Leadership & Management	Overall	2	Last revision date: June 2018	Author: MJA & RCL

Summary	- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and focussed drive to significantly improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time. - Our school's number one aim of 'Achievement for All' underpins the ethos of the school and our school aims clearly reflect our wider definition of achievement. - Strong leadership at all levels continues to drive improvements across the school, with ambition for further success firmly embedded. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for students and others. - Shared ambition, clarity of vision, robust self-evaluation and clear planning have helped the school rise to the challenge of reform in the curriculum, assessment and accountability measures. - The climate for learning is excellent with mutual respect the cornerstone of our 'Eight Expectations.' These shared and inclusive expectations create a safe, happy and supportive environment within which our students thrive and excel.
Areas for development	Continue to: - Develop the capacity of middle leaders and ensure consistency in their approach to monitoring, evaluation and improvement. **Strengthen the effectiveness of leadership at all levels by further refining action plans to ensure there are specific targets against which leaders can measure impact.** **Leaders have a clear focus on improving teaching and learning by:** **Sharing of best practice** **Ensuring there is sufficient challenge for all students including** the most and **least able** **Maximise the achievement and attainment of every student with a specific focus on narrowing gaps, in particular for our most disadvantaged students**. - Focus on identified areas for improvement especially KS4 students' progress in maths, science, history and PE. **Improvements in maths to be supported by better use of transition information regarding their numeracy skills.**

Sub-criterion	A. Key phrases from the Criteria		Main strengths and areas for development
1. Impact on outcomes; improvement	The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including English	2	**S:** - SLT provide clear direction, challenge and support and have ensured the school community has embraced change with vision, optimism and enthusiasm. - The English results are consistently good at all key stages with KS4 progress scores of 0.14 in 2016 and 0.34 in 2017 - Maths has improved considerably in recent years with progress scores of -0.33 in 2016, -0.08 in 2017 and

| | & maths | | predicted score of -0.05 in 2018.
- The progress of Disadvantaged students continues to be a significant area of focus with gaps narrowing gradually. This is demonstrated by P8 scores of -0.74 in 2016, -0.68 in 2017 and predicted to be -0.52 in 2018.

'Leaders have taken action to curb a downward trend in mathematics and since that has occurred since the time of the last inspection. Actions are improving outcomes for pupils in these subjects'

'Leaders have effectively planned the school's provision for disadvantaged pupils. The progress they make is improving towards that of other pupils from the same starting points. Leaders appreciate there is still work to be done.'

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AfD:
Refine systems to target setting and assessment to ensure students' progress is effectively tracked across all year groups.
Continued focus on improving the quality of teaching.
Focus on academic areas that are achieving less strong progress than others, currently science, history and PE.
Further improve consistency within and across faculties.
Close the achievement gap between disadvantaged and other students. |
| **2. Impact on teaching and learning**
PM and PD | Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school.

Teachers value the CPD provided by the school. It is having a | 2 | **S:**

- All Faculty Improvement Plans (FIPs) take into account the School Improvement Plan (SIP) and have clear success criteria against which to judge the impacts of actions.
- Systematic and robust monitoring of the quality of teaching and learning eg. through lesson observations, book monitoring, work sampling and stakeholder voice supported by a quality assurance programme effected through Faculty/SLT links. Underperformance is challenged by middle and senior leaders.
- Colleagues benefit from regular CPD focused on teaching and learning based on individual need, utilising |

	positive impact on their teaching and students' learning. Leaders and governors use performance management effectively to improve teaching.		the expertise of staff within school. - Tiered appraisal objectives for all staff, clearly linked to school outcomes and school improvement. *'Teaching overall is good. Pupils currently in the school, including the most able, achieve well in many subjects across the curriculum. Pupils make the strongest progress in English, languages and humanities'* *'The leadership of teaching, learning and assessment is effective. A systematic and effective approach to monitoring and improvement teaching has been developed. Professional development activities link to individual and school needs and encourage teachers to develop their practice. Teachers say they welcome the increased opportunities to work collaboratively, but the sharing of best practice is not yet fully embedded'* **Ofsted June 2017** **AfD:** - Continue to develop curriculum, pastoral and subject leaders so they are better equipped to contribute to the attainment and progress of all groups of students at all levels. Through effective use of data, ensure all leaders intervene appropriately, share successful strategies to support students and teaching and learning to ultimately improve outcomes for all students.
3. Curriculum	The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education. Pupils' SMSC development and,	2	**S:** - The curriculum at all key stages is broad and balanced, continues to meet the needs of all our students and supports the good progress made. - A wide range of courses are offered for students to choose from at KS4. - Regular evaluation and review of the curriculum offer to ensure it meets the needs, aptitudes and interests of students and facilitate further personalisation to support individuals. - Our PSHEE and RS programmes have a definite, positive impact on students' attitudes, values, behaviour and SMSC development. **AfD:** - Maintain and develop the capacity to plan for, and react to, the rapid changes proposed by the government.

	within this, the promotion of fundamental British values, are at the heart of the schools work.		- The challenge of offering a broad post-16 offer with significantly reduced resources. - We are exploring widening the range of KS5 provision including Level 2 courses and triple award Level 3 courses. - The curriculum offer has undergone significant changes over the last 2-3 years and is kept under regular review. The place of the Ebacc has been discussed at all levels in school. Governors felt that it should not be compulsory, though students, especially the more able, encouraged to consider choosing that suite of qualifications. The curriculum will be reviewed next summer in light of any changes to the inspection framework.
4. Self-evaluation	Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school.	2	**S:** - Focused SLT link programme based on half termly QA calendars. - SIP based on our robust whole school self-evaluation, which provides a model for Curriculum Leaders to adapt for their own FIP linked to both appraisal and achievement. - Governors' CPD is coordinated by a highly effective Link Governor who ensures that the annual programme is tailored to the school's and individual needs. This includes a termly CPD session usually led by a member of the Leadership Team or other specialist in a particular area. The wide range of CPD accessed by Governors on a regular basis equips them to provide effective support and challenge to the school. *'Seniors leaders, including governors, monitor and evaluate the work of the school robustly. They have a sound knowledge and understanding of the school's strengths and weaknesses because they visit lessons regularly and frequently examine the quality of work in pupils' books. Senior leaders meet regularly with subject leaders to hold them to account for the quality of teaching and pupils' achievement in their subjects.'* **Ofsted June 2017** **AfD:** - Continue to develop the effectiveness of middle leaders through a rigorous programme of monitoring and evaluating the quality of teaching and learning. As a direct result of this, staff and students are supported through a range of timely interventions to improve both practice and outcomes.
5. Expectations , culture and behaviour	Leaders and governors are ambitious for all pupils and	2	**S:** - The school ethos of "Achievement for All" is embraced by staff and can be evidenced in every aspect of

	promote improvement effectively		school life and is underpinned by high standards and high expectations in all that we do. - Mutual respect lies at the heart of the schools' "Eight Expectations" and are persistently and consistently enforced - The robustness of the links between appraisal, the SIP and FIPs ensure targeted CPD addresses school priorities and performance. **AfD:** - A continued focus on attitude to learning across all key stages.
6. Governance	Governors hold senior leaders stringently to account for all aspects of the schools performance, including the use of Pupil Premium and the Y7 literacy and numeracy catch-up premium… … skilful deployment of staff and resources delivers good or improving outcomes for pupils.	2	**S:** - A dedicated, committed governing body is led by a knowledgeable and experienced Chair and Vice-Chair who contribute to the school's self-evaluation and understand its strengths and weaknesses. - Governors are very ambitious for the school and set aspirational targets. - The governors are supportive, but regularly challenge the school performance and future plans for development, holding the headteacher and senior leaders to account. - Financial management of the school is excellent and the governors respond to the changing needs of the school and deploy staff and other resources accordingly. - Governors regularly review and contribute to plans and policies, with colleagues frequently invited to attend Governors meetings for more detailed analysis of their work. - Curriculum Leaders are invited to present Faculty updates with regards to achievement, teaching and learning at full Governors meetings and are held accountable for results. - Governors regularly access training to ensure they have an up to date knowledge of a wide range of school issues. *'Governors make a strong contribution to the school. They are well informed and hold senior leaders to account for the quality of education provided. Governors support the school proactively'* *'Governors provide support and challenge through their roles as 'link governors' to departments or key sections of the school. One governor told an inspector how she regularly visits the senior leader with responsibility for disadvantaged pupils. This gives her a good insight into how effective provision for these*

			pupils is and where it might need support.' **Ofsted June 2017** AfD: - Amend the timing of the Standards and Effectiveness Committee meetings to ensure it has up-to-date information to challenge leaders about outcomes for students and progress against agreed objectives.
7. Promotion of equality of opportunity	Leaders promote equality of opportunity and diversity, resulting in a positive school culture	2	S: - Prejudiced behaviour is not tolerated and incidents of such behaviour are rare. - Equality policy reviewed regularly and considers all aspects of equality within a school setting - We explore a range equality issues through the assembly programme such as women's rights and discrimination. - Our pupil premium funding is targeted to support disadvantaged students accessing opportunities they would otherwise not be able to participate in. *'Leaders have created an inclusive school culture that effectively prepares pupils for life in modern Britain. Pupils were very clear that prejudiced behaviour is not tolerated and said that staff act swiftly and effectively to resolve any issues that might occur'* *'All staff promote equality of opportunity and diversity in the school by challenging stereotypical views and unacceptable language. This fosters good relations amongst pupils and contributes directly to the respect for others shown by pupils.'* **June 2017** AfD: - Continue to look to close any gaps where they exist, especially the performance of boys and Disadvantaged students.
8. Protection from radicalisation and extremist views	Leaders protect pupils from radicalisation and extremism	2	S: - WRAP 3 Training for all staff in school. - PREVENT has been used on four occasions within school where concerns have been raised and there are very positive relationships with relevant members of the PREVENT team.

			- Awareness raised through the assembly programme, specifically exploring British values and understanding radicalisation and extremism. Staff and students aware of how to raise concerns within school. *'The school's work to promote pupils' spiritual, moral, social and cultural development is effective. Pupils learn about fundamental British values, such as democracy and the rule of law. Pupils had the opportunity to discuss the most recent general election and take part in democratic processes in school to appoint pupil council representatives. Pupils often proactively participate in charity events.'* *'Staff have had training on the 'Prevent' duty, the government's programme for preventing radicalisation and extremism. Staff training on safeguarding is kept up to date'* **June 2017** **AfD:** - Continue to provide training for staff to address the needs locally and nationally in terms of terrorist incidents.
9. Safeguarding and care	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted	1	**S:** - A strong safeguarding culture exists culture exists within school. The Deputy Headteacher is the Designated Safeguarding Lead (DSL) and one other pastoral leader is assigned as DSL. All are fully trained at the appropriate intervals and carry out their roles extremely effectively. - All students understand where to go if they have any concerns. - The SCR is maintained meticulously and all staff working in school, including any volunteers, are enhanced DBS checked and have annual safeguarding/child protection training. - A nominated governor is designated as the child protection governor. - The school works extensively with external agencies to meet a wide range of needs. - Robust staff recruitment and selection processes which safeguard children are in place. Selected staff have undertaken the Safer Recruitment training and have updated it where required. *'The school's work to promote pupils' personal development and welfare is good. Pupils are safe and happy*

			in school. The school is a harmonious community where pupils show respect for one another and for staff'.
			'The arrangements for safeguarding are effective. Leaders actively promote a culture of vigilance where pupils' safety and welfare are paramount. Safeguarding and child protection are very high priorities and safeguarding policies and practices are strong'
			'The school has rigorous checking procedures in place for child protection. All staff have been trained in safeguarding and child protection and they know what to do if a child is at risk. All staff are required to report even the slightest concern in order to protect pupils and these are followed up meticulously by key workers. Record-keeping is thorough'.
			Ofsted June 2017

	1 (outstanding)	2 (good)	3 (RI)	4 (inadequate)†
1. Impact on outcomes; improvement	'Uncompromising and highly successful' drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period. The achievement of disadvantaged pupils has improved and is rising rapidly, including in EN and MA. Senior leaders work to promote improvement across the wider system.	Achievement has improved or previous good performance has been consolidated. The achievement of disadvantaged pupils is rising, including in EN and MA.		Current leaders have been ineffective in securing essential improvements. Or: improvements are unlikely to be sustainable, too slow, or depend on external support. Or: the progress of disadvantaged pupils in EN or MA is falling further behind non-disadvantaged students with similar prior attainment nationally and/or in the school.
2. Impact on teaching and learning **PM and PD**	'Relentless (ugh) focus' on improving T&L. Teaching is outstanding or at least consistently good and improving. Searching PM 'encourages, challenges and supports' improvements in teaching. Focused PD is provided for all staff, esp newly qualified and those at an early career stage.	Teaching is good and improving, or is improving 'strongly'. Monitoring of teaching is accurate. PM and PD are effective and are closely matched to the needs of the staff and the school.		Leaders are not doing enough to ensure good teaching for all groups of pupils, inc D&SEN.

3. Curriculum	The curriculum promotes and sustains a thirst for knowledge & a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence.' Has a very positive impact on all pupils' behaviour & safety, and contributes very well to their achievement, physical wellbeing and SMSC development.	The curriculum encourages a thirst for K&U and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' achievement, physical wellbeing and SMSC development. It promotes positive behaviour and a good understanding of safety	L&M require improvement because they are not good but… leaders have the capacity to secure improvement in the school.	The organisation of the curriculum and classes results in some pupils achieving less well than they should. The curriculum fails to meet the needs of pupils, or particular groups. Or: pupils are entered inappropriately early for public exams, impairing their achievement, physical wellbeing and enjoyment significantly. The range of subjects is unacceptably narrow and does not prepare pupils for life in modern Britain. Too little is done to promote effective SMSC.
4. Literacy[1]	Excellent policies underpin practice: pupils have high levels of literacy or are making excellent progress in literacy.	Policies are well thought out. Pupils make at least good progress in literacy.		Poor literacy is not being tackled urgently. This is impeding pupils' progress.
5. Self-evaluation	'Deep and accurate' understanding of performance, and of staff and pupils' skills and attributes.	S-E is thorough and accurate. The school's actions are carefully planned, concerted and effective.		S-E lacks rigour and is inaccurate in its conclusions. Leaders do not have a realistic view of outcomes/provision.
6. Expectations, ambition and professional standards	All leaders, including governors, are highly ambitious for all pupils and lead by example. Excellence is pursued in all activities. Staff model professional standards with high levels of respect & courtesy for pupils & others.	The school's culture is characterised by high expectations and ambition.		Leaders are not taking sufficiently effective steps to secure good behaviour from all pupils and a consistent approach to discipline.
7. Engagement with parents and carers	'Highly successful' strategies, used to the benefit of pupils, inc. with parents who find working with school difficult.	School works well with parents inc those who might find working with the school difficult, achieving positive benefits for pupils.		Strategies are weak; parents express little confidence in the school.

8. Early Years &/ or Sixth Form	Provision is highly effective.	Provision is effective.		
9. Governance	Governors hold SL to account 'stringently' (sic) for all aspects of performance. Highly effective, rigorous planning and controls ensure financial stability and effective and efficient management of resources, inc PP. Staff and resource deployment is excellent.	Governors systematically challenge senior leaders; teaching and achievement have improved (or good performance consolidated) as a result. They ensure the efficient management of resources. Staff and resource deployment is effective.		Governors are not sufficiently diligent in holding the school to account for pupils' achievement, quality of teaching and the effective and efficient deployment of resources.
10. Promotion of tolerance and respect	*No criteria, but see curriculum/SMSC above*			Leaders and governors undermine the promotion of tolerance of and respect for people of all faiths (or those of no faith) races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) and so do not support and help prepare pupils positively for life in modern Britain.
11. Safeguarding and care[2]	'Safeguarding arrangements meet statutory requirements' has erroneously disappeared from the outstanding criteria but clearly still applies. The school is adept at identifying children at risk and engages appropriately with partners.	Safeguarding arrangements meet statutory requirements. Leaders ensure that staff are well trained in identifying pupils at risk. Staff respond appropriately. The school works well with other schools/EYP at points of transition.		Does not meet statutory requirements and gives serious cause for concern. Or: insufficient action has been taken to remedy weaknesses following a serious incident. Or: the school fails to identify pupils at risk when it might reasonably have done so.

'Achievement for All'