

## Northgate High School - Self-Evaluation and Improvement Planning Summary

<b>Headteacher:</b> Rowena Mackie	<b>Head of Governors:</b> Jane Sheat	<b>Date:</b> October 2020
<b>Northgate High School Aims</b> <ol style="list-style-type: none"><li>1. Teaching for Learning: To encourage all learners to engage fully in their learning by developing lively, enquiring minds and valuing achievement.</li><li>2. Inclusive Learning: To continue to develop an inclusive learning ethos by seeking to remove barriers and maximise opportunities for all.</li><li>3. Behaviour for Learning: To encourage students to be actively involved in their learning and to embrace the Northgate Values of respect, determination and teamwork.</li><li>4. Learning Community: To develop a strong school community that works in partnership with parents, the local community and other stakeholders.</li><li>5. Learning Environment: To provide a safe, healthy, stimulating learning environment for students and staff, ensuring that appropriate resources are available to support the learning process.</li></ol>		
<b>Whole school improvement priorities 2020</b> <ol style="list-style-type: none"><li>1. Develop strategies to enable males, students with SEN and disadvantaged students to achieve their best possible outcomes.<ol style="list-style-type: none"><li>a. Continue to develop classroom-based strategies to enable males and those with SEN to engage in their learning</li><li>b. Conduct a strategic overview of our approach to addressing behaviour issues, with a particular focus on males, students with SEN and disadvantaged learners</li><li>c. Continue to build on our systems for monitoring and improving the attendance of males, students with SEN and disadvantaged learners</li><li>d. Continue to develop strategies beyond the classroom to enable males and those with SEN to engage in their learning (incorporating Ofsted action point 2)</li><li>e. Continue to develop ways of working in partnership with parents to enable their children to achieve their best</li></ol></li><li>2. Continue to develop our model to identify and support subject areas to ensure consistently high standards (incorporating Ofsted action point 1).</li><li>3. Continue to review and develop our structures and systems around safeguarding.</li><li>4. Conduct a strategic review of our curriculum offer with a focus on meeting the needs of those with significant barriers to learning.</li><li>5. Conduct a strategic review of sixth form provision, and act on the findings of this review, to secure the best possible outcomes for learners.</li><li>6. Devise and implement strategies to enhance our ability to recruit, and retain, the best staff.</li><li>7. Provide the best education we can with the funding available.</li></ol>		
<b>Ofsted action points (November 2019)</b> <ol style="list-style-type: none"><li>1. Outcomes in modern foreign languages improved considerably last year. However, there is evident capacity for further improvement. Leaders have been working on the languages curriculum to ensure it is better structured to help pupils to learn and remember more. Leaders should consider what other support the teachers of languages might need in order to implement the curriculum as well as they can.</li><li>2. The school makes good-quality extra-curricular opportunities available to all groups of pupils. However, leaders do not check whether there are any groups that are not accessing these opportunities and missing chances to develop their personal interests. Leaders should consider which pupils might need extra support and encouragement to benefit from this work.</li></ol>		

## SUMMARY EVALUATION

### Quality of Education

- A sharpened focus on curriculum intent through the development of Curriculum Principles has given greater clarity and coherence to Northgate's philosophy and ambition, underpinning the work of subject areas (Curriculum Principles July 2019).
- Subject teams have a clear sense of what they want students to know and be able to do, and have developed schemes of work to enable students to build essential core knowledge and skills. The curriculum is designed to help students to remember long term and integrate new ideas into larger ideas and concepts, as seen in curriculum maps, schemes of work and learning materials, having a positive impact on learning. Ofsted November 2019: 'Teachers make sure that they teach subjects in a logical order. They identify the most important subject knowledge and vocabulary that pupils need to learn.'
- We are committed to high standards for all learners, with appropriate levels of challenge, enabling them to fulfil their potential:
  - Despite challenging financial circumstances, we have maintained a broad, balanced and ambitious curriculum for all learners, for example, the curriculum has not been narrowed, PSHEE is valued, GCSE triple science available to all, all sixth form students can take the EPQ.
  - Where additional support is needed to enable students to access the curriculum this is put in place, for example THRIVE, Foundation Learning, strategic use of teaching assistants, Ipswich Opportunity Area KS3 projects in reading, writing and maths.
  - There is a sustained focus on literacy and numeracy to ensure that students can learn effectively and be prepared for their future. We have a number of initiatives in place to create a reading culture, for example Accelerated Reader, Century Read, Extreme Readers, *Read around the World* scheme, as well as Ipswich Opportunity area KS3 projects.
  - Targeted intervention is used to support students who need it, including those with SEND, through the Learning Support department and Foundation Learning programme. Ofsted November 2019: 'Pupils with special educational needs and/or disabilities (SEND) experience an ambitious curriculum. They are well supported in lessons by their teachers. Pupils with SEND achieve well.' In the spring and summer of 2020, NPQSL action research projects focused on disadvantaged students in Year 7 (linked to developing reading and research skills) and boys in Year 10 (the lessons from which are now underpinning our approach to a comprehensive Year 11 mentoring programme). In the sixth form, an Aspire programme has been established in partnership with NEACO and our Careers team. This provides support for disadvantaged students in Year 12 and focused on continuing in higher education and key transferable skills (such as presentation skills, interviews, debating and critical thinking).
  - Parents feel that the school does well at ensuring that students do their best and make good progress, including those with special needs (parent survey 2019).
  - Ofsted November 2019: '[Staff] have high expectations of what pupils can achieve.' 'Disadvantaged pupils are keen learners in lessons. They produce work of a good quality.'
- We are committed to high quality teaching and learning, resulting in a positive learner experience in the classroom and good outcomes:
  - Northgate's Teaching and Learning Principles underpin our day-to-day practice. There is a key focus on Northgate's 5Rs, including in particular revision/recall strategies that help students accumulate knowledge and understanding over time; the emphasis is on encouraging students to take responsibility for their learning through regular reflection and self-regulation, as observed in our learning walk programme and development of the Homework and Revision Centre.
  - Practice is informed by the work of a number of action research groups who meet regularly to develop strategies that target key areas identified within the School Improvement Plan; our current focus is on feedback and recall/memory. Best practice is disseminated effectively through a well-attended Teaching &

Learning Group and carefully planned professional development opportunities for staff, as seen in our comprehensive CPD programme. This impacts on teaching and learning across the school, as seen in learning walks and lesson observations.

- A range of different types of assessment are used to ascertain how learners are achieving in acquiring the intended knowledge and skills, enabling staff to intervene as needed e.g. quizzes, verbal questioning, extended writing, as seen in lesson observations and learning walks. Ofsted November 2019: 'Teachers use questioning well to help pupils remember what they have studied.'
- The COVID-19 crisis has seen a rapid response from leadership and the wider staff in terms of developing effective strategies for remote learning e.g. the use of Microsoft Teams and Stream. Training has been well-attended and supporting documentation and videos produced.
- We invest in staff to ensure that students are taught by those with high levels of expertise:
  - Staff teach in their specialism and resources are invested in subject CPD, as seen in our CPD records.
  - Where NQT/RQTs need support to develop their practice, a detailed programme is put in place, including lesson observation feedback and mentoring/coaching.
  - Ofsted November 19: 'Teachers have strong subject knowledge. They use this to good effect to plan learning activities. (...) Staff appreciate the opportunities for their training and professional development, which they say are excellent.'
- We work alongside parents to achieve the best for their child:
  - Advice evenings are provided for Years 7, 10, 11 and 12 parents; these focus on how parents can support learning at home and there is guidance on the school website for parents. During COVID-19 these events are taking place virtually e.g. Year 10 GCSE Information evening and Year 11 Pathways evening.
  - A termly parental consultation group gives feedback regarding the quality of education and curriculum. This has led to the introduction of the Go4schools homework module to enable parents to engage with homework. As a result, we have seen increased engagement in home learning from parents, as they can see clearly tasks that have been set and when they are due. This has been particularly beneficial during the closure of the school to many students during the COVID 19 situation.

**Student outcomes** Students did not sit exams in 2020 due to COVID-19 - the information below therefore relates to 2019.

*Ofsted November 2019: 'pupils achieve well in GCSE and A-level examinations. Leaders know where improvements are still needed.'*

#### *Key Stage 4*

- At Key Stage 4, attainment has been higher than national average over the last three years. In 2019, students achieved an Attainment 8 score of 49. 47.7% of students achieved grade 5 or above in English and maths. The average points score for the English Baccalaureate was 4.4. Our Progress 8 score was 0.2, with progress above national average in English, and well above in maths. The performance of those with a barrier to learning continues to be a particular focus for our work, including disadvantaged students, males and those with SEN.
- Languages results showed improvement on 2018 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 student surveys and targeted learning walks suggest that there is an on-going improvement.
- Students are well-supported in planning for their future. In the 2019 Year 11 cohort, 97% continued in education or training, or moved on to employment (2020 figures not yet available).

### *Sixth Form*

- Progress for the 2019 cohort was in line with national and the average grade attained was a C.
- We continue to work with subject leaders in underperforming areas as part of our continual drive for improvement.
- In 2019 97% of students completed their main study programme compared to 91% nationally. Retention figures between Year 12 and 13 were above national.

**Our overall judgement of our performance in this area is Good+**

### **Areas for development (links to SIP):**

1. Develop strategies to enable males, students with SEN and disadvantaged students to achieve their best possible outcomes.
  - a. Continue to develop classroom-based strategies to enable males and those with SEN to engage in their learning
  - e. Continue to develop ways of working in partnership with parents to enable their children to achieve their best
2. Continue to develop our model to identify and support subject areas to ensure consistently high standards (incorporating Ofsted action point 1).
4. Conduct a strategic review of our curriculum offer with a focus on meeting the needs of those with significant barriers to learning.
5. Conduct a strategic review of sixth form provision, and act on the findings of this review, to secure the best possible outcomes for learners.

### **Behaviour and attitudes**

- We have high expectations of student behaviour, as established through the Northgate Values and behaviour framework. Behaviour is managed well across the school and there are clear expectations of students (see posters). Leadership are visible around the site with an increase in leadership duties and support during lessons. A revised behaviour system has been implemented (September 2020) focusing on more immediate sanctions for poor behaviour. Positive behaviour is celebrated, for example through the rewards system. Students feel that school discipline and celebration and rewarding of achievement is good (student survey 2018). As a result, student behaviour is good and students feel safe. Ofsted November 2019: 'Pupils respond by working hard and behaving well. Pupils are considerate of each other, for example when moving round the school. Pupils say they feel safe at the school.'
- Students are aware of types of bullying. Incidents of bullying are low and dealt with swiftly and effectively, as seen in pastoral logs. Students are checked up on following interventions to ensure that the problem has been resolved and we support both the victim and perpetrator to ensure future issues are prevented. Students feel that they are treated fairly and equally, that racial harmony is promoted and bullying is controlled effectively (student survey 2018). Parents rate 'control of bullying' and 'treating all pupils fairly and equally' highly (parent survey 2019). Ofsted November 2019: '[Pupils] told us that, if bullying does happen, staff, and particularly their pastoral officers, act quickly to resolve it.'
- Student attitudes to learning are positive and lead to active participation in lessons, as seen in learning walks and lesson observations, through feedback from visitors, in reports and progress checks. Ofsted November 2019: 'Pupils behave well in lessons. They say their learning is rarely affected by poor behaviour. Pupils respond well to teachers' requests. This helps learning to flow smoothly.'
- 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.

- Fixed term and internal exclusions are used appropriately in line with the school’s behaviour policy. There are clear protocols for the support that needs to be put in place for students who are to be reintegrated following fixed term exclusion. These focus on restorative interventions and making sure there is a focus on supporting the student to reintegrate successfully, as seen in our fixed term exclusion paperwork.
- Students, staff, parents and carers have been involved in creating our Northgate Values document that identifies what each of us need to do on a daily basis to build the positive and respectful culture that we all want to maintain. These values form the basis of all conversations with students about their behaviour.

**Our overall judgement of our performance in this area is Good**

#### **Areas for development (links to SIP):**

1. Develop strategies to enable males, students with SEN and disadvantaged students to achieve their best possible outcomes.
  - b. Conduct a strategic overview of our approach to addressing behaviour issues, with a particular focus on males, students with SEN and disadvantaged learners
  - c. Continue to build on our systems for monitoring and improving the attendance of males, students with SEN and disadvantaged learners
  - d. Continue to develop strategies beyond the classroom to enable males and those with SEN to engage in their learning (incorporating Ofsted action point 2)
  - e. Continue to develop ways of working in partnership with parents to enable their children to achieve their best

#### **Personal Development**

- We are committed to giving students opportunities to develop personally as well as academically, as seen in our Curriculum Principles.
- We have an extensive PSHEE programme with dedicated lessons delivered by a specialist team. Lessons cover a wide range of key topics, including SMSC, British Values, physical and mental health, citizenship, staying safe and equality and diversity, as well as sex and relationships education in line with statutory requirements from September 2020 (PSHEE programme). Opportunities to discuss these issues are also planned into subject schemes of work where appropriate. Students have input on a range of topics via assemblies and special events, for example theatre group productions; Suffolk Police - Cybercrime Unit and gangs; Paul Hannaford – gangs and drugs; Natasha Stewart – aspiration and mental health; ISCRE – racial equality and hate crime. Ofsted November 2019: ‘Pupils develop an appreciation of different cultures and religions. They also learn how to keep themselves safe when not in the school, deal with mental health issues and live healthy lives.’
- There are a wide range of extra-curricular opportunities for students in the form of clubs, activities and visits, enabling them to have new experiences and develop their interests and talents. Financial support is offered where this might be a barrier. Ofsted November 2019: ‘Pupils are grateful for the many opportunities the school offers beyond the classroom. They spoke about sports clubs and trips to the theatre and universities. Mock elections have been organised to enhance pupils’ understanding of democracy. One pupil said, ‘there is something for everyone’.’
- The Northgate Values of Respect, Determination and Teamwork underpin our work, as evidenced in our rewards system, PD day training for staff and assemblies for students. We view these values as key to success both within and beyond school.
- We have a strong pastoral team, with pastoral officers who do not teach, so are available throughout the day to support students. This investment means that students can access support when needed whatever their need. The pastoral team has been extended for 2020-21 with the addition of two new posts – Safeguarding Manager and Intervention Centre Manager.
- We have an extensive early help offer which draws on both internal and external sources, meaning that students are supported effectively; this includes a model of ‘social prescribing’ adopted from September 2020.

- There is a range of support for students to help them to develop resilience, independence and social skills, for example breakfast club, gardening club, homework club, Forefront. THRIVE is available to our most vulnerable students who need specialist expertise and a nurturing environment.
- Students are encouraged to play an active role in the school and local community, for example Community Day, helping in lessons, peer mentoring, student support ambassadors, volunteering in the local community, meaning that they develop a sense of their responsibilities as a member of society. In addition, our students have taken a proactive role in promoting Human Rights and have been specially commended for their work in this area by the University of Essex.
- We are committed to supporting the mental health of members of the school community. Students have access to counselling on-site. We have a member of staff who has undertaken mindfulness training – they run sessions for bespoke groups of students and staff. This means that we are able to provide support in a timely fashion. Ofsted November 2019: '[Staff] told us that leaders are considerate of their workload and well-being.'
- Our in-house careers team support students in preparing for their future. We are working to the Gatsby benchmarks (Gatsby benchmark audit). Careers advice is rated highly by parents (parent survey 2019). Ofsted November 2019: 'Students are offered a range of opportunities including leadership roles and work experience. This ensures that they are well prepared for the next stage of their education.'

**Our overall judgement of our performance in this area is Good**

**Areas for development (links to SIP):**

1. Develop strategies to enable males, students with SEN and disadvantaged students to achieve their best possible outcomes.
  - d. Continue to develop strategies beyond the classroom to enable males and those with SEN to engage in their learning (incorporating Ofsted action 2)

**Leadership and Management**

- Our ambition for the education that we provide to students is clearly set out in our Curriculum Principles and the Northgate Values. The curriculum is broad and balanced and under regular review. Opportunities to develop students' understanding of behaviour and safety and SMSC, including British Values, are integrated into PSHEE, as well as being an extra-curricular feature. Ofsted November 2019: 'Leaders are proud of the wide, ambitious curriculum that they offer to pupils. The curriculum leads to qualifications that pupils need for the future.'
- We have high expectations of all staff, and leaders and managers lead by example. Leaders and managers at all levels regularly evaluate and plan to continue to secure continuous improvement, for example through our learning walk programme and headteacher's review meetings. We also undertake department reviews as and when necessary (for example September 2020 review of MfL based around student perception).
- Leaders and managers at all levels are committed to continuous improvement in teaching and learning and assessment, to ensure that all learners are able to fulfil their potential; this is underpinned by an effective CPD programme and active Teaching & Learning Group in order to facilitate the exchange of best practice, including specific programmes for NQTs and RQTs.
- Performance management of teaching and support staff links to teaching and learning to ensure that this vital area continues to move forward. Our PM system has recently been reviewed (Summer 2020) and our new model links closely with action research models from the EEF, recent educational research and our SIP. A comprehensive programme has been put together, allowing staff to access resources online and to fully participate in action research groups via Microsoft Teams.
- We have positive working relationships with parents; we are continuing to develop relationships with 'hard to reach' parents. Parents feel that the leadership and management of the school is strong (parent survey 2019).

- 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. In Autumn 2020 we became a lead school for Suffolk for the UEA teacher training partnership and we have also worked hard to extend our links with the Suffolk SCITT programme. We 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.
- An extensive staff wellbeing survey was designed and implemented by the Staff Development group. Findings from this survey have been acted on through the implementation of support programmes for new staff, part-time staff and staff on maternity leave. Our most recent wellbeing and workload surveys (April 19) indicate that the actions taken have had a positive impact, for example through improvement in communication and staff feeling supported.
- Governors provide both support and challenge to help drive improvement, as seen in the minutes of meetings and their participation in learning walks. Ofsted November 2019: 'Governors are committed to the school. They play an active role in the life of the school. For example, they meet with subject leaders regularly to check what leaders are doing in their departments with pupils. Governors are clear about the strengths and weaknesses of their school.'
- Governors and key staff strive to meet the needs of the school within constraints imposed by strict financial management, evidenced in the work of the governors' finance committee.
- Safeguarding arrangements are in line with statutory requirements (safeguarding policy). Ofsted November 2019: 'The arrangements for safeguarding are effective. All of the necessary checks are carried out on adults who work at the school. Staff are appropriately trained and know how to recognise the signs and symptoms of pupils who need help. The designated safeguarding leads work well with external agencies. This ensures that pupils get extra support when they need it. Leaders and governors understand the specific risks that are present in the local area.' 'The special educational needs coordinator works well with outside agencies. This supports pupils' well-being.'
- We work effectively with a wide range of services to ensure the wellbeing of the young people in our care.
- Staff are professional in their approach to work and their conduct towards colleagues, students and others, linking to the Northgate Values.

**Our overall judgement of our performance in this area is Good**

**Areas for development (links to SIP):**

2. Continue to develop our model to identify and support subject areas to ensure consistently high standards (incorporating Ofsted action point 1).
3. Continue to review and develop our structures and systems around safeguarding.
4. Conduct a strategic review of our curriculum offer with a focus on meeting the needs of those with significant barriers to learning.
5. Conduct a strategic review of sixth form provision, and act on the findings of this review, to secure the best possible outcomes for learners.
6. Devise and implement strategies to enhance our ability to recruit, and retain, the best staff.
7. Provide the best education we can with the funding available.

**Actions during COVID-19 lockdown**

**Quality of education**

- Continued to deliver a broad and balanced curriculum with work for all subjects – over 20,000 tasks set.

- Resequenced the curriculum where this was necessary and/or appropriate to suit the home learning context.
- Adapted learning activities for learners with SEND and other barriers to learning and made regular contact with home to ensure that work was accessible – over 2500 phone calls made by learning support and often daily contact with students with SEN by email to encourage engagement and communication.
- Provided IT equipment for families where this was a barrier to learning.
- Developed principles for remote learning and created support materials to enable students to access resources, learn independently and develop key study skills – see Northgate website *Remote learning policy* and *Learning at home* section.
- Continued both informal (e.g. through email, use of Microsoft Teams) and formal assessment (e.g. Year 10 English language and maths exams, Year 12 mock exams) to inform teaching and learning.
- Ensured regular feedback cycles were in place for students' work submitted – once per week GCSE/A level, once per fortnight everyone else.
- Supported a number of vulnerable children and children of key workers by remaining open during lockdown.
- Reopened for Year 10 students during June and July to provide teaching in person, delivering core learning in English, Maths and Science and a day of learning in all four option subjects.
- Prepared specialist introductory learning resources to positively engage and support our Year 9 students in their transition to GCSE and Year 11 students to post-16 studies (*GCSE Options Home Learning* and *Preparing for A Level* booklets)
- Generated 2743 centre assessment grades.
- Reviewed the curriculum for the return of students in September, taking into account learning over lockdown, and made changes as necessary.

#### **Behaviour and attitudes**

- Utilised work audits to monitor whether students were participating in learning and showing commitment to their education, with support put in place where needed.
- Created a behaviour policy addendum for COVID-related issues.
- Provided guidance for students on appropriate use of Microsoft Teams.

#### **Personal development**

- Continued PSHEE and PE lessons during lockdown.
- Continued careers support e.g. Northgate website, individual support by email and phone, plus in person during exam results period.
- Delivered virtual assemblies and used social media to foster community spirit, citizenship and the Northgate Values e.g. *I have a post-COVID dream...*
- Developed virtual induction for students joining Year 7 and 12 to aid their transition.
- Provided THRIVE sessions for vulnerable students on site including gardening sessions, cooking and personal development/nurture.
- Supported one of our students in establishing the Northgate Food Bank, making numerous food parcel deliveries to vulnerable families in our wider community.

#### **Leadership and management**

- Ensured regular communication with the whole school community – students, staff, parents and governors – through a variety of means e.g. website, email, phones, videos, Zoom, new social media channels (relaunched Facebook and new Instagram accounts – over 680 posts).
- Balanced the need to adapt teaching and learning with consideration of staff workload and wellbeing.

- Adapted our staff CPD programme to be COVID-safe – mixture of socially distanced meetings and online – and address needs arising from lockdown e.g. use of Microsoft Teams, Microsoft Stream.
- Continued to safeguard students through tutor contact and monitoring of vulnerable students by phone (over 1500 phone calls made by the pastoral team) and in person (95 home visits made) and through liaison with external agencies.
- Continued to support staff with their wellbeing both during lockdown and in preparation for the return to school.
- Undertook extensive risk assessment processes, reconfigured rooms and rearranged the school day to facilitate the safe full return of students and staff to school.
- Continued with planned developments and recruitment where at all possible e.g. restructuring of the pastoral team and creation of the intervention centre, revision to behaviour system, appointment of teaching assistants.
- Planned a full complement of CPD activities for the first two professional development days in September aimed at supporting staff to support the return of all students to full time education in terms of wellbeing, academic achievement and behaviour – ACEs (adverse childhood events) training, William Wandsworth *The science of memory – psychology and neuroscience for effective learning*, launch of new behaviour framework and input on de-escalation strategies to support all staff dealing with students in stressful and anxiety-inducing settings.

Updated October 2020