

Northgate High School Self-Evaluation and Improvement Planning Summary

Current overall effectiveness of school taking into account evaluation of the four key areas: Good

Leadership and Management

- We have high expectations of all staff, and leaders and managers lead by example (performance management, headteacher's review meetings).
- Leaders and managers at all levels regularly evaluate and plan to continue to secure continuous improvement (whole school SEIP, subject SEIPs).
- Governors provide both support and challenge to help drive improvement (minutes of governors' meetings, learning walks, involvement in recruitment).
- Governors and key staff strive to meet the needs of the school within constraints imposed by strict financial management (Finance Committee minutes, budget planning, Building Improvement Plan, IT Development Plan).
- Leaders and managers at all levels are committed to continuous improvement in teaching and learning, to ensure that all learners are able to fulfil their potential; this is underpinned by an effective CPD programme and active Teaching and Learning Group in order to facilitate the exchange of best practice, including specific programmes for NQTs and RQTs (whole school and subject SEIPs, teaching and learning group minutes, department minutes, action research groups, NQT induction handbook).
- Performance management of teaching and support staff links to teaching and learning to ensure that this vital area continues to move forward (Bluesky).
- Curriculum is broad and balanced and under regular review. Opportunities to develop pupils' understanding of behaviour and safety and SMSC, including British Values, are integrated into PSHEE, as well as being an extra-curricular feature (curriculum provision – see statutory information on website, PSHEE programme, Northgate Values).
- Northgate contributes to improvement across the wider education system through our involvement with our local Teaching Schools Alliance and primary pyramid. Positive links are also maintained with local universities (Cambridge, Essex, East Anglia and Suffolk). We have also participated in the Suffolk Learning and Improvement Network's peer-to-peer review process, which we found mutually beneficial – in the case of Northgate, the focus was on MFL provision and the Sixth Form subject review model.
- Safeguarding arrangements are in line with statutory requirements (safeguarding policy).
- Staff are professional in their approach to work and their conduct towards colleagues, pupils and others.
- We have positive working relationships with parents; we are continuing to develop relationships with 'hard to reach' parents (ParentView, Parent Consultation Group).
- An extensive staff wellbeing survey was designed and implemented by the Staff Development group (Oct 17). Findings from this survey have been acted on (see support programmes for new staff, part-time staff and staff on maternity leave). Our most recent wellbeing survey (April 19) indicates that the actions taken have had a positive impact. We are currently part of a school wellbeing project.

Current overall judgement: Good

Steps to outstanding (references to SIP 2019 in brackets)

- Harness the collective efforts of the school community to facilitate more effective learning amongst disadvantaged pupils and others with barriers to learning (Pupil B) (1)
- Develop and implement strategies to enhance the wider curriculum offer for Years 7 to 11, with the intention of supporting learners in preparing them for life beyond school (2)
- Continue to develop our Modern Foreign Language provision to ensure consistently high standards (4)
- Devise and implement strategies to enhance our ability to recruit, and retain, the best staff (6)
- Provide the best education we can with the funding available (7)

Teaching, Learning and Assessment

- The quality of teaching and learning is good (see summary of learning walks & subject leaders' evaluations). Where NQTs/RQTs need support to develop their practice a detailed programme is put in place (including lesson observation feedback and mentoring/coaching – see 'teacher support' examples).
- Action Research Groups meet regularly to develop strategies that target key areas identified within the School Improvement Plan (see current focus on feedback, recall/memory and numeracy/literacy). Best practice is disseminated effectively through a well-attended Teaching & Learning Group and carefully planned professional development opportunities for staff (CPD programme). This includes partnerships with other schools to provide training for staff who have recently become or aspire to be Middle Leaders and Senior Leaders (*Essential Skills for Middle Leaders* programme and NPQSL provision).
- Teachers have high aspirations for pupils (Key Stage 4 benchmarks are set at FFT20) and there is a good level of challenge in lessons (see learning walks & pupil perception interviews).
- Data is used to inform planning in lessons and to establish intervention/mentoring programmes for pupils who are underachieving. In order to support our work in this area, we have recently been successful in securing funding for three projects aimed specifically at pupils who are disadvantaged and those who have barriers to learning (Pupil B); this will involve partnership working with the EEF, the IEE, NEACO and the Ipswich Opportunity Area group. Our aim is to focus on early intervention and to target Key Stage 3 pupils.
- There is a key focus on Northgate's 5Rs, including in particular revision/recall strategies that help pupils develop knowledge and understanding over time. The emphasis is on encouraging pupils to take responsibility for their learning through regular reflection and self-regulation. Our key teaching and learning principles have been integrated into the new Teaching and Learning wheel (*Teaching & Learning Key Principles* document).
- Advice evenings are provided for Years 7, 10, 11 and 12 parents; these focus on how parents can support learning at home. Pupil literacy and numeracy is good and targeted intervention is used to support pupils who need it (work in Learning Support department led by SENCO and Foundation Learning programme and new project to target English and maths interventions at Key Stage 3). A number of initiatives are in place to encourage wider reading and to improve extended writing and subject-specific vocabulary (Extreme Readers, Century Read, guidance on school website for parents).
- Teachers and other adults create a positive learning environment in lessons (learning walks). The Northgate Values (Respect, Determination and Teamwork) underpin our system of rewards and sanctions. Links established with NEACO, Future First (alumni group), St John's College Cambridge, Essex University and UCS to raise the aspirations of disadvantaged and higher attaining pupils.
- Pupils understand what they need to do to progress and, crucially, have the opportunity to act on feedback for progress (learning walks and pupil perception interviews). Feedback for progress principles have been developed, with the aim of encouraging pupils to take greater responsibility for acting on feedback and identifying where they have progressed (*Teaching & Learning Key Principles* document).
- Teachers use mini-plenaries to review progress during lessons and are able to adapt mid-lesson in response to assessment of pupil progress/understanding (learning walks). Diagnostic assessment is used to inform planning and target pupils on a more frequent basis.

Current overall judgement: Good

Steps to outstanding (references to SIP 2019 in brackets)

- Continue to prioritise strategies that enable Pupil B (including disadvantaged pupils, males and those with SEN) to engage positively in their learning both in and outside of lessons (1c)
- Ensure that learners are prepared for the assessment demands of the new GCSE and A Level courses, with a particular emphasis on revision strategies, literacy and study skills (3)

Personal Development, Behaviour and Welfare

- Pupil attitudes to learning are positive and lead to active participation in lessons (learning walks, feedback from visitors, reports and progress checks).
- The vast majority of parents are positive about behaviour and safety (ParentView). When concerns are raised they are dealt with quickly. Complaints from local residents regarding pupils outside school are rare and are always followed up by a senior member of staff.
- Pupils' behaviour outside lessons is positive (learning walks, feedback from visitors, Baptist Church Coffee Bar).
- There is a positive ethos in the school and pupils feel that there is a strong sense of community spirit (pupil survey 2018).
- Absence has been at least in line with, if not below national for the last three years. Improved use of data is enabling us to identify individuals and groups where attendance or behaviour is an issue and take action to address this (new Attendance Officer, behaviour and attendance summaries, Bangladeshi family worker, pastoral officers, pastoral meetings).
- Pupils are aware of types of bullying. Incidents of bullying are low and dealt with swiftly and effectively (pastoral logs). Pupils feel that they are treated fairly and equally, that racial harmony is promoted and bullying is controlled effectively (pupil survey 2018).
- Behaviour is managed well across the school and there are clear expectations of pupils (Northgate Values, revised detention system, assemblies). Positive behaviour is celebrated (Behaviour for Learning policy, expectations in pupil planners, rewards system). Pupils feel that school discipline and celebration and rewarding of achievement is good (pupil survey 2018).
- Pupils feel safe, know how to stay safe and healthy and are prepared well for their life beyond school (PSHEE and Careers programmes, assemblies, theatre group productions, lesson observations, transition/settling-in surveys, learning walks, pupil survey 2018).

Current overall judgement: Good

Steps to outstanding (references to SIP 2019 in brackets)

- Continue to build on our new systems for monitoring and improving the attendance of disadvantaged pupils and those with SEN (1a)
- Develop and implement strategies to enhance the wider curriculum offer for Years 7 to 11, with the intention of supporting learners in preparing them for life beyond school (2)
- Conduct a strategic review of sixth form provision, and act on the findings of this review, to secure the best possible outcomes for learners (5)

Outcomes for Pupils

Key Stage Three

- A new assessment system was introduced in Years 7 and 8 in September 2017. The performance of pupils is judged against band descriptors developed by subject areas, focusing on the knowledge, skills and understanding that they would expect pupils to demonstrate by the end of the year, taking into account their starting point. We are able to use this information to monitor the performance of individuals and groups of learners. From Year 9 onwards, progress is mainly monitored through our flightpath system, which tracks progress from Key Stage 2 to 4 using FFT20 as a benchmark, although some subjects on rotation continue to use an extension of the Year 7/8 model.
- Data shows no major gaps in performance between groups of learners in the majority of cases. Intervention is in place at pupil level where progress is below expectation. Work continues to ensure that interventions are impactful and that assessments of pupil attainment are as accurate as possible.

Key Stage Four

- Attainment has been higher than national average over the last three years. In 2018, pupils achieved an Attainment 8 score of 51.5 (compared to 44.5 nationally). 56% of pupils achieved grade 5 or above in English and maths, compared to 40% nationally. The average points score for the English Baccalaureate was 4.61 (compared to 3.85 nationally)
- In 2018, our Progress 8 score was 0.56, well above average. Progress is above national averages in English and maths, with Progress 8 for English at 0.5 and maths 0.6 (significantly positive).
- 2018 data shows that the progress of groups of learners was generally above national. The performance of Pupils B – those with a barrier to learning - continues to be a particular focus for our work, including disadvantaged pupils, males and those with SEN.
- Languages results showed improvement on 2017 but are still not as strong as would like; this is being addressed in a variety of ways, including changes in curriculum, personnel and leadership structure. Feedback from recent pupil surveys and targeted learning walks suggest that there is an on-going improvement.
- Pupils are well-supported in planning for their future. In the 2018 Year 11 cohort, 96% continued in education or training, or moved on to employment.
- We therefore judge achievement at KS4 to be **Good**.

Sixth Form

- IDSR value added data 2018 shows progress was significantly positive at A level. Progress has been positive for the last three years.
- Progress in the vast majority of subject areas is in line with or above expectation, in some cases significantly so.
- Three-year analysis of data suggests two subjects in particular where we need to significantly improve performance; revised strategies to achieve this are being strenuously pursued.
- 97.5% of students completed their main study programme compared to 92.5% nationally. Retention figures between Year 12 and 13 were in line with national.
- In the 2016 cohort, 93% had a sustained destination in education or employment, compared to 89% nationally.
- We therefore judge achievement in the Sixth Form to be **Good** and continue to work with subject leaders in underperforming areas as part of our continual drive for improvement.

Overall

- Pupil progress overall is in line with national, and in many subject areas is above national. We have been, and continue to, take action to address the situation where this is not the case.

Current overall judgement: Good (Good to Outstanding Key Stage 5)

Steps to outstanding (references to SIP 2019 in brackets)

- Harness the collective efforts of the school community to facilitate more effective learning amongst disadvantaged pupils and others with barriers to learning (Pupil B) (1)

- Develop and implement strategies to enhance the wider curriculum offer for Years 7 to 11, with the intention of supporting learners in preparing them for life beyond school (2)
- Ensure that learners are prepared for the assessment demands of the new GCSE and A Level courses, with a particular emphasis on revision strategies, literacy, independent learning and study skills (3)
- Continue to develop our Modern Foreign Language provision to ensure consistently high standards (4)
- Conduct a strategic review of sixth form provision, and act on the findings of this review, to secure the best possible outcomes for learners (5)

A-H July 2019