

Kettlethorpe High School - Self Evaluation Summary, September 2017

SECTIONS	SUMMARY EVALUATION	
Effectiveness of Leadership & Management Grade: 2	Strengths <ul style="list-style-type: none"> * The headteacher, assisted by senior leaders, successfully continues to lead the school's drive to move overall effectiveness from good to outstanding. Line management by senior leaders is a significant strength. * Governors provide a rigorous and robust level of challenge to school leaders, exploring aspects of the school's work in detail. The school benefits from the expertise of the Chair of Governors, who is a National Leader of Governance. * Appraisal systems are very effective. There are very secure links between teachers' pay awards and pupils' outcomes. Professional development activities are planned carefully to ensure that staff are supported in meeting their targets. * The management of teaching and learning is highly effective. A range of evidence is used to determine strengths and areas for development, both whole-school and for individual staff. The overall quality of teaching is improving as a result of staff work collaboratively and sharing good practice. * The quality of middle leadership has improved; middle leaders make a substantial contribution to whole school improvement. * Leaders and governors have a detailed and accurate awareness of the school's strengths and weaknesses. Frequent monitoring and evaluation lead to the identification of the most important priorities for improvement. * Effective spending of the pupil premium has led to improved outcomes for this group; this remains an ongoing focus area. * Pupils have a wide choice of subjects and programmes that enables them to be successful and progress on to the next stage of their learning. * There is an outstanding range of extra-curricular activities that makes a significant contribution to enriching pupils' educational experiences. * SMSC development is extremely well promoted across all aspects of the school's work. Pupils have a very clear awareness of British values due to outstanding provision in this area. * Safeguarding is effective. All staff are appropriately trained and consequently are able to take action, as necessary, to identify and protect vulnerable pupils. 	Areas for Development <ul style="list-style-type: none"> * Further improve the quality of middle leadership with a greater emphasis on the leadership of teaching and learning within subject departments, encouraging reflection and development of skills amongst teachers. * Building on the successful deployment of the pupil premium funding; further develop and sustain provision in this area so that it has an even greater impact on the achievement of disadvantaged pupils.
Quality of Teaching, Learning & Assessment Grade: 2	Strengths <ul style="list-style-type: none"> * The great majority of teachers plan interesting and engaging lessons which enable pupils to focus on their learning and achieve well. * Staff have very high expectations of their pupils, regardless of prior attainment. * Teachers have thorough and detailed knowledge of their subjects. This enables them to explain concepts effectively, tackle misconceptions and promote high quality learning. * The overall quality of marking and feedback has improved over the last year. This is having a positive impact on pupils' progress. Teachers assess accurately and work well together in moderating pupils' work. * Teachers create a very positive climate for learning and pupils respond extremely well to this. * Pupils are keen learners who take advantage of opportunities to extend and consolidate their learning. They show resilience and determination, both in lessons and extra-curricular activities. * Many staff use questioning effectively to check pupils' learning during lessons, adapting tasks as necessary to maintain challenge and ensure progress. 	Areas for Development <ul style="list-style-type: none"> * Develop teachers' skills in identifying gaps in pupils' knowledge so that the work set is consistently tailored for individuals and progress measured. * Continue to explore the most effective approaches to feedback, including feedback at the point of learning, so that this has the maximum impact on pupils' progress.

<p>Personal Development Behaviour & Welfare Grade: 1</p>	<p>Strengths</p> <ul style="list-style-type: none"> * Pupils have exceptionally positive attitudes to learning across the curriculum. Their conduct around school is impeccable. * Highly effective systems for managing pupils' behaviour are consistently applied by staff. * A key strength is the assimilation of pastoral and academic support across the school. Staff are clear that their aim is to provide whatever support is necessary to ensure that pupils achieve to their full potential. *Pupils are exceptionally well prepared for life after school. There is a very strong emphasis on all aspects of pupils' welfare. Individuals are provided with high quality careers advice and guidance and this enables them to make well-informed choices. * As a result of the school's exemplary provision in ensuring pupils' safety, pupils have an excellent understanding of how to stay safe and they look after each other extremely well. *The quality of pastoral care is exceptionally high. Staff are totally committed to supporting pupils and their families so that any potential barriers to achievement are overcome. *Pupils have an excellent awareness of issues related to physical and mental health, as a result of the very strong provision in this area. * Pupils have a very thorough understanding of the different forms of bullying. Any rare incidents are dealt with swiftly and effectively. * Charity work has a very high profile. Pupils' generosity of spirit is impressive, reflecting their engagement with the local and wider community. * Overall attendance figures are consistently above average. Exclusion rates are very low. 	<p>Areas for Development</p> <ul style="list-style-type: none"> *Improve further the attendance of disadvantaged pupils (vast majority to have 95% attendance: PA for the group to be reduced so that it is closer to the figure for non-disadvantaged pupils).
<p>Outcomes for Learners Grade: 2</p>	<p>Strengths</p> <ul style="list-style-type: none"> * The progress made by pupils currently in the school is good. From their starting points, pupils achieve well in a range of subjects. * Overall, KS4 outcomes in 2017 indicated an improving trend, with 67% of pupils gaining a grade 4 or higher in both English and maths. GCSE results in English were particularly good with 80% of pupils gaining at least a grade 4 and 61% gaining a grade 5 or higher. The proportion gaining a grade 4 or higher in maths was broadly average. * Achievement in separate science subjects was good; although the proportion of pupils entered was larger than national, outcomes were in line with average. There was also some improvement in the proportion of pupils gaining an A*-C grade in core science compared to 2016. * Overall attainment was above average in PE, geography, history, French, Spanish, textiles, computer science, art, music and dance. Outcomes improved significantly in media studies compared to the previous year. * In all year groups, internal data and evidence from pupils' work shows that they make at least good progress across the curriculum. * Data shows that the achievement of disadvantaged pupils has improved and continues to improve in a number of areas. Disadvantaged pupils are now making better progress compared to previous years and the difference in attainment between disadvantaged and non-disadvantaged pupils in English has reduced. * Disabled pupils and those with SEN make at least good progress from their individual starting points as a result of high quality personalised support. * Much attention is paid to preparing students for future education and the world of work. Almost all pupils move on to further and higher education, employment or training. 	<p>Areas for Development</p> <ul style="list-style-type: none"> * Further accelerate pupils' progress in mathematics so that achievement is closer to that in English, particularly in terms of the proportion of pupils gaining at least a grade 5. * Continue to improve achievement in science, particularly in combined science at KS4 so that the percentage of pupils leaving with 2 sciences increases at 4+ and 5+. * Ensure that disadvantaged pupils continue to make more rapid progress, especially in humanities.