

Longhill High School – Self Evaluation Form

Quality of Education

Ofsted Criteria for Good	Evidence for judgement	Actions as a result of judgement
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>	<ul style="list-style-type: none"> - The majority of our students study 9 GCSEs - Some subjects allow for Higher & Foundation tiers - Learning journeys in every subject map the curriculum intentions - An audit of the cultural capital has been carried out - Every mentor group is engaged in 'Talk for writing' in mentor time - All faculties deliver the national curriculum - Disadvantaged/SEND CPD has been delivered for all staff - Memory platforms are embedded in every lesson - Success criteria are embedded in every lesson - Regular reviews of curriculum occur in fortnightly line management meetings with middle leaders - Independent learning policy shared with all staff 	<ul style="list-style-type: none"> - The 2023 options system is designed to increase the number of students entered for the EBACC - Individual subjects to analyse curriculum offer and where their subjects deliver the cultural capital - Reading fluency to occur weekly in mentor time - Change from 3 year KS4 to allow breadth of subjects in year 9 from September 2023 - Embed EEF researched based SEND strategies eg scaffolding, modelling, chunking in lessons and deliver whole staff CPD

<p>The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</p>	<ul style="list-style-type: none"> - A few students study Foundation Studies, but still achieve 8 GCSEs - The option process is a free choice for all other students, the options process is non selective - Reading ages assessment are used to inform planning & intervention - The full curriculum was offered throughout Covid - Statistics is offered as an extra GCSE 	<ul style="list-style-type: none"> - Development of SEND interventions linked to SEMH - Change from 3 year KS4 to allow breadth of subjects in year 9 - More higher ability students to take EBACC from 1-2-1 discussions at options evening - Alternative curriculum provision to be reviewed for PA students - Development of the curriculum offered to inclusion students
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> - Destination data shows low number of students identified as NEET - All faculties have sequenced learning journeys - Programme of external educator visits (Colleges, universities, Uni Connect) 	<ul style="list-style-type: none"> - Careers to be embedded throughout curriculum and mapped by Heads of Faculties

<p>Pupils study the full curriculum; it is not narrowed: the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.</p>	<ul style="list-style-type: none"> - All students study the full curriculum (Maths, English, Science, History, Geography, PE, French or Spanish, Computing, Technology, Art, Music, Drama, RE & PSHE) throughout years 7-9. 	<ul style="list-style-type: none"> - Through 1-2-1 meetings students are being encouraged to take up the EBACC curriculum (current year 11 = 27% entered, with year 9 target of 59% to be entered) with an active intake of those students taking languages.
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p>	<ul style="list-style-type: none"> - All staff are shared the SEN information about students and the adaptive teaching methods they should use. - Progress data to support evidence of improvement in narrowing the gap - Foundation Studies offered to targeted students - Staff have received SEN CPD - Faculties have developed the use of visual learning journeys and curriculum maps with progression links. - Faculties have developed assessment grids based on knowledge and skills used for self assessment 	<ul style="list-style-type: none"> - Improve option guidance for SEND students - Ongoing SEND CPD including subject specific guidance from SENCO - SEND Champions working party - SEND focus for learning walks and book looks with follow up bespoke CPD

<p>The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<ul style="list-style-type: none"> - Success criteria for every lesson shared with students - Subject learning journeys written and shared by every subject 	<ul style="list-style-type: none"> - All students to have a copy of the learning journey for that subject for that year stuck in front of their books
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</p>	<ul style="list-style-type: none"> - All teachers teach their own subject specialism - Faculty meeting ensure staff are trained in delivering that subject's curriculum - Additional CPD given to staff when highlighted as result of appraisals 4 times a year 	
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<ul style="list-style-type: none"> - Regular learning walks from middle leaders identify strong teaching and learning - Where staff require extra support, this is identified quickly with CPD provided individually, in faculties or whole school - Feedback is given and responded to according to the school's marking and assessment policy 	<ul style="list-style-type: none"> - Ensure consistency of marking and feedback with regular book scrutinies
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been</p>	<ul style="list-style-type: none"> - Students are taught metacognition strategies and retrieval practice to ensure long term memory 	<ul style="list-style-type: none"> - Ensure this is regular practice with all teachers as identified in learning walks and book scrutinies

<p>taught and to integrate new knowledge into larger ideas.</p>		<ul style="list-style-type: none"> - CPD offered to those staff who need to establish this as common practice
<p>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p>	<ul style="list-style-type: none"> - Teaching staff use Class Charts to set independent learning 	<ul style="list-style-type: none"> - Development of remote learning for students with low attendance
<p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<ul style="list-style-type: none"> - Assessments are standardised within faculties and use the data received from these to draw up action plans to tackle underachievement - The schools assessment and reporting cycle ensures all staff know the key assessment points. This cycle is produced in consultation with middle leaders to ensure the curriculum builds in key assessment points. 	

<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> - All subjects use specification text books that relate to the appropriate course - Lessons are differentiated to demonstrate challenge to all - Learning journeys and schemes of work indicate progression of knowledge & skills throughout the course 	
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<ul style="list-style-type: none"> - Reading age assessments carried out for all students to allow teaching staff to adapt lessons 	
<p>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</p>	<ul style="list-style-type: none"> - Reading fluency weekly sessions occur in mentor time - Lexia used to provide intervention for targeted students 	<ul style="list-style-type: none"> - Review of Reading fluency mentor weekly sessions to identify impact

<p>The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>	<ul style="list-style-type: none"> - Learning Support department target interventions for those students needing phonics and language comprehension skills 	
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<ul style="list-style-type: none"> - Literacy strategy across all subjects means staff support development of language and vocabulary 	
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.</p>	<ul style="list-style-type: none"> - Knowledge and skills are mapped out across every subject in subject learning journeys - Work scrutinies show students work reflect the knowledge and skills needed to progress 	<ul style="list-style-type: none"> - Regular line management and progress meetings support middle leaders in identifying underachievement and ensuring staff introduce strategies for raising the progress of all students - Regular work scrutinies to identify where staff need CPD to raise achievement
<p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</p>	<ul style="list-style-type: none"> - KS4 students undergo 3 mock exam periods using past papers to identify gaps in learning - Progress meetings with middle leaders draw up strategies as a result of these mock results and the actual GCSE results - KS2 Scaled Scores and CAT results are used to set expected grades (KS3) and target grades (KS4) 	

<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>	<ul style="list-style-type: none"> - All students attend 3 college talks and a talk about apprenticeships in year 11. - All students receive at least one 1-2-1 careers interview in year 10 & 11 - School destination data shows low number of students who are NEET, including SEND students - Pastoral staff meet with colleges to ensure transition is supportive 	
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<ul style="list-style-type: none"> - All students engage in reading fluency activity once a week in mentor time. - Number of students achieving 4+ and 5+ in both English and maths shows upward trend 	

Behaviour & Attitudes

Ofsted Criteria for Good	Evidence for judgement	Actions as a result of judgement
<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</p>	<ul style="list-style-type: none"> - The school behaviour policy outlines a clear structure of high expectations which are applied by all staff - Behaviour data shows a low number of students receiving WARN, MOVE or REMOVE - Behaviour data shows a decline in negative behaviours on a term by term comparison, including truancy from lessons - SLT support staff on duty every period - Whole school CPD has tackled dealing with disruptive behaviour 	<ul style="list-style-type: none"> - Continue to hold Behaviour Working Party meetings to respond to concerns from staff to allow for adaptation of behaviour policy
<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<ul style="list-style-type: none"> - Anti bullying policy is established - Heads of Year and Pastoral Support Team deal quickly and effectively with any incidents reported 	<ul style="list-style-type: none"> - Action plan generated as a result of the SAWS survey to increase help and support given to students
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p>	<ul style="list-style-type: none"> - Behaviour data shows in reduction in WARN, MOVE, REMOVES, Alternative School Days & Suspensions across each sub group - Introduction of new attendance strategy shows impact of tackling key groups to improve attendance 	<ul style="list-style-type: none"> - Senior & Middle leaders to continue to identify students or classes where extra support is needed - Continue to review attendance procedures to further improve attendance

<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<ul style="list-style-type: none"> - Students are focused in lessons and are resilient learners as observed in learning walks - Students have received study skills training 	<ul style="list-style-type: none"> - Continue to roll out study skill training to all year groups
<p>Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>	<ul style="list-style-type: none"> - The school is taking effective action to increase attendance (as shown in new attendance policy) and punctuality to lessons (behaviour policy) - School data shows a reduction in the lateness to school and lessons 	
<p>Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.</p>	<ul style="list-style-type: none"> - Suspension data shows a term by term reduction in suspensions - Suspended students are re-integrated via an Alternative School Day - There have been no permanent exclusions this academic year 	
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<ul style="list-style-type: none"> - Pupils show a positive and respectful culture towards staff and each other - Pupils are safe at school 	<ul style="list-style-type: none"> - Action plan generated as a result of the SAWS survey to increase help and support given to students

Personal Development

Ofsted Criteria for Good	Evidence for judgement	Actions as a result of judgement
<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p>	<ul style="list-style-type: none"> - Students are engaged in lunchtime and after school extra curricular activities - The school runs an enrichment week every year that includes school camp, work experience and extra curricular activities - Trips are regular across each year group - House activities encourage fund raising and charity events - All students have timetabled PSHE lessons led by specialist teachers - SMSC themes are also delivered in mentor time and assemblies 	<ul style="list-style-type: none"> - Audit of SMSC provision to improve our delivery even further
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<ul style="list-style-type: none"> - PSHE lessons, mentor time sessions and assemblies all focus on developing strength of character 	
<p>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.</p>	<ul style="list-style-type: none"> - Each year group has a Pastoral Support Assistant dedicated to the care of those students in their year group - SAWS survey results show school is average for healthy weight and physical activity every day - PE clubs are well subscribed - SAWS survey results show students have healthy relationships compare with other secondary schools 	<ul style="list-style-type: none"> - Promotion of students healthy eating

<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<ul style="list-style-type: none"> - There are a wide range of extra curricular activities that many students attend 	
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<ul style="list-style-type: none"> - PSHE lessons, RE lessons, mentor time sessions and assemblies all focus on SMSC themes to ensure we have covered these statutory topics 	<ul style="list-style-type: none"> - Audit of SMSC to ensure statutory coverage
<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<ul style="list-style-type: none"> - PSHE lessons, RE lessons, mentor time sessions and assemblies all focus on SMSC themes to promote equality 	
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<ul style="list-style-type: none"> - PSHE lessons, RE lessons, mentor time sessions and assemblies all focus on SMSC themes to promote equality 	

<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p>	<ul style="list-style-type: none"> - PSHE lessons, RE lessons, mentor time sessions and assemblies all focus on SMSC themes to promote respect and contributing to society 	
<p>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p>	<ul style="list-style-type: none"> - All students attend 3 college talks and a talk about apprenticeships in year 11. - All students receive at least one 1-2-1 careers interview in year 10 & 11 - The school scores highly on the Gatsby Benchmarks - All students complete one week of work experience 	<ul style="list-style-type: none"> - Regular updates of our careers provision using the Compass Evaluation Tool

Leadership & Management

Ofsted Criteria for Good	Evidence for judgement	Actions as a result of judgement
<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p>	<ul style="list-style-type: none"> - SLT have shared vision which is shared with all stakeholders and reflected in the school policies and SIP 	
<p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.</p>	<ul style="list-style-type: none"> - CPD is targeted to improve classroom practice. This includes weekly training for middle leaders and bespoke training for ITTs, ECTs & apprentices etc. 	
<p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</p>	<ul style="list-style-type: none"> - All students complete a full programme of study with the vast majority of students achieving 9 GCSEs. - Students are not entered for qualifications that would only improve school results and no students are off rolled. 	

<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p>	<ul style="list-style-type: none"> - Student Forums and the student leadership team take note of the views of pupils - Parent forums allow the school to adapt strategies dependent on the views of stakeholders 	
<p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p>	<ul style="list-style-type: none"> - Line management meetings, working parties, wellbeing surveys and open door policy to SLT all allow staff voice to be heard and acted upon - Workload pressures are evaluated using the assessment & reporting cycle and school calendar to identify pressure points 	
<p>Leaders protect staff from bullying and harassment.</p>	<ul style="list-style-type: none"> - Staff wellbeing survey 	
<p>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<ul style="list-style-type: none"> - Regular governor meetings, governor training and governor school visits allow for effective interactions with the governing body - Governor meeting minutes indicate SLT have a clear vision for the school which is financially well managed - Minutes also show challenges to senior and middle leaders on the quality of education 	

<p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p>	<ul style="list-style-type: none"> - Senior leaders have all received statutory safeguarding and prevent duty training as recorded by DSL 	
<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils</p>	<ul style="list-style-type: none"> - All staff receive the statutory safeguarding training every year - Staff are trained in identifying those students at risk and how to record their concerns using CPOMS - The school has a team of 11 staff who are CP trained 	