



Haslingden High School and Sixth Form

School Self Evaluation Form

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (national tests & assessments)
- Reading
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Personal development

- SMSC
- FBV
- Careers guidance
- Healthy living
- Citizenship
- Preparation for next stage

Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Equality & diversity
- Governance / oversight
- Safeguarding

Context of the School

The school has the following characteristics (figures taken from a fixed point in October 2019):

- The school is the second largest in Lancashire, with 1344 11-16 students on roll and 255 in the sixth form. The school is a popular choice with parents and is always oversubscribed for the 270 places available in each year.
- The school draws students from a wide range of primary schools across three different local authorities. The population is diverse, with 26% residing in areas of multiple deprivation classified as Grade E, and 46% from Grade D/E.
- There is a grammar school in the area, which is a factor that research indicates, does impact on Progress 8 outcomes for schools within their locality.
- 85% of the students in school are white British, with the remaining 15% being predominantly of Asian heritage, mainly Pakistani or Bangladeshi.
- The percentage of students eligible for Pupil Premium funding is around 20%. The number of Children Looked After fluctuates, but there are currently 7, with 15 adopted from care.
- There are 17 (1.2%, national average 1.7%) students with EHCPs and 165 (12.2%, national average 10.8%) receive SEN support.
- The KS2 Year 11 leavers in 2019 had a Key Stage 2 score of 4.85, with 116 HAs, 124 MAs and 15 LAs. In terms of the CAT test results for this year group, they had a Mean CAT of 99.5.
- The school is stable financially, despite the considerable pressure on 11-18 schools in particular.

Progress against previous inspection

Areas to improve:	Progress
<p>Leaders should continue with their work to further improve teaching and thereby improve outcomes, including in the sixth form, by:</p> <ul style="list-style-type: none"> – sharing the good practice already evident in the school to ensure that teaching in all subjects matches the quality of the best – ensuring that teachers plan work that provides sufficient challenge for all pupils, especially the least able. 	
<p>Leaders should make better use of information about pupils' numeracy skills when they start school, to ensure the least able pupils make more rapid progress in mathematics from the start of Year 7.</p>	
<p>Leaders should continue to develop their work with disadvantaged pupils so that differences in achievement between this group and other pupils nationally diminish even further.</p>	<p>Outcomes for disadvantaged students have improved over the last three years in terms of their academic performance,</p>
<p>Strengthen the effectiveness of leadership at all levels by further refining action plans with specific targets against which leaders can measure their impact.</p>	<p>The school has changed the format for improvement plans across school to ensure that impact against actions is routinely considered.</p>

The effectiveness of leadership and management: Good

- Ethical leadership underpins the work of the school. The school welcomes its responsibilities to seek the very best outcomes, and provide the very best life chances, for all the students in the areas we serve.
- There is a clear vision of what we are trying to achieve, and what Achievement for All means to us, which is outlined in our School Aims document. There is a strong emphasis of providing a wide range of experiences and opportunities for students to develop holistically and pursue their interests and aptitudes. There is a very wide range of extra-curricular provision in school.
- There has been a commitment by all leaders to improve the academic performance of all students, irrespective of gender, ethnicity or background. GCSE performance has improved steadily over the last four years, and A Level results have been consistent over the last five years, with a blip in 2019.
- Leadership of the curriculum has been good, with a strong drive to support teachers improving/developing their pedagogical knowledge to deliver an ambitious curriculum in each subject area, in a relevant and engaging way. We have come a long way in a short time, but there still much work to do.
- Our CPD has been responsive to the needs of individuals as well as the changes to external exams and pedagogical research. A significant amount of time has been allocated to equip teachers with the skills they need to effectively support students' learning
- The school has operated a three-year Key Stage 4 for over ten years, the intention being to allow curriculum leaders the flexibility to teach the GCSE course in a wider, deeper way, providing students with a richer learning experience. We fully understand the current concerns about how this is being implemented in different schools and the potential impact of a shortened Key Stage 3; we are currently reviewing our curriculum plans for 2021/22.
- Considerable thought about workload and wellbeing is given when considering the demands of the job and the impact of any proposed changes on our staff. A staff well-being survey carried out in November October 2019 yielded a positive view of the school. Issues of most concern to staff are being considered by our Staff Well-being Group and will form part of our next school improvement plan. Staff and student wellbeing are of huge importance to the school.
- There is an open, supportive culture in school, where staff feel valued and are happy to raise concerns/issues directly with members of the senior leadership team, including the headteacher.
- Where underperformance is highlighted, plans are put in place to secure the necessary improvements and there have a been a number of clear examples where there has been a demonstrable impact on quality.
- A strong, experienced governing body have a clear vision for the school and hold senior leaders to account for all aspects of the school's performance. Despite the very difficult financial climate, especially for schools with sixth forms, the finances are well managed and stable.
- The school is outward looking, and we have accepted support where needed, and provided for it for other schools. The headteacher is an NLE and has supported a number of school's within and outside Lancashire.

Safeguarding:

- Safeguarding is effective. This area is exceptionally well led and a real strength of the school.
- The school has a strong culture of safeguarding that supports effective arrangements to identify, support and managing safeguarding concerns.

- All staff are acutely aware of the importance of keeping children safe and refresher training is delivered annually by the DSL to all staff.
- The DSL is on a number of steering groups
- The school has a very strong, knowledgeable and proactive pastoral team which support students well, and the school accesses over 50 different external agencies.
- Looked After Children are closely monitored and supported both pastorally and academically.

To improve further the school must:

- Continue to review the curriculum at whole school and subject level to ensure all students have access to a broad, balanced and relevant curriculum that ensures all students are well prepared for further study, the world of work and life in the 21st century.
- Develop the sixth form provision to ensure that outcomes for students are at least good, in line with outcomes over the last 5/6 years, ensuring last year's result were an anomaly.

Quality of Education – Good

Intent:

- Our curriculum offer is broad and balanced and offers students the opportunities to access the knowledge and cultural capital to succeed in later life. It is underpinned by the National Curriculum, but students are frequently given opportunities to consider material or participate in activities beyond the initial NC requirements.
- Students are encouraged to access the Ebacc. qualifications but are not explicitly directed to complete the Ebacc. combination. A high number of students choose to study at least two Ebacc qualifications eg 33% of students in Yr 9,10 and 11 study at least two subjects from the non core Ebacc combination.
- Beyond the classroom, students are given regular extracurricular opportunities linked to sport, music, dance, drama and politics through a wide range of events eg Dance Show/Sports Teams/Mock Elections.
- Trips are an important aspect of enhancing curriculum provision and opportunity. Students have recently had the opportunity to visit a number of countries such as Iceland and culturally significant destinations eg WW1 Battlefields in France & Belgium.
- HWK is used effectively to both reinforce and extend learning. Successful completion of HWK is acknowledged through the HWK High Fliers coffee mornings, badges, praise postcards home, as well as showcasing excellent HWK on both FB & Twitter.
- Curriculum and Subject Leaders are reflective and have reviewed the current curriculum offer ensuring that it is coherently planned and sequenced. The curriculum is designed to maximise knowledge and skills application.
- Subject curricula are planned to prepare students for future learning and employment. Each subject's curriculum rationale and overview is publicly available on the school website. The curriculum enables students to take the next steps in their education and employment. The percentage of students remaining in education, apprenticeships or employment compares favourably with national figures, at all key stages.
- Pupils study the full curriculum in years 7 and 8, with students accessing a broad range of subjects. Subject leaders have planned carefully, sequenced schemes of learning to ensure students access a high quality curriculum in these years. Students start their option choices in year 9. The current division of the KS3/KS4 is under review at present to ensure that going forward, all students are given the opportunity to access the broadest range of subjects for as long as possible.
- The school values highly and delivers PSHEE, including a range of Citizenship topics through discrete lessons in Yr7 & 8 as well as through Core Computing in Yr9/10, where students are given the opportunity to explore issues such as Internet Safety and produce CVs. The core PSHEE programme is supplemented by a number of Drop Down Days eg Healthy Lifestyles/Revision Skills in YR10 & 11.
- All students study Religious Studies to GCSE level, with a number of students continuing this study in Sixth Form and beyond. Our local context has led us to study both Christianity & Islam at GCSE. The course also includes the study of a range of non-religious standpoints. Developing an awareness of religious beliefs supports our whole school approach of understanding and appreciating difference, diversity and equality of all people.

Implementation:

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those staff required to teach outside of their main areas of expertise.
- The quality of education is regularly monitored both formally and informally through scheduled lesson observations, which are developmental in nature, three rounds of whole school work scrutiny as well as calendared opportunities within departments to focus on marking, feedback and sharing of best practice. Both CLs & SLs regularly carry out lesson drop ins and a leadership rota of lesson visits is in place to provide a regular presence in lessons where further support has been requested by staff.
- New staff are given a full induction programme, which provides regular opportunities to focus on specific aspects of working at HHS eg behaviour policies/SEND etc as well as an additional observation within the first half term designed to highlight the expectations as set out in the document 'Outstanding Lesson Guide', which informs all classroom practice.
- Staff are given regular opportunities to access the most recent academic research through the CPD library, half termly Top Tips, which highlight a range of strategies linked to whole school T&L priorities eg Closing the Vocabulary Gap/Knowledge Retrieval. All staff can access these materials on the Ipad and the HHS T&L Blog – Reflect.
- Staff have access to a range of CPD opportunities both in school eg Need to know sessions/Stepping up to eg Subject Leadership/Study Skills as well as external and distance learning courses, which are regularly advertised in the weekly bulletin. Staff are actively encouraged to collaborate with other schools and share good practice. CLs&SLs regularly attend local subject network meetings. Feedback from CPD sessions has been positive e.g. In the recent revision skills CPD 93% of colleagues felt this would positively impact on classroom practice and 100% felt confident to try ideas in the classroom.
- Student voice is collected across all year groups and focuses on the student perception of areas such as progress, enjoyment, challenge, marking, feedback, relationships and opportunities to revisit and review work covered. Feedback in the vast majority of areas/subjects is very positive. Where potential issues are highlighted, these are shared with CLs/SLs in order to be investigated further. (See student voice records)
- During the academic year 18-19 96% of formal SLT lesson observations were judged to be 'good' or better. Where a re-observation was required, this focused on key areas for development. Full faculty reports are written following observations and discussed with the CL to highlight both strengths and areas for development. In the first term of 19-20 there have been 23 formal SLT observations with 12 observations of new staff. Only one re-observation has been required. Where teaching and learning is less than good, both support and constructive challenge is used to raise standards eg KS4 D&T/KS5 Maths/Law.
- All CLs meet regularly with their SLT link to discuss the progress of students and address any subject specific issues. Half termly CL QA calendars inform these discussions, which are mainly focused on T&L priorities and ensure a consistent approach across all areas. A separate SL QA calendar is also in place to inform dialogue between CL and SL/departments.
- Three formal assessment blocks take place each year. Following each assessment, data is used effectively to identify gaps in knowledge and understanding, underperforming groups or individuals and establish the support required to address poor progress.

Strengths and weaknesses across subjects and key stages

- Teaching and learning overall is effective and secures good and outstanding outcomes for students in the majority of subjects with notable strengths in English, RS, and drama
- Teaching and learning in DT and business studies (at KS4) and maths, biology, physics and the social sciences (at KS5) require further improvement to achieve the standard

set by other subject areas.

Quality of teaching and learning

- Lesson observation feedback shows that student-staff relationships are a strength and contribute to good progress made in the majority of subject areas.
- Teachers have high expectations, which encourage students to work with positive attitudes, having pride in their work, and applying themselves fully to make strong progress.
- Teachers make good use of assessments to identify areas of underachievement or misconceptions. Students receive high quality feedback and are given regular opportunities to ‘close the gaps’ in their learning as evidenced through work scrutiny and student voice activities. (See work scrutiny and student voice records)
- Regular opportunities are given to staff following block assessments to identify and plan appropriate interventions where student progress is not as expected.
- Good use of questioning is regularly seen in lessons and is used effectively to challenge students. Teachers are encouraged to use a ‘no hands up’ approach to ensure that questions are directed to specific students as appropriate.
- Challenge is a whole school priority and lessons are appropriately differentiated to reflect the needs and ability levels of all students. Teachers are encouraged to ‘teach to the top’ with appropriate scaffolding provided to support and challenge all students.
- Appropriate contextual group data (disadvantaged, SEND, Most Able etc) is shared with staff to ensure that planning accurately reflects the needs of the students. All staff carefully create seating plans to ensure students are supported in class.
- Student behaviour is effectively managed with clear and consistent application of the HHS 8 expectations. Support structures are in place at both curriculum level eg internal removal timetable and whole school through an on call system to ensure that all colleagues are supported in the classroom.

Measure	2017	National 2017	2018	National 2018	2019	National 2019
Progress 8 - All	-0.16	-0.03	0.03	-0.02	0.2	-0.03
Progress 8 - Low	-0.33	-0.17	-0.06	-0.17	-0.35	-0.22
Progress 8 - Middle	-0.14	-0.02	0.22	-0.01	0.19	-0.02
Progress 8 - High	-0.15	0	-0.19	0.01	0.29	0.01
Progress 8 - Disadvantaged	-0.7	0.11 other (-0.41 dis)	-0.44	0.13 other (-0.44 dis)	-0.27	0.13 other (-0.45 dis)
English Progress 8	0.3	-0.04	0.39	-0.04	0.55	-0.04
Maths Progress 8	-0.11	-0.02	-0.07	-0.02	0.02	-0.02
Ebacc Progress 8	-0.19	-0.03	-0.1	-0.03	0.02	-0.03
Open Progress 8	-0.46	-0.04	-0.07	-0.04	0.24	-0.04
Attainment 8	47.42	46.5	48.3	46.5	49.56	46.55
Ebacc English 9-4 (+ equivalent)	87%	75%	89%	75%	82%	76%
Ebacc Maths 9-4 (+ equivalent)	77%	69%	78%	70%	81%	70%
English and maths 9-4 (+ equivalent)	75%	63%	77%	64%	76%	64%
English and maths 9-5	51%	43%	43%	43%	50%	63%
Ebacc entered	15%	35%	11%	43%	10%	43%
Ebacc achieved (4+)	8%	24%	9%	40%	8%	40%
Ebacc achieved (5+)	8%	21%	7%	25%	6%	25%

Context. Group	2017			2018			2019		
	4+	5+	P8	4+	5+	P8	4+	5+	P8
All	75%	51%	-0.16	77%	43%	0.03	76%	50%	0.2
Dis	61%	46%	-0.7	68%	32%	-0.44	65%	43%	-0.27
Non	78%	53%	-0.03	78%	46%	0.12	79%	59%	0.32
Girls	78%	52%	0.02	78%	44%	0.17	85%	59%	0.68
Boys	71%	50%	-0.36	76%	43%	-0.12	69%	43%	-0.18
High	95%	80%	-0.1	95%	65%	-0.2	93%	82%	0.29
Middle	59%	25%	-0.2	69%	31%	0.2	69%	26%	0.19
Low	7%	7%	-0.4	17%	0%	-0.1	7%	0%	-0.35
SEN - E	25%	25%	-0.26	33%	33%	0.21	0%	0%	-0.13
SEN - K	54%	34%	-0.45	61%	34%	-0.51	52%	32%	-0.34
No SEN	79%	55%	-0.11	81%	35%	0.12	82%	54%	0.31

2019 Outcomes:

- With marginally higher than national prior attainment this cohort has achieved very positive results across a range of measures when compared with national
- 2019 P8 score is +0.2 (significantly above national) and is above the national average for all separate elements.
- P8 for disadvantaged cohort is notably higher than the same cohort nationally and in line with other students nationally.
- P8 'gap' between disadvantaged and other students has remained around -0.65 over time but disadvantaged progress has improved dramatically.
- All elements of the Ebacc basket are above the national average and progress in science continues to improve over time.
- Progress of the lowest ability is an area for development, but this group represents less than 6% of the cohort.
- Girls continue to achieve more highly than boys but progress of both exceeds, or is in line with, national for all elements
- Attainment 8 exceeds national and is improving
- 22% of all grades awarded were at grade 7 or above
- Just under 40% of all students achieved a grade 7, 8 or 9 in English; this included an incredible 22% of all English Literature results at grades 8 or 9 and 33% 7+
- Attainment in maths has increased over time, particularly at grade 4 and above
- Ebacc entry has remained static over the past 3 years but increases to 18% in year 11 and 21% by year 9
- From all starting points, students achieving a grade 5+ in English and maths is inline with and exceeds national average
- P8 is considerably above the national average for middle and high ability students (who make up the vast majority of the cohort)
- Attainment 8 compares favourably in almost all contextual groups but is an area for development for the most able in maths and science

Forecasts for the 2020 (current y11) cohort demonstrate:

- Predictions for year 11 are similar to those at the same time last year.
- Current predictions suggest attainment will be in line with prior attainment expectations and hence a P8 score of -0.02.
- Predictions in English indicate that there will be a drop in the number of the highest grades. This is typical of English predictions and these are exceeded year on year.
- The gender P8 and attainment gap is predicted to remain. This is most notably the case in English.
- Predictions in maths and the Ebacc elements are in line with previous years. Maths are predicting a slight increase in the number of the highest grades. This is in response to implemented strategies which focus on improving the number of the highest grades achieved
- 51% of students have a positive P8 prediction. This figure drops to 23% for the disadvantaged. The P8 gap is predicted to rise to -0.77. Students who are not predicted to reach targets have individual strategies planned at subject level.

Progress across Y9 and 10

- Predictions in years 9 and 10 are difficult given the change in the KS2 assessments for these years.
- KS2 scores have been converted to allow what the school believes are robust targets to be set. Student progress is assessed against these targets. Where student progress exceeds these targets, these are amended to ensure that challenge is maintained.
- Progress for the majority of subjects, including English and mathematics across KS3 continues to be strong considering student's different starting points. In many subjects, the percentage of students on targets exceeds the schools target of 75%. English continues to predict lower than achieved in previous years.

Progress across KS3

- Target setting for students is robust. Students are set subject specific targets based on KS2 prior attainment and A8 expectations for the end of year 11. Progress is tracked against these targets.
- The school has a good track record of accurate assessment. Assessments are scrutinised and moderated to ensure these are appropriate and enable students
- Progress for the majority of subjects, including English and mathematics across KS3 continues to be strong considering student's different starting points. In many subjects, the percentage of students on targets exceeds the schools target of 75%.
- The progress of disadvantaged students across a wide range of subjects is strong. Differences in rates of progress to non-disadvantaged students are small across subjects/cohorts and in some instances disadvantaged students are performing above 'other' students.
- In Y7, 94% of students are on target in 12 or more subjects, with 92% of disadvantaged students on target in 12 or more.
- In Y8, 77% of students are on target in 12 or more subjects, with 67% of disadvantaged students on target in 12 or more.
- Students eligible for the catch up premium receive extra support through additional literacy and numeracy interventions. Students have a baseline assessment and are assessed again for progress after 10 weeks. Students are 're-enrolled' on to the programme as appropriate. (See catch up premium report)
- Reading in years 7-9 is encouraged through the use of Accelerated Reader although this is under review and the school is keen to replace with a better product. Closing the vocabulary gap is a priority for the school and students are encouraged to use accurate language across all subject areas. Tier two words and command words form an important part of students learning.
- To improve the reading skills of disadvantaged KS3 students, paired reading with trained literacy leaders is scheduled for two mornings per week with a focus on improving reading fluency. Students are baseline tested to ascertain fluency levels at the beginning and then re-tested during the school's assessment blocks.

To improve further, the school must:

- SLT to review the current provision in place explicitly for SEND students. An external review will form part of this process.
- SLT and middle leaders to review the current division of the KS3/KS4 is to ensure that going forward, all students are given the opportunity to access the broadest range of subjects for as long as possible.
- All curriculum areas must continue to prioritise strategies to address the vocabulary gap, metacognition and knowledge retrieval. These have been included in the 2019/20 FIP documentation and will be reviewed throughout the year. CPD learning communities will give staff the opportunities to address these whole school priorities.
- Provision for the most able at KS5 remains a priority and must build on the good practice seen at KS4

THE QUALITY OF EDUCATION

INTENT

- Our KS5 curriculum is ambitious, broad and balanced. Every student, including disadvantaged students and those with SEND are challenged to achieve their full potential.
- The options process for KS5 is rooted in ensuring that students' choices are appropriately relevant to future pathways and success
- The vast majority of students study 4 level 3 subjects eventually reducing these to 3 to ensure that subject choices are appropriate. Students are able to study both A level and vocational subjects as part of their individual programme.
- The extended project qualification is also offered in year 13.
- For students below grade 4 in English and/or mathematics there are resit lessons.
- On recognising poor provision locally for our high needs learners, we have implemented a level 2 pathway which enables these students to access an appropriate post 16 pathway which provides the opportunity to progress to level 3 study after successful completion.
- Subject specialist heads of department/KS coordinators lead on curriculum design, content and delivery.
- The curriculum is coherently planned and rationales for every subject justify plans and sequencing for building sufficient knowledge and skills for future learning and employment.
- The curriculum is built and adapted for our intake. We have high levels of core subject and STEM progression - English, mathematics, science and social science entries reflect the levels of ambition both staff and students share.
- The options process for KS5 is under review to ensure that future pathways are the starting point and leaders look critically at the courses offered to evaluate suitability on an annual basis

IMPLEMENTATION

- We are outward looking. Since September 2019, we are networking with other professionals and institutions to ensure that staff remain experts in their field and are best placed to maximise learning for our students.
- KS5 teachers have good knowledge of the subjects and courses they teach. Since September 2019, there has been an increased drive for staff to attend exam board CPD courses to improve pedagogy and subject knowledge.
- The quality of education is monitored carefully - including the scrutiny of trends in outcomes over time, feedback and marking, book looks linked with rationales, lesson observations and drop-ins
- All subjects are taught by subject specialists ensuring that staff have the expert knowledge necessary to deliver courses. From September 2019, a greater emphasis will be placed on key stage 5 study skills and knowledge retrieval.
- The overall quality of teaching and learning within the sixth form is strong. For SLT observations in 2018/19, 13 sixth form lessons were seen. So far this academic year (January 20), 14 sixth form lessons have been observed with 3 faculties still to be calendared. This reflects the increased focus on the quality of teaching and learning in sixth form and since September 2018, no lesson re-observations have been required. In addition to these, CL and SL lesson drop-ins have taken place and the scrutiny of sixth form folders/books have been prioritised. Based on the most recent whole school work scrutiny (November 2019), 28 members of staff had sixth form folders/books monitored with standards of marking, feedback and organisation being high.

- The quality of work and lessons seen did not correlate with the 2018/19 outcomes; however, in response, a targeted drive to improve key stage 5 study skills and knowledge retrieval is a key focus for the sixth form improvement plan and internal assessments suggest strong progress for current students.
- Curriculum and subject leaders, conduct analysis after block assessments to identify key gaps in knowledge/skills including underperforming groups of students and individuals. These inform subsequent actions to address gaps in learning to support improved progress.

STRENGTHS AND WEAKNESSES ACROSS SUBJECTS

- For subjects with trends in underperformance, carefully monitored recovery plans have been devised. These are in place for law, psychology, biology, chemistry, physics, maths and further maths.
- CLs/SLs have implemented strategies to secure the further improvement of identified areas for development and progress towards meeting the objectives is reviewed regularly as part of the SLT QA process.

Clear strengths in sixth form lessons are:

- Strong and coherent subject knowledge is used to sustain students' interest. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter.
- Teachers use effective planning to help students learn well and time in lessons is used productively. Over the course of study, the SoL are well sequenced to help students retain knowledge and develop mastery.
- Students' behaviour is managed effectively with clear rules that are consistently enforced.
- Students are given sufficient time to review what they are learning. Following responses from student voice, time is now dedicated to consolidation at the end of double periods.
- Teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. Intervention is used effectively through clear identification of those students who start to fall behind. This is done quickly to help them to improve their learning.
- Questioning is used to probe students and push their learning whilst also reshaping tasks to tackle misconceptions.
- Technology (such as Google Classroom and Google Docs) is used to enhance learning in sixth form lessons by creating an ongoing dialogue between teachers and students.

Quality of provision for the most able

- 2019 results mean that the quality of provision for the most able is a focus for this year. 46 students were included in the AAB measure with 2.2% achieving 3 A levels at AAB with 2 in facilitating subjects.
- The profile for raising the achievement of HPA students has been shared with sixth form teachers as a focus for this year

- CPD on strategies for increased challenge and expectations has already been delivered - 23 members of staff attended and created individual action plans for their own implementation of effective study methods and strategies
- 4 students have applied and interviewed for Oxbridge entry. This year has seen the first HHS sixth form student accepted to Oxford University to read geography.

Quality of provision for those requiring additional support - SEND and disadvantaged students

- For the 2019 results, the average point score for disadvantaged students studying A levels expressed as a grade was D+ (7 students) with a VA score of -0.83 (upper confidence limit of -0.31)
- For the 2019 results, the average point score for disadvantaged students studying applied generals expressed as a grade was a Merit (2 students) with a VA score of -1.17 (upper confidence of 0.01)
- 6 students had SEND in 2019, and of these, 50% had a positive VA score.
- A new role has been created for a progress mentor to support disadvantaged students and students with SEND in sixth form. These students access additional support sessions/lessons, one to one mentoring and have personalised action plans which are carefully monitored.

IMPACT

2018/19 OUTCOMES:

- Attainment is down from the previous year with academic subjects reaching a 92% pass rate (with 98% the previous year). A2 points were down on 2017/18 by 7 points equating to 3 out of 4 grades being lower than 2018. Whilst a drop was predicted, it was not expected to be this extreme. A level VA was -0.56 with an upper confidence limit of -0.41 (-0.07 in 2017/18) and the average point score expressed as a grade being C-. There was a more positive picture for applied subjects with VA of -0.09 and an upper confidence limit of 0.15. Grade predictions on the whole were accurate but there were inconsistencies in subjects with some overpredicting. We are above national values for level 2 English and maths

		2017	2018	2019
A LEVEL	VA SCORE	0.05	-0.07	-0.56
	AVERAGE GRADE	C-	C+	C-
	BEST 3 AVERAGE GRADE	C+	C+	C

	AAB MEASURE	11%	10.8%	2.2%
APPLIED	VA SCORE	0.05	-0.1	-0.09
	AVERAGE GRADE	D+	M+	M+

FORECASTS FOR THE 2019/20 (current year 13) COHORT INDICATE:

- Block A indicates a VA score of -0.10 for year 13 A level students and 0.82 for applied general students
- that 43% of students are predicted to achieve A*-B (compared to 28% in 2019)
- that 78% of students are predicted to achieve A*-C
- that 98% of students are predicted to achieve A*-E (compared to 92% in 2019)
- ALPS indicators indicate that blue subjects will decrease from 13 subjects to 7 and red subjects will increase from 2 subjects to 8.

Overall, an increase in overall progress and attainment indicators is forecast.

PRIORITIES FOR IMPROVEMENT OF THE QUALITY OF EDUCATION:

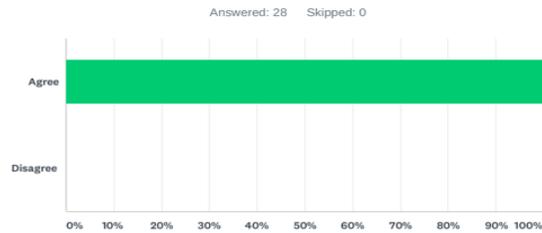
- To evaluate the viability of all students entered for the EPQ
- To look critically at the courses we are offering students and evaluate whether we can broaden the curriculum and offer other courses
- To improve the consistency of outcomes across all KS5 subjects
- To share weekly topic overviews for students and a revision at home programme to enable our students to check understanding of key concepts. This will also support students with remembering the content they have been taught long term ths integrating new knowledge into larger concepts.
- KPO/LMA to schedule more sixth form lesson drop ins
- CLs/SLs to make it clear to staff that completion of target stickers is part of the whole school policy so is an expectation
- CLs/SLs to receive faculty/subject specific reports with a greater level of detail included. These need to form part of the link discussions with SLT.. It is important that these discussions focus on the SOL and how progression takes place over time due to the sequencing of lessons.
- A bespoke 'outstanding sixth form teaching guide' to be shared with all sixth form teachers - content will be based on best practice seen within school but also informed by current educational research

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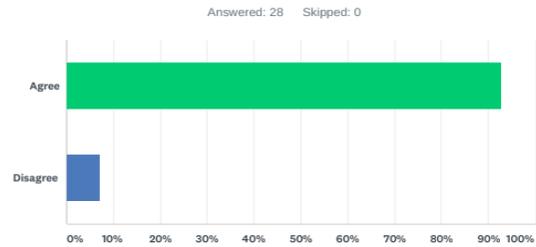
EHAVIOUR AND ATTITUDES

- Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.
- Students at Haslingden High Sixth Form are welcoming, courteous and manage their own behaviour. This can be seen both in and out of lessons and is having a strong, positive impact on their progress.
- Students are respectful, punctual and well prepared for lessons. There are high expectations from form tutors regarding equipment and regular QA is in place during tutor time.
- The sixth form management team and staff have high expectations of student behaviour, with clear effective strategies that promote excellent conduct.
- 100% of year 13 students questioned for the most recent student voice agreed that behaviour is good in class and 93% agreed that they enjoyed their lessons

Q4 Behaviour is good in class



Q2 I enjoy my lessons



ANSWER CHOICES	RESPONSES
Agree	92.86% 26
Disagree	7.14% 2
TOTAL	28

- A good start/poor start data capture took place during the Autumn term for all sixth form students. 7 year 12 students and 5 year 13 students were identified as making a less than satisfactory start and were placed on a monitoring report in consultation with parents. All students successfully completed the monitoring period and the year 13 students now have weekly timetabled periods with the progress mentor
- After block A, 22 year 13 students were identified as underachieving due to less than satisfactory effort/attitude towards study. Again in consultation with parents, these students have additional supervised periods during their free time to catch up or improve knowledge and understanding

Attendance**YEAR 13**

	2017/18		2018/19		2019/20	
	%PA	ATTENDANCE	%PA	ATTENDANCE	%PA	ATTENDANCE
Whole year 13	17.69%	94.54%	21.28%	94.47%	16.28%	94.03%
Disadvantaged	33.33%	92.9%	50.0%	90.2%	12.50%	94.19%
Other	16.94%	94.62%	20.0%	94.66%	16.53%	94.02%
SEN	12.50%	95.18%	14.29%	94.76%	15.38%	94.10%
Other	18.03%	94.50%	21.84%	94.45%	16.38%	94.02%

YEAR 12

	2017/18		2018/19		2019/20	
	%PA	ATTENDANCE	%PA	ATTENDANCE	%PA	ATTENDANCE
Whole year 12	11.34%	95.81%	13.99%	94.84%	13.08%	95.32%
Disadvantaged	22.22%	92.42%	20.0%	90.43%	24.0%	92.97%
Other	10.23%	96.16%	13.28%	95.36%	10.48%	95.87%
SEN	28.57%	95.27%	6.25%	97.56%	10.0%	96.11%

Other	10.0%	95.86%	14.96%	94.5%	13.33%	95.25%
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- Students have good attendance and there is a continual drive to ensure that it improves or at least maintains.
- Intervention and support strategies have proved effective. Since September 2019, 5 students have been placed on an attendance monitoring report with 3 successfully completing this monitoring period and 2 remaining on report indefinitely. Of these, one student had their bursary revoked and attendance has improved since.
- Since September 2019, the statistics have been disproportionately affected (particularly for year 13 students) due to an unforeseen critical incident which impacted on students' emotional and mental wellbeing thus leading to absence.

To improve further, the sixth form must:

Continue to improve school attendance and persistent absence with a particular focus on disadvantaged students & SEND students

Implement further strategies which address the effective use of students' free time

PERSONAL DEVELOPMENT

- The curriculum and the sixth form's wider work supports students so that the personal development of each individual is what underpins our ethos. Students are organised into tutor groups using information from previous years and there is a tutor time programme designed to support and engage students in academic and personal development.
- Year 12 students have a weekly period dedicated to PSHEE. During this time, there is a rich programme of enrichment activities, tutorials, lectures and assemblies mean that we meet the Gatsby benchmarks
- The sixth form hosts the NCS and a cohort of students participate in the scheme. This helps to give our students the opportunities to be the best they can be, regardless of their background.
- Students take on leadership roles as part of the student management team. These include: head and deputy head boy and girl, student support leads, eco committee leads, student representatives and the charity committee.
- Students' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. This is developed through a whole school approach to the importance of SMSC, delivered through assemblies, tutor time, lessons. The school's pride in charity work is part of the ethos of Haslingden High.
- Our CEIAG programme ensures that all students receive high quality impartial advice in sixth form. This is exemplified by UCAS tutorial periods, external speakers, careers fairs, university visits and bespoke one to one careers advice and guidance about future pathways.

PERSONAL DEVELOPMENT - THE SIXTH FORM OFFER:

Future pathways

- HE lectures on a range of diverse academic topics as well as study skills sessions based on research-informed strategies
- Participation in the A Level Mindset Programme on a weekly basis
- Internship week for all year 12 students in which students gain valuable experience in the world of work
- Weekly enrichment participation ranging from classroom support to external placements
- Weekly UCAS tutorial periods with one to one tutor support
- Breakfast sessions focused on a range of career pathways (NHS, sport, architecture, journalism, law)
- Attendance at careers fairs (both in-house and external)
- A trip to Oxford/Cambridge for HPA
- Involvement in the Edge Hill Tomorrow's Teachers pathway for aspiring educators
- For students not wishing to apply to university, weekly one to one employment skills sessions alongside a variety of unbiased guidance including: iCould, breakfast sessions, links with NLTG, degree apprenticeship guidance

SMSC

- Mentor training with DSL and pastoral managers for student support volunteers
- Year 12 students volunteer in lower school classes effectively providing teachers with additional support
- Sixth form students undertake paid work in school including cleaning and lunch duties
- The sixth form students plan and host a Christmas party for local senior citizens
- Involvement in the school band and events in the community
- Involvement in the Christmas hampers and rucksacks for the homeless collections
- Organisation of sixth form events to raise money for charities such as Young Minds
- Mindfulness sessions for all sixth form tutor groups
- Participation in gold Duke of Edinburgh award
- Student involvement in LFA (Lessons from Auschwitz)
- Opportunity to visit various destinations, including New York, to experience a wide range of culturally stimulating activities.
- Political awareness raised through events such as Question Time, visiting speakers from a range of political parties and creating their own campaigns in the lead up to a

mock election

- Annual University Challenge event involving teams of student subject specialists who compete in a knockout style event culminating in a final competition.
- Opportunity for chemistry students to present project based learning at The Royal Society

To improve further, the sixth form must:

Ensure that Haslingden High Sixth Form is compliant with Gatsby benchmark 7 (Encounters with further and higher education.) The sixth form must allow able but socioeconomically disadvantaged students to benefit from extra support with choosing learning pathways

To ensure consistently strong provision during tutor time, across the curriculum and beyond the curriculum that contributes effectively to SMSC, British values and character education across the school

Personal Development - Outstanding

Students' personal development is exceptional and a real strength of the school; Haslingden High School consistently promotes the extensive personal development of students both within and outside of the curriculum. The wider curriculum enables students to develop their interests and talents and strengthen their character.

Our students are resilient, confident and independent and these qualities are fostered through a range of activities such as our effective and robust PSHEE curriculum, which includes a 'Mindfulness' programme and 'HeartStart' training for every student in Year 9; voting in mock elections; our very successful DofE's Award offer, and the whole school approach to Teaching & Learning, which embeds resilience and independence as the norm. Up to 150 of our Year 11 students are prefects and, as such, they take on roles in school such as daily lunch duties and form tutor activities, and act as role models for lower school students. Older students also volunteer to work with students from lower year groups, listening to them read and aiding their progress across the curriculum, via our SEN Faculty intervention programme.

HHS is acutely aware of its responsibility to ensure that students are physically and mentally healthy. All students take part in core PE as part of the standard curriculum; take-up of students for GCSE and vocational PE is strong, with almost half the year group regularly opting for these subjects. Mental health and wellbeing is taken particularly seriously: this is covered through our PSHEE programme and regularly revisited through the assembly programme. Our pastoral system is highly effective, with Heads of Year and Heads of School playing a vital role in ensuring student wellbeing; they are supported by experienced and effective Form Tutor teams and by two non-teaching pastoral mentors who are available to deal with pastoral issues throughout the school day. The school increased school nurse availability in the Autumn term 2019 and key students are offered regular meetings to discuss issues arising. Students are regularly signposted to organisations and initiatives available to aid students' health and wellbeing.

Students are proud of their achievements and of their school; this is reflected in the pride they take in their work, their appearance, and their contribution to a wide variety of extra-curricular activities and events, covering areas such as sports, the arts, charity, STEM, design & technology, DofE Awards. Staff at Haslingden High School go beyond the expected, so that students have access to a wide, rich set of experiences, as shown by our termly extra-curricular activities programme and the wealth of volunteering and charitable activities that take place day in, day out.

There is strong take-up by students of the opportunities provided by the school. A 'snapshot' of attendance at extra-curricular activities is taken each term.

WINTER TERM - OVERALL TOTAL 2019-2020						
Total No in school 2019-2020	Total No. of Clubs 2019-2020	Total No. Students attended 2019-2020	Total No. of PP Students attended 2019-2020	Proportion of Students attended out of whole school (%) 2019-2020	% of PP Students who attended clubs 2019-2020	% of PP students who attended out of whole school 2019-2020
1605	39	250	51	16%	20%	3%

There is a palpable sense of community and belonging in the school and excellent support from parents/carers. Our School Facebook group and Twitter profiles are visited every day, throughout the day, and provide a platform for celebration of student achievement. 'Star of the Week', 'Homework High Fliers', House Points and rewards, student achievement badges, Commendation Assemblies and Sports Awards Evening are all initiatives introduced to celebrate our students' achievements and foster a sense of belonging and community at HHS.

Students understand and respect the core principles of **Fundamental British Values** and this is evident across all curriculum areas and extra-curricular activities; these values are highlighted through the school's carefully organised assembly programme. Students live and work in a harmonious multicultural, multi-ethnic community, which embraces people of all abilities and genders. This can be seen most clearly in lessons on a day to day basis where students regularly receive the messages of cohesion, equality, tolerance and respect, and through our weekly assemblies to all year groups which include themes such as religious tolerance, British values, remembrance and the importance of charitable giving.

The school has an excellent reputation locally for its charitable contributions; performing arts activities, including music, dance and drama; sporting achievements and for its work and involvement with and for the local community. Many events and activities established here at Haslingden have been adopted by other schools and organisations locally, for example, Christmas hamper donations, our annual Charity Day and our Citizen of the Year awards.

HHS provides these rich experiences in a coherently planned way, through the curriculum and extra-curricular activities, and they considerably strengthen our offer.

Our CEIAG programme ensures that all students receive high quality advice at each stage of school.

The **Compass Careers Benchmark Tool** gives a positive picture of the school's current progress towards compliance with The Gatsby Benchmarks, especially compared to national figures. Curriculum learning is linked with careers across the different faculty areas, with a particular focus on STEM subjects in 2019-20. (See SIP Objective 9)

Spiritual, moral, social and cultural development

Students are reflective about their own beliefs (religious or otherwise) and perspective on life; they have a thorough and detailed knowledge of, and respect for, different people's faiths, feelings and values. All students are introduced to spiritual and philosophical ideas through the school's Religious Studies curriculum at KS3 and all students follow a compulsory GCSE in Religious Studies, which demands deep thinking. This includes units of work covering the beliefs and practices of the two largest world religions (and those represented at HHS): Christianity and Islam. In addition, the course covers ethical issues and how the two major faiths respond to them, including topics such as 'Is there a God?' 'What happens when we die?' and 'Is violence ever justified?' and students are required to evaluate different perspectives on themes such as religious experience and the origins of the universe, and are encouraged to develop their own personal views on these issues. This study of religion is complemented by students' learning in many other subjects such as history, English, DT and science (See PD Curriculum Map).

The moral development of students is covered across the school curriculum, but also through extensive extra-curricular opportunities such as our whole school charity

undertakings; school council; the restorative justice programme and numerous assemblies which regularly require students to think carefully about the consequences of their behaviour and actions. Lesson observation records and department work scrutiny regularly demonstrate that our students are interested in moral and ethical issues, and that they understand and appreciate the viewpoints of others on these issues.

Our students use a **range of social skills in different contexts**, working and socialising with other students in lessons and in other schools, including those from different religious, ethnic and socio-economic backgrounds. The social context of our school means this is the norm for our students. Students regularly demonstrate their ability to cooperate well with others and resolve conflicts effectively. Students participate in a variety of volunteering opportunities, including our own elected School Council, our annual school Charity Day, collecting and delivering Christmas hampers and collections for the homeless, and our Duke of Edinburgh's Award programme, which offers Bronze, Silver and Gold awards, with a significant number of students taking part annually (current number for 2019-20 is Bronze Y10 – 75, Silver Y11 – 10, Gold Y12 – 8, Gold Y13 – 8).

Students understand and appreciate the **wide range of cultural influences that have shaped their own heritage** and that of others, primarily through our school curriculum, especially via our humanities curriculum. Students understand and appreciate the range of different cultures in school and further afield as an essential element of their preparation for life in modern Britain. Their knowledge of Britain's democratic parliamentary system is enhanced by our mock election events, which sees Sixth Form students standing as representatives from all the main political parties, presenting their manifestos to students in assemblies, and ALL students voting for the candidate of their choice. Students also vote annually for their form and year council representatives. The school's continued support for the performing and expressive arts can be seen in the number of extra-curricular activities students take part in across the arts, demonstrating just one strand of students' willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

Students' interest in exploring, understanding and showing respect for different faiths and cultural diversity is reflected perhaps most clearly in students' positive attitudes to their studies, the humanities subjects in particular and, most pertinently, to RS. Our recent Student Voice activity showed that 83% of Y10 students, 76% of Y9 students and 86% of Y11 students say they are making good progress in RS. (See Student Voice results for further details).

Relationships and sex education is fully embedded, well prior to statutory status, and is taught in discrete units in Years 7,8 and 9 as part of our planned PSHEE curriculum. In Years 10 and 11, students take part in 'Drop-Down Days' during which appropriate SRE is delivered via a mixture of outside agencies, Form Tutor sessions and presentations from our PSHEE lead.

There is a detailed, live 'Curriculum Map' in place which tracks students' diet of personal development opportunities, SMSC provision, fundamental British values coverage and preparation for the next stage across the year groups.

To improve further, the school must:

- Ensure the school is compliant across the entire spectrum of Gatsby benchmarks for CEIAG (SIP Objective 9)
- Continue to revisit and evaluate our wider curriculum offer, especially in light of the new Ofsted framework to maximise students' personal development opportunities

