**Character**: We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.

Students	Haggerston School (HGS) is an average sized school with 951 students on roll. Of these, 92 students attend our small but growing sixth form. We are in the highest percentile nationally for deprivation indicators with 50% Pupil Premium students. In addition, we fall in the highest percentiles for numbers of students from minority ethnic backgrounds, English as an additional language and for those identified as SEN School Support. Our percentage of SEND pupils with an EHCP is in line with national averages at 1%. The average point score of pupils on entry to the school is broadly in line with national average. There has been a variable trend in student recruitment into Year 7 but we have 188 students enrolled in Year 7, an increase of 56 students from 2017 and expecting 240 Year 7 students in Sept 2019 (taking two bulge classes).
Staffing	Ciara Emmerson is the Head-teacher. There are two deputies, one associate deputy and 6 Assistant Headteachers. Among the teaching staff, there are 6 NQTs, 2 on the Teach First programme and 1 training through TIQ. We currently have one long term supply teacher in Computing (Maternity Cover) and one short term supply teacher in Maths. This is a significant reduction from 2017/18. We do not anticipate bringing any daily supply teachers into school due to our new study centre.
Curriculum and timetable	Our curriculum is aimed at promoting academic excellence with a strong emphasis on the Arts. In years 7, 8 and 9 pupils study a broad and balanced foundation curriculum. Students partially choose their KS4 options in Year 8 (Humanities and DT/Computing). They choose the rest of their options in Year 9. We run a pathways curriculum with an extended Science Specialism for more able students, a Baccalaureate Pathway and a flexible Haggerston Pathway where students are able to select a bespoke range of subjects including Literacy, Numeracy and Vocational options. The main curriculum is supplemented by a strong SMSC curriculum, including an emphasis on Character Education through our Pledge programme. The curriculum is reviewed annually and this year, was reshaped to enable more curriculum time for science, PSHCE, reading, careers and educational visits. All KS3 students will have elective enrichment options. All KS4 students will have subject interventions weekly. In KS5, Year 12 will have enrichment and Year 13 intervention. This will form part of students' core curriculum. The tutor programme will be overhauled as part of the new school day structure from 2019-20.

Since the last inspection; Sept 2017

Not yet outstanding because:	Impact statement
Reduce the proportion of fixed-term and internal exclusions, particularly for those pupils who have been excluded more than once.	New behaviour system from Sept 2018. Improvements in the support for excluded students are being implemented.
Improve outcomes in mathematics, particularly for disadvantaged pupils and the most able, by ensuring that teaching challenges pupils to make the progress of which they are capable.	Hegarty Maths having impact. Changes in Staffing & Leadership. Stable, solid teaching which is steadily improving.
Improve outcomes on academic courses in the sixth form and raise the proportion of students who go on to complete their courses successfully.	Significant improvement in outcomes from ALPS 5 to 2. Small increase in numbers entering Y12.
Follow through with the planned review of the curriculum, including for the sixth form, to ensure that it continues to meet the needs, abilities and aspirations of all pupils.	Review completed. Sixth Form offer has been refined. Incentives for more able pupils to stay (scholarships, bursaries, IT etc.)

Haggerston School

Aspiration, Creativity, Character

Leadership and Management: Good

Summary: We judge L&M as good because there is a strong capacity in the leadership team to drive the school forward. Staff and leaders have framed an ambitious vision for the school.   The current Senior and Middle Leadership Teams have identified the key areas for improvement and are quickly setting about implementing strategic change where needed. Examples include rapid improvement at KS5 and impact of newly implemented behaviour systems.

Good features	Evidence of Impact
School leaders and governors have an accurate understanding of the schools' strengths and weaknesses. They set high expectations and are determined and capable of achieving excellence and creating a culture of aspiration.	- The senior leadership team forensically analyse results to establish cause and effect and have a clear plan of action to rectify the drop in progress. - Our plan is to be in the top 10% of schools nationally for progress within 3 years. In 2017, progress was within the top 40% of schools nationally. In 2018, we were within the top 37% of schools nationally. We know we can achieve this by driving rapid improvement in areas where results have dropped, in particular in Maths, Science and Technology. New teachers and leaders in those areas are already having an impact on quality of teaching, rigour and expectations. - The school calendar establishes a clear cycle of monitoring and review to ensure leaders are fully aware of all aspects of school performance with swift action planning. - Governors have a thorough understanding of the school's strengths and weaknesses through regular reports from senior leaders. Leaders are challenged on various aspects of the school to ensure that they deliver improved outcomes. - The budget is being reviewed to make strategic changes to bring spending into line with income, particularly in view of the National Funding Formula, which comes into effect from 2020.
Our broad and balanced curriculum enables students to follow a course of study tailored to their needs and abilities.	2016 Progress was well above national average in all pillars: P8 -0.33. 2017 Progress in line with national overall but the lowest in Hackney: P8 -0.06 2018 attainment is 54% 4+ in English/Maths, 36% 5+ in Eng/Maths. Progress in line with national average and increase of 0.1 to +0.04. - Redesigned curriculum model for 2018 has increased Ebacc uptake and provided bespoke pathways for higher and lower attainers. - From 2019, new school day will ensure all KS3 students access enrichment and all KS4 students will have intervention as part of the curriculum offer. - Tutor time programme is being re-designed for 2019 in preparation for new school day to enhance the current SMSC provision. - SMSC, careers education and PSHCE and educational visits will have increased curriculum time via drop down days from Sept 2019.
Teaching and Learning is consistently strong in many areas and is improving rapidly in areas where it is less effective.	- Faculty leaders are focused on driving subject specific pedagogy and practice to increase challenge and rigour for all students. - Performance appraisal and Line Management processes have been refined to increase support where teaching does not meet expected standards. Bespoke, valued programme of CPD for all staff will run throughout the year, responsive to monitoring and evaluation. - Behaviour Support ensures staff are supported to implement the behaviour system and secure 'disruption-free learning'.
Safeguarding is highly effective.	- Leaders in school work as part of multi-agency teams to ensure students who are at risk are supported, monitored and protected. The PSHCE programme covers a wide range of issues such as radicalisation, extremism, FGM, Sex Education and Mental Health. This provision will be further extended in 2019. - Staff training covers all aspects of safeguarding on a cyclical basis to ensure staff are clear about the guidance and their responsibilities. Strong, warm relationships between staff and students support open discussion about issues.

Areas for development:
- Ensure Governors have access to consistent, comprehensive data on school performance so that they continue to systematically challenge senior leaders to deliver excellent outcomes for pupils.
- Develop the strategic use of data by middle and senior leaders to track, target and raise student achievement.
- Continue to market and promote the school and Sixth Form towards a goal of being oversubscribed into Year 7 in 3 years and to secure a consistent intake of 100 pupils into Year 12.

Outcomes: Good

Summary: The Sixth Form has made rapid progress in terms of outcomes and most significantly in subjects with relatively high numbers of entry and in faculties with historically lower results, namely Maths and Science. This has led to an overall ALPS grade of 2 putting Haggerston in the top 10% of 6th Forms nationally and the most improved Sixth Form in the borough. It strengthens our offer which has historically been stronger in the Arts, to STEM subjects as well. 52% of grades at A-Level were A*-B. The predicted progress score for Y13 is 0.41 with 45% at A*-B grade and an average grade of C+.

Progress in 2017 and 2018 at GCSE is in line with national average. Although there are some strong results (positive progress score in English, outstanding outcomes in Spanish with 30% grade 9), outcomes at GCSE are a key improvement focus for the school.   The gap between PPI and non PPI narrowed in 2018. Maths results remain a key focus with 58% 9-4 in 2017 and 57% 9-4 in 2018. In both years, the Maths progress score was below 0. Outcomes were only 4% below predictions at 54% (predicted 58%).

Good features	Evidence of Impact
In a wide range of subjects, students make strong progress. Progress in English is above national average figures	2016 Results: P8: 0.33. A8: 52.43 (Nat Ave 49.34). 69% A*-C in English and Maths. Outstanding results in Drama, Art, Triple Science, Languages 2017 Results: P8: -0.05 - in line with national average for progress overall. English Progress 0.41. Excellent results in Drama, Art, Triple Science, Languages. 2018 Results: P8: +0.04. 54% 9-4 in English and Maths, 36% 9-5 in English & Maths, 14% 5+ in Ebacc, 17% 4+ in Ebacc. Excellent results in Languages, Triple Science, PE. 4% of grades across the school were at Grade 9. In the 6th Form, there were improved results at A Level: 16% increase in A*-B grades to 52% - Overall ALPS score improved from grade 5 to grade 2 (3 year average now at a grade 4) - Excellent results in Chemistry 62% A*-B ALPS 2, Eng Lit 60%, ALPS 3, Maths 50% ALPS 3, Media 50% ALPS 3, Physics 78% ALPS 2, Sociology 56% ALPS 5 , Spanish 100% ALPS 2 , G&P 43% ALPS 3.
Where attainment is low, it shows consistent improvement	- Stable outcomes in Maths despite weaker cohort. Legacy of poor teaching in Y10. Systems, processes and challenge being embedded in all years through focus on excellent teaching. New leadership is having a positive impact. - Improvements in subjects with very poor outcomes in 2017 - notably DT and Business (although there is still a need for further improvements) - The progress of disadvantaged pupils in the current Year 11 cohort was above non-PPI students
RI Features	
Outcomes are not yet good in some areas	- In 2019, English and Maths predicted to achieve 52% Grade 9-4. This is not the improvement in outcomes that we are working to achieve. Interventions are in place, particularly in Maths, to improve results for underperforming pupils. The overall predicted progress score of 0.05 shows little improvement from 2018. - High prior attaining students are a key focus; the predicted progress for this group is not in line with the positive predictions for low and mid prior attaining students (HPA: -0.43, MPA: +0.49, LPA: +1.0). - Key subjects of concern from 2018 outcomes are Business Studies (48%), Media (48% - final year of running the course), RM 33% as they have been well below national average for 3 consecutive years. Significant drops in results evident in Geography 37%, Music 42% and Art 41%. - At 14% 5+/C+ in Ebacc, results are well below national average of 24% in this measure. A thorough curriculum review has taken place to ensure a high expectations curriculum is in place for all students.

	● In 2018, History was a subject of concern at A-level 0% A*-B/ALPS 8 and Economics fell to 11% A*-B/ALPS 7.

To ensure outcomes are at least good in all subject areas:
- Challenge and support subject leaders to address poor outcomes in subject areas where results have dropped or been consistently poor over time.
- Support and develop subject leaders to drive subject expertise and pedagogy in their areas. Robust line management by SLT to provide direction where required, support and challenge through revised LM structure
- Improve the quality and accuracy of assessment data and ensure interventions are data led, impactful and high quality. Analysis of data by leaders and teachers must be frequent and lead to clear actions to address underachievement. Drive implementation of the DPR to ensure increased focus on what students know and don't know, leading to greater precision and responsiveness in the classroom.
- Ensure that there is early and pre-emptive action where teaching is not effective or challenging enough. Leaders spend time in lessons and give regular feedback to staff about their practice.

Haggerston School

Aspiration, Creativity, Character

Teaching, Learning and Assessment: Good

Summary: There is some strong teaching practice which delivers excellent outcomes for students in specific subject areas (Languages/English/PE). Changes have been made to the appraisal process and we are consulting on a change to more frequent lesson observation, feedback and coaching for all staff. Inconsistent teaching which has contributed to the variation in results across subject areas is being addressed by subject specific training, individual support and challenge. Challenge, rigour and creativity are key drivers for teaching this year. More frequent, low stakes lesson observations is the next development step.

Good Features	Evidence of impact
Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop. Teachers identify and support pupils who start to fall behind and intervene quickly.	• Lesson observation, monitoring and learning walks indicate that teaching is consistently good in most lessons. In some lessons, where outcomes are also strong, teaching is often outstanding. In some lessons, were outcomes are weaker, teaching is inconsistent and students are not making expected progress. • Data scrutiny meetings and re-teaching are now built into the assessment calendar so that student underachievement is identified and addressed. • New leaders in Maths and Science have led to a more effective learning experience for students but Science remains variable in terms of teaching quality. • Hegarty Maths has seen rapid improvement in students' homework completion, progress and independence in Maths. • In most lessons, teachers use a range of assessment techniques to check on students' learning. The quality and presentation of work in books is good in areas where expectations and teaching standards are high. In lower performing subject areas, quality of work is inconsistent. • In the majority of lessons, students behave well and engage with their learning.
Strong focus on teaching practice driven by the teaching & learning faculty. Regular programme of CPD and ITT. Appraisal processes are robust.	• Weekly teaching briefings and Monday CPD sessions. Focus is responsive to the priorities identified through appraisal observations and KPI. This term Sixth Form teaching and challenge for HPA students in y11 have been the CPD focus. • Time has been given for subject specialist training in order to impact on delivery of new examination specifications and address in school variation. • Teaching standards are shared with staff as a minimum expectation for professional standards and teachers are held to account on these standards through appraisal observation. • Staff experiencing difficulty are identified and a programme of support is put in place together with coaching from the faculty of teaching and learning. There has been an increase this year in the number of teachers identified as needing support. This is a reflection of higher expectations and standards.
Teachers embed reading writing and communication and where appropriate mathematics across the curriculum.	• Students are expected to carry a reading book at all times. They read independently in tutor time and English lessons. Students who have difficulties with decoding use a phonics programme (Lexia) to support their progress. Accelerated Reader has been introduced for Years 7&8. • The library has undergone a £30k refurbishment and the library has a higher profile in the school and Hackney. • Speak Well, Write Well is a whole school strategy which drives expectations of how students communicate - using Standard English and full sentences. • The lead practitioner for literacy is planning for further development of whole school literacy in September including designing a new curriculum programme.

To secure good teaching across the board:
- Develop the capacity of subject leaders to drive subject specialist teaching and pedagogy in their areas. Ensure subject specific CPD & planning is regular & high quality.
- Establish a culture of regular drop-ins to lessons by leaders so that all teachers receive regular and meaningful feedback on their teaching. Target coaching and individual support for teachers who need additional help to improve to be delivered by strong practitioners.
- Develop whole staff CPD which drives The Haggerston Way - to deliver excellent outcomes and create eager, curious learners who are resilient to failure through consistently challenging teaching.
- Develop a culture of 'beautiful work' where students take pride in their work in all lessons, at all times.
- Ensure all home learning is challenging, builds students long term memory of key subject knowledge and teaches skills of independent study and regular reading for pleasure.
- Ensure that assessment structures support precision teaching and planning for progress.

Haggerston School

Aspiration, Creativity, Character

Behaviour, Safety and Welfare: Good

**Summary**: Well established routines create a calm, orderly school environment. Character education (incl The Pledge) is high quality. Assemblies provide excellent SMSC education.   Safeguarding is effective. Attendance for 2017/18 was 94.2% - a drop from 2017. Current Attendance is 94.25%. We have changed our external attendance provider from the LA service to Synergy. The proportion of persistent absenteeism increased last year from 11.8% to 15.3%. The current PA figure is 15.2%. An unprecedented number of mid-term admissions with attendance issues have impacted on our overall figures and masks impact on systemic improvements. Redesigned behaviour systems have had a significant impact on reducing low level disruption. Our focus is on sustaining impact over time.

Good Features	Evidence of Impact
Pupils are confident and self-assured. They take pride in their work, their school and their appearance	High expectations for uniform and presentation of work continue to be reinforced through regular, high quality assemblies and by teachers' consistent challenge. Student leadership is a real strength of the school and students act as role-models to others, promoting the culture and ethos of the school. High quality expressive arts provision means that all students develop confidence in communicating with adults.
The school is an orderly environment. Pupils' good conduct reflects the school's efforts to promote high standards	The new behaviour system has ensured that the school is a calm, orderly environment and that students are ready to learn when they arrive at lessons. Teachers have high expectations of pupils conduct. The priority for the second term is to continue to ensure that the high standards of behaviour are maintained and consistently applied in the classroom so that the school can eradicate low level disruption. A three weekly behaviour focus has been introduced to maintain these high standards. Students are polite and respectful of adults.
Pupils are safe and feel safe at all times. There is a warm and trusting relationship between staff and students. Pupils show respect for others' ideas and views.	Safeguarding is effective. Students are treated with warmth and respect by adults. Pastoral support is strong with a designated non-teaching member of staff assigned to each year group to support with swift resolution of any concerns or issues which occur during the day. A permanent non-teaching Deputy Designated Safeguarding Lead now leads the work on safeguarding on a day to day basis. In addition, the mental health in school project begins this term and Haggerston is involved in a multi-agency bid to cover mental health provision during transition from primary to secondary. Students have a strong understanding of British values, including tolerance and respect for others. Incidents involving discrimination are rare.
Pupils value their education few are absent or persistently absent.	2016-17 attendance: 95% overall. 94.3% for disadvantaged pupils and 94% for SEND pupils. PA: 11.8% 2017-18 attendance: 94.1% overall. 93.2% for disadvantaged pupils and 93% for SEND Pupils. PA: 15.3%. 2018-19 attendance: 94.25% so far this year, up 0.125% from this time last year. 93.7% for disadvantaged pupils and 93.3% for SEND. PA: 15.7%. The services of Synergy has had an impact and the focus for the remaining part of the year is to stabilise our attendance figures week on week and change the culture of both students and parents/carers.
Pupils are well prepared for the next stage of their education.	The careers programme is embedded and shared with Staff, Students and Parents through the website and Careers Guidance booklet. Careers Week delivers workplace visits, encounters with employers and employees trips to universities and links with employers and businesses (such as Freshfields Law firm) enable students to confidently prepare themselves for the future. Selected HPA students from years 10-13 are placed on the Access Project provision. The Gatsby Benchmarks are used as a regular audit of provision; this is assessed through the Compass Survey. Currently over 80% of the benchmark criteria have been met.

Internal and External Exclusion	2017-18: 5 Permanent Exclusions (0.5%), 132 Fixed Term Exclusions. 2018-19: 3 Permanent Exclusions (0.3%), 104 Fixed Term Exclusions. FTE/IEU figures have exceeded last year's totals which were expected as we have a new behaviour policy and are continuing to reframe expectations. Boys have shown improvements on last year however they are still a key group of concern. SEND K pupils, PPI students and students from White British and Black Caribbean ethnicities are disproportionately represented in our FTE/IEU figures. The number of FTEs for Turkish students has shown improvements from last year however they will remain a key focus group. Programmes for students who are repeatedly excluded are being implemented. The school is undertaking a Race Disparity Audit to determine key actions.

To achieve outstanding behaviour:
- Embed the re-designed behaviour system to ensure sanctions and rewards are applied consistently to tackle low level disruption so that students learn effectively at all times.
- Further develop the culture of achievement and aspiration through enrichment, rewards and celebration - Achieve a 5:1 ratio of Credits to Corrections.
- Analyse the students represented in the exclusion data and plan preventative actions to minimise repeat exclusion and break the cycle of poor conduct for these pupils.
- Improve attendance to above 96%; showing pupils value their education and rarely miss a day at school. Ensure no groups of pupils are disadvantaged by low attendance.