

# FGCS SEF 2015-16 (December Edit)

## School context

1. **The vast majority of our children are from poor families. We never use this as an excuse; rather, it adds to our moral purpose. We teach our children to fly, grow, connect and strive, which is our school motto.**
2. We have commissioned a report into deprivation factors at our school. It enables us to look at deprivation measures that give more information than free school meals or PP eligibility. This survey shows that 76% of our children are in the bottom 20% on the Index of Multiple Deprivation measure, whilst 98.5% of our children are in the bottom 30% on this measure
3. The level of deprivation profile for our advantaged children is virtually the same as for our disadvantaged pupils (e.g. 24% of our PP children are in the most deprived category, compared to 23% of our non-PP children)
4. 97.6% of our children face barriers to housing and services which means that they face difficulties in completing work at home and do not access healthcare opportunities and are likelier to get ill
5. 97.2% of our children come from families within the lowest 20% income bracket in the country which means that they may lack access to equipment and long-term educational aspiration
6. 90% of our children come from within the bottom 20% of the IDACI measure
7. Newham (and our school) has one of the highest population turnover rates in London with large numbers of people moving into the borough for very short periods every year. Evidence suggests that people who leave are more highly skilled and generally better off than those who arrive.
8. More than 75% of our students are labelled as EAL but this is often a false distinction and based on the country of origin of their parents and not the language they speak at home.
9. Our children are significantly below average on entry in most year groups and mobility is very high when compared to the NA.
10. Roughly 2/3 of our students are boys, with 1/3 girls
11. We are the best performing community school in Newham.

## Overall effectiveness (1)

### Main strengths

1. Achievement is exceptionally good and student outcomes have risen rapidly
2. Overall student **progress and attainment** (2015) is above average in English, Maths, Languages, Humanities, Basics, and Ebacc. Progress is above average for Science.
3. The expected and more than expected progress of our disadvantaged students is higher than that of non-disadvantaged students nationally in Maths and English.
4. Disadvantaged students are closing the gap in progress compared to non-disadvantaged students nationally and within school the gap has narrowed by 17% to 8% in 2015. Predictions for 2016 show that our PP children will outperform our non-PP.
5. For students currently in the school, every year group is on track to demonstrate better than expected progress
6. Despite sig lower starting points, 27% of our students gained 3 or more A\*/A grades in 2015.
7. Almost every child in English made expected progress in 2015. 61% of students made 4LP.
8. For Maths, 79% made 3LP and 41% 4LP in 2015.
9. Capped 8 APS significantly above the NA
10. All students (and teaching staff) in Year 11 show excellent attitudes to learning by staying behind at least 3 hours per week after school
11. Behaviour is good or better most of the time. Very good behaviour in lessons is a strong feature of the school.
12. Excellent systems exist within school for dealing with behaviour

13. Students enjoy being at FGCS – attendance is 95.3%, above the national average
14. Permanent exclusions are lower than the national average (2014)
15. Teaching over time in most subjects, incl. English and mathematics, is consistently good or better, with 95% of teachers good or better over time
16. Wide evidence of AFL being implemented
17. Large investment in improving teacher quality through extra teaching periods, middle leader training, work of ASTs and teaching and learning coaches
18. 90% of books marked well
19. Leaders have an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period.
20. Teacher performance and pay tracked and reviewed regularly using sophisticated professional competencies tracker
21. 100% of staff trained in child protection procedures annually.
22. Evaluation of performance takes place regularly at governing body meetings, leadership group, middle leader and teacher level. Weaker staff have either improved or moved on
23. Regular data monitoring is highly effective – headline predictions accurate in 2014 and 2015
24. SMSC is thoughtful and wide-ranging, enabling students to thrive in a supportive, cohesive learning community. The taught and wider curriculum provide many opportunities for SMSC
25. Students are exposed to a wide range of opportunities and experiences
26. The school explicitly teaches British values such as tolerance, respect for the rule of law and democracy and as such is a harmonious place with a respect for difference. There is a prevalence of British values throughout the school

### **Key areas for improvement**

1. Improve results in Media, Business and Spanish so that their results match those of the very best for progress
2. Reduce the declining gap in outcomes between PP and non-PP to zero
3. Reduce the number of persistent absentees to below the NA
4. Ensure that 100% of staff are using correct marking and show my homework procedures
5. Improve our rewards system and develop student leadership
6. Reduce temporary external exclusions
7. Develop careers advice

## **Leadership and Management (1)**

### **Main strengths**

1. Senior leaders work tirelessly to promote improvement across the wider system; thus, we have very strong outcomes for students and evidence of rapid and continuing improvement to above the national average
2. Current predictions across all year groups demonstrate sustained high performance (71% 5A\*-CEM) and improved progress 8 score for 2016
3. Self-evaluation is thorough and accurate. Evaluation of school performance takes place regularly at GB, LG and ML and teacher level resulting in improvements in results using sophisticated professional competencies tracker
4. Quarterly data monitoring is laser sharp, resulting in accurate headline predictions - 2014 (within 2% of the final outcome) 2015 (within 4% of final outcome)
5. National recognition for safeguarding work and highly effective systems for identifying children at risk exist
6. All leaders, including governors, are highly ambitious for all pupils and lead by example.
7. Our governance has been externally reviewed as good with outstanding elements (March 2014)

8. Leaders, including the GB, have high expectations and ambition which is consistently communicated to staff at meetings. For example, we hold difficult conversations to challenge middle leaders over data, resulting in better predictions and outcomes for students
9. Our Chair of Governors has completed the National Chairs' Development Programme. The governors provide a very high level of challenge to the HT and have overseen many important changes described in this SEF
10. Governors are aware of the schools' self-evaluation processes through a system of reporting, including the appearance of HOFs at GB meetings, termly "ragging" of the school's SDP at GB meetings, and targeting the school's finances in the SDP to improvement areas outlined in the SEF. Governors frequently visit the school and make suggestions which are acted upon. This has led to staff changes and improved exam results
11. HOFs have been invited to the GB to account for plans to improve underperforming subject areas and this has resulted in improvements such as English
12. The Chair of the GB F and P Committee scrutinises the budget pre-full GB meetings and our budget has come in within 0.01% of forecast for the past financial year 13-14
13. Our SDP is linked to the SEF, and a formal system of self-evaluation exists for every department so that middle leaders produce their own SEF and link to department/faculty development plans. Our HMI reviewed our SDP favourably in his monitoring visit
14. Governors visit school regularly and their visits are logged and discussed in GB meetings resulting in changes in school procedures. They annually plan the future of the school at a residential
15. An annual pupil premium report is discussed by governors, published on the website, and demonstrates awareness of EEF impact analysis.
16. Governors hold senior leaders to account stringently for all aspects of performance.
17. Performance management of the LG and HT is tight. For example, the HT did not receive a performance increment in 2014 despite good results due to a poor Ofsted judgement
18. Staff absence has been dramatically reduced from an average of just under 14 days (Jan 2011) per year to 4.63 days, below the NA of 8
19. New leadership has been implemented in English and the Humanities to address weaknesses in performance and outcomes have risen as a result
20. Performance management is handled sensitively and is scrutinised and robust. Thus, over the last three years, 30% of eligible staff members have not moved onto the upper pay threshold. Where performance issues arise, the school has good systems of providing support to teachers
21. Highly effective, rigorous planning and controls ensure financial stability and effective and efficient management of resources, incl. PP
22. School financial management is strong. We have overseen a number of important curriculum and staffing reorganisations whilst maintaining a healthy budget
23. We have been variously compliant with FMSIS, SFVS and have passed number of internal audits, most recently March 2014
24. Focused PD is provided for all staff, esp. newly qualified and those at an early career stage.
25. We invest heavily in staff development which has seen standards rise to above the NA for progress and attainment for the core subjects and Languages. For example, we have ML level we have 3 teaching leaders, whilst on the LG, 2 staff have the NPQH qualification, and one is training. We also have a future leader and participant in NPQSL on the LG
26. We develop our staff using our teacher observation room and this is carefully tracked to ensure NQTS are well trained or do not continue
27. The school employs highly successful strategies, used to the benefit of pupils, including with parents who find working with school difficult.
28. The school employs a parent support worker (using pupil premium resources) who has made a positive impact on attendance. She has organised "Triple P" workshops on parenting skills resulting in improved behaviour and attendance
29. We have good relationships with parents because they have high levels of contact with the school monitored through our questionnaires, parents' evenings and Facebook page and coffee mornings
30. School organises parental questionnaires after every parents' evening, using parent view questions, with a high response rate, demonstrating a high degree of satisfaction with the school.

31. Our curriculum offers a broad range of appropriate, well organised and effective opportunities for all. It has a positive impact on behaviour, safety and achievement. We have a forward thinking curriculum (hence our very high Ebacc score) and a thorough plan in place to adapt to life after levels
32. We have a deep and accurate understanding of performance, and of staff and pupils' skills and attributes. We use professional competency trackers, question level and skills analyses and other methods to track performance of staff, students and governors.
33. We have an annual monitoring calendar for middle and senior leaders and governors that allows us to check on key aspects such as marking and homework and book looks
34. We have comprehensive systems for tracking teacher performance, such as a homework tracker and a marking tracker. We synthesise this data into one sheet which is presented to governors. This has had a marked and swift impact in moving staff to either good or to leave the school and has impacted on exam results
35. We have excellent data systems for students and we use these to provide extra classes after school, resulting in increased grades in 2014 and 2015
36. Our curriculum deputy is a Pixl associate, and as such trains other schools in how to use data to improve results, replicating improvements here in Maths and English
37. We have developed 5 middle leaders on the Teaching Leaders programme and this has impacted on the outcomes for students. 1 middle leader (now promoted to AHT) recently completed Teaching Leaders and gained a national award for his outstanding in - school impact.
38. We run a middle leader audit and this is used to identify training needs. We place some ML on our Aspiring Senior Leadership Programme to develop them.
39. Our middle Leaders are invited to take part in Learning Walks so that they are exposed to best practice that is then shared with their own departments
40. We have adjusted the Twilight Training programme to address the needs of Middle Leaders to support them with the demands of the new curriculum changes. Bespoke training sessions have been created for ML to address their development needs, as highlighted in the professional competency tracker (PCT) eg analytical thinking.

### Areas for improvement

1. Student leadership is adequate but could be more effective and high profile
2. New staff in roles to replace underperforming teachers will require continued guidance to ensure we maintain our current high standards
3. Underperforming departments need to ensure they deliver outcomes that match the best
4. Staff leave of absence and cover arrangements can be improved
5. We need to map our many links with other schools and to develop these local partnerships

## Teaching, learning and assessment (1)

### Main strengths

1. Much teaching in all key stages and in most subjects is outstanding and is never less than consistently good.
2. 95% of lessons good or better resulting in outstanding results for 2015
3. Large investment in improving teacher quality through extra teaching periods, middle leader training, work of LPs and teaching and learning coaches resulting in more engaging lessons and increased student attendance.
4. Middle leaders have received training on lesson observations, data and how to give feedback. We regularly hold three way conversations between ML, senior staff and teachers. This has led to improved outcomes.
5. Virtually all pupils (especially the most able) make rapid and sustained progress. They learn exceptionally well across the curriculum.

6. The school creates numerate students who achieve well because many subjects support the teaching of numeracy through the delivery of their curriculum, e.g. Science and ICT. In addition, Maths teaching in lessons and additional clubs enhances numeracy and produces good results
7. An additional whole school literacy intervention has been introduced in mentoring time. This has strengthened the work in English across the curriculum. English results have risen dramatically as a result.
8. Wide evidence of AFL being implemented following extensive investment over last 4 years. As a consequence, students are more engaged in their lessons and are enjoying them more, and attendance has improved. The use of TLCs and INSET by Dylan William has resulted in improvement in AFL teaching strategies.
9. Teachers are trained regularly on the essential techniques of student success. Staff members are provided with training videos of peers modelling outstanding practice. This has led to an increase of featured techniques resulting in increased student engagement.
10. Consistently high expectations of all pupils present – demonstrated by rising outcomes across the school.
11. Our MAS coordinator has organised a series of trips and interventions such as Brilliant Club which has improved our results for the MAS children. Nearly 1 in 5 students gained 5 or more A\*/A grades, and more than 1 in 4 gained 3.
12. Teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. For example, several case studies demonstrate the impact of support in lessons such as PE for individual students such as those visually impaired.
13. Large investment in improving teacher quality through extra teaching periods, middle leader training, work of LPs and teaching and learning coaches
14. All new teachers employed by the school are observed teaching to ensure that they can plan and deliver subject content effectively. Our professional competency T and L tracker indicates gradual improvement in teaching quality. The tracker enables the accurate identification of staff training needs, these training needs inform our twilight training programme.
15. Teachers' pay progression is mapped next to their performance and discussed with the GB. UPS/Career stage expectation is now a key performance measure raising expectations and increasing value for money.
16. Teachers and other adults impart knowledge authoritatively. The investment in creating our Teacher Observation room has seen an increase in teachers attempting to improve their own personal practice. Usage of the room has increased by 47% in 2015. All NQTs use this facility weekly, combined with radio transmitted real time coaching and peer observation
17. All teachers judged to require improvement have been assigned a T and L coach from our lead teachers or 2 Lead Practitioners and have been placed on the teacher support programme
18. A Teacher Support Programme supports and challenges teachers who achieved less than a good in their PMR formal lesson observations. In 2013-14, phase 1 saw 9 teachers placed on the 6 week support programme. The programme has been very successful in either developing or enabling staff to move on.
19. Well-judged and often imaginative strategies are used in the classroom. Teaching in Geography, History and D&T were previously inconsistent and this led to in-school variation. This was addressed through changes in line management, teaching personnel and through the provision of extra support. A new teaching team is in place in Geography. Results increased to 76% in Geography and 77% in History. 2 out of the 3 teachers in the Geography department are regularly graded good or outstanding. An external subject review recognised the measurable improvements made in Geography, accredited to the newly appointed HoD and second in charge, both Sept 2014, and effective line management. Outcomes are now above the NA in Humanities for attainment and progress.
20. History, Geography, D and T and English underwent external "Ofsted" style reviews in 2013-14, to help us impact on progress in this area. The reviews highlighted many successes but more importantly identified areas where intervention was needed. This was notable in DT, where, with many improvements in place, a need for a greater focus on exam skills was identified. This was closely monitored by the HoF resulting in a GCSE result in 2015 = 82%. All HoFs presented the subject review findings to the Leadership Group. Staff members were held accountable with HoFs producing an action plan to address gaps in achievement

21. The Teaching Standards Leader post was created to drive up standards in teaching and learning. The school has 2 Lead Practitioners who work with a selection of teachers who require improvement. Two 1 year TLR3 teaching and learning posts created in 2014-5 have increased our capacity to support weaker teachers further resulting in 95% of our teachers being good or better over time
22. Figures from New Vic College indicate that students from FGCS make better than expected progress there compared to their colleagues because we give them lifelong learning skills
23. A tailored training programme exists which takes into account career stage expectations, level of expertise and need, and pays close attention to developing middle leaders. It has helped improve outcomes and grades in all Ebacc areas
24. We have tightened the PMR for staff who are UPS3, resulting in them doing more to work with other staff in school improving student outcomes and increased value for money
25. Teaching of RWCM is highly effective and cohesively planned and implemented across the curriculum.
26. Our best teaching is in English, Languages, Maths, MFL and now in History and Geography. Learning walks show high student engagement in lessons in these subjects, whilst drop-ins and school walkabouts provide evidence of constant high performance in all 4 subjects
27. There is an effective programme of support in place for new staff which develops aspects of teaching and learning with each member of staff. Our teaching and learning tracker indicates that new staff members are making progress.
28. We have introduced the NQT+1 programme to ensure newly qualified teachers continue to receive the appropriate amount of support and challenge.
29. Understanding is checked systematically and effectively throughout lessons, anticipating interventions. It is routine practice when marking to inform students about their progress and how to improve
30. In 2013 our English attainment dipped. A new leadership team is in place in English, underperformance was addressed and seven members of the department left the school, either for employment elsewhere, or as a result of capability procedures. Results have since risen dramatically
31. 27 Essential Teaching Techniques have been launched providing staff with the resources, video clips on how to execute the techniques, and access to an online blog for peer support. This reinforces the quality of AFL across the school as well as develop the schools desire to be a learning school for all
32. Senior leaders have run extensive training with middle leaders on how to have difficult conversations; this has led to a greater level of accountability with staff, more underperforming staff are in pre-capability discussions. This has led to staff movement or improvement in results such as in English.
33. Senior leaders hold challenging 3-way conversations with middle leaders to verify internal predictions and this has improved our data capture
34. Appropriate homework is set and is monitored via show my homework. This is a comprehensive tracker showing which teachers are setting homework. The quality and amounts are monitored rigorously. Staff members who are underperforming are held to account
35. A comprehensive marking tracker shows good marking in school with 90% of staff judged to be marking effectively and in line with the new marking expectations that have been rigorously enforced. Staff members are regularly trained how to mark effectively during CPD Training Programme 2013/14/15. This has led to a 60% increase in students responding effectively to teacher marking in the period from Sept 2013 – Dec 2015. 90% of all students are responding effectively to teacher feedback

### **Areas for improvement**

1. Marking needs to be consistent across all subjects with opportunities for students to reflect on, and redraft their work and make improvements as a result. Some teachers mark too much
2. The quality of AFL and effectiveness of the techniques varies between departments and we need to train the weaker staff using live coaching
3. All staff must use Show My Homework so that the quality of homework is good or better
4. Effective pairing of new staff in the teaching and learning communities crucial to the success in driving teaching and learning forward
5. NQTs need to be supported after their initial induction year
6. We must work hard to increase uptake of FGCS as first-choice from primary schools
7. We must obtain email addresses from parents to improve communication in the 21<sup>st</sup> century

## 8. A small proportion of departmental predictions are still too far out

# Personal development, behaviour and welfare (1)

## Main strengths

1. Students display a sense of common values and a commitment to the school. They display positive attitudes towards teachers because the school works very hard on pupils' SMSC and encourages the fostering of respect. This is demonstrated in the large number of activities that occur within school
2. Our students display tolerance and respect for the views of others and for different cultures. Our students appreciate cultural diversity and mix freely in the playground and in lessons. We have an extremely diverse community here and low levels of racism and intolerance.
3. We have a comprehensive "Thought for the Week" programme, based around British values, which is reflected in assembly and mentoring time. Our Assembly and SMSC programme offer students a chance for reflection on our core values including 'Tolerance', 'Equality', 'Freedom' and 'The Rule of Law'. We use student assemblies to celebrate events such as Christmas and Eid, as well as to promote British values. Our school values are clearly stated on our website and our newsletter reflects this.
4. Pupil's spiritual development at FGCS is well-developed because we actively celebrate all cultures within school. For example, during our music concerts and talent shows students celebrate music, art, dance and the spoken word from different cultures
5. We have a wide participation from students in our annual music and drama shows, with acts such as Indian Dance, singing, and instrumentalists, all of which are respectfully received by our students
6. We run both Christian and Muslim prayers to serve and aid the spiritual development of our religious students
7. There is evidence of consistent whole school involvement in the imparting of key personal values and themes of mutual respect and understanding within R.E, throughout curriculum subjects and the assembly and pastoral system
8. SMSC development underpins all the school's curriculum and teaching. Impact is evident in all classrooms and students' attitudes.
9. The delivery of Religious Education places a high emphasis on motivating and engaging students in developing their own perspectives and experiences, religious or otherwise, enabling discussion and debate through Socratic questioning and other philosophical stimuli within a safe, secure environment of impartiality.
10. Teaching of RE at Forest Gate follows the locally agreed Newham syllabus with SACRE and places an emphasis on developing students' knowledge and conceptual understanding of religions and issues of spirituality across a wide range across of beliefs, cultures and perspectives
11. There is a PSHE curriculum across both key stages where students are challenged to consider different moral and ethical issues and our assembly programmes affirm this
12. Through the Science curriculum, students are involved in discussion regarding issues such as pollution, evolution and sex education and they are encouraged to make ethical choices as a consequence
13. We have offered, and continue to offer, an extensive range of SMSC activities which develop our students in many areas. For example, students who went on museum trips with Art added depth to their work
14. Our students do work experience in Year 10 in order to equip themselves for a life in modern Britain
15. Students demonstrate enterprise capabilities by participating in challenges, enterprise workshops such as Bigga Fish and Young Enterprise, running their own mini-businesses and a bank, performing music and drama, fund-raising for the school or charities and managing projects such as the Y11 Certificate Evening and Prom. We also hold an annual 'Boss Day' where students are prepared for work experience with a focus on behaviours and attitudes
16. We celebrate national enterprise week, where students take part in a range of activities that enhance their thinking, ICT and WRL skills, and explore social enterprise issues. Students engage with the world of work regularly. For example, visits to Westfield, visiting their offices and Stratford City sites, film-

making and corporate identity design for a 'Dragons' Den' competition at our local university. This raises students' expectations and self-confidence and led to Westfield certificates and awards

17. We had over 65% (whole school) turnout in our school student council elections and students demonstrated their passion for democracy by holding hustings and election campaigns
18. Our students have opportunities to develop their social skills. For example, 15 of our students went into local primary schools to teach others about issues such as racism, and another group of 22 students were chosen as Anne Frank Ambassadors to go into primary schools to teach students about the Holocaust
19. Students are taught about the negative aspects of violence and conflict through subject areas and the pastoral system such as in assemblies, leading to a harmonious school
20. Students are curious about the world around them and they embrace new experiences which broaden their understanding. For example, In DT at KS3 and KS4, students help to prepare a range of meals for social occasions that cater for the cultural make-up of the whole school
21. The school has taken part in an exchange programme with Ghanaian schools, an EBD college in Devon (All white) and 9 of our Asian students took part in an East meets West project to forge cultural understanding between an inner city school and a rural college
22. We have hosted 80 students from a Business School in Rotterdam and share experiences and teaching ideas
23. As a multicultural school we embrace diversity. Every opportunity is used to reinforce our values in every aspect of school life. We provide assemblies, prayer room facilities, celebratory events for each religious festival, Christmas and Eid celebrations and events and our students help out in the community, such as singing carols to old folks at Christmas
24. We have ethnically diverse members of staff that provide diversity and act as positive role models to the student body which creates a positive atmosphere around the school
25. Students respect others' needs and interests and have a great deal of concern for others. For example, disaster appeals are well-supported by the student council and we frequently raise money through cake sales and non-uniform days to help the needy, despite this being a deprived area. Our charities timeline demonstrates a planned approach to supporting major British Charities such as Save the Children and the BHF.
26. Our values and vision equip our students for life in modern Britain. We participate in the Young Mayor of Newham elections, Jack Petchey Speak out Challenge and student SACRE. We have used peer mediators and student leaders who have helped improve behaviour around the building
27. Students are engaged and motivated in lessons. They are quick to settle and disruptive incidents are rare
28. Students are ambitious to do well and keen to work hard. Every child in Year 11 works extra lessons at least three times a week after school for one hour. Many students study in school on Saturday.
29. Three of our disadvantaged students in 2014 got into the best public schools in the country, and the school has developed links with Winchester College and Eton. Applications to prestigious colleges have increased tenfold in 2015 as a result. We run a development programme to encourage the brightest students to apply to the best colleges. This motivates the whole school to do well.
30. Students in Year 11, who are talented at Maths, mentor others and teach them on a Wednesday after school. The impact on grades has been good
31. Pupils are properly prepared for each lesson, bring the right equipment and are ready and eager to learn. Students rarely forget equipment, according to our SIMS record. When they do it is dealt with quickly and efficiently
32. Attendance is above the NA (95.3%), demonstrating high levels of engagement in learning
33. Ofsted Parent Voice (School survey using same questions) indicates 92% of parents feel safety is a strong aspect of the school and visitors to the school including parents and others have commented in writing on the calm, orderly atmosphere in the school. Various external visitors have also taken time to comment on the attitude and behaviour of our students and they acquit themselves well in the local community, such as Matthew Pinsent, Trevor Phillips, Steven Timms MP
34. Student surveys demonstrate they feel safe at school. The DHTs and HT walk around the building every lunchtime and speak to students to help them take ownership of their behaviour around the building and lunchtime incidents are rare as a result



35. Governors monitor an area of school life at every meeting giving them an insight into pastoral matters such as how we deal with FGM etc.
36. Using the PP funds, we employed Arrival Education to work with some of our 2013/14 cohort and our current Year 11. The impact of Arrival Education on pupils has been marked. Attitude to learning and behaviour improved significantly. For example, one student in Year 11 was at risk of permanent exclusion in Year 9 but made excellent academic progress
37. The rewards system is functional and is understood and has been recently redefined to make awarding praise more systematic. Last year, £6,000 was spent on rewards pens and the like, demonstrating that students are claiming and valuing their rewards
38. Effective behaviour systems indicate that staff members take responsibility for behaviour management and that rare serious incidents are dealt with systematically and fairly. HOFs and HOLs run weekly behaviour reports. This is monitored by members of LG
39. Effective systems are in place for dealing with behaviour and for keeping children safe. For example, staff supervision is organised, high profile and effective at all times in the school day which has helped to cut exclusions and lunchtime behavioural incidents by 50% over the last 3 years.
40. Duty rotas demonstrate an extensive presence of staff members. Staff members wear high-vis jackets and students report feeling safer as a result.
41. A student council survey indicates that students feel safe when teachers are around and patrolling.
42. The corridor conduct slips mean that all staff members are empowered to address corridor conduct and all students know the expectations for behaviour and safety in the corridors
43. Pupils understand very clearly unsafe situations, incl. e-safety, and are highly aware how to keep themselves and others safe because they are taught about this in assemblies and ICT lessons.
44. Child safety is of paramount importance in school. All staff members receive regular training and procedures are clearly published and understood, including long term supply staff and volunteers. The procedures are clearly on display and all staff members have read the Staff Code of Conduct and Safeguarding policy
45. All Deputy Headteachers and three additional staff have received Designated Person training for Child Protection. All pastoral managers have received Child Protection Training provided by the London Borough of Newham. All recruitment panels have safer recruitment trained staff on them
46. The GB has received CP training from the LA and we have a link governor for safeguarding
47. Our designated CP lead maintains a record of children at risk and we have good liaison with outside agencies; as a result, our practice has been held up as exemplary locally and nationally
48. When there is a child on alternative placement their progress, attendance and well-being is regularly monitored by their Student Manager and recorded on SIMS
49. Child Safety is a regular focus in the school with regular focus weeks on areas of safety. These include, Anti- Bullying, Safer Internet Week, Road Safety Week. Work with outside agencies on areas such as parking outside the school means that children's safety has improved,
50. The school marks Safer Internet Day with a week- long programme of activities to promote and educate on keeping safe online. Surveys demonstrate this had a positive impact and is a valuable experience for students that should be on-going to keep abreast of technological changes
51. The school leadership group has been trained by Prevent to recognise extremist behaviour and there have been no reported incidences of religious extremism. We have a Prevent action plan that is monitored and has been approved by our Prevent link.
52. Pastoral leaders and key post holders in the school regularly attend Safeguarding training pertinent to their role. This includes training on 'gang activity', 'child trafficking' and 'self-harm'. This is disseminated to all staff during briefing
53. Students are taught how to keep themselves safe in a wide range of situations through assemblies, the use of outside speakers and also through the school's PSHE programme and assembly programme
54. Student workshops are regularly offered around personal safety and relationships including GAGV and Tender. During Safer Internet Week (Feb 14), all students had a citizenship lesson or workshop on Cyber bullying. Parents are invited to a meeting on internet safety every year.
55. Permanent exclusions are lower than the national average.
56. The atmosphere of the school is harmonious, with students from diverse backgrounds and faiths mixing and working happily together. This is reflected in the high attendance figures and low levels of bullying, racism or gang incidents.

57. We run Friday after school detentions and a Saturday leadership detention which has reduced fixed term exclusions
58. We have a system of internal exclusions which continues to be successful in reducing external exclusions whilst keeping students working. We scrutinise this in the same way as external exclusions. This has helped improve behaviour around the building
59. Our parent support worker, and our Safer Schools Police Officer (shared with partner primaries) along with robust systems have helped improve attendance and behaviour. Through effective multi-agency working information about students is shared effectively. Early interventions are put in place such as anti-gang workshops and signposting to other services to keep students safe. As a result no students are involved in gang activity
60. Exclusion figures largely reflect the make-up of the school. Pupils who are Pupil Premium and Non Pupil premium are proportionately represented; males and females are also proportionately represented.
61. Where there is a significant disproportionate representation of groups (Black African, Black Caribbean, Mixed) students are targeted with interventions such as mentors, external support and programmes such as Arrival Education
62. A six-weekly review occurs of behaviour of individual students with the HT and this has resulted in improvements in behaviour around the school
63. Bullying is dealt with highly effectively. Instances of any form of bullying are rare.
64. Anti-Bullying week is observed here and helps highlight student views on bullying and promotes anti-bullying throughout the school and we have been awarded a national anti-bullying award, one of only two schools in London to achieve this. During anti-bullying week, all Year 7 and Year 8 were taught anti-bullying in lesson times in PSHCE, Year 7 students enjoyed a theatre group and the student council carried out a bullying evaluation that revealed bullying to be low in our school. School behavioural records indicate that serious bullying incidents are rare. The student council review of bullying in school revealed similar findings, and indicates that they recognise where bullying occurs, and they have made suggestions to improve it.
65. We record and classify all bullying incidents on SIMs and regularly monitor bullying and intervention, and report it to the GB. As a consequence, serious bullying incidents are very low with very few incidences of cyber bullying, racist bullying or homophobic bullying.
66. We are a designated Stonewall champion school to combat homophobic bullying. We have booked Gareth Thomas to speak to our children about his experiences.
67. Peer mediators are being trained in January 2015 for students to lead restorative work with bully and victim
68. The HT and DHT meet regularly with the School Attendance Officer to review attendance of year groups and this data is shared with the parent support worker who acts accordingly and we fine recalcitrant parents, which has reduced our absence figures

### **Areas for improvement**

1. Our persistent absenteeism is higher than the borough average and needs to be reduced
2. Temporary exclusions are higher than national average and need to be reduced
3. For 2014, our temporary exclusions demonstrate some over-representation of black students. We need a plan to address this.
4. Our survey shows that not enough students indicated they were familiar with our Anti-Bullying Policy. This needs to be improved. We also need to raise the profile of our peer mediators
5. The rewards system is functional and is understood and has been recently redefined to make awarding praise more systematic. This needs to be reviewed for effectiveness.
6. We need to re-introduce an educational visits day for students who often experience little outside of East London
7. We need to map participation rates across our wide and varied clubs offer
8. Heads of Faculty need to improve their monitoring of behaviour to match the level of scrutiny of Heads of Learning
9. We need to ensure consistent use of our new behaviour watch package and to train staff on it.

10. We are a small site and increased visibility and presence of staff at lesson changeovers would improve safety

11. We need to improve the careers advice and guidance that students receive

## Outcomes for students (1)

### Main strengths

1. Our progress 8 figure is very high at plus 0.49. Our P8 figure is all positive across our faculties with both confidence levels higher than the NA. We are projecting a similar result in 2016 (currently 0.42)
2. Our whole school VA has been significantly above the NA both in 2014 and 2015
3. Overall student **progress and attainment** (2015) is above average in English, Maths, Languages, Humanities, Basics, and Ebacc. Progress is above average for Science.
4. The expected and more than expected progress of our disadvantaged students is higher than that of non-disadvantaged students nationally in Maths and English.
5. Disadvantaged students are closing the gap in progress compared to non-disadvantaged students nationally and within school the gap has narrowed by 17% to 8% in 2015.
6. Predictions for 2016 show that our PP children will outperform our non-PP.
7. The gap has been narrowed for the 5 A\*-C EM threshold between the disadvantaged pupils in our school and the non-disadvantaged pupils.
8. Our APS (for PP students) for best 8 subjects is significantly above the national average, both for attainment and achievement. This indicates the improvement of the quality of students' achievement in 2014.
9. Despite sig lower starting points, 27% of our students gained 3 or more A\*/A grades in 2015
10. Almost every child in English made expected progress in 2015. 61% of students made 4LP
11. For Maths, 79% made 3LP and 41% 4LP in 2015
12. In 2013 we had 1.9% of students recorded as NEET, including those for whom no data was available
13. Value Added for Gender, FSM, CLA, Disadvantaged and Low categories show that they are achieving significantly above the NA. (Raise, first entry, P40) Results 2015
14. Our EBACC figure has improved over time and in 2015 we achieved 34%, well above the NA. 80% of our High band students achieved the EBACC threshold (54% NA in 2014)
15. The proportional of students achieving both English and Mathematics is above NA at 73%
16. 100% of our high band students achieved the Basics threshold, compared to 93% national average of 2014
17. Overall, in all EBACC subject categories (English, Maths, Science and Language) our high band students performed higher than the National Average
18. The school organises an extensive programme of intervention schemes aimed at meeting students' needs and improving exam outcomes. Examples of intervention targeted towards underachieving student are our Saturday School classes for Maths students in Y7 and 8; 1:3 English tutoring; peer tutoring for Mathematics; exam skills tutoring for English and Mathematics (we have extended this to Science and Humanities for this year). GCSE results for 2015 show outstanding impact from these interventions
19. Our results have improved dramatically in Humanities including subjects such as History and Geography both subjects achieving 76% A\*-C, higher than the NA. We entered all our students for RE and they achieved 70% A\*-C, which is in line with the NA. Our projections show these results will improve further in 2016.
20. There gap between the achievement of boys and girls for attainment has narrowed and both groups do better than the national average
21. Black Caribbean and African students made excellent progress in 2014

### Areas for improvement

1. The declining gap in attainment between disadvantaged and non-disadvantaged needs to be reduced to zero
2. Business Studies, Media and Spanish need to improve their results to match the outstanding results elsewhere
3. We need to increase our out of school learning opportunities for our students
4. The inclusion Department has new leadership and pupil progress has improved significantly from 'significantly below' National Average in 2013/14 to above National Average in 2014/15. We now need to improve progress measures for SEN Support so that they are significantly above the national average.
5. We need to invest in developing the Science team to ensure attainment outcomes match those of English and Maths