

Haggerston School

Self Evaluation Form

School Context:	Haggerston School is average sized, with 1022 students on roll. 118 students attend our small but growing 6th form. We are in the highest percentile for deprivation indicators with 51% FSM6 pupils. We fall in the highest percentile for % SEND E, SEND K and EAL. 3.9% of pupils have an EHCP (significantly higher in Years 8 (5.1%) and Year 9 (8.9%). The average point score of pupils on entry to the school is now broadly in line with the national average. 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.
------------------------	---

<u>Since the last inspection; Sept 2017:</u>	<u>Impact statement</u>
Reduce the proportion of fixed-term and internal suspensions, particularly for those pupils who have been suspended more than once.	Permanent exclusion rate reduced in 2018 to 0.2 & 0.1 in 2020/21. This is in line with national (below in 2021) and below Hackney averages. In 2021-22, there were no permanent exclusions. Up until 2022, our suspension rate was stable at approx 20.0. Significant work was undertaken to improve interventions for at-risk students. Over 3 years, we have taken 3 bulge classes, high numbers of mid term admissions and had the instability of the pandemic. Our safeguarding referrals have more than doubled but our suspensions were stable until 2021-22 when we saw a spike in behaviour concerns. We know we can reduce this through a systematic and consistent approach to behaviour and early intervention.
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.	The maths curriculum has been completely re-written to build challenge and more opportunities for reasoning and problem-solving. The quality of teaching is much more consistent across the team. Strong leadership by the Head of Maths and post-holders has led to a year on year improvement in outcomes which we expect to continue in the 2023 exam series. Individual and small group tuition has been established in Maths to further help support catch up and progress following lockdowns. Attainment 8 score in the Maths element was 8.06 in 2019 for disadvantaged pupils. It rose to 9.74 in 2021 and 9.62 in 2022.
Improve outcomes on academic courses in the sixth form and raise the proportion of students who go on to complete their courses successfully.	Significant investment in curriculum development and implementation has led to a strong 4 year trend of improvement in outcomes for 6th form (2018 progress score was 0.18, 2019 was 0. Alps score of 2 in 2018, 2020 & 2021). Average A level grade has increased to C and % A*-B has shown a positive 4 year trend. 99% of students completed their courses in 2021. Students go on to a wide range of destinations, mostly universities. The proportion of our students going to Russell Group Universities has been above the London average for 4 years.
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.	The curriculum review was completed, increasing the uptake of English Baccalaureate from 33% in 2019 to 87% in 2021 (84% for disadvantaged pupils). We still offer a bespoke pathway for students who need additional support and intervention. Sixth form courses have been reviewed and aligned to the demand and needs of our cohort. This has included introducing new courses (eg. BTEC Health and Social Care, BTEC Business, A-Level Computing), which has supported the growth of the Sixth form. It has doubled in size since the last inspection.

Updates for Governors: Following cancellation of the end of year rewards trips during the heatwave, we have now set a date (13 Oct) for these to go ahead this term. Students will visit a range of cultural and educational sites such as London Zoo, Museum of London and Greenwich Observatory. Duke of Edinburgh Bronze Award Expedition will run in September. A number of initiatives to promote belonging, identity, healthy relationships & wellbeing (Eg. Smiling Boys, Beyond Equality and Tree of Life) were a real success last year and we will continue to run them again this year.

Aspiration, Creativity, Character

Haggerston School

Self Evaluation Form

Quality of Education: Intent (SHY) <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"> • A broad and balanced curriculum is offered to students, which is reviewed annually. 89% of parents agree that there is a good range of subjects available to their child. • Annual subject curriculum audits show that the curriculum documentation in all subject areas is well planned and regularly reviewed and refined to better suit the needs and abilities of our students. • 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 and parents. • All students in Year 7, 8 and Sixth Form have enrichment weekly 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 during their time at the school, including Duke of Edinburgh Award for students in Year 9, trips (Eg. Cern in Switzerland, Berlin and Spain, UK university visits), events and 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 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 subject areas are working towards more refined adaptations for students with barriers to learning although this is not fully embedded in all subject areas and key stages. All staff members had an appraisal target related to SEND in 2021/22 • 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.
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 87% in 2022. • 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. This allows more time to deepen their knowledge in preparation for GCSE and has allowed us to ensure that there is sufficient time for History and Geography. • Literacy and Numeracy curricula run across KS3 to support students with skills/knowledge deficits in these core areas. • Annual curriculum reviews ensure courses are reviewed and/or introduced in response to student needs and voice. This year we have 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:	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.

Haggerston School

Self Evaluation Form

Quality of Education: Implementation (HTU/RAY)		<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'. This rubric ensures the principles of excellent teaching are clearly and regularly communicated to all staff through CPD, appraisal, lesson observation & line management. All staff self assess against the rubric which informs our training and development actions. All teachers are observed at least termly. Particular strengths of T&L are Modelling and Deliberate Practice. Two teachers are on a support plan. A team of 7 lead practitioners form the Faculty of Teaching and Learning. They work with the DHT/AHT T&L T&L to design the CPD programme as well as leading ECTs, "Good to Great" and individualised teacher support. 12 staff teach outside their training specialism: 3 have taught the subject for many years. 2 are Social Science teaching for the first time (1 ECT). 1 is Economics (ECT). Subject training is planned within each Faculty. 1 is a DHT teaching English & RE. 1 AHT teaches Computing, 4 Humanities teachers in RE. 	
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 is planned for 2022/23 to ensure all feedback is impactful whilst being manageable for teacher workload. 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 are addressing through whole school 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 Many staff are involved in additional CPD including 20% in ECTs (11% 2021/22), 11% on Good to Great (14% 2021/22), Aspiring Leader Training (12% 2021/22), and 13 % on bespoke support or training programmes (12% 2021/22). Feedback from participants and lesson data confirmed their success 	
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:	Ensure that the work given to pupils in Science, Music, Business, RE and DT, consistently matches the aims of the curriculum.	

Haggerston School

Self Evaluation Form

Quality of Education: Impact (DMO/TLA)		Aspiration: We strive to be the best versions of ourselves
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, PE, Art and Drama have consistently performed well above national averages. Spanish has consistently been in the top 20% of schools nationally, Drama was also in the top 20% of schools nationally in 2019 for APS (IDSR 2022). The KPI Sheet indicates improving outcomes in all other subjects, particularly Maths, Science, History, Business, Music, DT, Textiles evidencing the impact of leadership interventions to raise standards. (%9-5 in GCSE Eng & Maths has improved from 37% in 2019 to 47% in 2022. 2023 predicted %5+ EM: 59%) The Ebacc average grade has improved from 3.67 in 2019 to 4.59 in 2022 whilst the Attainment 8 score increased from 42.77 in 2019 to 49.9 in 2022. 	
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 2021 shows that 94.5% of students have gone into further education, 0.6% into an apprenticeship. Destination data for Year 13 shows that 82% of students went onto University (26% to Russell Group Universities against a London average of 19%). 3% have undertaken apprenticeships. The remaining 15% either took a gap year or are pursuing training courses at college (eg. acting, catering etc). The school is on track to achieve 100% of the Gatsby benchmarks this year. 92% were met in academic year 2021-22. 	
Students with SEND achieve the best possible outcomes.	<ul style="list-style-type: none"> The attainment gap between SEND students and non SEND students narrowed from 1.65 in 2019 to 1.18 in 2022. In 2022, every teacher had an appraisal target related to students with SEND to ensure high quality provision and adaptations are in place. 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"> Work reviews show examples of good quality work by students in all subject areas with some variability for students with SEND which we are addressing through meetings and line management. 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 and 2018 to 59% in 2019 and 63% in 2022. 37% 5+ in 2019 to 47% in 2022). 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"> Disadvantaged students' attainment 8 increased from 38.6 in 2019 to 41 in 2022. 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. 	

Haggerston School

Self Evaluation Form

Behaviour & Attitudes (AJO & JTR)		Character: We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit	
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, 95% agree the school has high standards of behaviour and 97% agree the school has a calm, orderly environment which helps students to learn.In the latest parent survey, 91% 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">There is a fortnightly behaviour focus for staff, with communication through bulletins & briefings on routines/policies to create clarity and alignment.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)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.Mr Truan and Ms Moran held a bullying focus group with pupils 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.Behaviour data indicates that the first level of sanction, the 1 hour detention, is sufficient for the majority of incidents and escalated sanctions are rare.The most recent staff survey showed that 97% of staff agree that our school has a positive and respectful culture in which pupils are well cared for.		
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 (Case studies are available here)SEN E pupils' attendance on 7th July 2022 was 92.2% compared to 89% nationally.Report system relaunched to target key pupils and re-engage them with attendance and school through rewards. Rigorous follow up and tracking led to improvements in attendance for 469 Pupils by half term 5 of 2021-22.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). In the Autumn Term, 98% of students logged into the DPR to access their home learning.Summative data from the Summer Term shows that 68% of judgments for Attitude to Learning were exemplary and a further 27% were good. 65% of judgements for Self Regulation were exemplary and a further 28% were good.		
Pupils have high attendance and are punctual. When this is not the case, the school takes appropriate, swift and effective action.	<ul style="list-style-type: none">In 2021-22, whole school attendance was 92.2% compared to 89.7% nationally for secondary schools and 90.9% in London.Robust systems have led to clear impact on persistent absentees (21.9% Persistent absentees compared to 27.7% nationally based on Autumn 1 data)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.		

Haggerston School

Self Evaluation Form

	<ul style="list-style-type: none"> • 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 83% of pupils agree that they are encouraged to have good attendance and punctuality. • Robust systems with Alternative Provision attendance has resulted in good attendance for the majority of pupils and swift school involvement when attendance drops.
Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively.	<ul style="list-style-type: none"> • Data shows a reducing pattern for permanent exclusions. Permanent exclusions fell in the 2018 - 2019 academic year to 0.2 and have remained low since. There were no permanent exclusions in 2021-22. This is despite growth in student population and high numbers of mid term admissions in the past 3 years. We expect to see a declining pattern of exclusions as interventions take effect over time. • 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.
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	<ul style="list-style-type: none"> • In the most recent staff survey, 97% agree the school has a positive and respectful culture in which pupils are well cared for. • In the most recent parent survey, 94% agree that their child feels safe at school. • 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.
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.	<ul style="list-style-type: none"> • Active student leadership is a real strength of the school. We have a thriving Pride Youth Network, African-Caribbean Society, Student Union and Eco Council. • 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.
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	<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.
Next Steps to consolidate outstanding practice:	Take considered actions to decrease the number of students whose engagement with their education does not meet our expectations. Continue to work to decrease behaviours which lead to suspensions and to personalise the support received by students who have been suspended. Particular groups of focus are: disadvantaged boys, black students and students with ECHPs, who are overrepresented in behaviour and suspension data.

Haggerston School

Self Evaluation Form

Personal Development (SHY, PMA, AJO, JTR)		Character: We are articulate, confident and determined individuals
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"> 8 'Character Days' per year allow us to deliver a high quality PSHE 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 SMSC Quality Mark. 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 Way'. 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 - 10 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, Proud to be and Eco Council. 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. Staff have specific expertise and training to deliver interventions, ensuring quality. 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 lockdown, we have increased our A-space therapeutic counselling service by two days per week in order to meet the increased need. Following the Ofsted report into Harmful Sexual Behaviours, we have audited our provision, run focus groups for students, adapted our PSHE 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	<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. 96% agreed that the school teaches pupils to develop their social skills in different contexts. The school ran a mock election process mirroring the general election to enhance teaching of democracy through PSHE and History. Diversity and Tolerance are key themes of our assembly, PSHE and tutor time programmes. Our response to, recording and monitoring of incidents of discrimination is robust. No forms of discrimination are tolerated. 	

Haggerston School

Self Evaluation Form

with different views, beliefs and opinions and show 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.	<ul style="list-style-type: none"> • We have a dedicated Equalities lead and student led groups such as 'Pride Network' and 'Proud to Be' which promote tolerance and respect for diversity • We are actively working to become a fully inclusive environment by striving to be a culturally proficient school that promotes & celebrates our differences. • We organised a climate change protest in school for students to actively engage in the issues and concerns around the environment. • Debate and discussion are structured into tutor time, character days and the wider curriculum. 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.
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.	<ul style="list-style-type: none"> • 92% of the Gatsby benchmarks for CIAG were met. Covid limitations prevented all benchmarks from being fully met last year but 100% will be this year. • Years 9 , 11, 12 & 13 have individual specialist careers interviews through an external partner organisation in Prospects and 15billion. 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.
Next Steps to consolidate outstanding practice:	<p>Ensure 100% of Gatsby Benchmarks are met by the end of the year.</p> <p>Ensure that PSHCE teaching is consistently exemplary across topics and year groups.</p>

Sixth Form (SHY, PMA)		Character: We are independent minded, creative thinkers and problem solvers
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. KS5 T&L Lead has worked with 5 faculties to share best practice in curriculum design. Work scrutiny indicated areas of very strong practice in Spanish and Social Sciences (previously an area of concern). All subject areas have clear, bespoke actions as part of their Faculty Improvement Plans. Overall ALPs score is 4 in 2022. However, 57% of subjects are either an ALPS 2 or 3 and 57% of students achieved A*-B (incl BTEC) with 100% pass rate for all. 	
Sixth-form students study all components of the full programmes of study. Positive attitudes.	<ul style="list-style-type: none"> In 2021, 99% of Year 13 students completed their courses of study. 11.5% of students studied and achieved 4 A- levels in 2021. 100% of entered students achieved the Extended Project Qualification (52 students), an increase from 88.7% in 2020. 73% achieved A*-B in EPQ in 2021 Students value the personalised support they receive and have positive attitudes evident in behaviour data: a ratio of 11:1 credits to corrections. 	
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"> 13.5% of lesson observations during the recent cycle were KS5 lessons and all met the required standard. 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 is being shared across the sixth form. Students have private study sessions with some receiving additional supervision through 'protected learning time' to help develop independent study skills. 91% of students surveyed indicated that they know how to structure their independent study time effectively. Students value the support given in this area. 	
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 C in 2022. %A*B grades increased by 32% from 2019-20 to 54% in 2022). Overall ALPS has been 2 for 3 out of 4 years). This year (2022) it was a 4, despite having the highest attainment outcomes ever. Spanish & Philosophy have delivered an ALPs score of 2 for 3 consecutive years. A sixth form external review indicated that students are able to articulate their knowledge confidently and to remember key knowledge long term. 	
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. Students in Year 13 have individualised specialist careers interviews through an external provider. Our most vulnerable students have multiple meetings to support them through the next stage of their education. Destination data shows that 82% went to study at University in 2021; 3% started an apprenticeship. The sixth form supports students with their progression by paying for their ucas applications 	
High attendance & punctuality.	<ul style="list-style-type: none"> Attendance figures are improving (from 89.9% to 90.3% in 2019-21). This remains a key improvement priority but figures are above national/ local averages. 	
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. We have strong relationships with Middlesex & London Met Universities. Students encountered seminars and assemblies run by industry experts from the NHS, Google, Amazon, Clifford Chance LLP and ASK Apprenticeships. 	
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. Additional development programmes include: Good to Great, Aspiring Leaders. Wednesday microsessions are used for sharing best practice. Specific time has been allocated to faculties for developing subject pedagogy. 81% of staff agree the school provides regular opportunities to develop subject expertise. Lesson observations indicate improved consistency in quality of teaching over time. We work with Equalitas, Teach First and universities to support trainee teachers to become established practitioners. This is a strength of the school.
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 (10% of Year 7-11. 66 in 2020-21, which was 24 higher than the next highest school in Hackney). 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 and reviewed 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:	Improve engagement of parents in their child's education, particularly post pandemic and including 'hard to reach' parents.

