

SCHOOL: Hylands	HEADTEACHER: Thomas Thorpe	CHAIR OF GOVERNORS: David Ives	REVIEW DATE: Nov 2016
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SECTION 1: INTRODUCTION & CONTEXT

Hylands has been identified by Nick Gibb MP as one of the top 100 schools for sustained improvement over the last three years. Progress 8 we are currently awaiting, but our internal estimations suggest it should be around 0.01. We are proud of his acknowledgment of all the hard work and progress that the school has made. Hylands is a small school [794– 2016, compared to a N average of 957]. Student numbers though are rising in both yr7 and VI form. Casual admissions are though significantly above national average. We have had over 90 pupils join the school outside of normal admissions since Sept 2015. In the first month of this year we have had 35 pupils arrive across all year groups. This extreme level of transition has a significant impact on the school’s attendance figures, fixed term exclusions and pupil outcomes. Whilst everything is done to accommodate and provide for these children our greatest success come from those we have a full 5 years to work with and whom have the stability of schooling. It is a mixed, non-selective school. However, the existence of local grammar schools skews intakes towards middle and low ability students. Prior levels of attainment are significantly below N levels with the exception of the current Year 11, which is slightly below NA on entry. The difference in levels of prior attainment from the N level ranges from -1.9 to -0.6. The balance of girls to boys is above the N average [Girls = 51.7% 2016; N = 49.7%]. The proportion of students eligible for FSM is well above the N average. [37.4%; N= 28.5%]. Those eligible for pupil premium are consequently above the N average. Pupils from White British backgrounds sits at 89.7% and small numbers of students speak English as an additional language [7.7%] though this is increasing rapidly. Students with a statement of SEN constitute 4.1% of the roll [31 students]. Overall levels of attendance if we look at the whole cohort are in line with N level [94.2% in 2015 and 93.8 in 2016; N = 94.1 2014]. However, on analysis, pupils who engage with the school and the measures we take to support attendance have an attendance figure of 97.3%. PA remains too high and the move to a new measure has highlighted this as a key area for development. Permanent exclusions are in line with the N average whilst Fixed Term Exclusions remain above the N average. PPG outcomes compare favourably in English and Maths across the last three years when compared to the National Averages. There are in school Gaps though which we have narrowed over the past three years and remain committed to closing further. The HT was appointed in June 2016.

SECTION 2: PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

	Next Steps
<p>1. Improve the quality of marking; feedback to be precise, literacy to remain a focus and marking to be frequent (JH)</p> <ul style="list-style-type: none"> ✓ External review (May 2016) found that there was considerable evidence of good practice ✓ Post-Ofsted a new policy has been put in place with each department formulating and revising its marking policy in line with the whole school framework. Adaptations to further improve this- Sept 2015 and further enforced Sept 2016 ✓ 6 week cycle of work scrutiny is undertaken by HODs/HOD-HOD (Peer support) and SLT ✓ Programmes of intervention and “catch-up” are now established including Accelerated Reader [as from Jan 2015] and Lexia ✓ The outstanding outcomes in the English department since the last inspection are testament to their focus in addressing this ✓ PPG outcomes in the English dept of over 60% 3LPs for the middle ability quartile show the impact of the changes around feedback has impacted on all our students. Maths have also tightened their use of feedback and this has resulted in over 70% of our middle and high ability PPG students making 3LP and above expected. This compares favourably to the national PPG progress in Maths of 48% in 2015 	<ul style="list-style-type: none"> ⇒ Further embed the uniformity of feedback being timely, appropriate and moving learning forward, giving learners more opportunities to extend their understanding in all areas of the school ⇒ The quality of feedback in the school has improved significantly. However, there are some inconsistencies to be addressed this year due the turnover of staff and the experience levels of some ⇒ Student reflection in their work does not consistently show actions from feedback ⇒ Inconsistency of practice in terms of presentation
<p>2. Promote outstanding teaching practice; use exemplary teachers to demonstrate how students can be consistently motivated and inspired (JH + KS)</p> <ul style="list-style-type: none"> ✓ Three years of above NA outcomes with below NA ability pupils is testament to the quality of teaching in the school ✓ Positive P8 scores for the last three years would say that this impact has been felt across the school’s ability ranges ✓ Learning Trios have been a feature of school CPD since 2013. These are cross-curricular in nature and have been designed to ensure that best practice is disseminated. 2016 these have been reviewed and refreshed as learning communities. ✓ Teaching is consistently good or better with pupil progress over time and external outcomes showing a consistent positive trend over the past three years to support this ✓ A number of opportunities have been developed to allow staff to share and experience best practice. E.G Teachmeets / CPD on Toast / T&L briefings / Tip of the week / Collapsed Tuesdays to allow focus time for CPD 	<ul style="list-style-type: none"> ⇒ Set up middle leaders and induction programs to ensure the career develop of staff at all stages of their careers, with a focus on the new staff ⇒ Refresh the CPD calendar and establish new AHTs for T&L through re-establishing “non-negotiables” especially with new staff to the school ⇒ There are currently 2 teachers identified in the early stages of a support plan set up by their line managers. This will be reviewed at the end Dec 16
<p>3. Raise the level of teachers’ challenge to students by improving their questioning techniques (JH + KS)</p>	

<ul style="list-style-type: none"> ✓ Teaching community projects have been established to provide clear mechanisms for overcoming passivity, raising levels of aspiration and overcoming barriers to effective learning. High quality questioning has featured heavily in CPD ✓ The quality of questioning has improved considerably and is now good with outstanding features in some areas. ✓ Questioning has been a focus of CPD, external specialists delivered a yearlong programme of seminars and workshops looking at Kagan structures and developing questioning skills ✓ The impact of this CPD at developing pupil thinking and challenge is evident in the outcomes of pupils. This is shown in the 33% of grades being A*-B at A level, the above NA progress in English for all groups and the overall P8 measures being positive showing its impact across the cohort and across subjects. 	<ul style="list-style-type: none"> ⇒ Continue to use the best teachers to model effective questioning, sharing this during CPD time ⇒ Continue the dissemination of resources eg hylandspedagogy.blogspot ⇒ Move focus to Differentiation and Challenge this year to keep the emphasis on continual improvement
4. Review aspects of the curriculum for alternative provision as a matter of urgency, including using students' views to inform revisions (CR)	
<ul style="list-style-type: none"> ✓ The specific alternative provision in place at the time of the Ofsted Inspection was inherited and is no longer in place ✓ All students now follow the core programme and additional high quality provision has been brokered for a minority ✓ Individual cases are personalised according to need but all students are fully accessing core provision 	<ul style="list-style-type: none"> ⇒ Review provision for progress and outcomes at each half term and ensure effective outcomes are being secured for all
5 Use the revised systems for monitoring sixth form students' progress rigorously and take prompt action to intervene where students are at risk of underperformance (DH)	
<ul style="list-style-type: none"> ✓ Progress and attainment in the 6th form since 2013 has been good. Consistently, 90%+ of students make sufficient progress to gain places at their 1st or 2nd choice institution and 3VA measures across cohorts have been broadly positive in terms of trend. This was secured again in 2016. Robust systems remain and effective intervention and guidance has enabled success rates at post-16 to be stabilised at both Yr12 & Yr13. The progress of those studying vocational courses has been reviewed and steps taken to address this throughout 2015-2016. The impact of these is clear in 3VA scores 2016. 	<ul style="list-style-type: none"> ⇒ Further develop the use of 3VA to highlight intervention need and robustly monitor provision ⇒ Establish quality circle / set challenging targets / for pupils studying vocational courses

SELF EVALUATION OF HYLANDS SCHOOL 2016-2017

SECTION 3: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	SELF EVALUATION GRADE: 2
<p>Progress since the last inspection:</p> <ul style="list-style-type: none"> ✓ Target setting across the school focussed on all learners achieving a minimum of 4LP (JA) ✓ Performance Management holds staff to account and directly links into the outcomes for students – clear career progression and accountability has led to the development of HODs, teachers going on to lead in other schools and those who were not providing the best experiences for pupils moving out of the profession. (TT) ✓ Tracking of teacher performance throughout the year does not rely on any single aspect of their practice (TT and JH) ✓ An external Leadership and Management review undertaken in October 2014 highlighted the Senior Leadership Team and Middle Leaders of the school had a shared vision, collaborative and collegiate approach to maintaining high expectations and the overall capacity to maintain the improvement trajectory. This was repeated in May 2016 with similar findings. This has clearly had an impact on the outcomes of learners at KS4 and KS5 in the past three years. ✓ The school's clear aim in the economic wellbeing of its pupils. The curriculum model and learning programmes ensure the school's students move on to their next steps prepared, and in the last two academic years the school had 0% NEET students as of Sept 2016. ✓ A robust narrowing the gap action plan was followed last academic year resulting in a reduction in gaps in achievement between disadvantaged and NA. This has been particularly impactful if we compare PPG against National PPG where English has a positive gap of 21% and maths 2% (HL) 	<p>Next steps: Why are we not yet outstanding?</p> <ul style="list-style-type: none"> ⇒ Middle leader development is ongoing and the new program will need to be reviewed as we go through 2016-2017 (JH) ⇒ Capacity for the SLT to be strategically effective has been built through the training and development of the new AHTs appointed for 2016 – use of MAT support and school improvement partner (LA – NP will be vital in achieving this (TT) ⇒ A completely shared culture of learning has not yet been fully established due to the significant transition of staff between 2015 ad 2016 – this is a central focus of the work of (KS, JH) through 2016-2017 ⇒ Attain careers and guidance quality award status by the end of 2015-2016 – (ER and WW)

SECTION 4: QUALITY OF TEACHING, LEARNING AND ASSESSMENT	SELF EVALUATION GRADE: 2
<p><u>Progress since the last inspection:</u></p> <ul style="list-style-type: none"> ✓ 40% of all learners last year made 4LP in English and 28% of all students in Maths (KS-JH-RL) ✓ Keen use of Pixel, PLCS, moderation, cross-school collaboration and targeted intervention have been used effectively to secure outcomes and ensure accuracy of assessment within the school (JW) ✓ 4LP targets are set for all pupils and all staff – they are both held accountable to these and supported to reach them. 29% of all GCSE grades were secured at 4LPs in 2016 (TT) ✓ All staff are aware of the necessity for challenging and stretching target setting and use this as the basis for their planning, delivery and assessment of lessons (All Line managers) ✓ The awareness of the need to reduce gaps in attainment for disadvantaged students is embedded – as shown in the outcomes of our PPG students when compared to National Average attainment for PPG students. (HL) ✓ Improving trends in both English and maths progress show outcomes that are a result of teaching that is consistently good ✓ Positive VA values and Progress8 scores 2014-2016 show teaching in most subject areas across the school (All line managers) ✓ Robust tracking and monitoring which accounts for all aspects of the teaching standards is in evidence (JH) 	<p><u>Next steps: Why are we not yet outstanding?</u></p> <ul style="list-style-type: none"> ⇒ A new life without levels data capture process has been implemented for KS3 – this needs to be monitored and scrutinised 2016-2017 ⇒ The quality of understanding from staff of the changes to levels / grades and their ability to predict, challenge and intervene to ensure progress needs training and support ⇒ CPD focus this year on differentiation, stretch and challenge. There are some learners who do not make beyond expected progress
SECTION 5: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	SELF EVALUATION GRADE: 2
<p><u>Progress since the last inspection:</u></p> <ul style="list-style-type: none"> ✓ No notice inspection of behaviour and safety report, triggered by attainment gaps for disadvantaged pupils, was prefaced with “Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school’s previous inspection. “ ✓ Ofsted reported, “Students’ conduct around the school is good. They are proud of their school and dress smartly in their uniform. Students are punctual for lessons and settle quickly to their work” ✓ Assemblies have focussed on awareness of both issues (including bullying, e-safety, alcohol and substance abuse) and the need to aspire for ourselves and others. OFSTED “There is a strong sense of community at the school. Almost all students I spoke to during the inspection said that they enjoy school and that they feel safe and looked after when they are there.” ✓ Students are aware of the high expectations set by teachers and the numbers of disaffected students are lowering. OFSTED “Students’ relationships with teachers and fellow students were extremely positive.” ✓ Student voice and learning ambassadors are encouraged to share their school experience, both in terms of their learning and their feelings towards behaviour and safety in and around school ✓ Attendance is tracked and monitored robustly – securing attendance above the NA in the vast majority of students. There are an embedded set of interventions which have proven effective that the school now deploys as a matter of course. (SH) ✓ Excellent, high quality and effective careers guidance is provided in the school by a combination of the SLT, Key stage co-ordinators, assemblies and in school coordination by MW. All of this is underpinned by the professional and knowledgeable expertise of WW. She attends all option evenings and parent consultation days. Has a clear focus on supporting our PPG children into higher ed, apprenticeships and training. As a result of all this our NEETS % are well below NA ✓ A school wide timetable of “thoughts for a week” highlight quotations to raise awareness of aspects of British values and PREVENT each has a tangible link into assemblies and PHSE undertaken during tutor times (JA – MD) ✓ Sex Education is in the early stages of being re-introduced and a Sexual Health Clinic will be set up subject to governors’ approval from Oct 2016 (CR – HL – GE) 	<p><u>Next steps: Why are we not yet outstanding?</u></p> <ul style="list-style-type: none"> ⇒ Attendance intervention needs to reduce the numbers of PA students still further.(CR) ⇒ Actions are needed to fully integrate those who do not joins us in the Sept of Year 7. This cohort do not always integrate into the school’s culture completely successfully. (CR) ⇒ British values are promoted through the school, but the profile of this is not embedded in all we do (JA and MD) ⇒ To successful gain careers accreditation (ROOQA) by the end of 2017. (WW & ER) ⇒ Sex Education requires some development– a plan is in place to build the capability of staff to address this area on a long term basis, in the short term CR is investigating the use of drop down days to ensure provision is of a high quality (CR) ⇒ The establishment of a Sexual Health Drop in Clinic is at the nascent stages and will require review and evaluation throughout the year (CR)

SECTION 6: The Effectiveness of the 16-19 study programs (DH)	SELF EVALUATION GRADE: 2
<p>Progress since the last inspection:</p> <ul style="list-style-type: none"> ✓ A system of recording and monitoring pupil teaching hours, extra-curricular hours and enrichment provision is in place ✓ Supervised study time has been established to monitor and support pupil independence and responsibility for learning ✓ A dedicated PSHE, economic wellbeing, UCAS and tutoring program is in place ✓ Timetabled and taught lessons have been established for pupils without English and Maths at the required Level 2 grades ✓ A varied and tailored provision is in place to support the learner profile of the school with a mix of Vocational and academic qualifications on offer. This ranges from a full offer of all the facilitating A levels, to a work related learning course at level 1 ✓ The quality of teaching and the outcomes of learners are consistent with KS4 ✓ The quality of guidance for post 16 learners is excellent. Pupils have access to dedicated advice every Thursday that they are free to access at key decision making points throughout year 11, 12 and 13. A dedicated UCAS team is also accessible for learners to ensure that they are making the right choices. This is effective; as seen in the numbers of highly successful university applications each year and number of learners who are attaining places at prestigious universities, first generation university goers and the numbers of offers per pupil our pupils are obtaining. ✓ Attendance, punctuality, personal conduct and appearance, work experience and non-qualification activities are all key strengths of the schools provision ✓ The completion percentages for academic and vocational areas are excellent 	<p>Next steps: Why are we not yet outstanding?</p> <ul style="list-style-type: none"> ⇒ Vocational outcomes are not consistent and the offer needs to be reviewed this year. ⇒ Academic residuals are variable and Line management needs to challenge this through PMR and support more “beyond expected” outcomes in certain subjects ⇒ Those retaking their English and maths courses from level 2 make variable progress but are supported through entries even after they leave the school

SECTION 7: OUTCOMES FOR CHILDREN AND OTHER LEARNERS

SELF EVALUATION GRADE: 2

Progress since the last inspection:

The below is true for all learners on roll at Jan of 2016:

- ✓ Results at KS4 showed a concreting of the improvement of 2014-15. 54% of students gained A*-C [EM] which was above the FFTD target of 52% and will likely be within toleration of the national average for an under NA cohort
- ✓ P8 according to our internal measures when all the first entries vrs new entry are taken into account is at 0.01.
- ✓ Progress in English [3LOP] was at 77.3% and a consolidation of similar levels seen in 2015. 71% of students achieved A*-C in English Language and 57% in English Literature; a significant improvement on the 39% of 2015. 41% of students made 4LOP, slightly above the level from 2015. Both 3LOP and 4LOP in English were substantially above the national average.
- ✓ Progress in Maths was consistent with that achieved in 2014 & 15. 64% of students achieved A*-C and 64% 3LOP [N = 65%]. 27% of students made 4LOP comparable with the NA of 29% and last year's 28% confirming the consistency and sustainable improvements of the school.
- ✓ *Estimations at the moment – will amend in Nov. Overall VA scores have improved since 2013 and I think that they will raise once they are nationally recalculated based on the outcomes of 2016:

	2013	2014	2015	2016*		P8 2016 VLM of Pupils	P8 2016 ALL
Best 8	947.5 99 th % Sig-	998.7	1018.2	1008.6	All	0.31	0.01
English	995.3 99 th % Sig-	1002.7	1001.6	1001.7	Eng	0.21	-0.13
Mathematics	998.8 74 th % Sig-	1000.5	1001.1	1000.9	Maths	0.16	-0.05
Science	996.6 92 th % Sig-	998.2	1001.2	1000.7	EBacc	0.03	-0.23
Languages	997.8 76 th % Sig-	998.3	998.7	999.9	Other	0.77	0.39
Humanities	998.4 73 th %	1000.0	1000.1	1000.5	A8	50.59	47.63

- ✓ PPG gaps have been pleasing when compared to National “others” in the past three years. There have been significant improvements in the capped points score, expected and above expected progress in English and value added.
- ✓ In school ‘Gaps’ remain for disadvantaged students but have decreased substantially in the last two years in terms of grades. At 5+A*-C [EM] the gap decreased to 23% [2014 – 35%] 2016 saw this decrease further to 18%. Overall the gap in VA for disadvantaged students has narrowed significantly 997.5 for disadvantaged students compared to 1028.6 for non-disadvantaged students [2014. 967.6 compared to 1018.2]. Disadvantaged students in English and maths made 3LP at 65% and 50% respectively a gap of 12% and 13% internally. This means that they are making above NA progress for all.
- ✓ Girls outperformed boys by 30% at 5+A*-C [EM] [2015 = 15% & 2014 24%], by 14% in 3lp in English (in 2015 this was 5.5% and 2014 - 14%) and 8% in 3LP for maths (5.5% 2015 and 2014 - 9%).
- ✓ The trajectory of continued improvement at KS4 with a target for 2016 of 54%. [FFTD - 52%] achieved places the school's performance as securely “good”
- ✓ Outcomes in 2016 at post-16 consolidated on the improvement of 2014 and 2015 with outcomes being broadly in line with national averages [estimations for 2016 3VA -0.06 compared to 2015 3VA score -0.08]. The academically weaker cohort in year 13 in 2015 saw 90% of students gain their 1st or 2nd choice university. The vocational 3VA has improved significantly in the last year from -0.63 to -0.24.
- ✓ The SPAG element of English Language GCSE qualification saw over 50% of the cohort gain full marks in 2015.
- ✓ The overall progress and outcomes of the vast majority of learners and their best entry grades are securely good

Next steps: Why are we not yet outstanding?

- ⇒ Attainment in 2014, 15 and 16 at KS4 was above national average for progress and attainment in English, maths and 5A*-C [EM] for the first time in the school's history, it can now be argued that there is a trend of achievement over time
- ⇒ 23.7% of pupils achieved a B+ in both English and Maths. We need to therefore focus closely on the progress and attainment of those students in the B-C borderline to ensure headlines for English and Maths don't fall from 54% with the new grades.
- ⇒ Progress in English across the last three years has been outstanding but whilst good progress was made elsewhere not enough areas are demonstrating outstanding progress
- ⇒ Post-16 results in 2016 were in line with NA and cement a 4year trend of good results, but not significant enough improvement to suggest an outstanding provision. 3VA shows some inconsistencies. Significant improvements have been made in the last year in vocational areas but not sustained yet.
- ⇒ There is some inconsistency in the performance of subjects at KS4
- ⇒ The gap between disadvantaged and other students still exists in Maths but is closing compared to three years ago and whilst initiatives to reduce this have taken effect it remains an issue to address in terms of value added and progress. Staff changes since the summer have been geared towards addressing this.
- ⇒ The girl/boy gap has widened this year. Our girls achieved 74% 5incEM – we need to carefully plan for boys to catch up. Again – we need an effective action plan to address this gap in 2016-2017
- ⇒ Results in Geography, RE, Media and MFL need careful reviews and action plans for 2016-2017