



The characteristics of Longhill High School

Longhill High School is an above average sized comprehensive 1015, 11-16 school, serving a socially diverse community in the East of Brighton & Hove. This includes an above average percentage of students from a socially disadvantaged background (42 %Pupil Premium) and students who have a Special Educational Need or Disability (31% SEN)

There are a significant percentage of Pupil Premium students from Idaci 1, the highest indicator for social disadvantage.

The present Year 11 students have a prior attainment significantly below National (RoL 2014 -1.2).

The school was inspected in October 2013 when the overall judgement was moved from 'Good' with 'Outstanding' features to 'Requires Improvement'. A subsequent monitoring visit in January 2014 by HMI affirmed that the school was making progress to meet those areas identified in the previous section 5 inspection.

The school undertook a Challenge Partner Review in October 2014 and again in October 2015. The outcome of the 2015 review affirms the school's judgement, significant progress has been made:

- Teaching and Learning is, 'Good'
- School Improvement strategies are, 'Good'

The outstanding practice, seen within the Appraisal system was confirmed as an Area of Excellence, by Challenge Partners in October 2015.



Overall Effectiveness

The overall effectiveness of the school remains at '**Requires Improvement**'

The effectiveness of **Leadership and Management** and the quality of **Teaching, Learning and Assessment** has been affirmed as '**Good**'. (Challenge Partners October 2015)

The schools SMSC provision, the students behaviour and their welfare is judged to be '**Good**' and a strength of the school. Challenge Partners affirmed the positivity of our students by observing: *'there was strong evidence of extremely good teacher/student relationships and as a result, students were impeccably polite and helpful'*. (October 2015)

Personal Development, Behaviour and welfare is judged to be 'Good'.

The outcomes for 2015 remain 'Requires Improvement', with evidence to support a move to '**Good**' using internal progress measures for 2016, which are then maintained for the next four years.

Current forecast data demonstrates for **2015/16**

2015/16	Whole School	Pupil Premium	Non-Pupil Premium	Gap
5A*-C EM	60	43	71	28
Progress 8	+0.59	+0.59	+0.58	0.01
Attainment 8	5.13 (c)	5.46 (c+)	4.6 (c-)	0.86
Value Added	1044	1044	1045	0

This data signals that the school is closing the achievement gaps, and continues across the next four years (see 4Matrix analysis)

The school is seeking external quality assurance of the maths forecast grades 2015/16.

The prior attainment of the 2015/16 cohort is significantly below that of National (RoL 2014-1.2).



Further Curriculum Developments

2015/16

- English and maths have increased their curriculum time from 6 to 9 hours in KS4.
- Students have only continued with Integrated Humanities GCSE into year 10 if they have requested this, rather than the whole cohort.
- Mixed ability teaching has been introduced across all subjects in years 7 & 8.

2016/17

- KS4 will begin in year 9 with students choosing their options in year 8.
- Students will choose 4 options.
- Option subjects and PE will reduce from 5 hours per fortnight to 4 hours.
- These changes will rise to year 10 & 11 in following years as this year group move up.



The Outcomes of pupils 'Requires Improvement' 2014/15

English

The 'expected levels of progress' were in line with national outcomes, with students making less than National outcomes for 'more than expected progress'.

	2013/14	2014/15	Current National	2015/16
A*-C	57	70	65	75
3LoP	57	70	69	85
4LoP	10	23	30	38

The achievement within English shows a consistent improvement to arrive at above national 2015/16. This improvement continues across the next 4 years.

Maths

The 'expected levels of progress' were below national outcomes as were students who made 'more than expected levels of progress'.

	2013/14	2014/15	Current National	2015/16
A*-C	60	58	65	64
3LoP	53	48	70	78
4LoP	16	15	32	33

The achievement within Maths shows a dip in 2014/15 then an improvement to arrive at national in 2015/16. This improvement continues across the next 4 years.

5A*-C E&M

The percentage of students attaining this measure dipped in 2014/15 and then improves to national in 2015/16.

	2013/14	2014/15	Current National	2015/16
5A*-C E&M	50	48	56	60

The impact of the poor outcomes from Maths in 2014/15 maintain the school in 'Requires Improvement'.

The poor Maths results were an outcome of over-forecasting from two members of the Maths team who left the school at the end of 2015. The Maths forecasts are being quality assured externally.

The increased quality assurance of the Maths data allows the school to have confidence that the school improvement strategies are having the desired impact upon outcomes.

The improvement within teaching and learning and the impact upon outcomes may be seen in the subjects below that have attained above national levels. There 18 subjects in total that have exceeded expected national outcomes:

Subjects	% Above National by:
BTEC Construction	38.91%
BTEC Application of Science	21.39%
BTEC Principles of Science	21.31%
BTEC Engineering	19.50%
Double Science(core)	18.58%
History	14.85%
Computer Science	12.78%
Double Science(additional)	12.42%
BTEC Performing Arts	12.15%
BTEC Sport	10.51%
PE	9.27%
Chemistry	9.00%
Spanish	8.00%
Art	4.43%
English	4.33%
Biology	4.00%
Physics	0.50%
Business Studies	0.31%

The successes of the school to enhance literacy skills and impact upon outcomes may be demonstrated within the **Integrated Humanities** results, taken by students in Year 10. Longhill students achieved above National levels, when taking the exam one year early (there is a **case study** produced for reference).



Impact of Pupil Premium and closing the gap of social disadvantage

English		2013/14	2014/15	National 2014	2015/16
3LoP	Pupil Premium	44	58	76	76
	Non-Pupil Premium	63	78	59	87
	Gap	19	20	17	11

The table above demonstrates a consistent improvement to close the gap for expected progress in English, and from 2015/16 onwards the gap is closed to below that of National.

English		2013/14	2014/15	National 2014	2015/16
4LoP	Pupil Premium	6	20	22	34
	Non-Pupil Premium	12	26	36	39
	Gap	6	6	16	5

The table above also demonstrates a similar and consistent improvement and closing of the gap for students making more than expected progress.

Maths		2013/14	2014/15	National 2014	2015/16
3LoP	Pupil Premium	28	24	48	64
	Non-Pupil Premium	65	66	71	84
	Gap	37	42	23	20

The table above demonstrates a dip in achievement in Maths and an increase in the gap for expected progress. This was as a result of ineffective deployment of Maths learning mentors and the low impact of the intervention strategy. (See evaluation of Pupil Premium Intervention 2014/15)

However the gap closes in 2015/16 and remains closed or improved further after this time. This is due to the enhanced curriculum, the effective targeting of the learning mentors within Maths and the increased quality of teaching, learning and assessment.

Maths		2013/14	2014/15	National 2014	2015/16
4LoP	Pupil Premium	3	2	16	26
	Non-Pupil Premium	22	24	34	37
	Gap	19	18	18	11

The achievement for students making more than expected progress follows a similar pattern as that previously indicated for 3LoP.

The school is currently seeking additional external expert verification of the assessment practice in Maths to enable the predicted outcomes and improvements for 2015/16 to be confidently held.

Science		2013/14	2014/15	National 2014	2015/16
2A*-C	Pupil Premium	76	64		58
	Non-Pupil Premium	82	81		79
	Gap	6	17		21

The achievement and gaps in Science demonstrates a very positive outcome for students in this area. Science is a high performing department and has been significantly above National for the last three years.



Progress of other groups of pupils **2014/15**

GENDER	5 A*-C EM	English		Maths		Value Added
		3LoP	4LoP	3LoP	4LoP	
Boys	50	71	28	51	21	1001
Girls	47	70	21	46	10	988
All	49	71	24	48	15	994

The gender achievement measures, reverse National trends and demonstrates school strategies are having a positive impact upon boys.

SEN(D)	5A*-C EM	English		Maths		Value Added
		3LoP	4LoP	3LoP	4LoP	
No SEN	59	70	21	57	17	991
With SEN	24	74	31	26	10	1000
SEN Statement	20	80	50	30	10	1032
CiC	40	80	20	40	0	925

It may be seen from the data above that SEN(D) students achieve significantly higher than similar students Nationally.



Progress of other groups of pupils **2015/16**

GENDER	5 A*-C EM	English		Maths		Value Added	P 8	A 8
		3LoP	4LoP	3LoP	4LoP			
Boys	57	82	36	75	35	1038	+0.5	4.92 (c)
Girls	64	89	44	81	32	1049	+0.64	5.32 (c+)
All	60	86	38	78	33	1043	+0.56	5.11 (c)

SEN(D)	5A*-C EM	English		Maths		Value Added	P8	A8
		3LoP	4LoP	3LoP	4LoP			
No SEN	75	89	45	87	39	1040	+0.54	5.52 (B-)
With SEN	21	76	24	53	16	1051	+0.63	4.02 (D)
SEN Statement	0	100	17	33	17	1068	+0.77	3.13 (E)
CiC	0	0	0	0	0	790	-2.78	1.45

It may be seen above, that the very positive achievement of these groups continue to be above National in 2015/16.



Progress of other groups of pupils **2015/16**

Upper ability progress rates are tracked across the school and in outcomes that enable additional focus and adaptation to take place as required. One example of this is within the Headteacher's Quality Assurance procedures where A*-A students are a direct focus and resultant action, within each department (**see Q/A process Headteacher's office documents**). One other example of this is the forensic nature of the schools assessment systems exemplified below.

2015/16 Tracking Upper Ability

Upper Ability Progress		English		Maths	
		3LoP	4LoP	3LoP	4LoP
Year 8	All	89	46	98	72
	Non-Pupil Premium	89	47	100	71
	Pupil Premium	86	40	93	73
Year 9	All	78	40	80	39
	Non-Pupil Premium	95	64	88	65
	Pupil Premium	93	67	87	60
Year 10	All	82	39	70	35
	Non-Pupil Premium	83	59	84	55
	Pupil Premium	84	35	81	58

Upper Ability Students: having both L5's in their test scores KS2: English and Maths

It may be seen from the tracking data above that upper ability students are making good levels of 'expected progress' and 'more than expected progress'. It may also be seen from this data that there is no significant difference between disadvantaged students, high ability students and their peer group.

Upper Ability Outcomes	2014/15			2015/16		
	All	Pupil Premium	Non-Pupil Premium	All	Pupil Premium	Non-Pupil Premium
5A*-CEM	89	67	92	96	100	95
English	3LoP	74	54	76	85	100
	4LoP	25	28	20	58	62
Maths	3LoP	66	45	78	96	100
	4LoP	25	09	32	62	75
Progress 8	-0.07	-0.55	+0.01	+0.19	+0.34	+0.16
Attainment 8	5.76(B-)	5.12 (C)	6.11 (B)	6.4 (B+)	6.4 (B+)	6.4 (B+)
Value Added	1002	976	1005	1016	1025	1014

The table above indicates that the strategies for upper ability students are having impact and not only do upper ability students achieve well, the gap between Pupil Premium and non-Pupil Premium has closed.

Whole School Action Plan 2015-2017

1. Outcomes.

Target position: Students make substantial and sustained progress across the curriculum and the achievement of disadvantaged students is at least that of students with similar starting points.

To achieve this the school will:

- ❖ Close achievement gaps for disadvantaged students in English and Maths 3LoP and 4LoP, compared to national and any internal gaps.
- ❖ Close any gaps in achievement for disadvantaged students in all subjects.
- ❖ Improve achievement in all subjects to in the top 25% nationally
- ❖ Improve Progress 8 results to be in the top 25% nationally.



The quality of Teaching, Learning and Assessment is 'Good'

The quality of Teaching, Learning and Assessment is 'Good'.

This was confirmed through the Challenge Partnership review in October 2015 (see report enclosed).

The quality of Teaching, Learning and Assessment has been achieved through the highly effective and rigorous **Appraisal system**. This was confirmed by the Challenge Partnership an **Area of Excellence**.

"A thorough well-organised system of staff Appraisal is a main driver in improving Teaching and Learning. As a result there has been a significant improvement in classroom practice."

"Teaching and Learning seen in lessons characterised by teachers who had very good subject knowledge, questioned students well and provided feedback to students that informed them about what they had achieved and what they had to do to improve."

The school considers 'best practice' to be that following guidance issued in 2013 where schools hold staff to account, **relevant to their seniority and scale** within the appraisal system.

	Green	Amber	Red
Staff working at scale 2013/14	77%	20%	3%
Staff working at scale 2014/15 (based on Interim 'Apr. '15 evaluation)	85%	11%	1%

The school believes that this system is more sophisticated and rigorous than having one success criteria applied to all staff, with respect to their practice.

(See **Teaching, Learning and Assessment** report and Appraisal as an Area of Excellence in the Challenge Partnership Report October 2015 alongside the school self-evaluation)

Whole School Action Plan 2015-2017

2. Quality of teaching, learning and assessment

Target position: Teachers design learning that demonstrates their highest expectations for all students.

To achieve this they will:

- ❖ Develop further their formative assessment practice across the whole school, to impact positively upon progress rates and close gaps.
- ❖ Develop and embed their intervention practice (through 'spotlight') that move students back on target, if not making expected progress.
- ❖ Develop a Literacy strategy that impacts positively, to close learning gaps.



The effectiveness of Leadership and Management is **'Good'**

The effectiveness of the Leadership and Management is **'Good'**.

Challenge Partnership affirmed the HMI's judgement in January 2014, that the school has acted rigorously to act upon the recommendations by Ofsted in October 2013.

The School Improvement Strategies have been judged to be **'Good'** by Challenge Partnership in October 2015 (see report). The school judges Leadership and Management as **'Good'** which is externally supported by the LA standards report from September 2015 (see Craig Pamphilon 2015).

Alongside the impact of the Appraisal System is the Quality Assurance undertaken by the Senior Leadership Team with Middle Leaders. Challenge Partners reported: *"Systematic and highly focussed discussions with head of subjects ensure that comprehensive action plans are agreed. These include precise targets and rigorous accountability arrangements."* **(See Q/A system with Headteacher).**

"The school improvement plan addresses all key issues." Challenge Partners October 2015

In addition to support the judgement of the school that the effect of Leadership and Management is **'Good'** is the impact upon Teaching, Learning and Assessment.

Challenge Partners reported: *"Strong evidence was seen of teachers making strategic use of assessment data so that individual student needs could be better met. The use of 'spotlighting' to identify particular student needs is a significant feature of lessons and is often highly valued by students." One 'spotlighted' student said; "I know I have to listen in lesson because I know I will be asked questions" They continued: "The visiting reviewers are confident that the quality of Teaching, Learning and Assessment seen during the lesson observations matches the very positive judgement made by the school."*

The assessment system or 'flightpath' is another example of a robust and innovative system designed and implemented by the school over the last two years. This system allows the school to have strong confidence in the progress captured from Year 7 to Year 11. Challenge Partners reported: *"The use of the 'flightpath' to plan and track student progress in KS3 is being very well developed. This system engages students well in understanding their targets and learning tasks."*

The Governors have completed an NLG review as per Ofsted recommendations. The effectiveness of the Governing Body and the level of challenge, holding the school to account is **'Good'**. Evidence of this may be seen on the website 'Governor's Minutes'.

Whole School Action Plan 2015-2017

4. Effectiveness of leadership and management

Target position: Leaders will create a culture that expects and enables all students to succeed.

To achieve this they will:

- ❖ Maintain the outstanding practice evident within the Appraisal Systems, to further enhance the quality of Teaching and Learning.
- ❖ Develop further the flightpath model to enhance KS3-KS4 progress levels at whole school level, to enable effective and accurate evaluation of progress.
- ❖ Middle leaders use the assessment cycle to swiftly identify and meet staff training needs. Enhance further the effectiveness of the Governing body, to enable them to develop both their support and challenge to the school, through the effective use of data.



Personal Development, Behaviour and Welfare is judged 'Good'

The table below captures the very focussed work the school is undertaking to increase engagement and reduce gaps that result from social disadvantage.

Whole School	2011/12	2012/13	2013/14	2014/15	2015/16 Targets
Attendance	91.7	92.8	94.3	94.5	95.5
% PA	10.3	9.5	4.7	4.3	3.5
% enr. 1 or more FTE	13.13		2.8	6.4	2.0
FTE % of pupils	43		5.2	13.1	4.0
Permanent Exclusion	0	0	0	0.09	0

The focus for the school is to further reduce the engagement gaps that exist for disadvantaged students. The table below demonstrates the progress being made and the continued focus in this area of school development.

Gap – (%difference for disadvantaged students)	2012/13	2013/14	2014/15	2015/16 Targets
Attendance	5.5%	4.3%	4.0%	3.5%
%PA	15.4	7.3	7.2	6
% enr. 1 or more FTE	20	3.9	10	4
FTE % of pupils	79	8.5	19.8	8
Permanent Exclusion	0	0	2.1	0

Challenge Partners reported: *"The school has excellent plans supporting students at risk of exclusion."*

Behaviour for learning is 'Good' and was commented upon by the recent Challenge Partners review: *"During lesson observations, there was strong evidence of extremely good teacher/student relationships and, as a result students were impeccably polite and helpful."*

The school has developed very focussed engagement strategies, one example of which is the JLT programme run through the House System (see report). This has been successful using peer mentoring strategies to engage the potentially disengaged student.

The school has a long history provided extensive and strong SMSC provision evidenced by the mapping of this provision across the school and the relationship between the curriculum and pastoral provision (see mapping document).

The school demonstrates very strong and effective safeguarding processes with the Headteacher a long standing and active member of the Local Authority safeguarding body (LSCB).

The safeguarding procedures of the school are exemplary and are audited regularly by the Governing Body.

Whole School Action Plan 2015-2017

3. Personal development, behaviour and welfare.

Target position: The school will support all students to be strong confident learners, who are proud of their school and achievements, (especially those disadvantaged).

To achieve this the school will:

- ❖ Improve Attendance and PA figures for disadvantaged students to be above that of non-disadvantaged students nationally. (RoL) data.
- ❖ Reduce the gap in exclusion figures to below that of National (RoL) for disadvantaged students.
- ❖ Improve the resilience and the motivation to succeed of all disadvantaged students and remove barriers to progress.
- ❖ Develop further a whole school focus to promote British Values and reduce the threat of radicalisation.