



**LONGHILL HIGH SCHOOL**

**SCHOOL SELF EVALUATION 2023 - 2024**

# School and local context

## School characteristics

	2020	2021	2022
School number on roll	Close to average 893	Close to average 918	Below average 908
School % FSM	Above average 39	Above average 38	Above average 38
School % SEND support	Well above average 22	Well above average 22	Well above average 23
School % EHC plan	Well above average 3.5	Well above average 3.3	Above average 3.2
School % EAL	Close to average 6	Close to average 7	Close to average 7
School % stability	Below average 91	Below average 90	Below average 90

- **% FSM** Is above average in 2020, 2021 and 2022.
- What percentage of your pupils have English as an additional language (EAL)? **School % EAL** is close to average in 2020,2021 and 2022
- The % of **SEND Support** is Well above the average and EHC plans are well above the average in 2020 and 2021 and above average in 2022.

- 80% of the pupils are **White British**. There are no other groups that are 5% of the pupils. Although there are 12 other ethnic groups represented in the remaining 20% out of a possible 16.
  - Between 2022 and 2021, 56 pupils left the school. Of these, 6 pupils left the school between Years 10 and 11 (4% of the Year 10 cohort). There is no recorded information in the January 2022 census for 21 of these 56 pupil(s), 4 of whom left between Years 10 and 11.
  - Between 2021 and 2020, 43 pupils left the school. Of these, 4 pupils left the school between Years 10 and 11 (2% of the Year 10 cohort). There is no recorded information in the January 2021 census for 14 of these 43 pupil(s), 1 of whom left between Years 10 and 11.
- The school serves East Brighton that includes Whitehawk. In 2019 Whitehawk was ranked 1,715 out of 32,844 in England where 1 is the most **deprived**.
- The **stability factor** of the school population is below average. This would suggest that there are a significant number of pupils coming and coming to the school over the course of a year.
- Down on **numbers on roll**: Pupil numbers have been falling. When budget setting in 2019/20 we were planning to have pupils numbers of 910 2019 953 2020, 980 2021 and 1017 in 2022. The table below shows that we are far from the 210 in each year group we were planning for.

<b>Year</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Year 7	88	82	170
Year 8	61	80	141
Year 9	99	82	181
Year 10	97	82	179
Year 11	101	73	174
<b>Totals</b>	<b>446</b>	<b>399</b>	<b>845</b>

Currently we have four teaching **vacancies** (Science, PSHE and Childcare)

## QUALITY OF EDUCATION – 3

### Strengths

- **Curriculum intent** is a strength as departments have collaborated to create a shared understanding of the key skills and knowledge to be taught in each year including how to sequence the curriculum so that skills and knowledge are built upon and cemented. Evidence: Curriculum maps, schemes of work and visual learning journeys.
- A new, more robust **assessment process** is being used in Science and English which we intend to roll out across the school.
- All teachers see themselves as being responsible for meeting the **special educational needs** of students they teach.
- Consistency in effectively teaching **PP and SEND** students is being addressed by embedding a teaching and learning framework (along with staff training) which is underpinned by EEF's evidence-based research on how best to teach SEN and PP students - this is our Ten Teaching Non-negotiables.
- **Staff development** for teachers. Evidence: Improvements made with specific staff's teaching and progress data from 2019 compared to 2023.

Overall, **teaching and learning** currently requires some improvement as not all learners can yet evidence good progress.

#### a) How do we know T&L requires some improvement?

We triangulate data including that from the monitoring we do (learning walks, student voice and work scrutinies); progress data and national data (awaiting for 2023 results). We also have undertaken curriculum dives with our School Partnership Advisor (SPAR) which has enabled Middle and Senior leaders to bring in changes to curriculum intent, implementation and staff development. See T and L monitoring report (RC).

**Impact:**

<b>Results Trend</b>	<b>2019 Results</b>	<b>2020 Results</b>	<b>2021 Results</b>	<b>2022 Results</b>	<b>2023 Results</b>	<b>Difference from 2019</b>
<b>Progress 8</b>	-0.87	-0.37	-0.28	-0.51	-0.65 -0.47 (share & compare)	+0.22 +0.4
<b>Attainment 8</b>	38.56	40.28	43.88	44.10	35.69	-2.87

<b>4+/5+ Eng/Maths Trend</b>	<b>2019 Results</b>	<b>2020 Results</b>	<b>2021 Results</b>	<b>2022 Results</b>	<b>2023 Results</b>	<b>Difference from 2019</b>
<b>4+ in English &amp; Maths</b>	48	46	53	60	44	-4
<b>5+ in English &amp; Maths</b>	27	20	36	37	27	0

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<b>Disadvantaged Trend</b>	<b>2019 Results</b>			<b>2020 Results</b>			<b>2021 Results</b>		
	<b>Dis</b>	<b>Non-Dis</b>	<b>Gap</b>	<b>Dis</b>	<b>Non-Dis</b>	<b>Gap</b>	<b>Dis</b>	<b>Non-Dis</b>	<b>Gap</b>
<b>Progress 8</b>	-1.10	-0.75	-0.35	-0.52	-0.27	-0.25	-0.49	-0.17	-0.32
<b>Attainment 8</b>	31.16	42.61	-11.45	34.45	44.19	-9.74	34.59	48.73	-14.14
	<b>2022 Results</b>			<b>2023 Results</b>			<b>Difference in gap from 2019</b>		
	<b>Dis</b>	<b>Non-Dis</b>	<b>Gap</b>	<b>Dis</b>	<b>Non-Dis</b>	<b>Gap</b>			
<b>Progress 8</b>	-0.96	0.04	-1.00	-1.45	-0.29	-1.16	+0.81 bigger		
<b>Attainment 8</b>	30.94	51.75	-20.81	23.9	41.02	-17.12	+ 5.67 bigger		

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<b>Boys/Girls Trend</b>	<b>2019 Results</b>			<b>2020 Results</b>			<b>2021 Results</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Gap</b>	<b>Boys</b>	<b>Girls</b>	<b>Gap</b>	<b>Boys</b>	<b>Girls</b>	<b>Gap</b>
<b>Progress 8</b>	-1.08	-0.54	-0.54	-0.61	-0.12	-0.49	-0.38	-0.19	-0.19
<b>Attainment 8</b>	35.84	41.64	-5.80	38.35	42.29	-3.94	43.16	44.52	-1.36
	<b>2022 Results</b>			<b>2023 Results</b>			<b>Difference in gap from 2019</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Gap</b>	<b>Boys</b>	<b>Girls</b>	<b>Gap</b>			
<b>Progress 8</b>	-0.43	-0.15	-0.28	-0.65	-0.65	0	0.54 smaller		
<b>Attainment 8</b>	44.20	45.80	-1.60	34.25	37.24	-2.99	2.81 smaller		

<b>SEN Trend</b>	<b>2021 Results</b>			<b>2022 Results</b>			<b>2023 Results</b>			<b>Difference in gap from 2022</b>
	<b>SEN</b>	<b>Non- SEN</b>	<b>Gap</b>	<b>SEN</b>	<b>Non- SEN</b>	<b>Gap</b>	<b>SEN</b>	<b>Non- SEN</b>	<b>Gap</b>	
<b>Progress 8</b>	-0.73	-0.14	-0.59	-0.55	-0.19	-0.36	-0.98	-0.54	-0.44	+0.08
<b>Attainment 8</b>	29.62	48.45	-18.83	28.94	49.41	-20.47	22.95	40.08	-17.13	-3.34

Areas for  
development

- Closing the gap between disadvantaged & non-disadvantaged
- Closing the gap between SEN & non-SEN
- Raising overall attainment & progress to 0 by 2024
- Increasing accuracy of predictions within certain subjects
- Increasing attainment & progress of specific low achieving subjects

## BEHAVIOUR AND ATTITUDES - 3

### Strengths

- **Behaviour** data up to 25/09/23 - 33593 positive points and 3947 negative points
- **Bullying data** - 6 counts of bullying logged on CPOMs to date
- **Attitudes to learning**: no current data but Y7 data due at end of September

### Areas for development

- Improve the **culture** of the school by removing mobile phones by Autumn half term, and ensuring all students wear school shoes as per policy by Christmas
- **Attendance** sits at 89% (national average 94%) and **persistent absence** sits at 32.6% (national average 13%): improve attendance so that we are closer to 95% and above 80% by January 2024
- Lower **persistent absence** to that it is closer to 13% and below 30% by January 2024
- **Suspensions** This term 0 PeX and 31 fixed term suspensions: reduce **suspensions** by 25% by April 2024
- **Anti-Bullying** ambassadors training (Diana Award) October 2023
- Seek to appoint 2 behaviour mentors by January 2024 to support the launch of our behaviour drive
- **Discrimination data** - 8 counts of prejudiced behaviour logged to date: appoint an **equalities and diversity** champion by January 2024

## PERSONAL DEVELOPMENT – 2

### Strengths:

- **Spiritual, moral, social and cultural development** (SMSC) is delivered well through a combination of assemblies, mentor group activities and PSHE lessons
- **British Values** are integrated throughout the curriculum and reinforced in assembly & PSHE lessons.
- **Relationships, health and sex education** (RSE) is delivered through PSHE lessons, led by specialist teachers. Guidance is sought from LEA when needed
- **Mental Health** is a growing concern both locally and nationally and this is being addressed by ensuring students feel supported by their Head of Years/PST. Students who are struggling are discussed at strategy meetings which enable support from both in school and outside agencies to be arranged. We are a pilot school for a mental health high risk triage initiative - MAHMET which brings together professionals to help identify and respond to young people to ensure there is a multi-agency plan to support the young person and school where it is thought possible that presentations might progress to the point of a mental health crisis and potential suicide.
- We currently employ 2 **counsellors** and after January will also have 2 part time Education Mental Health Practitioners (EMHPs), who are able to offer one-to-one support or group work for wellbeing support, low mood, anxiety, sleep difficulties and poor eating patterns.
- Pupils are well-prepared for the **next stage of learning/careers** guidance with college talks, career adviser support and advice in mentor time and assemblies



Areas for development	<ul style="list-style-type: none"><li>● Developing our <b>PSHE</b> curriculum intent, impact and implementation</li><li>● Taking more <b>pupil voice</b> and feeding back on it regularly to them</li><li>● Developing support links from B and H for our pupils who suffer with <b>SEMH</b> (MAHMET etc)</li><li>● Appointment of Personal Development Co-ordinator</li><li>● Appointment of Equalities Co-ordinator</li></ul>
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## Strengths

- **Safeguarding:** record keeping and reporting processes and procedures are robust  
Safeguarding practice is rigorous and thorough. CPOMS is used to record, triage and allocate cases so that students are supported effectively.  
Trends are analysed to establish both local and national issues and training and interventions put in place to counteract the trend.  
Staff receive regular training updates to ensure understanding of safeguarding concerns are addressed and monitored
- **Health and safety and premises:** recently audited by B and H which demonstrated no risk in all categories and a low risk for allergen management
- **Middle leadership** is a strength with our faculty leaders being outstanding practitioners and developing their faculties well. They each have a clear vision and mission statement for their areas and have created action plans that demonstrate the progress they intend to make.
- **Governance** is strong with a range of skills and members from various backgrounds. Committees and agendas are well-organised, well-led and hold the headteacher to account
- **Continuous professional development:** middle Leaders have a training programme to develop their leadership skills. For teachers, training is a mixture of whole-school, subject specific and pastoral with tailored choices of training sessions.  
Evidence: Improvements made with specific staff's teaching and positive staff feedback. One Stop Shop website enables teachers to work on their own developmental areas and supports ECTs and ITTs with their assessments.
- **Staff mental health and wellbeing** is monitored via an annual survey. The group is led by a mixture of support and teaching staff, and they use the staff bulletin to advertise support and events to maintain a healthy well-being.
- Links are being **forged with parents** via the Headteacher's weekly letter and improving communications by using SIMS rather than relying on apps
- Local **community links** are being created with the help of local primaries (HT has been to the 6 main feeders and met parents and children) and Class Divide (hub evenings being organised by HT)

Areas for development	<ul style="list-style-type: none"><li>● <b>Safeguarding:</b> creating more capacity for DSL work; focus on high risk Mental Health cases</li><li>● <b>Health and safety and premise:</b> reduce risk for allergen management; maintain targets on decoration programme</li><li>● <b>CPD:</b> continue to develop our middle leaders with a new training programme</li><li>● Increase <b>governor</b> presence at school with planned governor days bi-annually</li></ul>
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<b>OVERALL EFFECTIVENESS – 3</b>	
	SIP will demonstrate our intended outcomes and actions to achieve these