

Haggerston School

Self Evaluation Form

School Context:	Haggerston School is average sized, with 1063 students on roll. 117 students attend our small but growing 6th form. We are in the highest percentile for deprivation indicators with 47% FSM6 pupils. We fall in the highest percentile for % SEND E, SEND K and EAL. 4.1% of pupils have an EHCP (significantly higher in Year 10 (7.4%)). The average point score of pupils on entry to the school is now above the national average, having been below and then in line with national previously. We have very high pupil mobility (lowest centile for stability) and 11% of Year 7-11 cohort are mid term admissions. This places significant demand on resources, particularly attendance & safeguarding. There has been an upward trend in student recruitment; we are now oversubscribed. Our mission statement is built around Aspiration, Creativity and Character and we strive to ensure every child, regardless of background, is equipped to live a successful and fulfilled life. This involves a relentless focus on high standards alongside highly effective personal support and care.
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<u>Since the last inspection; Dec 2022:</u>	<u>Impact statement</u>
On occasion, teaching does not identify and clarify pupils misunderstandings well or ensure that pupils are secure in subject specific vocabulary. This means that sometimes pupils are not ready to learn new content and concepts. Leaders should develop the expertise of all teachers so that they address gaps in understanding.	<p>Actions taken so far:</p> <ul style="list-style-type: none"> ● Focus on key vocabulary and misconceptions in spring term lesson observations to gather information on where the issue lies ● Strategic design of CPD and meetings to focus on Intellectual Preparation for teaching, Deliberate Practice of key teaching routines and curriculum development. ● Introduction of live coaching for ECTs ● Focus on KS3 curriculum development this year
Some pupils in the school are withdrawn from design and technology or Spanish to receive extra mathematics and literacy lessons. Although these support pupils to plug gaps in their learning, pupils understanding in these subjects is less secure. Leaders should ensure that pupils who are withdrawn from some lessons for additional support have opportunities to build secure knowledge in the subjects they have missed.	<p>Actions taken so far:</p> <ul style="list-style-type: none"> ● Review of Literacy and Numeracy withdrawal has taking place, phasing this out as an intervention. Instead the curriculum model will be reviewed to increase the time available for English, Maths and Science without depending on withdrawal from other curriculum subjects. ● We are also trialling ASDAN which is a course focusing on practical life skills for students who would otherwise struggle with a set of 9 GCSEs

Updates for Governors: Duke of Edinburgh expeditions for Bronze, Silver & Gold were completed successfully. We have a number of overseas and local trips planned for the coming term. Music A Level was launched in September and we plan to grow this into a thriving KS5 option. The school production 'The It' focused on adolescent mental health. Petchey and Waterside Academy students were invited to matinee performances and took part in workshops on the issues and themes after the show. Another great piece of work by our performing arts team.

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Quality of Education: Intent (DMO)	
<i>Aspiration: We work hard everyday to master the knowledge and skills we need to lead successful, fulfilled lives</i>	
The Curriculum is...	Evidence of Impact
ambitious, builds knowledge and cultural capital for all students, including disadvantaged and SEND.	<ul style="list-style-type: none"> Our OFSTED inspection in December 2023 highlighted the following about the curriculum: "Leaders provide an ambitious curriculum and have high expectations for all pupils in the school, including those with special educational needs and/or disabilities (SEND)." A broad and balanced curriculum is offered to students, as referenced by OFSTED. 89% of parents agree that there is a good range of subjects available. Two inset days per year, following assessment cycles 1 & 2, are devoted to curriculum development and data informed planning. Knowledge Organisers set out the key knowledge to be mastered in each subject in each term so that the curriculum is demystified for students & parents. All students in Year 7, 8 and Sixth Form have weekly 'enrichment' as part of their curriculum offer. Students elect from a range of options, designed to build cultural capital and engagement, changing their selection on a termly basis. Furthermore, the Haggerston Journey outlines the range of rich experiences students have access to, including Duke of Edinburgh Award, trips (Eg. Cern, Berlin, Spain, UK universities), events & visiting speakers.
coherently planned and sequenced to build the knowledge and skills for future learning and employment.	<ul style="list-style-type: none"> Subject areas have identified key knowledge objectives as part of the Dynamic Progress Reporting (DPR) system which are adapted for each pathway. They outline the expected knowledge and skills acquisition by students each academic year towards ambitious targets and underpin spiral curricula focused on knowledge retention and subject mastery. Work reviews show that students' knowledge and skills are building over time. Notable examples include: English, Maths, Geography, History and Spanish. Annual subject curriculum audits and cyclical work reviews show that curriculum leaders are clearly able to articulate their intent, sequencing decisions and understand the strengths and areas for development so that they are involved in continuously refining and improving its quality.
successfully adapted for pupils with SEND, developing their knowledge and skills so that they can apply what they know with increasing fluency and independence.	<ul style="list-style-type: none"> Annual subject curriculum audits show that subjects are working on adaptations for students with barriers to learning although not fully embedded yet. Work reviews show that SEND pupils are supported through scaffolding to access the curriculum. Bespoke interventions are provided in Speech, language and communication, literacy and numeracy to support students who have skills deficits. OFSTED highlighted the following about the school's work with SEND students "the provision for pupils with SEND is strong. Teachers are given the tools and training to support these pupils in the classroom. This enables all pupils to access the curriculum effectively."
broad and not narrowed. The English Baccalaureate is at the heart of the curriculum.	<ul style="list-style-type: none"> The percentage of students studying the Baccalaureate Pathway has increased from approx 30% in 2017 to 75% in 2023. A smaller proportion of students study the Haggerston Pathway where literacy and numeracy support is built into their offer. Students study the full KS3 national curriculum in years 7-9. In Year 9, students specialise in either Computer Science or Design Technology. A Numeracy curriculum runs across KS3 to support students with skills/knowledge deficits in this area. For Literacy there is a range of bespoke interventions available for students and this includes morning Lexia sessions twice a week as well as smaller based interventions that are identified according to the level of need. Annual curriculum reviews ensure courses are reviewed and/or introduced in response to student needs and voice. Last year we introduced GCSE Economics and GCSE Sociology. We have also reviewed the timetable to allow students to study both History and Geography for GCSE.
Next Steps to build outstanding curriculum intent:	<ul style="list-style-type: none"> Ensure that all classroom teachers (especially ECF teachers and new staff) have a firm and common understanding of the school's curriculum intent and what it means for their practice so that intent is embedded securely and consistently across the school. Conduct an in depth review of the KS3 curriculum to ensure that we are fully meeting the needs of the changing context of our cohorts. Enhance our performing arts specialism to become a lead school across the trust and a centre of excellence in arts education.

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Quality of Education: Implementation (HTU)		<i>Creativity: We create beautiful work to inspire others</i>
Teachers...	Evidence of Impact	
have good subject knowledge and present subject matter clearly, promoting appropriate discussion. Teachers ensure their own speaking, listening, writing and reading support pupils in developing language and vocabulary well.	<ul style="list-style-type: none"> Staff training focuses on the 'Non Negotiables': Mindset, Organisation, Pace, Purpose (Big Picture), Thinking Hard, Modelling, Deliberate Practice, Feedback, Independent Practice, Enrichment. These are based on Rosenshine's 'Principles for Instruction'. 19 faculty departmental meetings per year ensure all staff receive regular subject specific CPD. Current focus is routines for motivation & habits of attention. All teachers are observed at least termly. Particular strengths of T&L are Modelling and Deliberate Practice. No teachers are currently on a support plan. 7 lead practitioners form the Faculty of T&L. With DHT/AHT T&L, they design CPD programmes & lead ECTs, "Good to Great" and teacher support. 13 staff teach outside their training specialism, although in most cases this is limited to 1 or 2 periods per week. 3 are Art teachers teaching some KS3 Textiles, 5 are teaching different humanities specialisms to their own. Training is largely provided in faculty areas. 	
check pupils' understanding systematically, identify misconceptions and provide clear, direct feedback. They respond and adapt their teaching without unnecessarily elaborate or individualised approaches.	<ul style="list-style-type: none"> Lesson observation data indicates CPD on 'Modelling & deliberate practice' led to improvements in the precision of explanation of key concepts. "Live marking" is used to facilitate immediate feedback. Each faculty also has a subject feedback policy, and the expectations of student response. Whole school Feedback CPD was delivered in 2022/23 alongside an SLT focus on ensuring marking was systematic and impactful One page SEND passports outline key adjustments and strategies. Provision for students with SEND is increasingly effective, although remains a focus. 	
help pupils remember content long term, to integrate new knowledge into larger ideas.	<ul style="list-style-type: none"> Homework is embedded. Eg Sparx/Hegarty Maths, Quizlet in Spanish and Tassomai support retrieval practice of. Use of bespoke Knowledge Organisers within lessons and at home encourage students to learn and remember key content long term. 	
use assessment well to help pupils embed and use knowledge fluently or check understanding/inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	<ul style="list-style-type: none"> The school year is split into 3 assessment cycles. Assessments are cumulative. "Assessment weeks" are calendared to provide clarity to students and meeting free weeks to support staff marking workload. DPR1 (Dec) and DPR 2 (March) are each followed by an INSET day devoted to data analysis, data led planning for reteaching and assessment informed curriculum development. 100% teaching staff agree that assessment informs their future planning. Work reviews identified some inconsistency in marking/feedback following lockdown which we have addressed through CPD and individual follow up. 	
create a pupil-focused environment. Teaching materials reflect ambitious intentions for the course of study and clearly support curriculum intent. They provide demanding work for pupils which is coherently planned towards cumulative knowledge.	<ul style="list-style-type: none"> Curriculum DPR objectives are shared with students in many lessons to anchor knowledge as part of the "Big Picture" (Non Negotiable 4). Work reviews have shown consistent evidence of strong practice in English, Spanish, History, Geography, Computing, Art and Drama. Work reviews have shown significant improvement in the quality of work in Maths, Science, Music, Business, RE and DT Intellectual preparation has been embedded within the school CPD calendar to ensure that staff spend time in their faculties planning the implementation of teaching materials to have the best outcomes for students. This is a key aspect of the school improvement plan. 	
Prioritise reading. A rigorous and sequential approach to reading develops pupils' fluency, confidence and enjoyment in reading. Reading attainment is assessed and gaps addressed quickly.	<ul style="list-style-type: none"> Students' reading ages are assessed on entry and then yearly thereafter. Students with deficits in reading age are given interventions suitable for their stage of development (eg. Phonics, Lexia, additional literacy). Explicit teaching of reading skills is a strength of the English and Literacy curricula. Accelerated Reader and a well run library promote a culture of reading. Guided reading is a priority during tutor time in years 7-9 and tutors have been trained to support this activity. Speed reading is being taught at KS5 	
Next steps to consolidate outstanding practice:	<ul style="list-style-type: none"> Highly consistent, expert teaching leads to exceptional progress for all students. CPD is based on the CST model/playbooks and externally quality assured termly - this includes targeted CPD on specific vocabulary and student passivity. 	

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Quality of Education: Impact (TLA)		<i>Aspiration: We strive to be the best versions of ourselves</i>
Pupils...	Evidence of Impact	
develop detailed knowledge and skills across the curriculum and, as a result, achieve well in national tests and examinations.	<ul style="list-style-type: none"> Spanish, Art and Drama have consistently performed well above national averages. Spanish and Drama have consistently been in the top 20% nationally. The KPI Sheet indicates improving outcomes in all other subjects, particularly Maths, Science, History evidencing the impact of leadership interventions to raise standards. (Percentages of students passing both English & Maths increased from 59 to 78% (4+) and from 37 to 55% (5+) respectively, from 2019 to 2023. From 2019 to 2023, the progress scores improved from -0.63 to 0.86 in biology, from -1.24 to 1.49 in chemistry and from -1.64 to 1.27 in physics and the percentages of students achieving 4+, 5+ and 7+ in combined science increased respectively from 40 to 83%, 23 to 73% and 1 to 22%.) The Ebacc average grade has improved from 3.67 in 2019 to 5.01 in 2023 whilst the Attainment 8 score increased from 42.77 in 2019 to 51.2 in 2023. 	
are ready for the next stage of education, employment or training. They have the knowledge, skills and qualifications to go on to destinations well suited to their aspirations.	<ul style="list-style-type: none"> Destination data for Year 11 students in 2023 shows that 96% of students have gone on to further education. Destination data for Year 13 shows that 80% of students went onto University (41% to Russell Group Universities against a London average of 19%). 3% have undertaken apprenticeships. 17% either took a gap year or are pursuing training courses at college. Our progression score is 'Well above average'. The school is on track to achieve 100% of the Gatsby benchmarks this year. 98% were met in the academic year 2022-23. 	
Students with SEND achieve the best possible outcomes.	<ul style="list-style-type: none"> The progress gap between SEND students and non SEND students narrowed from 1.65 in 2019 to 0.58 in 2023. A range of personalised interventions, bespoke to the needs of our cohort, are delivered by trained, skilled professionals (Eg. SALT, Zones of Regulation) Swift identification of students, eligible for Access Arrangements, ensures they are well supported in examinations. Though specialist personalised careers support, SEND students make positive transitions to suitable destinations (see case studies) The Inclusion team demonstrates high levels of expertise and support classroom practice through in class intervention and targeted training for staff. 	
produce good quality work across the curriculum.	<ul style="list-style-type: none"> Beautiful work is celebrated through displays in each faculty area, performances and exhibitions to promote pride and a culture of hard work. Moderation is built into assessment cycles to allow analysis of work quality and deficits to be addressed through re-teaching weeks. 	
read widely and often, with fluency and comprehension and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	<ul style="list-style-type: none"> Improved quality of education in English & Maths is indicated by higher achievement (54% 4+ in 2017 to 78% in 2023. 37% 5+ in 2019 to 55% in 2023). Additional literacy and numeracy curriculum support pupils' reading and maths development. All students in year 7 and 8 have a library lesson fortnightly to support their wider reading including Accelerated Reader and Mastery Writing Quizzes. Year 10 and 11 literacy students are working towards AQA Functional Skills Level 1 and Level 2 (Reading, Writing, Speaking and Listening). 	
consistently achieve highly, particularly the most disadvantaged.	<ul style="list-style-type: none"> In 2023, our P8 score was 31st in the country for schools with more than 55% pupil premium (top 10%) The progress gap between PP and non PP students narrowed from 1.65 in 2019 to 0.58 in 2023, whilst attainment 8 increased from 38.6 to 43.1. Languages and Drama have consistently performed in the top 20% of schools nationally. 	
Next Steps to consolidate outstanding practice:	<ul style="list-style-type: none"> Ensure that disadvantaged students and those with SEND achieve highly across all areas of the curriculum. Continue to improve the quality of education in subjects that are not yet in the top 20% nationally, with the aim that all subjects achieve this within 3 years. Have a focus for all staff on underachieving students, not just key groups, so that the school is striving for all students to reach their target minimum grades. Drive standards in English, Maths and Science, using external expertise, so that each subject delivers a progress score of at least 0.5 and ALPS scores of at least 3 	

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Behaviour & Attitudes (SHY)	
<i>Character: We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit</i>	
Judgement Criteria	Evidence of Impact
High expectations, commonly understood and applied consistently and fairly; reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated; pupils' behaviour does not disrupt lessons or the day-to-day life of the school.	<ul style="list-style-type: none"> ● Our behaviour policy is based on the principle of 'Warm/Strict'. We focus on consistent routines and expectations, common language, high standards as well as building strong relationships, providing support and intervention and high levels of care. ● Overall standards of behaviour are high and disruption in lessons is minimised by robust systems. SLT or pastoral staff are on duty each period of the day to monitor behaviour in lessons and support staff to maintain high standards. ● In the latest staff survey, 96% agree the school has high standards of behaviour and 93% agree the school has clear routines and expectations for the behaviour of all pupils across all aspects of school life. ● Positive behaviours are celebrated weekly in assembly. Each Term the ratio of credits to corrections has been 3:1.
Leaders support all staff well in managing pupil behaviour. Staff make sure pupils follow appropriate routines.	<ul style="list-style-type: none"> ● An annual cycle of CPD is delivered on behaviour management including the reasons why some students misbehave (eg. Attachment, Mental Health, SEND needs, Unconscious Bias) ● Pastoral deliberate practice has been introduced to ensure all CPD well planned, high quality staff training and meeting time drive high levels of consistency, ● Leaders are visible and proactive around the site, supporting staff and students to maintain high standards of behaviour.
A positive environment. Bullying is not tolerated and dealt with quickly.	<ul style="list-style-type: none"> ● Bullying incidents are robustly followed up, recorded and monitored systematically. This was also identified as a strength by Ofsted. ● Ofsted also recognised that low level disruption is rare and does not get in the way of pupils' learning of the curriculum. Which is supported by the schools behaviour data. ● Bullying focus groups with pupils have taken place which resulted in a number of different systems to be put in place. ● Behaviour data indicates that students are consistently recognised and rewarded for their success across the school. ● Ofsted recognised that low level disruption is rare and does not get in the way of pupils' learning of the curriculum. ● In a recent student survey, 86% agreed the school has clear routines and expectations for the behaviour of all pupils across all aspects of school life and 84% agreed that they felt safe at school.
Demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	<ul style="list-style-type: none"> ● High quality interventions and support have enabled students with significant barriers to learning to improve their behaviour ● SEND NA data this year not released. Attendance YTD July 2023 for SEND E was 85.75% compared to 86.7% NA. SEND K 85.23% compared to 88.9% NA. SEND attendance YTD Autumn 1 is 90.62% SEND E and 90.39% SEND K ● Report system relaunched to target key pupils and re-engage them with attendance and school through rewards. ● Our Inclusion Manager attended training on supporting attendance of SEND students.
Pupils' attitudes are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	<ul style="list-style-type: none"> ● Students make good use of knowledge organisers and learning apps (eg Hegarty Maths). ● Attitudes and achievements are celebrated weekly in assembly and tutor time. ● Improved attendance and reduced suspensions indicate positive trends in pupil engagement with school.

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<p>Pupils have high attendance and are punctual. When this is not the case, the school takes appropriate, swift and effective action.</p>	<ul style="list-style-type: none"> ● Attendance YTD is 93.2% compared to 92.5% National average (NA) ● Processes to ensure robust follow up of non attendance have been tightened this year and are showing good impact. Weekly tracking if this system has led to 1% improvement in Year 9 & Year 11 who were the year groups with the lowest attendance. ● SEND NA data this year not released. Attendance YTD July 2023 for SEND E was 85.75% compared to 86.7% NA. SEND K 85.23% compared to 88.9% NA. SEND attendance YTD Autumn 1 is 90.62% SEND E and 90.39% SEND K. ● Attendance is tracked weekly to ensure a swift response but also half termly to spot patterns of pupils at risk of becoming a Persistent Absentee. ● Text message system ('fresh start') implemented following best practice research into Bristol case study. ● The latest parent survey showed that 97% of parents agreed their child was encouraged to have good attendance and punctuality. ● The latest student survey showed that 87% of pupils agree that they are encouraged to have good attendance and punctuality. An increase of 5% from the last student survey. ● Robust systems for Alternative Provision attendance have resulted in good attendance for the majority and swift action when attendance drops.
<p>Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively.</p>	<ul style="list-style-type: none"> ● This Year the school is taking part in the Trust wide practice of Alternative School Bases Exclusions, as a way to further support students in avoiding suspensions. ● This impact is a consequence of improving the behaviour system, adding capacity to the pastoral teams, creating an 'intervention map' of bespoke support and regular staff training on behaviour systems and approaches, including trauma informed practice and unconscious bias. ● Intervention is logged and tracked on Edukey to support the pupil but also the school in identifying interventions which need developing to be more impactful. Following advice from Ofsted the referral process has become more dynamic and reactive to live concerns. Ensuring that students are provided with more timely interventions and support.
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<ul style="list-style-type: none"> ● In the most recent staff survey, 96% agree the school has a positive and respectful culture in which pupils are well cared for. ● Regular student focus groups allow us to be responsive and proactive to ensure students feel safe and to understand more deeply the situations they feel more vulnerable in. ● In a recent student survey, 84% agreed that they felt safe at school and 96% of staff agreed bullying & discrimination is dealt with quickly, effectively and consistently
<p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p>	<ul style="list-style-type: none"> ● Active student leadership is a real strength of the school. We have relaunched the Student Union and are introducing SSAT student leadership accreditation for Year 9 and 12. ● Suspension data demonstrates the robust action taken by the school in response to bullying, harassment and violence. ● Specialist organisations (Mentors in Violence, Beyond Equality, Young Hackney) work with year groups to deepen students' understanding of equality, tolerance, consent and respect. Every year group in KS3 and KS4 undertook at least one programme with external specialists last academic year.
<p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education</p>	<ul style="list-style-type: none"> ● A wide range of bespoke interventions are in place for students who struggle with self-control and engagement (for example: Zones of Regulation, Social Communication, Aspace, Mentoring). The school goes to great lengths to ensure students have high quality, sustained and impactful support. ● Case studies outline the individual success stories where students have been positively impacted by school led support.
<p>Next Steps to consolidate outstanding practice:</p>	<p>Create a high level of consistency through driving the 'certainty of adult behaviour' through responsive and well planned, high quality staff training and meeting time</p>

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Personal Development (SHY, PMA, JTR)	
<i>Character: We are articulate, confident and determined individuals</i>	
Judgement Criteria	Evidence of Impact
The curriculum provides for pupils' broader development.	<ul style="list-style-type: none"> The Haggerston Journey outlines the range of rich experiences students have access to during their time at the school, including enrichment for every child in Years 7 & 8, Duke of Edinburgh Award for students in Year 9, trips, events and visiting speakers. Overnight trips have included: Spain, Switzerland, Berlin, Belgium and Geography field trips to Norfolk.
SMSC development is high quality.	<ul style="list-style-type: none"> 6 'Character Days' per year allow us to deliver a high quality PSHCE curriculum covering all statutory elements as well as issues which are relevant to our local area and community. The SMSC lead is outward facing and works with specialist organisations (eg. PSHE Association) to ensure a high quality curriculum, striving to achieve the Gold SMSC Quality Mark, having already secured the Silver. Teachers elect to deliver specific areas of the PSHE and RSE Curriculum, with training targeted to ensure effective delivery. Assemblies and tutor time are carefully planned to ensure a spiral curriculum where key issues are explored and revisited. We work with a number of external specialist agencies (Eg. Mentors in Violence, Tree of Life, Growing Minds, Beyond equality, Smiling Boys).
Wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.	<ul style="list-style-type: none"> Elective enrichments in Years 7 & 8 align to the core values of 'The Haggerston Journey'. They build cultural capital, confidence and engagement. There is an annual school production and a 'summer sharing' (concert) where a large number of students regardless of ability have the opportunity to perform their work to an audience of parents, staff and students. Additional sport, art and music clubs run after school and during lunchtime and are well attended by students.
Pupils are confident, resilient and independent, and develop strength of character.	<ul style="list-style-type: none"> Extensive leadership opportunities for students include Future Leaders (Year 13 & 12), Headteachers Ambassadors (Year 11), Seniors (Year 10) and Buddies (Year 8). Any student in years 7 - 13 can be part of the Student Union. In Year 9, 20 students are involved in the Mentors in Violence programme. Additional societies where students are engaged in activism around specific issues include the Pride Youth Network and students are also trained to become Wellbeing Champions as part of our WAMHS programme.
High-quality pastoral support. Pupils know how to keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.	<ul style="list-style-type: none"> Half-termly multi-agency meetings take place for higher need students, bringing together key professionals to support our most at risk students. A programme of bespoke interventions supports students with barriers to learning to have positive attitudes and a commitment to their learning. The school is part of the Hackney wide 'Well being and Mental Health in School' (WAMHS) programme in which two CAMHS clinicians are based in school to work with SLT, our pastoral staff, parents and students in small groups or 1:1. Currently the WAMHS team sees a minimum of 21 students per week. Following the Ofsted report into Harmful Sexual Behaviours, we have audited our provision, run focus groups for students, adapted our PSHCE curriculum, run assemblies, communicated with parents, trained staff (including bespoke training for inclusion staff from Brook and introduced two new programmes for students (Mentors in Violence in Year 9 and Beyond Equality in Years 10/11).
Pupils are well prepared pupils for life in modern Britain (incl British values of democracy, rule of law, individual liberty, tolerance and respect). The school promotes equality of opportunity and diversity effectively; pupils respect difference. Pupils engage with different views, beliefs and opinions and show	<ul style="list-style-type: none"> In the latest staff survey, 96% of staff agreed that the school promotes equal opportunities and an inclusive environment. The school ran a mock election process mirroring the general election to enhance teaching of democracy through History. Diversity and Tolerance are key themes of our assembly, PSHCE and tutor time programmes. Our response to, recording and monitoring of incidents of discrimination is robust. No forms of discrimination are tolerated. We are actively working to become a fully inclusive environment by striving to be a culturally proficient school that promotes & celebrates our differences. Debate and discussion are structured into tutor time, character days and the wider curriculum.

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<p>respect for protected characteristics as defined in law. No forms of discrimination are tolerated. Pupils know how to be responsible, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas.</p>	<ul style="list-style-type: none">● A strong Creative Arts curriculum encourages students to explore complex ideas about society, equality and human experience.● All students in Year 10 will participate in the Jack Petchey Speak Out Challenge this year.
<p>Pupils are prepared for future success in education, employment or training. Gatsby Benchmarks used to develop careers provision. Good quality, meaningful work experience opportunities provided.</p>	<ul style="list-style-type: none">● 98% of the Gatsby benchmarks for CIAG were met.● Years 9 , 11, 12 & 13 have individual specialist careers interviews through an external partner organisation in 15billion/Inspire. SEND and vulnerable students are seen first and will have repeated meetings throughout the year. Our careers advisor attends annual review meetings where possible.● Year 10 experience 'Careers Days' which provides information, contact with employers from different professions and a variety of aspirational workplace experiences. The Access Project provides high quality guidance and professional mentoring to students from Y10 upwards on university access.● Character days allow us to further develop CIAG experiences for students in all year groups, using unifrog and careers pilot and careers fairs with industry experts. Students also visit a university in Year 7,9,10 and KS5 to further develop aspiration.● Elevate provides workshops on study skills to students and parents. Study skills are further embedded through tutor time and assemblies.
<p>Next Steps to consolidate outstanding practice:</p>	<ul style="list-style-type: none">● Ensure 100% of Gatsby Benchmarks are met by the end of the year.● Ensure that PSHCE teaching is consistently exemplary across topics and year groups.

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Sixth Form (CCL) <i>Character: We are independent minded, creative thinkers and problem solvers</i>	
Judgement Criteria	Evidence of Impact
Study programmes are ambitious. The curriculum is coherently planned and sequenced towards cumulative knowledge and skills for future learning and employment.	<ul style="list-style-type: none"> • Audits show clear intent & sequencing to lead to subject mastery. • Overall ALPs score is 3 in 2023. All subjects are an ALPS 5 or above with 5/16 an ALPS 1 or 2 and 63% of subjects are either ALPS3+. 55% of students achieved A*-B (incl BTEC) with 99% pass rate for all. • Students value the personalised support they receive and have positive attitudes evident in behaviour data: <i>a ratio of 9:1 credits to corrections.</i>
Sixth-form students study all components of the full programmes of study. Positive attitudes.	<ul style="list-style-type: none"> • In 2023, 96% of Year 13 students completed their courses of study. 8% of students studied and achieved 4 A- levels in 2023. • 100% of entered students achieved the Extended Project Qualification (48 students). 67% achieved A*-B in EPQ in 2023, 79* A*-C.
Teachers have expert knowledge of the subject(s) and courses.	<ul style="list-style-type: none"> • A level teachers are selected based on subject expertise and experience. In an external review, teaching was described as 'strong' across the 6th Form. • All subject areas participate in subject networking & CPD via Hackney LA. MFL and Philosophy have led several of these best practice sessions in the Borough.
Work is demanding. Students use subject-specific, technical vocabulary well. Students focus on learning. Resources reflect the school's ambitious intentions for the course of study and clearly support the coherently planned curriculum.	<ul style="list-style-type: none"> • 6th form teaching was judged to be strong in a recent review. Lesson observations indicate consistent practice in modelling and deliberate practice (two of our non-negotiables) with high quality resources. • Work reviews indicate excellent practice in Spanish and Social Science around teaching of key vocabulary. This practice has been shared across the sixth form. • Students have supervised independent learning study sessions, with some receiving additional supervision through 'protected learning time' to help develop independent study skills. A structured tutor time programme of study skills is delivered in term 1 to support students with using their time effectively.
Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes, making substantial progress from their starting points.	<ul style="list-style-type: none"> • 4 year trend indicates sustained improvement in outcomes across the 6th Form. Ave grade has improved from C- in 2019 to B- in 2023. A-*B grades increased by 32% from 2019-20 to 55% in 2023. ALPS this year (2023) it was a 3, despite having the highest attainment outcomes ever. • A sixth form external review indicated that students are able to articulate their knowledge confidently and to remember key knowledge long term. • Ofsted graded the Sixth Form as 'Good' (an increase from RI in 2017)
Students are ready for the next stage of education, employment or training, having gained qualifications that allow them to go on to their intended course of study.	<ul style="list-style-type: none"> • The Access Project provides high quality guidance and professional mentoring to students from Y10 upwards on university access with specific support for students applying for Medicine, Dentistry, Law or Oxbridge. Students receive multiple assemblies from industry, university & apprenticeship representatives. • Year 13 have individualised careers interviews through an external provider. Vulnerable students have multiple meetings to support them through the next stage of their education. • The sixth form supports students with their progression by paying for their ucas applications and providing personal statement and CV support to all.
High attendance & punctuality.	<ul style="list-style-type: none"> • Attendance figures are improving (from 89.9% to 93.5% in 2019-23). This remains a key improvement priority.
High-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.	<ul style="list-style-type: none"> • Access Inspiration - The Mayor's Fund enables students to benefit from industry experience and advice through a weekly programme. • Year 13 have individual careers advice. Year 12 have 'own find' work experience. Strong relationships with Middlesex, London Met Universities & Oxford. • Students encountered seminars and assemblies run by industry experts from the NHS, Google, Amazon, Clifford Chance LLP and ASK Apprenticeships. • 2023 working with the Early Careers Foundation which provides industry mentoring and up to £15,000 bursary to support students in their first three years.
Next Steps to consolidate outstanding practice:	<ul style="list-style-type: none"> • Raise outcomes in subjects with ALPs scores below 2. Improve attendance. Work towards 100% course completion.

Haggerston School

Self Evaluation Form

Leadership (CEM)	
Leaders...	Evidence of Impact
have a clear and ambitious vision for providing high-quality education to all pupils, realised through strong, shared values & practice.	<ul style="list-style-type: none"> The school's vision is clearly communicated through meetings, assemblies, letters and documentation provided to staff, parents and students. Consequently, 95% of staff, 79% students and 83% parents agree they understand the school vision. 86% of parents agreed that school leaders have high expectations and demand high standards. 86% would recommend the school to another parent.
focus on improving teachers' subject, pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. Practice and subject knowledge builds over time.	<ul style="list-style-type: none"> CPD is high quality & focused on pedagogy & curriculum with additional time allocated for Intellectual Preparation, Deliberate Practice and Curriculum development. This follows the Forest Gate model. Wednesday microsessions are used for sharing best practice. Live coaching has been successfully launched with ECTs as part of the 'get better faster' strategy.
ensure that all pupils successfully complete programmes of study & provide support for staff to make this possible. They create an inclusive culture (without gaming or off-rolling).	<ul style="list-style-type: none"> We have a highly mobile population with large numbers of mid term admissions; high levels of targeted support are given to students to enable them to complete programmes of study. A programme of interventions is in place for students at risk of suspension or disengagement. Roll movement data is tracked regularly alongside the LA. There is no gaming or off-rolling. 96% of staff agree the school promotes equal opportunities and an inclusive environment. 87% of parents agree the school has a positive, respectful culture.
engage effectively and purposefully with pupils and others in their community.	<ul style="list-style-type: none"> Communication to parents has been improved through streamlined systems and the introduction of parent apps to track engagement and progress in real time. A weekly bulletin includes information about ethos, events, careers and enrichment. Assemblies run weekly for students, aligned to our SMSC Map.
ensure a culture of safeguarding with effective arrangements to protect students from harm.	<ul style="list-style-type: none"> The school has high safeguarding demands (referrals have more than doubled since the pandemic). However, safeguarding systems are very high quality and embedded. Reporting systems have been simplified. Consequently, 100% of staff report they are clear about safeguarding responsibilities and procedures.
Governors understand their role & carry it out effectively. They ensure clear vision & strategy, resources are managed well & leaders held to account. They ensure the school fulfils its statutory duties (Equality Act, Prevent & Safeguarding).	<ul style="list-style-type: none"> Deliberate steps have been taken by the headteacher and Chair of Governors to build a diverse governing body which is representative of the community. Governors are highly engaged and meeting minutes detail the challenge provided by governors to school leaders. Over four years, we have built a culture of openness and honesty about the school's strengths and areas for development so that governors have a clear understanding of the school's priorities. Resources have been well managed over time: the school budget is healthy & the school site continues to improve. A cycle of reporting ensures governors are well informed about all aspects of the school, particularly statutory duties.
Leaders ensure that highly effective & meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues.	<ul style="list-style-type: none"> A staff survey is completed annually and includes questions about workload. An additional health and lifestyle survey is completed by HR each year. Termly health and wellbeing weeks include a range of activities, including massages, yoga, staff sport and mindfulness talks. Conscious action has been taken to reduce workload and the list is shared with staff annually in the staff handbook. We have signed up to the DfE Wellbeing Charter, with a working party of staff identifying targets and actions for the year. Regular trade union meetings take place to discuss issues arising for staff and actions taken where it is right and fair to do so. The MSER calendar clarifies monitoring cycles across the school year to help staff planning. 87% of staff agree that school leaders take health and wellbeing seriously.
Next Steps to consolidate outstanding practice:	<ul style="list-style-type: none"> Improve engagement of parents in their child's education, particularly post pandemic and including 'hard to reach' parents. Review macro-curriculum to ensure it is optimised for all student groups.