

**The Frances Bardsley Academy for Girls**  
**SEF**  
**December 2015**

**(A) Context:**

- 11-18 single sex academy founded in 1906 with a Visual Arts Specialism
- Strong values and ethos: “Gladly Lerne, Gladly Teche”; Tradition, Innovation, Community and Achievement.
- Affiliated to the Church of England Diocese of Chelmsford.
- Larger than average with 1,250 students and a 6<sup>th</sup> Form of c200.
- Prior attainment on entry is usually above the national average.
- Results at GCSE in 2014 rose by 6% to 12% above the national average with a letter of congratulations from the DfE. Results in 2015 dipped to 60% with a less able cohort but remain above the national average.
- Results in Maths are continually significantly above the national average
- Results in the Sciences have improved and are consistently above the national average.
- Results in English at GCSE have been variable and a robust action plan is in place following an external review
- We have very strong links with the local community and outstanding opportunities for student development.
- Experiences outside the classroom include music, sports and drama as well as Big Activity days, trips and visits, and external speakers.
- We hold Artsmark Gold, Sportsmark Gold, Healthy Schools Bronze Award and national acclaim for our work with The Anne Frank Trust.
- We work actively with the Havering Learning Partnership, and “In Year Fair Access Protocol’ which has driven down permanent exclusions in our school.
- We work with several local secondary school partners on issues of leadership and teaching and learning.
- We are a lead member of the Association of State Girls Schools and our Headteacher is Joint President as well as chairing the monthly Havering Educational Strategic Partnership.
- Our % of ethnic minorities is 35.5% and has risen for 5 years. This is well above the national average.
- Our students speak a total of 39 languages.
- Our largest ethnic group is White British and this is decreasing and below the national average.
- We have 265 Pupil Premium students. This is 20.7% of our cohort.
- There are 99 students eligible to receive Free School Meals. This is below the national average.
- The number of students with Special Educational Needs is 10. 1 student is on School Action and 6 students have statements. This is below the national average.(May Census 2015)
- In the current Year 7 we have students from over 40 feeder schools.
- Our deprivation indicator has remained at 0.20 for 3 years which is about the same as the national average. Our percentage stability is reducing and was below the national average for the first time in 2013.
- The school has applied to the DfE to take a lead in the formation of a strong cross phase local Multi Academy Trust

The school is currently rated Good by Ofsted (November 2011) and has addressed the concerns raised in that report to ensure we are Good under the new framework.

**Sixth Form**

- 165 currently on roll -93 in year 12 and 72 in year 13
- 55.7% white British, 12.7% Black African as next largest group.
- 15.7% EAL

- 98.1% A-Level students- 1.9% BTEC level 3 (Year 13 only)

## **(B) Overall effectiveness**

**This is a Good school because:**

- The **quality of teaching, learning and assessment** is good.
- We believe all other key judgements (**leadership and management; personal development, behaviour and welfare; and outcomes for pupils**) are good.
- We take deliberate and effective action to promote pupils' **spiritual, moral, social and cultural development** and their physical well-being. We believe this aspect of our provision is outstanding.
- Our safeguarding is effective.

## **(C) The quality of our teaching, learning and assessment is good because:**

Our rigorous appraisal system ensures that staff are asked to evidence how they have met the teacher standards throughout the appraisal cycle, as well as how they have met ambitious targets for performance (**appraisal targets**). In the exceptional case where a lesson is observed and found to be requiring improvement or unsatisfactory, coaching and/or mentoring programmes are put into place. (**case study**)

We are now tracking teaching over time using a combination of data analysis, lesson observations and work scrutinies. External QA advisers, who have advised us, have supported our more stringent tracking of lesson observations. (**QA visits**)

All staff are now being observed by senior leaders resulting in a more systematic analysis of teacher performance and the progress made by students during lessons. This, coupled with appraisal records ensures we can plan relevant training to keep developing teacher's skills. Student researchers have investigated aspects of teaching and learning and fed back to teachers, in particular about their high expectations for effective marking and feedback (**STARS feedback**).

We believe that we should now focus on those departments where progress most needs improvement. Department heads are now involved in carrying out regular work scrutiny in their departments giving them greater accountability for where marking needs to be improved, and in carrying out learning walks within their departments. This will ensure that we can monitor the effectiveness of teaching with even greater accuracy (**teaching over time records**).

Staff have high expectations of what students can achieve. Planning is good and improving, and the use of prior data to inform teaching and learning is being used more effectively (**lesson observations**).

KS2 tests and CAT tests are used to identify students' performance on intake and also to band girls in Year 7 and 8 for those subjects that are part of the setting system (**school data**).

In years 9 – 11 we have two curriculum pathways where the subject choices are similar but not identical. Maths, English Science, MFL all use setting to shape learning to the abilities of students.

Targets set at KS4 result in challenge grades which are used by the top 20% schools (**school data**). This demonstrates our high expectations for all students. Lesson observation records reveal an increasing use of the "challenge" symbol by teachers to stretch all students, and the use of differentiated activities to cater for the more able. In addition, the school has developed the extra - curricular offer for more able students

by holding master classes led by our teachers, trips to locations such as the Huntarian and Science museums in London to inspire these students and Friday Flyers where various professionals help more able and 6<sup>th</sup> Form students to aspire to succeed (**gifted and talented co-ordinator's records**). A new pupil premium co-ordinator on the SLT has been appointed who oversees the tracking of pupil premium students and identified interventions to help them catch up where necessary.

Virtually all teachers are teaching their specialist subject, and use their knowledge to maintain student's interest (**lesson observations**). In the very few instances where teachers are teaching out of their subject area, they have attended intensive courses (**eg recent course for non-Maths specialists- CPD records**). Lesson observations demonstrate teachers' skills in scaffolding tasks, embedding understanding at an appropriate pace and the use of questioning in order to secure knowledge of students' understanding of concepts. Questioning, feedback and oracy is still improving (**lesson observations**). A series of disaggregated inset sessions and action research groups encourage staff to develop skills in these areas and encourage staff to experiment with new ideas. (**action research groups**) The staff bulletin promotes effective strategies that staff can use. Evidence of this has been observed in lessons (**eg staff bulletin - Modelling as a means to communicate high expectations**).

Initial assessments of students direct the level of work covered and work is provided at a level so that the students can access content and achieve. The Life After Level system of skills being identified (**Doddle**) and linked to 6 'karate' pathways will also show progress clearly for students once in place. Use of Doddle system clearly gives evidence. Students who under-achieve are offered additional support by the teacher and in setted groups can be moved down a group. Similarly for students who over achieve they are offered stretch materials and can be moved up when in sets

Staff mark according to the marking and feedback policy. Closing the Gap sheets identify where improvements need to be made and enable dialogue between students and teachers (**student's books/ folders**). DIRT time is being used more effectively by staff to ensure that work can be redrafted (**lesson observations**). Departments have tracking systems in place and offer intervention where necessary. In Year 7 there is a catch-up and accelerated reader for KS3 already in place for students below level 4. Maths and English benefit from additional staffing in order to deliver intervention (**English and Maths progress champions' records**). Other subjects do this with existing staff in lunch time or after school sessions. A number of subjects write targets in books and on Closing the Gap sheets or they are set verbally. Progress made by pupil premium students is tracked by all departments after data drops, and in Maths and English the Pupil Premium champions constantly monitor their performance. With Pupil Premium students they too can have additional Maths and English support across all year groups.

Parents/ Carers receive valuable information about their daughter's progress through meet the tutor evenings held for each year group where parents learn the expectations for each year group. Parents/Carers receive termly feedback on their daughter's progress- either through reports or parent's evenings (**PM records**). Reports are a mixture of praise, progress and targets to improve. There is detailed information on all letters sent to parents regarding reporting and what the enclosed information tells them. Also students have grades and now information about the new grades in their planners. Student planner stickers are updated after every data drop (**student planners**). This information is also shared with LSAs in order to help them plan intervention/ support students effectively.

Students in Year 11 and 6<sup>th</sup> Form receive more than one parental contact per term regarding progress. Parents surveyed at parent's evenings are happy with the communication between home and

school(parent's evenings). 97% parents feel that their daughter is making good progress, and 93% say that they receive valuable information from the school (parent surveys).

Parents also engage with the school through PIP meetings, and school surveys (eg Kirkland Rowell, Homework Survey). Show My Homework is used as an online tool for communicating with parents and monitoring that consistently quality pieces of homework are set for students. Parents are still able to communicate.

All groups of students are given the opportunity to succeed and participate in all aspects of life at school. Equality and diversity are promoted both in the content of the curriculum, particularly in subjects such as RS, Perspectives and General Studies, and in the employment of teaching strategies that are inclusive .

Literacy skills are promoted throughout the school. Literacy boxes are available to the majority of departments to help students improve their use of SPAG in lessons. Literacy activities are used during form time by form tutors in Years 7 and 8 to develop literacy skills (staff T Drive/ emails). Last year, students from Year 9 were trained as literacy leaders as part of a formal leadership accreditation scheme (see R Smyth's records).

All staff have received training on literacy last year during an INSET day led by David Didau. (CPD records). This training and development is ongoing. Literacy has been highlighted through DEAR activities twice a term and promoting World Book Day competitions and highlighting what all staff are reading (displays / website/ Romford Recorder). In addition, Access Reading Tests will be used this year to track the reading ages of all students.

Students are prepared for life as an economically active member of society through various means including advice from external speakers about future careers, for example, apprenticeships and childcare (newsletters). Recently, 48 students from Years 10-13 participated in a live video lecture hosted by our own Medical Society on the procedure for applying to study medicine. Year 11 students experience employment through the annual Work Experience programme.

The curriculum supports young people's ability to apply knowledge, understanding and skills and seeks to improve young people's understanding of the economy, finance and the structure of business organisations and how they work.

These activities happen via : Work shadowing opportunity in the Sixth form , Mock interviews with organisations eg BT and ex FBA pupils , Enterprise activities eg Barclays : real life management scenario, Media Enterprise day , Real Game Day (KS3), 16 plus days : eg Speed Dragons Den type workshops, 18 + week : with internal and outside facilitators and speakers, Curriculum vitae (CV) workshops, PSCHEE curriculum , Careers provision which utilises unbiased information, advice and guidance given by a qualified Prospects Careers Advisor, and the Kudos program (careers records) .

#### **Teaching will be outstanding when:**

- Students use teacher feedback effectively to improve their knowledge and skills.
- Students are given work that is consistently challenging for them according to their ability and they readily accept the challenge of more complex work.
- Teachers enable students who are behind to catch up swiftly.
- Questioning is used in a highly effective way.

## School Improvement Actions

- Training is specifically targeted to meet each teacher's CPD needs.
- HODS ensure that differentiated activities challenge all students - from the less able to the most able
- The KS3 English Co-ordinator plans intervention to improve student's reading skills is targeted and enables students to catch up.
- Develop the use of DIRT time so that students learn and progress quickly from mistakes
- Develop CARERS as learner's attitudes, particularly resilience in learning.
- Monitor how mathematical skills are developed across the curriculum.

**(D) The quality of our Personal Development, Behaviour and Safety is currently securely Good (2+). This is because:**

Students make good progress in lessons as they have a positive attitude to learning (Lesson observations, department and year reviews). Students behave well during lessons and there is little disruption ([lesson observations, behaviour cards](#)).

Students behave responsibly and respectfully towards each other and to staff and there is little evidence of discourteous behaviour. ([Isolation and exclusion log, bullying log](#))

Students are prepared for lessons and follow instructions from staff ([lesson observations, SIMs](#)). There are few complaints from parents about student behaviour([emails](#)). Swift action is taken where concerns are raised

Sixth formers and Peer mentors support younger students. There are extensive student leadership opportunities including school council, charity committee, students as researchers, and prefects in years 10 and 12 ([Display boards, meeting minutes](#)). Our behaviour system has been reviewed since last inspection and evaluated regularly with reports to governors. SIMs has been introduced and is used to track behaviour systematically ([SIMs reports](#)). There is an early intervention programme with a dedicated Intervention support worker working on a one to one basis with challenging students and identified students on a Pastoral Support Plan or Behaviour Improvement Plan. ([FM & TC files, ED SLT Job description](#)).

There is analysis of isolation and exclusion trends which is presented to middle managers (pastoral) and detailed incident logs ([Isolation and exclusion logs, bullying log](#)).

The school uses SIMs to record behaviour and achievement data. Those students with no behaviour points and excellent punctuality and attendance are awarded in assemblies and with trips ([SIMs, rewards overview](#)).

The patterns and reasons for fixed-period and permanent exclusions are analysed and follow the statutory guidance and regulations on exclusions. ([Exclusion paperwork](#)). Although the number of fixed term and permanent exclusions has been high in 2013-2014, this was reduced in 2014-15 and there were no permanent exclusions due to our isolation system and effective work with other Havering schools. In 2013-2014 and the current year, due to the reviewed behaviour policy and sanctions, isolation increased slightly and exclusions increased. There was one permanent exclusion. There are no 'unofficial' exclusions ([Exclusion and Isolation log](#)).

There were two cases of students being taken off roll in the last year as a result of alleged bullying issues. All other students were taken off roll due to moving schools ([stability data](#)).

Students conduct themselves well and take care of their environments, including the facilities and equipment, for example using the litter bins for litter. They are seen to be courteous, for example opening doors for staff and greeting one another and staff politely. ([Feedback from staff](#)).

Students follow the uniform policy and the use of behaviour cards ensures that the rules are kept (**Behaviour cards**).

The school ethos is inclusive and students feel safe. They report the occasional incidents of bullying. These are effectively dealt with by Progress Managers: There were 2 reported reported cases of racism in 2014-2015 (**Incident log, bullying log**). Assemblies take place on all aspects of bullying including cyber-bullying and steps taken immediately to sanction any student. This has sometimes meant the school involving parents and the police (**Email, Presentations, PC logbook**). The school supports the Bikeability programme and Safe Drive Stay Alive presentation annually for students (**School diary, Emails**)

Detailed and thorough risk assessments are done for all events on-site and offsite tips and visits. Students and parents are kept aware of any safeguarding incidents reported to the school by the borough (**Letters, website, parent mail**). Students and staff sign an e-safety agreement; a copy of which is in the student planner (**Planner, JP file**). The use of derogatory language of any kind is discouraged and sanctions such as inclusion invoked on the rare occurrence (**SIMs**).

Students learn about calculating risks, British Values and the dangers of extremism through assemblies, PSHCEE and form time. These include for example, sexual exploitation, substance misuse, road safety and gang activity. (**Assembly presentations, Schemes of work**).

Systems are in place to deal with any students who have attendance issues. There is a new late system which has improved punctuality and Truancy call has been introduced.

The introduction of LAG (Late at Gate) has made a significant improvement to the punctuality of students. In many year groups the changes have been significant; for example the lateness of Year 11 has improved by 45% (**Attendance data, JP analysis documents**).

The 6<sup>th</sup> Form for 2014-15 are also taking part in the process in order to improve their punctuality. The attendance figure of 94.7% for 2013-14 showed an improvement on the previous year and the school's attendance is currently 95%, the best ever at this stage. (**Attendance data, JP analysis documents**)

In order to raise the attendance percentage further, the attendance policy will include the request for medical evidence if a girl has been absent for 5 days or more or if she is away from school either side of a school holiday. There is a clear 3 year upward trend in improved attendance. (**Attendance data, JP analysis documents, letters home**)

Surveys show that parents are pleased with students' behaviour and staff have noted an improvement in behaviour compared to an earlier survey. (**Kirkland Rowell survey March 2014, Survey Monkey July 2014**),. 99% of parents in years 7 to 13 who expressed a preference feel that their daughters feel safe in the school (**Parents' evening questionnaires**)

Behaviour is managed through corridor cards, a clear system of reports, a well organised on call system, isolation in the main building, and reciprocal arrangements with other local schools. Changes to the school day have further reduced any behaviour issues. (**Reports, corridor cards, SIMs data, Isolation and Exclusion data**).

Staff are well trained in safety issues and have had refresher training on Child Protection in September 2014. (**PowerPoint**). Every interview panel has a Safer Recruitment trained member of staff. We have 23 first aiders and a Healthcare Officer who reports regularly to Governors. (**LM list**) Our Safeguarding and Child Protection Governor is a Metropolitan Police Officer and has been trained and the Deputy Child Protection Officer attends local meetings (**Certificates, meeting notes**).

Staff wear ID badges and visitors have no access to the school site except via reception. Visitors and speakers are escorted and accompanied by a member of staff at all times (**Visitor book**). Staff are supported through our subscription to Validium who offer confidential and impartial advice.

### **Personal Development, Behaviour and Safety will be outstanding when:**

- Students show a love of learning across all subjects and with different staff
- There are rare occurrences of low level disruption in lessons and outside lessons and behaviour is impeccable
- All students and staff are positive about behaviour and safety in the school
- The students are all aware of the different forms of bullying and prevent this from happening
- There is improvement in behaviour over time for individuals and groups
- All students are aware of how to keep themselves and others safe

### **School Improvement Actions:**

- Increase attendance to significantly above 95%
- Ensure consistency in dealing with behaviour outside lessons
- Increase consistency in use of behaviour card in corridors and outside lessons to ensure behaviour is outstanding
- Reduce number of isolations and fixed term exclusions
- Reduce number of persistent excludees

### **(E) Outcomes for students are good. This is because:**

In 2014 we “bucked the national trend” for 5+ A\* - C EM to exceed the national average by 10 percentage points which was a considerable improvement on 2013 when we were just below national outcomes. For 2014 P8 was +0.03 and A8 was 5.22. The percentage achieving Ebacc was 35%. We received a letter of commendation from the DfE.

In 2015, 60% of students achieved 5A\*-C EM, still 4% above the provisional national average. P8 was -0.06 but this was mainly due to the curriculum choices made several years earlier which did not enable all students to fill the necessary subject areas.

The Ofsted Data dashboard for 2015 highlights key strengths of our school and explains that these show Good or Better performance. For us these are:

- KS4 value added was broadly average or above in all subject areas
- Overall KS4 value added was broadly average or above for disadvantaged students and SEN students
- Attendance was above average
- Persistent absence was below average

These are significant and broad areas to have highlighted as Good or Better.

Our weaknesses are identified as:

- Progress in English being very weak
- Progress for disadvantaged students in English and Maths is well below other pupils nationally
- Attendance for FSM and SEN students is low

In each of these areas of weakness (which affect far fewer students than our strengths) there is a detailed and robust action plan which has been agreed with governors.

In terms of progress;

- 2015 (ROL 2015) indicates that in terms of Best 8, we are broadly in line with national averages. Maths and Humanities being above 1000 and Science, Languages and English being below but not significantly different to National.
- All ethnic groups with 2% or more of the cohort are broadly in line with National averages with the largest (WBRI) being above 1000. Bangladeshi students have made Sig+ value added progress for the last 2 years. (ROL 2015)
- The progress of school micro populations continues to be broadly in line with national averages. The only exceptions are High attainers in Languages and Science and Non SEN English students which are Sig-. The progress of low attainers in Maths and Science is Sig+. (ROL 2015)
- Humanities continue to be a strength of the school with almost all areas being above National (ROL 2015)
- In the EBacc areas progress in Maths and the Humanities is above National; Science, English and Languages are below National but not significantly. (ROL 2015)
- In terms of ethnicity the BAFR and WOTH groups are the only groups other than WBRI with more than 6% of the overall cohort. WBRI progress for Humanities and Maths is above National while Science, Languages and English is below. None of these are significantly different from National. The BAFR Science, Languages and Humanities are above National and Maths and English below. For WOTH Science and Humanities are above National with English, Maths and Languages below. None of these significantly so. (ROL 2015)

In 2015 English has a value added score of 999.0, Maths 1000.0, Science 999.9, Languages 999.0 and Humanities 1000.8. All these are broadly in line with National figures, none being significantly different from National.

The Best 8 VA score improved significantly from 980.3 in 2013 to 1004.7 in 2014, a 40 point improvement in the percentile rank for that measure. In 2015 the figure was 1000.8, only seeing a drop from 45 to 51 in terms of percentile rank overall.

Of those entering Year 7 with a level 5:

- In English 65% made expected progress and 18% made better than expected progress (ROL 2015)
- In maths 85% of students made expected progress and 34% made better than expected progress (ROL 2015)

Disappointingly our progress measures have been depressed by only 65% of students achieving a grade C or better. Mathematics results at A\*-C continue to remain robust and for 2015 were 74%. This means that the crossover for English and Mathematics is dependent on improving English percentages.

The fall in English percentage points from 2014 to 2015 was as a result of the school's decision to enter about 70 students for iGCSE. This was a change in previous practice when in 2013 all students were entered for AQA and in 2014 a similar sized cohort were entered for English. The decision was made to move to iGCSE following positive results achieved in local schools, advice from Pixl and the fact the iGCSE still includes speaking and listening, an area that we believed our students would achieve success. Unfortunately only 10% of our students achieved a grade C or better from iGCSE in 2015 and a significant number of schools nationally found that grade boundaries were moved and as a consequence results were depressed. In our case the upper end of the coursework portfolio marks were reduced by 6 marks and on a sliding scale towards the lower end of the pieces submitted. Despite submitting appeals none were upheld.

Following discussions with the Head of English and Governors, advice from other sources the decision was made to continue with iGCSE for the current Year 11. They had started on this course in Year 10 and it seemed less than sensible to change because of results for 2015. However, a number of actions have been taken to ensure that the students have every opportunity to achieve good results in 2016. We have

appointed an experienced Senior Leader to act as a consultant and to support the new Head of English. A rigorous tracking system is now in place to track the progress of all aspects of language and literature work undertaken by current Year 11 students. A small number of students (12) have been entered early (November 2015) for iGCSE. There has been intensive scrutiny of the progress of these students in their performance in speaking and listening, coursework and practice examinations.

In Mathematics the school's performance is above national by about 6% points for expected progress yet is below national results by a similar number of points for above expected progress. This can partly be explained that for the major part of the two years of the course for the 2015 cohort the focus of the department's efforts has been on the C/D borderline students. This is now being addressed.

Key Stage 4 now starts in Year 9 for all students. The number of English and Mathematics lessons has been increased to ensure sufficient curriculum time is available for teachers to deliver the new syllabi in these two key areas.

### Progress of current year groups

There is an increased focus on progress across all year groups to reflect the new DfE Performance Measures and the curriculum has also been altered. Regular data drops have been introduced for all year groups with at least three reporting contacts with parents and carers per year group. External moderation assures us that progress in each year group is good.

#### Year 11

Year 11	Minimum Expected FFTD	Data Drop 1 4Matrix	Data Drop 2 4Matrix
Progress 8	+0.22	+0.11	+0.17
Attainment 8	5.2 (C+)	5.21 (C+)	5.28 (C+)
A* - C in English & Maths	77	62	70
% Entered Ebac	54	56	56
% Achieving Ebac	48	33	31
% English A* - C	87	70	77
% Maths A* - C	87	73	78

The table above shows the most recent tracking of Year 11. Our P8 values are improving and this is as a result an increased focus on English and Mathematics through our Raise A Grade strategies and intervention programme.

#### Year 10

Year 10 (Year 11 2017)	Minimum expected FFT 50	Data Drop 1

Progress 8	0.25	0.09
Attainment 8	5.56 (C+)	5.49 (C+)
A* - C in English & Maths	83	76
% Entered Ebac	45	45
% Achieving Ebac	42	33
% English A* - C	88	79
% Maths A* - C	82	87

At this point the headline figures for the first data drop are below Minimum Expectations. However, we have 2 students counting in the data who have no current data drop values. If these two are removed A8 and P8 become 5.64, 0.13 respectively and thus progress is broadly in line with expectations and above the national average for P8.

Note: For Minimum Expected analysis - 10 students not counting in the calculations due to no KS2 data. 6 students have 1 unfilled Ebacc bucket.

Note – The P8 and A8 scores are calculated using the 2016 point scores to match with the present estimates available. This means that we have used current Year 11 analysis methods with Year 10 data in order to make some form of reasonable comparison.

### Year 9

Year 9 (Year 11 2018)	Minimum Expected FFT 50	Data Drop 1 4Matrix
Progress 8	0.13	0.13
Attainment 8	5.49	5.47
A* - C in English & Maths	81	63
% Entered Ebac	42	42
% Achieving Ebac	39	34
% English A* - C	87	70
% Maths A* - C	81	80

Year 9's first data drop indicate that their P8 and A8 are broadly in line with their Minimum Expectations and above the national expectations as we currently see them. There is a nearly 20% gap for the combined English and Mathematics %. From analysing the data their remains concerns about progress in English but these are being addressed with detailed action plans, intervention and increased external support.

Note: For Minimum Expected analysis - 9 students have one unfilled Ebacc bucket.

Note – The P8 and A8 scores are calculated using the 2016 point scores to match with the present estimates available. This means that we have used current Year 11 analysis methods with Year 10 data in order to make some form of reasonable comparison.

## Year 8

This table shows how departments are progressing towards minimum expected values. Where subjects are below expectations, SLT links explore actions with the HoDs they lead.

Data Drop 1	Sig above %	Above %	On %	Below %	Sig below %
Art	0	2	90	8	0
Drama	0	16	32	52	0
English	0	19	64	16	0
French	0	6	68	21	5
Geography	4	25	39	21	11
German	0	6	92	2	0
History	1	0	39	51	10
ICT	0	0	100	0	0
Maths	0	15	83	2	0
Music	0	8	92	1	0
PE	0	0	35	56	9
RS	0	0	100	0	0
Science	0	4	90	6	0
Technology	0	1	96	3	0

## Year 7

This table indicates the spread of KS2 levels on intake. The first data drop will be analysed in the Spring term 2016.

Year 7 (Year 11 2020)	Level 3			Level 4			Level 5		
	3C	3B	3A	4C	4B	4A	5C	5B	5A
KS2 English %	2	4	6	7	9	7	24	21	21
KS2 Maths %	1	2	2	10	0	25	31	27	2

## In terms of attainment

- The percentage of students achieving 5+ A\* - C including English & Maths in 2015 was 60%, remaining above National which is at 56%. (ROL 2015).
- The capped Best 8 APS of 324.4 is Sig+ for 2015 remaining so from 2014. (ROL 2015) compared to national of 308.6.
- The percentage of students achieving 5+ A\* - G remains Sig+ in 2015 from 2014, being Sig+ in 2012 and in line with national figures in 2013.
- The APS in Maths remains Sig+ from 2014. In English the measure remains above National in 2015 but is not Sig+ as it was in 2014. (ROL 2015).
- When considering capped point scores and total point scores the school is Sig+ for Non FSM, Non CLA, Non Disadvantaged, Non Mobile, Non EAL and WBRI groups. (ROL 2015)
- The numbers of SEND students are very low and their results are better discussed individually.
- In terms of ethnicity WOTH (16) and BAFR (15) are the only significant groups other than the White British cohort. For both these two groups they are above National in 2015 after both being Sig+ for total points scores in 2014. (ROL 2015)
- Attainment for all students (APS) in Maths and Science is Sig+.English and Humanities also being above National. (ROL 2015)
- Attainment in Maths for Girls, Non FSM, Non CLA, Non Disadvantaged, Low attainers, Non EAL and WBRI are all Sig+. For science Non CLA, Non Mobile, Non EAL and WBRI students are Sig+. (ROL 2015)
- High Attainers are Sig- in English, Maths, Science and Languages in terms of APS.

From ROL 2015 the following covers subject attainment :

(The 37 point barrier indicates A\*-C performance and the 49 point barrier indicates A\*-A performance).

- All subjects are above National for % achieving 8 points or above. All except Art & Design (Sig-), Photography, Hospitality & Catering (Sig-), Graphic Products, IGCSE English, (Sig-), English Literature, German (Sig-), Drama, Cambridge National Science (Sig-) & Core Science are above National for those % achieving 37 points., with English Language AQA, General Studies, Information Technology, Media Studies, and Additional Science being Sig+.
- General Studies, History, Information Technology, French, Media Studies, Dance, Music & Biology are above National for those achieving 49 points or more with ICT being Sig+. Photography, IGCSE English, English Literature, German, Maths & Physics are Sig- for the same measure. (ROL 2015)

## Disadvantaged students

The progress of PP students continues to be an area of focus as we do not match national results. This is partly due to the fact that significant numbers of PP students who enter the school do so with a low fine level 3 or 4 which Government's transition matrices make it clear that it is harder to convert to 3 or 4 levels of progress. Data on the school's 4matrix software when interrogated by teaching group, by PP students and Non PP students for English, Mathematics and Science indicate similar results.

Data indicates for current Years 7-11 that the following disparity between PP and non PP students are significant in the lower band of ability.

Year	Lower % PP	Lower % non PP	Approx multiplier
7	19	7	3
8	8	3	3
9	23	8	3

10	16	7	2
11	27	9	3

Thus on average we have three times as many students on entry who are PP in the lower ability band.

Both English and Maths fall below provisional results for 2015 with PP students' expected progress and above expected progress. An additional member of the senior leadership team was appointed for September 2015 with a responsibility for PP. An action plan and been written and is now being implemented in order to address the slower progress being made by PP students. In addition English and Mathematics Departments have PP champions for students in all year groups. Regular meetings take place to monitor and implement necessary actions to support these students.

Students who enter the school in Year 7 with below expected levels in English and Mathematics receive extra support. This is delivered in two main ways. A small number of students do not currently study an MFL in order to give over extra curriculum time to literacy. Other students are given additional English and Mathematics time in 1:1 or small groups. All students have access to Accelerated Reader and there are who school literacy activities to improve literacy for all. For example DEAR days (Drop Everything And Read), word of the week, form time activities.

Data for 2015 indicates

- In English 42% made expected progress compared to 57% Nationally (Sig-), 24% made better than expected progress. (ROL 2015)
- In Maths 46% made expected progress compared to 49% Nationally and 10% made better than expected progress (ROL 2015) and

In 2015 the progress of Disadvantaged students continued to be a problem area. In English the performance of disadvantaged students with an intake of level 3 and 4 were well below other pupils nationally (38% below for L3 students and 50% below for L4 students) The cohorts of these are small, 10 and 2 respectively. In terms of more than expected progress the level 4 intake students are also well below National, as are the L5 students (21% below for the 21 L4 students and 27% below for the 16 L5 students). (ROL 2015).

This problem was largely caused by the poor performance in the IGCSE qualification where of the 67 students only 10.4% achieved a C grade or better. (ROL 2015)

The following table and information below identify the entry breakdown for iGCSE in terms of ability and pupil premium.

Lower band	34%
Middle band	55%
Higher band	10%

57% of the pupil premium students of the cohort were entered for iGCSE students. Only 22% of the non pupil premium students were entered for iGCSE.

**(F) The effectiveness of the sixth form is now good. PIR 3. This is because:**

The **achievement** of students in the Sixth Form at both AS and A2 level is Very Good, and has been for the last three years as shown by a positive VA score in the PANDA and L3VA document.

<b>A Level VA score</b>			
<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
<b>+0.14</b>	<b>+0.29</b>	<b>+0.17</b>	<b>+0.09</b>
<b>AS Level VA score</b>			
<b>+0.35</b>	<b>+0.43</b>	<b>+0.37</b>	<b>+0.39</b>

### Attainment

In 2015 the **Floor standards** (172 points for academic qualification) exceeded- average point score per academic qualification 195 A2/ 194 AS (QCA) (Exam Report)

Over the period 2012-15 at 'A' Level, the following subject have performed lower than expected when compared to other schools- General Studies (no longer run), Economics (no longer run), Photography and Fine Art ( we are addressing issues with these departments). Whilst 5 subjects have performed significantly better than the average, including IT, RS and English Language.

For AS Level over the same period, 2012-15, all subjects were in line with other schools nationally and a significant number of subjects were above average. In 2014 (L3VA) 28% of subjects were significantly above average.

The **attainment** of students is Good considering their starting points which are historically below average for A Level students nationally (PANDA). At A Level in 2015 35.3% of all passes were at A\*-B. We had our best ever AS results in the summer of 2015, 91% of all AS levels were passed a higher percentage than the national and borough figures.

In 2015 80.7% of A Level subjects exceeded national outcomes at A\*-E.

### Attainment of micro populations

In 2015 there were 4 FSM students, no LAC and 11 EAL students.

Average point score per A Level exam entry was 195 for the whole cohort, for the 2 FSM A-Level students it was 207.5. For the 8 EAL A level students it was 180- this is largely explained by one candidate who did very poorly for reasons not related to her having EAL.

In terms of ethnicity the average point score for the 12 Black African students that did A levels was 196.25 and for the 5 A level Indian students it was 173- but this figure can be explained by the fact that one student did not gain any points (216 without her).

The school has put in place a revised monitoring and target setting plan this year with students in order to support their academic studies. Students who are falling below their KSTG are put on a mentoring scheme.

We have reviewed our entry policies for courses to help ensure all students are on the correct learner programme. Our entry requirements are now more demanding.

From our current Year 13 cohort (2015-16) we expect improved attainment- following our best ever AS results. We also expect strong attainment from our year 12 students as our entry requirements have become more demanding.

### English and Maths GCSE

From Sept 2015 it is a requirement that all students have GCSE English and Maths. There are still some students in year 13 who do not have this. They are taught in a small group and will re-sit the examinations at the earliest opportunity.

Results in English resits are better than the national average and in line with national average for Maths.

### **Leadership and Management**

The leadership of the Sixth Form is good and has been regularly reviewed and improved. All team members have a drive for improvement and raising standards. The Director of Sixth is new in post from September 2015 and is reviewing practices across the 6<sup>th</sup> form and increasing the use of data to inform planning. It is believed that this will result in improved outcomes for all learners.

We meet regularly with all Havering post 16 providers to ensure consistency and good communication. From September 2015 we are focusing on A level offers only.

We have begun cooperating with Havering Sixth Form College in order to broaden our offer at A Level. We are in discussions with other local providers to increase our level of collaboration.

We are involved in conferences with Mulberry Girls school an outstanding London Girls school.

### **Teaching and Learning**

- Teachers monitor, review and assess student achievement well. Induction, monitoring and tracking processes have all been refined and improved. Contact with parents is good through efficient administrative support and a wide range of meetings. Teaching in the Sixth Form is almost always Good and often Outstanding (73% from the 6<sup>th</sup> form review week 2015) Marking is clear, linked to assessment criteria and enables students to make good progress.

### **Behaviour and Safety**

- The personal and social development of students is good and is delivered through our enrichment curriculum (CARERS) and on Big Activities days.
- The vast majority of learners have a very positive attitude to their learning.
- We have a large study room for independent study. This is staffed periods 1-4 every day and is well used.
- We have strong pastoral support for students in need.
- There is counselling available for those who will benefit from it.
- Attendance and punctuality are closely monitored. The vast majority of students have very good attendance and punctuality. Attendance in 2014/15 academic year for both year groups was 91.6%.
- We work collaboratively with parents to maintain our high standards.
- We have a dress code to ensure students are of smart appearance and good role models.

### **Additionally**

- **Employability skills** are developed through specific lessons (CARERS), conferences, trips and visits.
- Students have access to our careers advisor through Prospects.
- There is an 18 plus week to help prepare students for higher education, apprenticeships or the world of work.
- There is a careers area in the 6<sup>th</sup> form centre.
- Students take part in an enterprise challenge as form groups.
- Year 12 students will be taking part in work experience in the summer of 2016.
- An awareness of how to approach **life in modern Britain** is taught through form times, assemblies, the House System, and various other means. We encourage volunteering a large number of our students are involved in the work of an autism charity. A conference on women in leadership is held annually.

- The 6<sup>th</sup> Form makes a large **contribution to the main school**. They do this through the House system, leading assemblies, a counselling group, clubs like the Medical Society and Debate Club, the Gospel Choir and mentoring scheme for year 11. Additionally they carry out duties around the school.
- The views of students are sought through a number of means, we have a 6<sup>th</sup> form council.

### Retention

- Retention rates are good within year and between Year 12 and 13, we have run a BTEC level 2 course in recent years and this has increased the number of students leaving us at the end of Year 12 (this course is no longer running). Retention for those on A Level courses is very good- 96% (2014 PANDA).
- Retention rates are significantly above the national average (LPUK)
- We continue to seek to improve retention between years 11 and 12 which currently stands around 26%. We have introduced more 'outreach' activities including afternoon teas for year 11 and Gifted and Talented programmes. We recruited more external students into our current year 12 than ever before.

### Destinations

- Current data suggests that 75% of the current year 13 will go to University in autumn 2016.
- In 2015 54.6% went to University- (8.3% to Russell group) this is higher than 2014 (50%). Other students went onto apprenticeships, other forms of study or into the work place.
- LPUK/PANDA data suggests that none of our students go onto to become NEETS

### The Sixth Form will be securely Good when:

- Attainment reaches and exceeds national figures in the majority of subjects despite lower than average attainment on entry
- The quality of teaching and learning is more consistently outstanding
- The tracking and monitoring systems are securely embedded and understood by all stakeholders
- The new leadership structure is embedded.

### School Improvement Actions:

- A Review week was carried out in 2015 which found the majority of lessons to be good or outstanding. There are areas for development that came out of this; these are being worked on by the 6<sup>th</sup> form team.
- Improve monitoring through refined use of ALIS, half termly data sheet and academic mentoring
- Develop consistency in teaching and learning through regular sharing at meetings and standard procedures, ensuring all students are actively engaged in their learning.
- Ensure teaching staff use the student data to inform their planning.
- Embed leadership roles

### (G) The leadership and management of the school is good. This is because:

- The Headteacher, governors and senior staff have set a culture of high expectations and ensure that respect and courtesy are expected. A Code of Conduct is upheld.
- After gaining academy status in 2012, the values of the school have been identified and embedded.
- Decisive action has been taken to tackle staff under performance issues.
- The school development plan and self evaluation form have been consulted on and are robust and aspirational
- Changes to the behaviour management system have ensured that the school is an orderly and hardworking community.

- Monitoring and evaluation is robust and effective. Governors monitor through visits and a Monitoring and Evaluation Committee.
- Our internal Parental questionnaires show high satisfaction with the school.
- Communication with parents has improved considerably.
- The school has a broad and balanced curriculum which has recently been reviewed at all key stages.
- The school promotes fundamental British values
- Our Affiliation to the Church of England and use of the Wellspring support the development of spirituality.
- The school has a rigorous and well publicised careers programme. Work experience is offered to all in Year 11 for a full week and Year 12 have a World of Work Week.
- Restructuring of staffing at all levels has led to greater accountability and efficiency.
- Our links to the Empower Teaching Alliance have improved staff development.
- The appraisal system has been reviewed and embedded and linked to SDP priorities. Underperformance is tackled.
- A broader range of staff have a good knowledge of human resource management, including occupational health, sickness absence review and capability.
- Detailed records on the link between staff performance and pay are shared with governors.
- Governors carry out their statutory duties with determination and zeal. They attend planning days, are linked to departments and trained in using Raiseonline, 4Matrix, examination results and Progress Measures. Governors engage with staff, students and parents through detailed regular surveys including exit interviews for staff and stakeholder analysis.
- All policies are up to date and these are tracked by the Governors Monitoring Committee.
- Ofsted visits in languages (2012), arts (2012) and PE (2013) have highlighted very good practice and strong leadership.
- Leadership of teaching and learning shows a focused and relentless desire to improve learning in the classroom and student progress and a desire to work with other providers.
- Effective Business Management has enabled the school to maintain financial viability whilst ensuring outstanding facilities
- Student leadership opportunities have increased.
- Our recently commissioned safeguarding review showed we exceed expectations

#### **School Improvement Actions :**

- Ensure outcomes for all students are at least good
- Increase focus on teaching and learning strategies and systems
- Develop middle leadership expertise through increased delegation and accountability
- Develop role of governors through increased training, linking of governors to key areas and increased rigour in questioning and challenge

#### **Leadership will be outstanding**

- When the quality of outcomes are outstanding.
- When there is a greater consistency of approach from leaders and in-school variation has been minimised.
- When senior leaders and Governors secure greater accountability
- When the relentless drive to raise standards is evident in the attitude and approach of all leaders

**(H) We also believe that the Spiritual, Moral, Social and Cultural education which students receive here continues to be Outstanding. PIR: Grade 1**

The school provides a broad and balanced curriculum which incorporates and promotes the development of the whole student and the learner characteristics called CARERS.

Within the Perspectives programme at KS3 and KS4, students participate in self-reflection in terms of their place in society and explore the establishments and institutions that make up the fabric of modern Britain; this includes the British Parliamentary system. ([Perspectives SOW](#)). They consider the dangers of extremism.

Supporting this is a programme of Big Activity Days which engage students in a variety of cultural, enterprise and international activities; these are constantly cited as a favourite experience in school. ([Big Activity Day programme](#)) Furthermore, there is a wide range of cultural trips involving Art, Music, Dance and Drama and the Expressive Arts Faculty combine to provide a rich programme of performances throughout the school year. (Newsletters)

Our Brentwood Road Gallery hosts numerous and wide ranging exhibitions which have a cross curricular theme and encourage students to reflect; for example, the exhibition focusing on Womens' Rights and the Suffrage Movement. A true success is the on-going involvement with the Anne Frank Trust which includes an exhibition and student leadership opportunities. ([Gallery calendar](#), [Press publicity](#))

Our SMSC provision includes the spiritual development of students through our affiliation to the Church of England, use of the Wellspring by faith groups, prayer spaces, prayer week and assemblies; GCSE RS is compulsory. We celebrate the spiritual and religious diversity of our school community through a variety of faith-based assemblies. The House system and our value of tradition allow us to have regular communal celebrations and we are building healthy competitiveness through a range of activities and challenges; we have introduced a vertical tutoring system once a week to support this. ([assembly programme](#))

Ensuring that students acquire key skills and responsibilities is crucial and the development of The Lodge and Farm has provided a variety of opportunities for students whilst providing a space for social interaction between students from different year groups. Student leadership opportunities include the School and Sixth Form councils, the Eco Council, prefect roles in Year 10 and 12, Peer Mentors, the House System and Student Receptionists. ([Minutes](#)) Furthermore, students in the Sixth Form lead clubs and societies such as Law, Medical and the Christian Union; an Autism leadership course is student led.

There is a strong emphasis on Internationalism within the school, significantly, the International Club has pioneered a range of activities and events which draw upon the cultural and ethnic diversity of our school community; for example, the Havering Commonwealth Service and attending the Commonwealth Day Observance Service at Westminster Abbey. ([FBI minutes](#), [Press publicity](#)) Cultural trips and visits are numerous and include annual International expeditions (Borneo, Uganda, Peru) and D of E Bronze and Silver. We are developing our partnership with two schools in Uganda and members of our staff helped run a number of teacher training conferences in Kampala in the summer of 2015. We will build on this by running student conferences in Uganda in conjunction with the Association of Maintained Girls' Schools in 2017.

We have a long running international exchange with a school in Germany which has been strengthened through collaboration between the two headteachers and activities such as a recent trip to Ypres to remember WW1; we are in the process of applying for the British Council's International School Award.

Links with the local community are excellent and include numerous Sports, Music, Language and religious links with local schools, local care homes, churches and businesses. Our charity work is extensive, focused and well led. We sponsor children abroad and are involved annually with both local (Saint Francis Hospice) and International charities (Stand By Me). ([Noticeboards](#), [newsletters](#))