

Kettlethorpe High School: Self Evaluation Summary September 2020

This SEF was co-constructed with an ex-HMI and Ofsted inspector who led a reflective review with senior leaders in school. It takes into account the school's working context, historic and current progress/outcomes position and our school improvement agenda and strategy moving forward. The reviewer has worked with the school over many years and has also been involved in quality assurance activities both in lessons and with teams.

SUMMARY EVALUATION	
Quality of Education Intent Implementation Impact	Grade:2
Strengths	Areas for Development
<ul style="list-style-type: none"> * The school's curriculum offer takes full account of the needs and aspirations of pupils and is designed to ensure that all are equipped with the skills and knowledge they require in order to succeed. Ongoing review and modification of curriculum content ensures that it is up-to-date, engaging and relevant. * For each subject, there is detailed and specific information on the taught content across both key stages. This helps to ensure that learning is based on incremental steps and that the necessary skills and knowledge are taught from the start of Year 7. Curriculum content across the school reflects high expectations, as evidenced through the tasks set. * A strong emphasis on the importance of reading underpins high quality learning across the curriculum. A range of strategies is used to develop skills in reading and there is a consistent focus on reading for pleasure. * Pupils have a wide choice of subject options. The proportion of pupils entering EBacc has increased significantly and remains high. * Teachers have thorough and detailed knowledge of their subjects. This enables them to explain concepts effectively, tackle misconceptions and promote high quality learning. * Teachers check pupils' learning during lessons, including through the effective use of questioning. The quality of feedback has a positive impact in terms of pupils' learning and progress. Overall, assessment is accurate and data is used well to identify and tackle any shortcomings in learning which is crucial to eliminating gaps following lockdown. * Teachers create a very positive climate for learning and pupils respond extremely well to this. Resources and materials are typically at least good quality and support pupils' learning effectively. * Outcomes at the end of KS4 improved significantly in 2019, particularly in English and maths. The proportion of pupils attaining a Grade 5 or above in both English and maths rose to 53% and there were considerable improvements in attainment in a range of subjects, including media, art, PE and MFL. Forty-one percent of pupils attained EBacc at Grade 4 or higher, with 28% attaining EBacc at Grade 5 or higher. This represents a substantial improvement on outcomes in recent years and compares very favourably to national figures. * CAGs in 2020 were in line with the school's expectations. Teachers made accurate assessments of pupils' ability against GCSE grades; these assessments were rigorously moderated and agreed by senior leaders. There was no grade inflation at the school. Outcomes would have given a P8 of +0.11 using the 2019 SISRA formula; this represents an improving trend. 	<p>Building on clear curriculum intent, Team Leaders will ensure robust implementation and impact.</p> <p>Ensure that the achievement of Pupil Premium (disadvantaged) pupils continues to improve through the school's successful on going focus on tackling individual barriers to learning</p> <p>Identify gaps in pupils' skills, knowledge and understanding as a result of lockdown so that disparities can be addressed through the implementation of the most effective pedagogy and resources.</p> <p>To reduce and eliminate any possible future gaps in learning, the school will build on its success in providing high quality remote education where needed in case of closure/partial closure.</p>

* EBacc entry and achievement is a significant strength: 66% of pupils were entered for the EBacc with 42% achieving a pass and 32% achieving a strong pass. These figures are an increase on last year and significantly above national figures.

* Data indicates that outcomes for disadvantaged pupils improved in 2020. Current evidence suggests that the school's increasingly effective strategies, focused on a personalised approach, are having a positive impact on the achievement of these pupils in all year groups.

Behaviour and Attitudes **Grade:2**

Strengths **Areas for Development**

* The vast majority of pupils have exceptionally positive attitudes to learning across the curriculum. Their conduct around school is impeccable.

* Systems for managing pupils' behaviour are implemented consistently across the school and reflect teachers' high expectations. Routines are now securely embedded and this contributes to the positive learning environment evident across the school.

* Disruption to learning as a result of poor behaviour is extremely rare. Pupils are fully aware of the school's expectations of them in terms of behaviour. Any incidents of poor behaviour, including bullying, harassment and discrimination, are dealt with very swiftly and effectively.

* In tackling shortcomings in pupils' behaviour, careful consideration is given to a pupil's individual needs and circumstances. The effective use of a range of strategies has resulted in notable improvements to the behaviour and attitudes of individual pupils and this, in turn, has supported their learning and progress.

* Typically, pupils are committed and motivated learners who respond exceptionally well to praise and take pride in their achievements.

* We continue to maintain high standards of attendance and punctuality. The school's systems for dealing with absence are robust and effective.

* Over recent years, the number of fixed term exclusions has been consistently below national and local authority averages.

* Due to the highly inclusive nature of the school, permanent exclusions are rare and only used in extreme circumstances.

Improve further the attendance of disadvantaged pupils: PA for the group to be reduced so that it is closer to the figure for non-disadvantaged pupils.

Continue to establish and embed the school's systems for behaviour management and ensure consistent application at all levels

Support and monitor a small number of high tariff pupils to reduce repeated disruption to lessons, truancy and to increase their academic progress.

Personal Development **Grade: 1**

Strengths **Areas for Development**

* The school offers an excellent range of opportunities to all of its pupils. In addition to academic support outside the classroom, pupils benefit from a variety of engaging activities that enrich their experience.

* During lockdown, the school organised high quality remote learning for pupils and maintained excellent communication with pupils and their families. Parents were typically very supportive and appreciative of the school's work during the crisis and feedback has been overwhelmingly positive.

* Pupils are actively encouraged to develop their skills and talents. There is a clear emphasis on 'cultural capital' for all groups of pupils, including the disadvantaged. Provision for pupils' spiritual, moral, social and cultural development is highly effective.

* Pupils benefit greatly from the school's focus on character education; this impacts very positively on their attitudes to school, particularly in terms of resilience and perseverance.

Continue to maintain outstanding provision in the personal development of all pupils

- * There are numerous opportunities for pupils to discuss and debate relevant and current issues; this helps them to develop tolerance, compassion and respect for others. In this way, they are exceptionally well prepared for life after school.
- * A key strength of the school is the assimilation of pastoral and academic support for all pupils. Staff are clear that their aim is to provide whatever support is necessary to ensure that pupils achieve to their full potential. Increased capacity and expertise at senior level has enhanced this aspect of provision further, with a growing coherence between strands of support, particularly for those pupils with SEN or SEMH issues.
- * The school has been very successful in delivering a high quality programme of careers advice and guidance. This is now being developed further, making use of the most recent materials and research findings in this area.
- * Overall, this is an exceptionally inclusive school where all pupils, including those who join from other secondary schools, are valued and supported.

Leadership and Management

Grade: 1

Strengths

Areas for Development

- * The work of the school's senior leadership team has recently been enhanced through the addition of skilled strategic leaders for key areas in the School Development Plan who have specialist knowledge and expertise. Leaders at all levels work exceptionally well together, sharing a common vision for the school and an unwavering commitment to providing the very best for pupils.
- * The quality of middle leadership has improved significantly over recent years and is now highly effective. Subject leaders give suitable consideration to curriculum content and are confident in managing the quality of learning within their specialist areas.
- * All leaders work to a statement of ethical leadership which has high priority in the school. This, together with early work on a distributed leadership model, has resulted in a close-knit team whose members share a common and ambitious approach to providing the very best for all of our pupils.
- * Under new leadership of provision for pupils with SEND, this aspect of the school's work has improved greatly over the last year and is now a significant strength.
- * The impact of improvements to leadership and management at all levels is evident in a rising trend in academic outcomes as well as tangible improvements to many aspects of the school's provision.
- * Strong leadership during and after lockdown has helped to ensure that the school provides the best possible academic and personal support to pupils. Very effective collaborative work involving leaders at all levels has been instrumental in maintaining a calm and purposeful learning environment.
- * A key strength of leadership is the emphasis placed on the professional development of staff. The school is especially effective in organising 'in house' support, using teachers' expertise particularly well. Training is targeted and bespoke, leading to notable improvements in classroom practice and pupils' learning. Teachers willingly engage with the professional development opportunities that are provided for them.
- * Much emphasis is placed on staff well-being. Leaders value the contribution of staff and consistently provide high quality support when necessary. Appropriate consideration is given to workload and work/life balance. Senior leaders welcome staff feedback and give due regard to any points raised.
- * Safeguarding procedures are very effective. All staff are appropriately trained and consequently are able to take action, as necessary, to identify and protect vulnerable pupils.

Building on the successful deployment of the Pupil Premium, oversee the continued development of provision in this area so that it has an even greater impact on the achievement of Pupil Premium (disadvantaged pupils).

Consolidate the school's collaboration with others and its provision of support for others

The school will continue to embed ethical leadership at all levels

The school will pilot and monitor a distributed leadership model (through Strategic Leaders) linked to key areas in the SDP

* 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.

* 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.

* The school continues to engage positively with a number of initial teacher training providers and is strongly committed to partnership working.

* The school leads a group of local schools (the Wakefield Learning Community) organising networks, TeachMeets and conferences at leadership and subject level.

