

Kettlethorpe High School: Self Evaluation Summary September 2021

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: 1
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 across all subjects 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. The rationale for this ensures that learning is carefully sequenced, being based on incremental steps, with 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 and literacy underpins high quality learning across the curriculum. A range of recent strategies, including 'Richer Reading', is now being used effectively to further develop pupils' skills. There is a sharp focus on literacy skills, with differentiated provision to ensure that weaknesses are tackled consistently. The development of oracy skills is linked closely to the embedding of subject-specific vocabulary. *Pupils have a wide choice of subject options. The proportion of pupils entering EBacc has increased significantly over recent years, with EBacc entry for 2022 being over 80%. Much attention is given to ensuring that all pupils, including those with SEND, have access to the most suitable curriculum, thus maximising their achievement. * 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. Feedback is very effective and so has a positive impact in terms of pupils' learning and progress. Assessment is accurate and data is used well to identify and tackle any shortcomings in learning. * Teachers create a very positive climate for learning and pupils respond extremely well to this. Resources and materials are typically high quality and support pupils' learning effectively. * Significant investment in technology has helped to minimise the impact of Covid on pupils' education. Remote learning during the pandemic was designed to replicate, as closely as possible, the high-quality teaching and learning that is evident in normal day-to-day provision. This has minimised gaps in learning, which are currently being assessed and addressed through the Recovery Programme. Pupils were motivated and engaged particularly well with remote learning; parental feedback was very positive. * The quality of pupils' work indicates that they achieve well and overall progress across the curriculum is at least good. Evidence on attainment by the end of Year 11 shows that pupils achieved very well in English and maths. An individualised approach to removing barriers to learning for disadvantaged pupils is leading to improved outcomes for this group. *Very high quality provision for pupils with SEND ensures that these pupils make the best possible progress. 	<ul style="list-style-type: none"> * Continue to monitor the consistent implementation of strategies to develop pupils' reading and literacy skills to ensure maximum impact. * Build on the successful approaches used with disadvantaged pupils to ensure that achievement of this group continues to be consistently good.
Behaviour and Attitudes	Grade: 1
Strengths	Areas for Development
<ul style="list-style-type: none"> * 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 due to 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 never tolerated and 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 had a strong positive impact on their learning and progress. 	<ul style="list-style-type: none"> * Continue to improve the attendance of disadvantaged pupils, particularly the small minority for whom persistent absence can be a barrier. (PA for the group to be reduced so that it is closer to the figure for non-disadvantaged pupils.)

<p>* Typically, pupils are committed and motivated learners who respond exceptionally well to praise and take pride in their achievements. This was particularly evident during lockdown, with high levels of engagement in remote learning. Pupils are respectful and show support and care for one another.</p> <p>*Overall attendance figures are above average; the great majority of pupils attend regularly and are punctual. The school's systems for dealing with absence are effective and improving.</p> <p>* Rates of fixed-term exclusions have been consistently below national averages. Due to the highly inclusive nature of the school, permanent exclusions are rare and only used in extreme circumstances.</p>	
<p>Personal Development</p>	<p>Grade: 1</p>
<p>Strengths</p>	<p>Areas for Development</p>
<p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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 excellent coherence between strands of support, particularly for those pupils with SEN or with SEMH issues.</p> <p>* The school is very successful in delivering a high-quality programme of careers advice and guidance, based on up-to-date research in this area.</p> <p>* Overall, this is an exceptionally inclusive school where all pupils, including those who join from other secondary schools, are valued and supported.</p>	<p>* Following the establishment of a successful Y6 - Y7 transition programme, focus on the development of an equally effective programme for transition into post-16 pathways.</p>
<p>Leadership and Management</p>	<p>Grade: 1</p>
<p>Strengths</p>	<p>Areas for Development</p>
<p>* The work of the school's senior leadership team is enhanced through the contribution of skilled leaders with specialist knowledge and expertise. Leaders work exceptionally well together, sharing a common vision for the school and an unwavering commitment to providing the very best for all pupils.</p> <p>* The quality of middle leadership has improved significantly over recent years and is now a key strength. Subject leaders are confident in the organisation of curriculum content and in managing the quality of learning within their specialist areas. A committed and enthusiastic team of lead practitioners work very effectively to support outstanding teaching and learning.</p> <p>*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 various aspects of the school's provision.</p> <p>*A significant strength is the emphasis placed on the professional development of staff. The school is especially effective in organising 'in house' support, integrating relevant educational research findings and using teachers' expertise particularly well. Training is bespoke, leading to clear and discernible improvements in classroom practice and pupils' learning. Teachers willingly engage with the professional development opportunities that are provided for them.</p> <p>* Much emphasis is placed on staff well-being. Leaders value the contribution of staff and consistently provide high-quality support to individuals 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.</p> <p>* Safeguarding procedures are extremely effective. All staff are appropriately trained and consequently are able to take action, as necessary, to identify and protect vulnerable pupils.</p> <p>* 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.</p> <p>* 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.</p>	<p>* Maintain highly effective monitoring and evaluation of the provision for disadvantaged pupils with a particular focus on working to minimise the impact of the Covid pandemic on this group.</p>