

Haggerston School

Self Evaluation Form

School Context:	Haggerston School is an average sized school with 1024 students on roll. 112 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 2%. The average point score of pupils on entry to the school is broadly in line with national average. There is an upward trend in student recruitment into Year 7; the school was oversubscribed in 2019 for the first time in many years.
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<u>Since the last inspection: Sept 2017:</u>	<u>Impact statement</u>
Reduce the proportion of fixed-term and internal exclusions, particularly for those pupils who have been excluded more than once.	Significant reductions in fixed term exclusions in summer term 2019. Permanent exclusions fell sharply in 2018/19 & 19/20
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.	Curriculum redesign and improved stability in staffing is having an impact on quality of teaching. Improved outcomes in 2019 & 2020
Improve outcomes on academic courses in the sixth form and raise the proportion of students who go on to complete their courses successfully.	Improvement in course completion statistics in 2019. Increase in pupil numbers year on year. Predicted outcomes are strong for 2021.
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. Pathways curriculum introduced into KS4 with approximately 70% of students taking Ebacc. Literacy and Numeracy support supplements the curriculum for students with weaknesses in English or Maths.

<p><u>Governor Updates:</u></p> <ul style="list-style-type: none"> ● Return of students to school after lockdown has gone well. Attendance is above 96%, 2 percentage points above our attendance figures this time last year. ● We continue to review the Risk Assessment and make refinements to ensure maximum safety and smooth running of the school. ● New staff are settling in well and already making a clear impact in a number of areas. ● Wendell Pierce, the actor who visited the school last year during his run in Death of a Salesman, sent personal messages of support to two of our drama A level students, Akim and Shaquille.
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Leadership and Management (CEM) Objective 1: High Expectation Leadership	
School Improvement Objectives	Evidence of Impact
Leaders at all levels are relentlessly ambitious, demand the highest standards and are outward facing	<ul style="list-style-type: none"> • Leaders have a clear and ambitious vision - evidenced through School Improvement Planning - and are driving shared values and practice through communication to all stakeholders, staff development and strategic use of meeting time. • Staff Handbook rewritten and staff trained on common systems, practices and standards. • 'Standards Chart' created to clarify how monitoring should work across the school at each level to ensure consistency and shared understanding among staff. • Observation of excellent practice from outstanding schools has shaped our vision, systems and expectations (Eg. Curriculum Model, Behaviour System). • Fortnightly 'standards meetings' focus on different aspects of school standards so that concerns/issues can be addressed at an early stage. • Safeguarding systems and practice is high quality and embedded throughout the school, with strong links to external partners. • Significant improvements have been made in the quality and frequency of communication to parents and families about their child's progress and development.
Leaders at all levels systematically evaluate impact using a data led, evidence based approach and drive sustained improvement	<ul style="list-style-type: none"> • Data scrutiny takes place after every data point (3 per year) including an inset day after the first two data collections to ensure focused analysis of data informs precision planning for 're-teaching weeks'. In this way, assessment is meaningful and impactful for student' learning. • Clear alignment between School Improvement Plan and Faculty/Year Improvement Plans with cyclical review (termly) of progress towards targets. • This objective is the core focus of professional development through Middle Leadership Training this year. • A shared commitment and focus on raising outcomes for underperforming groups, evidenced in data trends, drives improvement actions. policy and practice.
Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity and Character	<ul style="list-style-type: none"> • Explicit opportunities for collaboration between staff and teams to drive collective efficacy - eg. work review meetings, leadership weekends (2 annually, one including governors) • Train leaders explicitly on how to be effective line managers to ensure high standards at all levels of the organisation and constructive relationships which support and challenge staff. • Staff CPD builds subject and pedagogical knowledge, which, in turn, drives belief and confidence. • Staff and student wellbeing has been a key area of investment over the past three years through Health and Wellbeing Weeks, workload reduction strategies and the WAMHS project. This has helped to remove barriers to high performance.
Leadership Judgement: Good	

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Quality of Education: Intent (SHY) Objective 2: High Status, Tailored Curriculum	
School Improvement Objectives	Evidence of Impact
In every subject area, the curriculum is ambitious, builds expertise and cultural capital	<ul style="list-style-type: none"> An updated faculty improvement planning process, which includes termly evaluation of actions at key assessment points, has been introduced to ensure effective review of strategic improvement actions. To ensure intent and Implementation is the focus of all faculty leads and to build collective efficacy, Head of Faculty meetings have been redesigned to ensure sharing of good practice and uniformity between teams. Subject areas have identified key objectives as part of the Dynamic Progress Reporting (DPR) system which are differentiated by pathway. They outline the expected knowledge and skills acquisition by students each academic year towards ambitious targets and underpin spiral curricula focused on students achieving subject mastery. An ambitious offer of trips, educational visits and enrichment was in place prior to Covid 19 and where possible, we are currently accessing opportunities online.
The curriculum is high quality, well planned and sequenced in all subject areas to challenge every student to learn and retain key knowledge over time	<ul style="list-style-type: none"> Subject curriculum plans are being adapted and rewritten to account for changes in specifications due to COVID 19. High quality education during self isolations is maintained through the use of the DPR, pre-recorded and some live lessons. A pathways curriculum is offered from Year 10 with the majority of students (approximately 70%) are now studying towards the EBacc and vocational options available for students who require a more flexible offer (Haggerston Pathway). Student pathways are reassessed at the end of KS3 to ensure the highest pathway is expected for KS4 The timetable has been reviewed for 2020/21 so that there is increased specialism teaching in Science and increased curriculum time for Humanities at KS3. It has been further reviewed to ensure it supports students and staff to return safely to in school learning post COVID.
The curriculum is tailored for the needs of all our learners and prepares them exceptionally well for their future lives	<ul style="list-style-type: none"> A pathways curriculum is offered from Year 10 with the majority of students now studying towards the EBacc and vocational options available for students who require a more flexible offer (Haggerston Pathway). Literacy and Numeracy support supplements the curriculum for students with weaknesses in English or Maths. The inclusion team have created SEND passports and a CPD program to support all staff in ensuring students in their classes are catered for and these are easily accessible to staff through Classcharts. Underperforming groups will be a focus in all SLT work scrutinies, appraisal and lesson observations. CEIAG support ensures each faculty has a linked University to develop students' aspiration and understanding of how to access higher education and specific careers.

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Quality of Education - Implementation (HTU/RAY)	
Objective 3: Outstanding Teaching, Learning & Assessment	
School Improvement Objectives	Evidence of Impact
Lessons challenge all pupils to engage with demanding content and to produce high quality work	<ul style="list-style-type: none"> • Challenge is a key focus of monitoring teaching through observation and work scrutiny. • Teachers have good subject knowledge and are given regular feedback on their teaching to support and develop the level of challenge. • DPR objectives in Pathways A-D ensure challenge in lessons for all students and ensure through differentiation and well sequenced lessons. • Responsive home learning protocol in place to ensure consistent curriculum offer for students unable to attend school (COVID).
Systematic use of data drives, precision planning, teaching and high quality intervention so that students make exceptional progress	<ul style="list-style-type: none"> • Students who are not making expected progress are identified and swift in-class intervention with communication to parents prevents underachievement from becoming entrenched. • Strengthened systems for monitoring and standardisation across the school at all levels of leadership. • P6 intervention programme delivers high quality targeted intervention. • SEND register used to proactively support students in and out of the classroom by responding to individual needs in a timely manner.
A culture of openness, feedback and sharing of pedagogy builds outstanding practice across all staff	<ul style="list-style-type: none"> • FOTL lead a CPD calendar with strong emphasis on the Haggerston non negotiables and subject specific pedagogy. • Leaders across the school offer a menu of teacher development to all career stages. • Outstanding practitioners are identified through the appraisal process. • Feedback is sought through student voice deep dives which is used by HOFs to develop faculty improvement plans. • Accountability meetings across the school provide an appropriate level of challenge and support. • All staff are entitled to coaching conversations through the appraisal process and in line management.

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Quality of Education - Impact (TLA/PMC)	
Objective 4: Exceptional Outcomes	
School Improvement Objectives	Evidence of Impact
English & Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged pupils	<ul style="list-style-type: none"> Improved English & maths outcomes from 2019 to 2020 from 59% to 72% (4+) / from 37% to 49% (5+) Regular raising attainment meetings held with English and maths faculties to discuss and review intervention plans Data analysis conducted across all Key Stages to identify key target students in need for additional literacy and numeracy interventions Data scrutiny takes place after each data point (3 times a year) to identify key target students with a focus on year 11 and 13 Year teams run pastoral intervention for priority students with a focus on English and maths Literacy coordinator ran CPD sessions to sharpen practice of teachers within each faculty and whole school Numeracy coordinator has reviewed the curriculum provision and will run CPD sessions to sharpen practice of teachers within each faculty and whole school Baseline test for students underachieving in maths to evaluate the impact of Pupil Premium funding used to facilitate out of lesson maths tutoring sessions
Outcomes in every subject area are consistently high with positive progress scores	<ul style="list-style-type: none"> Review of SOL across each faculty area to address gaps and underperformance Consistent outcomes in English, Spanish, Art, Drama year on year with others vastly improved from last year. All subjects have shown a %9-4 increase over expected targets Alps score has improved from a grade 7 in 2019 to a grade 2 in 2020 thanks to targeted support for KS5 teachers, weekly CPD sessions and regular curriculum review and raising attainment meetings with HOD/HOS % of A*-B grades have increased by 26% from 2019 at A Level 100% A*-E across all subjects at A Level P8 score of 0.72 achieved at GCSE compared to -0.15 in 2019 Regular line managements meetings to review fip throughout the year with clear action points in line management cycle Regular raising attainment meetings held with all faculties after each data point (3 times a year) to review and evaluate the impact of intervention plans Faculty Improvement Plans reviewed and discussed regularly to review and evaluate the impact of each action
Minimal in-school variation between the progress of different groups of students	<ul style="list-style-type: none"> All staff received PAM training on data analysis to help identify key target students, plan interventions and reduce variation (focus on HPA, SEND, BCRB, WBPP) Appraisal cycle meetings focused on evaluation of the impact of in-class interventions on key groups to address any variation SEND team communication of student passports and allocation of access arrangements embedded at all year groups through assessments and general practice CPD from Faculty of T&L to share good practice on how to stretch and challenge of students with a focus on HPA CPD from Inclusion Team to share information about SEND students across all Key Stages Inclusion Team organised meetings with each Faculty to share good practice on strategies to support SEND students some
Quality of Education Judgement: Good	
Quality of Sixth Form Provision: Good	

Aspiration, Creativity, Character

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Behaviour and Attitudes/Personal Development (DMO/AJO/VLE)	
Objective 5: Exemplary Behaviour, Welfare & Character Education	
School Improvement Objectives	Evidence of Impact
Behaviour is outstanding. Students have high levels of self-control and consistently positive attitudes to their education. Attendance is high.	<ul style="list-style-type: none"> Attendance is currently above national average at 96.2% (1.1% point above last year). All attendance procedures were reviewed and redesigned last year to ensure a robust system, with swift interventions. Evidence of improvement was just starting as lockdown came into force. Attendance grew 0.5% between Feb and mid March 2020. The year end figure was 93.8% (in line with previous year). Permanent exclusions reduced from 5 to 2 in 2018/19. In 2019-20, there were 3 permanent exclusions. FTEs reduced from 75 in Summer Term 2017 to 47 in Summer Term of 2018. Fixed term exclusions for Turkish and Black Caribbean students reduced across the whole academic year in 2018/19. This academic year is harder to compare due to the lockdown impacting on the data for half terms 4 - 6. The anti-bullying policy is promoted through assemblies. Instances of bullying are recorded separately through Classcharts and sanctioned accordingly. We have a lead member of staff who refines and develops anti-bullying approaches each year. The Haggerston Way rewards system encourages students to demonstrate aspiration, creativity and character. Students are recognised for this in lessons and assemblies regularly. There was a 5 to 1 ratio of credits to corrections for the last two years, emphasising students' positive attitudes. Positive staff/student relationships are evident in lessons and breaktime. The SMSC curriculum reinforces messages about positive relationships, respect and safety.
A highly effective programme of intervention is in place to support children with SEND and mental health needs, those at risk of exclusion or disengagement from education	<ul style="list-style-type: none"> The process for identifying support for students with the highest needs has been refined. A weekly multi agency meeting is now held to discuss key students and ensure a highly effective programme of intervention. Bespoke interventions support students with barriers to learning to have positive attitudes and a commitment to their learning. Staff have specific expertise and training to deliver interventions, ensuring quality. The school has participated in a wellbeing and mental health pilot scheme with CAMHS to align interventions across the school and identify different levels of support required for students with SEMH needs. This scheme has now been rolled out nationally and will continue this year as well. Year 11 and 13 students will have a one to one appointment with an external careers advisor. SEND and vulnerable students will be seen first and will have repeated meetings throughout the year. The careers advisor will attend annual review meetings.
Character education is exceptional, developing students' self determination, wellbeing, confidence and ambition	<ul style="list-style-type: none"> All year 7 & 8 students elect one enrichment class per term. These are designed to build cultural capital, confidence and engagement with learning. Year 12 also have enrichment (volunteering) by supporting and mentoring younger students in either intervention or enrichment. Additional enrichment is also available after school through the school productions, sports teams and homework clubs. This was in operation for all of 2019-20. This year (20-21) the enrichment programme for Years 7, 8 and 12 is being redesigned to support the current national context. Year 9 Duke of Edinburgh scheme is being delivered to all Y9 students through PE and tutor time from October half term. Character days are used for delivery of CIAG, PSHE and educational visits. The PSHE programme covers Physical Health and Well Being, Relationships and Sex Education and the Wider World which includes CIAG, the rule of law, democracy and British Values. The assembly programme is varied and designed to reinforce the values of the school, including tolerance and equality and this is underpinned by a well planned tutor time programme. Character days ensure that all students will experience a quality educational visit at least once in the year. Many children have several visits. Overnight trips have

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included: a 5-day sixth form trip to Spain, Humanities trips to Berlin and Belgium, a Year 7 residential and Geography field trips to Norfolk.

Behaviour and Attitudes/Personal Development (DMO/AJO/VLE)

Objective 6: A Culture of Hard Work & Aspiration

School Improvement Objectives	Evidence of Impact
Students are motivated and committed to their education. They take pride in their own learning and produce high quality homework independently	<ul style="list-style-type: none"> To support students this year to further develop their independent learning, the enrichment programme for the first half term has been planned to focus on important study skills that will enable students to recover from the period out of school and to understand how best to work independently to acquire knowledge. The Haggerston Way is the school's rewards programme. Within this students are encouraged to demonstrate highly positive attitudes and commitment to their education. This encourages students to demonstrate the key character traits of aspiration, creativity and character. Last year students were awarded 372, 214 credits across the three different character traits. As part of the display policy for the school, every faculty is expected to have a 'beautiful work' display. This is to further encourage our students to take pride in their own work and education. Each faculty has a clear homework policy and uses the DPR to set homework.
Student leadership opportunities enable students to actively engage with global, local and school issues, such as equality, diversity and the environment	<ul style="list-style-type: none"> We have extensive opportunities for students to develop their leadership skills and experiences throughout their time at the school. There is a designated member of staff who oversees these opportunities to ensure that they are a rich set of experiences that also enable students to make highly positive contributions to school life. Examples of this from the last two years would be student led assemblies on LGBTQ and the general election. Leadership opportunities within the school include Sixth Form Future Leaders, Headteachers Ambassadors in year 11, Seniors in Year 10 and Buddies in year 8 and the Pride Youth Network. There are also opportunities for years 7 - 10 to be part of the Student Union. As part of the climate change demonstrations, we organised opportunities for our students to lead their own demonstrations on the school site to emphasise to them the importance of the role they can play in relation to global issues not just local and school issues.
Careers, educational visits and enrichment programmes inspire students and drive their aspirations	<ul style="list-style-type: none"> Our CIAG programme is being developed to ensure we meet all of the Gatsby Benchmarks (current 70% met) and we are aspiring to the 'quality in careers' standard. We provide specialist careers interviews to students in Year 9 and 11 through an external partner organisation. Year 10 experiences a 'Careers Week' which provides information, contact with employers from different professions and a variety of aspirational workplace experiences. Year 12 have 'own find' work experience placements. The Access Project provides high quality guidance and professional mentoring to students from Y10 upwards. Character days allow us to further develop CIAG experiences for students in all year groups. We have signed up with Access Inspiration The Mayor's Fund which allows students at sixth form to benefit from industry experience and advice through a weekly programme. Careers also forms an important part of our assemblies and Character Days and these opportunities are coherently planned to explore careers in a way that is bespoke to each year group. As part of the schools wide, rich set of experiences, Character Days also include opportunities to visit universities so that by the end of their Haggerston journey all students have experienced university education on more than one occasion.

Behaviour and Attitudes Judgement: Good

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Personal Development Judgement: Good