Haggerston School

Self Evaluation Form

School Context:	Haggerston School is an average sized school with 1043 students on roll. 125 students attend our small but growing sixth form. We are in the highest percentile nationally for deprivation indicators with 50% Pupil Premium students . In addition, we fall in the highest percentiles for numbers of students from minority ethnic backgrounds, English as an additional language and for those identified as SEN School Support. Our percentage of SEND pupils with an EHCP is 3.6%. The average point score of pupils on entry to the school is broadly in line with national average. There is an upward trend in student recruitment into Year 7; the school is now oversubscribed.

Since the last inspection; Sept 2017:	Impact statement
Reduce the proportion of fixed-term and internal exclusions, particularly for those pupils who have been excluded more than once.	Significant reductions in fixed term exclusions from summer term 2019 and has continued in a downward trend. Permanent exclusions fell sharply in 2018/19 and have remained low since.
Improve outcomes in mathematics, particularly for disadvantaged pupils and the most able, by ensuring that teaching challenges pupils to make the progress of which they are capable.	Curriculum redesign and improved stability in staffing is having an impact on quality of teaching. Improved outcomes in 2019, 2020 & 2021.
Improve outcomes on academic courses in the sixth form and raise the proportion of students who go on to complete their courses successfully.	Improvement in course completion statistics in 2019 & 2020. Increase in pupil numbers year on year. Outcomes are improved. Students can access a wide range of experiences.
Follow through with the planned review of the curriculum, including for the sixth form, to ensure that it continues to meet the needs, abilities and aspirations of all pupils.	Review completed. Sixth form offer has been refined. Pathways curriculum introduced into KS4 with approximately 70% of students taking Ebacc. Literacy and Numeracy support supplements the curriculum for students with weaknesses in English or Maths.

Governor Updates:
- During lockdown, we had 96% engagement with the DPR. Average attendance to live lessons was 76%. High levels of parental support for the school systems was evident from the parent survey.
- Return of students to school after lockdown went well. 2020-21 attendance was 94.2%. For the current term it is 94.6%
- We continue to review our risk assessments and make refinements to ensure maximum safety and smooth running of the school.
- All Centre Assessed Grades were rigorously reviewed and a robust process implemented to ensure integrity.
- From September 2021,the focus is on returning to 'normal' systems, including teaching pedagogy, restoring live marking and enrichment and trips.

Aspiration, Creativity, Character

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Objective 1: High Expectation Leadership	Leadership and Management (CEM/HTU)

School Improvement Objectives	Evidence of Impact
Leaders at all levels are relentlessly ambitious, demand the highest standards and are outward facing	- Leaders have a clear and ambitious vision - evidenced through School Improvement Planning - and are driving shared values and practice through communication to all stakeholders, staff development and strategic use of meeting time. 96% of staff agree that they understand the school vision. - Staff Handbook has been rewritten and staff have been trained on common systems, practices and standards. 'Standards Chart' clarifies how monitoring should work across the school at each level to ensure consistency and shared understanding among staff. - Observation of excellent practice from outstanding schools has shaped our vision, systems and expectations (Eg. Curriculum Model, Behaviour System). - Fortnightly 'standards meetings' focus on different aspects of school standards so that concerns/issues can be addressed at an early stage. - Safeguarding systems and practice is high quality and embedded throughout the school, with strong links to external partners. In the staff survey, 100% of staff are clear about safeguarding procedures and their responsibilities in relation to safeguarding. - Parents receive comprehensive reports on their child's progress and achievement three times a year. - Communication to parents has been improved through streamlined systems and the introduction of parent apps to track engagement and progress in real time. 86% of parents agreed that school leaders have high expectations and demand high standards (2% disagreed, 12% didnt know). The same percentage would recommend the school to another parent.
Leaders at all levels systematically evaluate impact using a data led, evidence based approach and drive sustained improvement	- Data scrutiny takes place after every data point (3 per year) including an inset day after the first two data collections to ensure focused analysis of data informs precision planning for 're-teaching weeks'. In this way, assessment is meaningful and impactful for students' learning. - Clear alignment between School Improvement Plan and Faculty/Year Improvement Plans with cyclical review (termly) of progress towards targets. - This objective is the core focus of professional development through Middle Leadership Training this year. - A shared commitment and focus on raising outcomes for underperforming groups, evidenced in data trends, drives improvement actions, policy and practice. For example, newly introduced positive accountability reports for SLT/HOFs/HOYs to evaluate the impact of their actions.
Leaders at all levels drive collective efficacy, creating a culture of Aspiration, Creativity and Character	- There are explicit opportunities for collaboration between staff to drive collective efficacy - eg. work review meetings, leadership weekends (2 annually, one including governors). 94% of staff feel proud to work at the school and 92% enjoy working at the school. - Leaders are trained specifically on how to be effective line managers to ensure high standards at all levels of the organisation and constructive relationships which support and challenge staff. 94% of staff report that they feel supported by their line manager. - Staff CPD builds subject and pedagogical knowledge, which, in turn, drives belief and confidence. - Staff and student wellbeing has been a key area of investment over the past three years through termly health and wellbeing weeks, workload reduction strategies and the WAMHS project. This has helped to remove barriers to high performance. 90% of staff agree that school leaders take health and wellbeing seriously. 96% of staff agree the school has been well led during the pandemic. High levels of student engagement with live lessons was a testimony to the work of teachers and pastoral staff in following up instances of poor engagement. 95% of parents agreed that their child knew how to access 'live lessons' and resources.

Leadership Judgement: Good

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Objective 2: High Status, Tailored Curriculum	Quality of Education: Intent (SHY)

School Improvement Objectives	Evidence of Impact
In every subject area, the curriculum is ambitious, builds expertise and cultural capital	• Faculty improvement planning process ensures effective review of strategic improvement actions at each DPR assessment cycle. • Subject deep dives ensure there is regular scrutiny of all subject areas to ensure our curriculum is ambitious for all students. • Subject areas have identified key objectives as part of the Dynamic Progress Reporting (DPR) system which are differentiated by pathway. They outline the expected knowledge and skills acquisition by students each academic year towards ambitious targets and underpin spiral curricula focused on students achieving subject mastery. • An ambitious offer of educational visits and enrichment was in place prior to Covid 19 and where possible, we have moved opportunities online. • HoF meetings have been redesigned to support collaborative sharing and challenge to maintain a highly ambitious curriculum offer across the school.
The curriculum is high quality, well planned and sequenced in all subject areas to challenge every student to learn and retain key knowledge over time	• Subject curriculum plans are sequenced to ensure knowledge retention over time and learning progression through their DPR objectives. Subject deep dives are used to ensure the rationale and quality of our plans are regularly reviewed and evaluated. • GCSE and A level subject curriculum plans are being adapted and rewritten to account for changes in specifications due to COVID 19. • High quality education during self isolation is maintained through the use of the DPR, pre-recorded and some live lessons. Curriculum plans have been adapted in response to COVID 19 but learning progression and knowledge sequencing remain the fundamentals of planning in all areas. • The timetable has been reviewed for 2020/21 so that there is increased specialism teaching in Science and increased curriculum time for Humanities at KS3. It has been further reviewed to ensure it supports students and staff to return safely to in school learning post COVID. • The school day has been reviewed and most subjects are now taught in double periods, this is to reduce lost learning time from lesson transitions. • The Sixth Form offer has been expanded and now includes BTEC Health & Social care and A level Geography.
The curriculum is tailored for the needs of all our learners and prepares them exceptionally well for their future lives	• A pathways curriculum is offered from Year 10 with the majority of students now studying towards the EBacc and vocational options available for students who require a more flexible offer (Haggerston Pathway). Literacy and Numeracy support supplements the curriculum for students with weaknesses in English or Maths. • The inclusion team have created SEND passports and a CPD program to support all staff in ensuring students in their classes are catered for and these are easily accessible to staff through Classcharts. • Students' access arrangements are regularly communicated to staff and used as normal ways of working to ensure students's needs are catered for. • Underperforming groups are a focus in all work scrutinies, appraisal and lesson observations. • CIAG support ensures each faculty has a linked University to develop students' aspiration and understanding of how to access higher education and specific careers. • Character day curricula are tailored to deliver key knowledge to support student's understanding of themselves, the wider world and how to live a healthy, successful life.

Aspiration, Creativity, Character

Author and date: Ciara Emmerson March 2021

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Objective 3: Outstanding Teaching, Learning & Assessment	Quality of Education - Implementation (HTU/RAY)
School Improvement Objectives	**Evidence of Impact**
Lessons challenge all pupils to engage with demanding content and to produce high quality work	• Teaching principles are built around 'Non Negotiables' - this ensures a consistency of approach and language across the school • T&L Non Negotiables rubric is used to support staff development with a clear explanation of what "exemplary" teaching looks like at Haggerston • In 2020/21 CPD has focussed on "Thinking Hard" and ensuring an active classroom. This has been monitored through learning walks. • In 2021/22, the CPD focus is on 'Modelling and Deliberate Practice' which will be monitored through lesson observation and learning walks. • Faculty and INSET time is prioritised to ensure planning and delivery supports curriculum implementation through a cyclical approach to training • Teachers have strong subject knowledge. • DPR objectives in Pathways A-D and schemes of learning plan for challenge in lessons for all students, differentiation and well sequenced lessons. • Responsive home learning protocol was put in place to ensure consistent curriculum offer for students unable to attend school (due to COVID). • Evidence of high quality work can be found in faculty portfolios and students' beautiful work is celebrated throughout the school.
Systematic use of data drives, precision planning, teaching and high quality intervention so that students make exceptional progress	• Students who are not making expected progress are identified after each data entry and swift in-class intervention with communication to parents prevents underachievement from becoming entrenched. • Teachers adapt their teaching in response to students' learning, assessed through questioning, quality of class or home work and summative tests. • Strengthened assessment systems have led to increased rigour around monitoring and standardisation across the school. • Year 11 and 13 intervention programme delivers high quality targeted intervention and online tuition for students outside the classroom. • SEND provision map and individual passports are used to proactively support students in and out of the classroom by responding to individual needs in a timely manner.
A culture of openness, feedback and sharing of pedagogy builds outstanding practice across all staff	• FOTL lead a CPD calendar with strong emphasis on the Haggerston 'non negotiables' and subject specific pedagogy. • Outstanding practitioners are identified through the appraisal process and contribute to whole school and subject specific CPD. • More time has been allocated to subject specific CPD led by HoFs that interleave with whole school pedagogy training. • Leaders across the school offer a menu of teacher development to all career stages. • Deep dives are used by HOFs to develop faculty improvement plans, which are reviewed termly. • Impact focussed accountability meetings provide an appropriate level of challenge and support at all levels • All teaching staff engage with coaching conversations through the appraisal process in order to set meaningful targets that impact positively on classroom practice • Teachers have regularly shared best practice around home learning and responded swiftly to parents and student feedback.

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Author and date: Ciara Emmerson March 2021

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Objective 4: Exceptional Outcomes	Quality of Education - Impact (DMO/TLA/PMC)

School Improvement Objectives	Evidence of Impact
English & Maths attainment and progress is in the top 10% nationally for all groups, especially disadvantaged pupils	- Improved English & Maths outcomes from 59% in 2019 to 72% in 2021 (4+) / from 37% in 2019 to 52% in 2021 (5+) - Y11 attainment and impact of T&L on outcomes is regularly evaluated in line management structure. - Data analysis conducted across all key stages identifies target students in need of additional literacy and numeracy interventions. - Data scrutiny takes place after each data point (3 times a year) to identify key target students for wider intervention with a focus on year 11 and 13. - Literacy Lead Practitioner drives improvements through whole school CPD, work with individual faculties and a comprehensive intervention programme including Guided Reading. HLTA for literacy now in post. - Numeracy coordinator appointed Sept 2020 who has rewritten the curriculum provision across KS3 and 4. - Baseline tests for underachieving students in maths are used to evaluate the impact of Pupil Premium funding used to facilitate out of lesson maths tutoring sessions.
Outcomes in every subject area are consistently high with positive progress scores	- Review of SOL across each faculty area to address gaps and underperformance in Subject Deep Dives. - Consistently high outcomes in English, Spanish, Art, Drama year on year with a strong trajectory of improvement in Maths, Science, DT and Humanities. - All subjects have shown a %9-4 increase towards or exceeding expected targets - at least 80% of grades 4+ in English Lit., Separate Science, History, Spanish, French Computer Science, Art, Drama, Textiles, RE, PE. - Alps score has improved from a grade 7 in 2019 to a grade 2 in 2021 thanks to targeted support for KS5 teachers, weekly CPD sessions and regular curriculum review and raising attainment meetings with HOD/HOS. - Evidence of strong impact in a range of A Level subjects achieving ALPS of 2 (English Literature, Biology, Chemistry, Physics, Spanish, Philosophy, Psychology, Art) - Increase in A*-B grades at A-Level from 29% in 2019 to 61% in 2021 99% A*-E across all subjects at A Level in 2021 (96% in 2019) - SLT scrutiny of FIP ensures agreed priorities and actions for year with monitoring through SLT line management. - Regular raising attainment meetings held with all faculties after each data point (3 times a year) to review and evaluate the impact of intervention plans. - Faculty Improvement Plans reviewed and discussed regularly to review and evaluate the impact of each action.
Minimal in-school variation between the progress of different groups of students	- All staff receive PAM training on data analysis to help identify key target students, plan interventions and reduce variation (focus on HPA, SEND, BCRB, WBPP). - SEND team communication of student passports and allocation of access arrangements embedded at all year groups through assessments and general practice. - CPD from Faculty of T&L to share good practice on how to stretch and challenge of students with a focus on HPA. - CPD from Inclusion Team to share information about SEND students across all Key Stages. - Inclusion Team have held meetings with each Faculty to share good practice on strategies to support SEND students to make good progress.

Quality of Education Judgement: Good

Quality of Sixth Form Provision: Good

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Objective 5: Exemplary Behaviour, Welfare & Character Education	Behaviour and Attitudes/Personal Development (SHY/AJO/JTR)
School Improvement Objectives	**Evidence of Impact**
Behaviour is outstanding. Students have high levels of self-control and consistently positive attitudes to their education. Attendance is high.	- Attendance is above national average at 94.2% (0.4% increase). Attendance procedures were redesigned last year with continued improvement in 20/21. - Monitoring and follow up of attendance to live lessons was implemented swiftly in January. Live lesson attendance increased to 76%. Engagement with DPR was 96% - In the staff survey, 95% agree that the school has high standards of behaviour, 97% agree that the school has a calm, orderly environment which helps students to learn and 97% agreed that the school has a positive and respectful culture in which pupils are well cared for. - The 'Haggerston Way' rewards system encourages students to demonstrate aspiration, creativity and character. Students are recognised for this in lessons and assemblies regularly. There was a 5 to 1 ratio of credits to corrections for the last two years, emphasising students' positive attitudes. - Positive staff/student relationships are evident in lessons and breaktime and this is evidenced by our staff survey where 97% of staff agreed we have a positive and respectful culture where students are well cared for.
A highly effective programme of intervention is in place to support children with SEND and mental health needs, those at risk of exclusion or disengagement from education	- Highly effective process for identifying support for students with additional needs is in place, including weekly multi team meetings to ensure effective intervention. - Half-termly multi-agency meetings also take place for higher need students, bringing together key professionals to support our most at risk students. - Bespoke interventions support students with barriers to learning to have positive attitudes and a commitment to their learning. - Staff have specific expertise and training to deliver interventions, ensuring quality. - The school is in its second year of The Well being and Mental Health in School (WAMHS) pilot, working with CAMHS to align interventions across the school and identify different levels of support required for students with SEMH needs. This scheme has now been rolled out nationally and will continue this year as well. - We have two CAMHS clinicians based in school to work with students in small groups or 1:1. This offer runs parallel to the A-Space therapeutic counselling service. - Currently the WAMHS team sees a minimum of 21 students per week. As part of a CAMHS initiative this will be increased in order to provide the school with greater support for students who have already been referred to CAMHS. - Our A-space provision is increasing by two days per week in order to meet the increased mental health needs in the school. - Permanent exclusions reduced from 5 to 2 in 2018/19 and have remained lower since. Fixed term exclusions have also reduced year on year as a consequence of more effective intervention and preventative work with at risk students.
Character education is exceptional, developing students' self determination, wellbeing, confidence and ambition	- The Haggerston Journey will define the experiences and opportunities all students will have during their time at Haggerston. - The Duke of Edinburgh scheme, which all Year 9 students undertake is well established. Educational visits are currently on hold until Covid restrictions are eased. All students in years 7 & 8 participate in enrichment each week and experience three different electives each year. - Using the expertise of the WAMHS team, materials on positive mental health have been delivered in assemblies, character days and remote learning during lockdown. - Character days are used for delivery of all statutory aspects of CIAG and PSHE throughout the year - In the staff survey, 90% 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. - Students have been recruited as wellbeing champions to promote positive mental health across the school over seen by WAMHS - Assemblies are varied and reinforce the values of the school, including tolerance and equality. This is underpinned by a well planned tutor time programme. - Prior to Covid restrictions, character days also ensured that all students experienced a quality educational visit at least once in the year. Most children have several visits. Overnight trips have included: 5-day sixth form trip to Spain, Humanities trips to Berlin and Belgium, a Year 7 residential and Geography field trips to Norfolk.

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Objective 6: A Culture of Hard Work & Aspiration	Behaviour and Attitudes/Personal Development (JTR/AJO/PMC)
School Improvement Objectives	**Evidence of Impact**
Students are motivated and committed to their education. They take pride in their own learning and produce high quality homework independently	• A recovery curriculum has been implemented this year through tutor time, assemblies, character days and enrichment to support students following lockdown. • The school's rewards programme encourages students to demonstrate highly positive attitudes and commitment to their education. Last year students were awarded 372, 214 credits across the three different characters traits of Aspiration, Creativity and Character. • In our staff survey, 94% of staff agree that pupils understand how good behaviour supports good learning. • Every faculty is expected to have a 'beautiful work' display to further encourage our students to take pride in their own work and education. • Each faculty has a clear homework policy and uses the DPR to set homework. During lockdown, weekly engagement with the DPR across the school was 96%.
Student leadership opportunities enable students to actively engage with global, local and school issues, such as equality, diversity and the environment	• We have extensive opportunities for students to develop their leadership skills and experiences throughout their time at the school. These include Sixth Form Future Leaders, Headteachers Ambassadors in year 11, Seniors in Year 10 and Buddies in year 8. There are also opportunities for years 7 - 10 to be part of the Student Union. • Wider examples from the last two years include the Pride Youth Network, student led assemblies on LGBTQ, the school general election and the environment club. • We are currently also recruiting students to be well being and mental health champions. This is in order to further promote the importance of well-being and mental health across the school. • As part of the climate change demonstrations, we organised opportunities for our students to lead their own demonstrations on the school site to emphasise to them the importance of the role they can plan in relation to global issues not just local and school issues. • The anti-bullying policy is promoted through assemblies. Instances of bullying are recorded separately through Class Charts and sanctioned accordingly. We have a lead member of staff who refines and develops anti-bullying approaches each year.
Careers, educational visits and enrichment programmes inspire students and drive their aspirations	• 70% of the Gatsby benchmarks for CIAG are met. Covid limitations have prevented all benchmarks from being fully met. We aspire to the 'quality in careers' standard. • We provide specialist careers interviews to students in Year 9, 11 and 13 through an external partner organisation. Year 10 experiences a 'Careers Week' which provides information, contact with employers from different professions and a variety of aspirational workplace experiences. Year 12 have 'own find' work experience placements. The Access Project provides high quality guidance and professional mentoring to students from Y10 upwards. • Character days allow us to further develop CIAG experiences for students in all year groups. We have signed up with Access Inspiration The Mayor's Fund which allows students at sixth form to benefit from industry experience and advice through a weekly programme. • Character Days also include university visits so that all Haggerston students have direct experience of university education. • Year 9, 11 and 13 students will have a one to one appointment with an external careers advisor. SEND and vulnerable students will be seen first and will have repeated meetings throughout the year. The careers advisor will attend annual review meetings. Elevate will provide workshops on study skills to students and parents. • From September 2020, the enrichment programme focused on a recovery curriculum. Elective enrichments were reinstated for Years 7 & 8 from Easter onwards. • Elective enrichments align to the core values of the Haggerston Way. The electives aim to build cultural capital, confidence and engagement with learning.

Behaviour and Attitudes Judgement: Good
Personal Development Judgement: Good

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Author and date: Ciara Emmerson March 2021