**School Self-Evaluation Summary**

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| **SCHOOL** | Hope High School | **HEADTEACHER** | Helen Dunbavin | **DATE:** | Spring 2019 |

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|  | **SECTIONS** | | **SUMMARY EVALUATION** | | | | | | | | | | | | | | | | | | | | |
| **1** | **SCHOOL CONTEXT** | | A popular and expanding school serving North, Central and West Lancashire  Nor – 2015-2016 = 34 – 2017-2018 = 57. 2018-2019 = 59. 100% pupils EHCP. 95% boys, 5% girls. 91.53% White British. 3.39% Any other white British. 1.69% White and black African. 1.69% White and black Caribbean. 1.69% White and Asian.  Type of SEN – SEMH = 72% ASD = 20% MLD = 3% VI = 2% SpLD = 2% ADHD = 16% | | | | | | | | | | | | | | | | | | | | |
| **Pupil Premium** | | FSM for Ever 6 = 83.6%. FSM 2017-2018 = 56.36%. CLA = 10.91%. 85.45% of NoR entitled to PP. Academic year 2017-2018 PP is used for accelerated reading. | | | | | | | | | | | | | | | | | | | | |
| **Year 7 Catch up** | | 83% of year 7’s have access to year 7 catch up funding. Hope High use a specialist teacher to provide personalised 1:1 sessions for these pupils. | | | | | | | | | | | | | | | | | | | | |
| **Attendance** | | Improves year on year 2015/16 = 85.2%, 2016/17 = 88.2%. 2017-2018 = 88.4%. Attendance is affected by CAMHS/medical appointments during the school day. Pupils feel happy and safe. Pastoral team complete Home visits. Pupil questionnaires – audit, analysis, feedback and plan. | | | | | | | | | | | | | | | | | | | | |
| **Exclusions** | | 2015-2016 – Permanent Exclusions = 2. Fixed term Exclusions = 73.5 days. 2016-2017 = Permanent exclusions = 1, Fixed Term Exclusions = 31 days. 2017-2018 - 0 fixed/permanent exclusion. Since October 2016 Hope High have had 0 fixed term exclusions. Engaging curriculum, highly skilled staff, positive learning, nurturing environment. Impact of Interventions, pastoral, school counsellor, specialist teacher, nurture room, Enrichment Curriculum | | | | | | | | | | | | | | | | | | | | |
| **Social-Economic Factors** | | 2018-2019 – 79.63% of pupils live in the **most** deprived areas - parents & pupils often demonstrate low self-esteem, unemployment & limited life experiences. Enhanced curriculum, after-school club and Residential Expeditions. | | | | | | | | | | | | | | | | | | | | |
| **Parents as Partners** | | Engage difficult to reach parents via effective communication systems, effective CAF + TAF process, engage within CP and CIN programmes, working with CAMHS, EHCP Transitions, Annual Review Meeting, Multi-Agency Meetings, Home visits. Family and community events. | | | | | | | | | | | | | | | | | | | | |
| **Learning Environment** | | 7 classrooms each class supported by class teacher and 2 teaching assistants. Each class has visual timetables, working walls to support learning. Learning resource (accelerated reading intervention), pastoral room, dining room, Conference Room, Willow room (therapeutic intervention), Sports Hall, climbing wall, fitness suite, Food Tech Room, Art Room, DT room, Science lab, IT suite, School has full access of all the latest technologies. Large outdoor Area, 2 Playgrounds, Quad (Horticulture and Brick laying area), Forest school area. School has 1 minibus and a school car available during the school day. | | | | | | | | | | | | | | | | | | | | |
| **External Partnerships** | | Lancashire LA, Liverpool LA, LSSHTA, NWSSHTA, Tor View Teaching School, Lancashire BESD School Federation, North West Special Schools, West Lancs Headteacher Network, Team Teach, MIDAS, LA School Advisory Service, Forest Schools Programme, DOE accredited school, CAST, Learnfit, TLC, 4 TECH, British Cycling | | | | | | | | | | | | | | | | | | | | |
| **Awards** | | Team Teach Accredited Trainers (Intermediate), DOE accredited school, SFVs  Working towards equality award and Nurture award. | | | | | | | | | | | | | | | | | | | | |
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| **2** | **Targets for School Development Plan 2018-2019** | | | | | | | | | | | | | | | | | | | | | | |
| * For school to take role of managing home/ school transport for all pupils, improving outcomes for pupils. * Teaching and Learning to be consistently good or outstanding, increasing the number/percentage of outstanding lessons to improve outcomes for pupils. * To ensure pupil baseline assessment and targets are accurate across the school to improve outcomes for pupils. * To ensure that the SEMH and curriculum needs of girls are being met across school to improve pupil outcomes * To introduce ‘Thrive’, aiming to overcome the gaps in place from younger childhood to improve pupil outcomes. * To increasingly focus the role of TAs in the classroom on learning support rather than behaviour support to improve learning outcomes. | | | | | | | | | | | | | | | | | | | | | | |
| **3** | **PROGRESS IN PREVIOUS INSPECTION KEY ISSUES**  Previous inspection issues | | **Key Issue** | | **P.I Date** | | **27th Jan 2015** | | **2** | | **Progress** | | | | | | | | | | | | |
| The school needs to develop more links with the wider community to increase opportunities for students to deepen their knowledge and understanding of the diversity of modern Britain.  Update the school’s website so that it more accurately reflects students’ progress and the rapid developments made in the school.  Improve the achievement of a minority of Year 11 students by: Developing their basic skills further through their vocational interests, Ensuring that all students are given the opportunity to correct and improve their work | | | | | | | | More outside speakers into school, military school in for community days, delivered across school through lessons. School building being used by the community. Community days held at school. DOE qualification offered at KS4,  A new website developed with up to date information about the school. Website compliant with DFE guidelines.  In house training on prior attainment, tracking and target setting  Teachers’ planning is sharply focused on plugging any gaps in learning so that pupils catch up and move on quickly.  All off site providers offer relevant vocational qualifications that enable pupils to progress in their chosen area.  Staff using weekly tests/pupils progress to inform planning | | | | | | | | | | | | |
| **4** | **Overall Effectiveness – Good** | | | | | | | | | | | | | | | | | | | | | | |
| Effectiveness of Leadership and management, Personal development behaviour and welfare - outstanding. Quality of teaching and learning and outcomes of pupils - good. Hope High has a thoughtful and wide ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical wellbeing enables pupils to thrive. Safeguarding is highly effective, all 5 members of SLT and two members of the Pastoral team are DSL trained, we have a robust system for recording using CPOMS. | | | | | | | | | | | | | | | | | | | | | | |
| 5 | **Effectiveness of Leadership and Management - Outstanding** | | | | | | | | | | | | | | | | | | | | | | |
| -Leaders, governors and staff have a clear vision, ambition, direction and rigorous drive for continuing improvement to ensure the best possible outcomes for all pupils. The Senior leadership team consists of Headteacher, Deputy Headteacher, two Assistant Headteachers, HLTA and a School Business Manager.  -A new COG was appointed in September 2017, who has a vast knowledge of the school and has worked at the school during 2015/2016 as an SLT consultant. The COG is a retired Special School Headteacher. The HT has fortnightly meetings with the COG. The VCOG also has a SEN background (retired Special School HT and SENCO for Lancashire).  -At Hope High School, we believe that our culture allows all pupils and staff to exceed their potential and high expectations are set for all members of the school community. As a management team, we believe in setting the highest of standards through leading by example.  - At KS3 (year 7 and 8) most pupils make good progress from starting points through a robust tracking progress using assertive mentoring. This assessment identifies gaps/ barriers in year 7 and year 8.  - At KS4 (Year 9,10,11) pupils make good progress using entry level, functional skills and GCSE grading. Some pupils attend alternative provision (vocational work) to allow them to reach their full potential. Most pupils during KS4 achieve functional skills level 1 in English and Maths.  -Leaders and governors at all levels within school are uncompromising in their ambition to ensure all pupils are provided with a number of opportunities to improve their life outcomes.  -Leaders and governors demonstrate high expectations for all staff through focused and challenging appraisal targets, leading to continuous improvement across all staff. All staff have two mid appraisals/progress meetings a year to review targets and address issues/ concerns early.  -Governors hold leaders to account at governors’ meetings through committee reports, HT reports and minutes through challenging, supportive approach.  -Leaders hold staff to account through a rigorous monitoring, evaluation and recording annual cycle. This includes assessment tracking, analysis of data, learning walks, SLT drop ins, staff book looks, SLT book scrutiny, lesson observations, learning walks, staff progress reports/meetings, curriculum meetings, parent progress meetings, pupil mentoring meetings.  -Leaders have created a climate of continuous professional development with weekly training sessions and the involvement of all staff in whole school monitoring activities.  - Leaders and governors encourage staff to develop and gain qualifications, NPQH, NPQSL, NPQML, TA3 and HLTA qualifications, SENCO’s, developing Unqualified teachers and NQTs, school counsellor.  -Governors challenge and support senior leaders in all areas. All members of the governing body have delegated responsibility to ensure robust monitoring in all key aspects of our school, this is done through a Monitoring and Evaluation calendar, each governor is responsible for reporting back to the full governing body on a termly basis.  -Leaders, staff and governors have developed a broad and balanced curriculum which engages and inspires all pupils thus ensuring maximum levels of progress. Hope High provides alternative provision to suit the variety of learners at Hope High School.  - The curriculum offers core subjects at KS3 - Maths, English, Reading, Science, History, Geography, Citizenship, RE, Enhanced curriculum – Foodtech, Art, Computing, Drama, Horticulture, Design technology, PE, Forest School. The curriculum offers core subjects at KS4 - Maths, English, Reading, Science, Citizenship, RE. Enhanced curriculum – Foodtech, Art, Computing, Drama, Horticulture, Design technology, PE and DOE.  - Extracurricular activities on offer - Sport, ICT, Martial arts, off road cycling, Youth club, Gym (fitness suite), Revision sessions are offered at KS4.  - An independent family liaison worker supports all pupils from year 7-11 with careers advice, having regular career meetings every term. KS4 are supported with destinations, college applications and interviews.  -Our ethos and our school values promote equality of opportunity and diversity. Leaders, staff, governors and pupils do not tolerate prejudiced and/or discriminatory behaviour. Pupils feel safe in our school.  -Our safeguarding procedures are outstanding at all levels, we continuously work with a large variety of outside multi agencies to secure the best outcomes for all of our pupils.  - All Staff and governors complete an annual safeguarding level 1 and 2 training.  -All staff have undertaken PREVENT training to ensure that we protect all of our pupils from radicalisation and extremism.  -Pupils are central to the continuing success of our school and are proactive through our pupil voice.  -Leaders, governors and staff provide outstanding support for other schools and organisations through networking and sharing good practice.  - The HT supports other special schools, working with the advisory service and is looking at working towards NLE.  **Evidence**  -Outstanding progress, attendance, reduction in restraints/Serious Incidents, exclusions  - Appraisal documents, mid appraisal documents  - Quality of Teaching file, Learning walks, Progress reports/meetings, lesson observations, book look/SLT book scrutiny, pupil mentoring,  - Forest schools, DOE  -Curriculum, Core, Enhanced, Enrichment  - CPD matrix  -Governors reports, minutes  -Feedback from parents at school events  - Staff, pupil and parent questionnaires  -Feedback from agencies/visitors  -Robust MER calendar for staff and governors  - Staff and governors files  - CPOMS, CP reports/social worker reports/child protection meetings/CAF/children in need meetings/LAC meetings, safeguarding portfolio, safer recruitment, all staff trained at level 1 and 2 in safeguarding annually.  -School council minutes  - Committee minutes  - Polices | | | | | | | | | | | | | | | | | | | | | | |
| **Areas for Development** | | | | | | | | | | | | | | | | | | | | | | |
| * The governing body to have clear roles and understanding of the whole school priorities and challenge leaders. * For school to take role of managing home/ school transport for all pupils, improving outcomes for pupils. * To embed and develop the SLT team with clear roles and responsibilities. * To ensure the school website has clear and up to date information available**.** | | | | | | | | | | | | | | | | | | | | | | |
| **6** | **The quality of teaching, learning and assessment – Good** | | | | | | | | | | | | | | | | | | | | | | |
| **Inadequate** | **0%** | | **Requires imp.** | | **0%** | | **Good** | | | | **57%** | | | **Outstanding** | | | | | **43%** | | | |
| Teaching –  - Behaviour for learning is effective, children are engaged and show enthusiasm in their learning. Teachers reinforce expectations and set clear tasks that challenge pupils.  -Most lessons are effectively planned and executed with the appropriate pace to match the ability of the children.  -Most resources are well planned for in all lessons and are appropriate, engaging and varied.  -Most teachers demonstrate effective use of time throughout lessons, thus ensuring learning in every context is maximised.  -Most teachers demonstrate differentiation for the individual needs of our pupils in every lesson. All pupils are catered for in all aspects of school life.  -All teachers and support staff demonstrate the importance of setting high standards for all pupils in all lessons to ensure that they maximise their potential.  - Pupils baselines (starting points) are established by triangulating pupil’s SATS results, Cats scores and school assessment in the first half term. Challenging targets and pupil’s individual flight paths are set using FFT 50 and the School’s target setting system. Targets are reviewed with teacher and SLT every term.  - Flight paths show pupils progress from starting point (baseline), where they currently are and their end of year target and end of Key stage target. Flights paths are on the front of pupil’s books in English, Maths and Reading. These are completed for all subjects.  -Pupils are actively encouraged to have pride in their work and are provided with regular opportunities to share their achievements with other pupils, teachers and members of the Senior Leadership Team. They are displayed on the Headteachers working wall. Achievements are also recognised during our weekly celebration assembly and end of half term as headteachers awards and pride in work award.  - Challenge is seen through LAPS, MAPS and HAPS books. This is done with leaders and in progress meeting with staff. Staff complete a termly ‘book look’ together as part of CPD.  -Through assertive mentoring, core skills teaching is delivered across school to all pupils at a level appropriate to their ability.  -Assessment for learning is embedded in lessons and individual support is provided in a timely manner when needed.  -Teachers plan for effective use of support staff ensuring maximum impact on pupils learning and progress.  -Marking and feedback is effective across classes using Hope High’s marking and feedback policy. Half termly moderations on books take place to ensure consistency (book Looks). SLT complete a half termly book Scrutiny. Feedback to staff if given in their progress meetings every term.  - Most pupils act on feedback from teachers following the marking policy in red pen. Pupils are encouraged to correct work at the end of lessons where appropriate.  - All teachers are part of a ‘buddy system’ where they support each other in class. This system is a coaching programme for staff to develop teaching and learning and create consistency across the school.  -All teachers demonstrate deep knowledge and understanding of the subjects they teach. If teaching a non-specialist, they seek to improve their knowledge on a regular basis.  -General behaviour in lessons and around school is outstanding. Children are polite and well mannered.  -Parents are kept well informed with regards to their child’s progress through half termly reports on progress, parent progress meeting every term, annual review, regular communication between parents and key worker.  -Effective communication between home and school has been created through the appointment of the pastoral team and family liaison.  - The curriculum offers core subjects at KS3 - Maths, English, Reading, Science, History, Geography, Citizenship, RE, Enhanced curriculum – Foodtech, Art, Computing, STEM, Design Technology, PE, Forest School. The curriculum offers core subjects at KS4 - Maths, English, Reading, Science, Citizenship, RE. Enhanced curriculum – Foodtech, Art, Computing, STEM, Design Technology, PE and DOE | | | | | | | | | | | | | | | | | | | | | | |
| Learning -  -Despite our pupil’s social and emotional needs, they are always willing to rise to the new challenges presented to them in lessons and over time demonstrate a range of strategies to become more resilient. Pupils will seek support effectively when needed and use interventions in place.  -When settled within Hope High’s culture, pupils demonstrate an increased appetite for learning across the curriculum and continuously seek out further knowledge and understanding through their participation in engaging and exciting learning opportunities.  -Staff are excellent at providing all pupils with continuous oral feedback throughout lessons based on assessment for learning, to ensure their progress is maximised. Written feedback is good across school.  -The resources and teaching strategies are diverse and reflect the learning needs of all pupils.  -Pupils have access to Intervention from specialist teachers and learning resource to support pupils with dyslexia, MLD, SPLD. Pupils entitled to year 7 catch up funding all have access to the specialist teacher.  Evidence  -Lesson observations  -Learning walks  -- Quality of Teaching file, Learning walks, Progress reports/meetings, lesson observations, Buddy Observations, book look/SLT book scrutiny, pupil mentoring  -MER calendar  -NQT termly reports  -Book scrutiny  -Feedback from stakeholders  -Parent, carer, community days | | | | | | | | | | | | | | | | | | | | | | |
| **Areas for Development** | | | | | | | | | | | | | | | | | | | | | | |
| * To further develop the ‘buddy system,’ both intra and inter-school, to improve quality and consistency of teaching and learning across the school. * To ensure differentiation is consistent across all classes/ Key stages to enable all pupils to access the curriculum. * To ensure that ALL pupils are acting on teachers’ feedback in red pen and link this with ‘pride in work award’. Embed ‘Mend it Monday/ Fix it Friday’. * To introduce the buddy system for TA’s with a focus on learning support rather than behaviour support to improve learning outcomes | | | | | | | | | | | | | | | | | | | | | | |
| **7** | **Personal development behaviour and welfare - Outstanding** | | | | | | | | | | | | | | | | | | | | | | |
| -Pupils are actively encouraged to have pride in their work and are provided with regular opportunities to share their achievements with other pupils, teachers and members of the senior management team. Achievements are also recognised during our weekly celebration assembly and end of half term assembly.  - General behaviour in lessons and around school is outstanding. Children are happy, polite and well mannered.  -An Assistant Headteacher is providing outstanding individualised transition programmes with a large range of both special and mainstream providers at KS2/KS3.  -We have an alternative provision manager and have an independent family liaison who provides outstanding support and provision for transition to KS5. This provides the pupils with the best possible success of moving into KS5 and ensuring the best provision is sought to meet their SEN.  -Attendance is good and has improved significantly over the last three years. We have an effective pastoral team who complete home visit and support families struggling with attendance. Robust procedures are followed for persistent non-attenders eg, home visits, emergency reviews, CAF’s opened, Referrals to PAST team.  - The pastoral team have created a culture of pupils developing responsibility for their own behaviour and using strategies to manage their own behaviour effectively.  - We have created a nurture environment in school for the most vulnerable pupils and working towards being a nurture school.  - A Therapy team has been developed supporting pupils using Lego, art therapy, emotional literacy to support our most vulnerable pupils.  The school provides interventions for pupil’s individual needs through a specialist teacher for pupils with dyslexia and a speech and language specialist.  - The school is currently taking part in a national pilot scheme through ICAN TALK to provide interventions for pupils with general issues in language development, with the aim of supporting pupils in the acquisition of literacy skills.  - The ‘Thrive’ approach is used by the pastoral team to support pupils and close the gaps from early years. All pupils have a Thrive profile, some pupils have an intensive thrive profile to support their SEMH.  -Pupils and staff work hard to prevent all forms of bullying. Behaviour is swiftly and effectively managed in an orderly manner.  A restorative ethos is embedded throughout the school and supported through daily SEAL sessions where pupils reflect on behaviour and achievements, set personal targets and undertake any restorative practise needed to enable them to settle any issues that may have arisen.  -All children make sustained and rapid improvement in their behaviour upon starting at Hope High School.  -Pupils are safe and feel safe at all times.  -Staff work tirelessly with all children across school to ensure that strong relationships are developed, inside and outside the classroom.  -Our school continuously promotes all aspects of pupil welfare and go above and beyond to ensure the highest standards of care welfare are achieved for all of our pupils.  -Pupils trust staff to deal with any issues, concerns and resolve any concerns which they have, fairly. Pupils are actively encouraged to seek the support of adults when necessary.  -Staff actively promote a healthy lifestyle to all members of our community through a range of strategies including: healthy eating, active options, enrichment and PSHE.  -All pupils are offered emotional support on a daily basis from all staff and where necessary are offered intensive 1:1 support through the pastoral team.  -All parents and children signed up to our school safer internet policy and during our Computing sessions, e-safety and staying safe online is visited on a regular basis.  - We provide an afterschool club for pupils three days a week, the staff support pupils in developing their social skills.  Evidence  -Learning walk  -Attainment, progress, attendance, RPIs, SI, Damage  -Behaviour during options  - Thrive profiles  -Successful transition from KS2 and to KS5  -Attendance records  -Behaviour data  -Pupil and parent questionnaires  -CP meetings, CIN meetings, Multi agency meetings, CAF.  -CPOMs  -Dinner menus  -Signed internet policy agreements-Pupil/parents  -governor reports and minutes | | | | | | | | | | | | | | | | | | | | | | |
| SMSC | | | | | | | | | | | | | | | | | | | | | | |
| -Pupils spiritual, moral, social and cultural aspects are developed through everyday lessons and activities. Due to our pupils SEN, SMSC is pivotal in equipping them to be thoughtful, caring and active in the wider community.  -The school’s enrichment program and after school club is an integral part of developing and embedding all aspects of SMSC.  -We give pupils opportunities to explore values and beliefs, pupils are given chance to reflect. Hope High encourages pupils to respect others and be respected.  -Over time, our pupils gain the ability to distinguish between right and wrong (taking part in Restorative Justice meetings). Over time, our pupils gain the ability to think through the consequences of their own and others’ actions.  -Pupils are more able to work successfully as a group or team, pupils show respect for diversity, living things and the environment around them. Our pupils appreciate the rights and responsibilities of individuals and the wider society to which they belong.  Evidence  -Enrichment  -After school club  -School council  -Quality of teaching file – Learning walks, Lesson observations, Book scrutiny  -Curriculum (Personal Development/Independent living) | | | | | | | | | | | | | | | | | | | | | | |
| **Areas for Development** | | | | | | | | | | | | | | | | | | | | | | |
| * To ensure that the SEMH and curriculum needs of girls are being met across school to improve pupil outcomes * To introduce ‘Thrive’, aiming to overcome the gaps in place from younger childhood to improve pupil outcomes. * To ensure all pupils understand the diversity of modern Britain, developing respect and tolerance towards others * Improve attendance to 90% * Develop as a nurture school and gain the qualification as a nurture school. | | | | | | | | | | | | | | | | | | | | | | |
| **8** | **Outcomes for pupils – Good** | | | | | | | | | | | | | | | | | | | | | | |
| Progress and Attainment  - Pupil at KS3 progress well from different starting points and the majority achieve or exceed expected progress targets on a yearly basis.  -All teachers and support staff demonstrate the importance of setting high standards for all pupils in all lessons to ensure that they maximise their potential.  - Pupils baselines (starting points) are set by using the pupils SATS (FFT) results in year 6 and a school assessment within 6 weeks of starting at Hope High School. Pupils are set individual flight paths by the teacher and SLT. Targets are reviewed with teacher and SLT every term. This ensure accuracy and consistency across the school.  - Flight paths show pupils progress from starting points (baseline), where they currently are and their end of year target and end of Key stage target. Flights paths are on the front of pupil’s books. These are completed for all subjects.  -At KS3 through assertive mentoring gaps in learning are identified on a weekly and half termly basis to ensure pupils continue to make progress. This is done through skills, checks, half termly tests, grammar hammer and big write.  - Assessment for learning is embedded in all lessons and individual support is provided in a timely manner when needed.  -Teachers plan for effective use of support staff ensuring maximum impact on pupils learning and progress.  - CLA Make equivalent progress to other Pupils across school  - Free School Meal Children make equivalent progress in relation to other pupils across school  - Pupils make excellent progress in reading through a robust reading programme ‘Accelerated reader’  - From the start of KS4 (year 9), pupils work towards functional skills in Maths and English, pupils then move towards GCSE or BTEC in all subjects offered at KS4.  - An improved broad and balanced curriculum is available with up to 17 qualifications on offer in school; the school is targeting pupils to achieve a minimum of a ‘Progress 5’ haul of results. Future cohorts will have bespoke individualised subject achievement targets, that consider their chosen areas of interest. Other qualifications will be available from Alternative Providers.  -Pupils have a deeper understanding of British Values, through a weekly BV lesson and promotion through the issuing of ‘Respect Points’  - Progress is moderated through network meetings across Lancashire. The English teacher is an examiner moderator.  -To prepare pupils for the next stage of their education or training, post 16.  Evidence  - Whole school Progress Data  - KS3 and KS4 progress data  - Quality of Teaching file, Learning walks, Progress reports/meetings, lesson observations, book look/SLT book scrutiny, pupil mentoring - Assertive Mentoring Files  - Flight paths  - Pupils books  - Curriculum maps  -Promoting British Values strategy  -Data entry collection sheet  -Achieving success and strategies to enable action plan  -Website; careers section | | | | | | | | | | | | | | | | | | | | | | |
| **Data –** | | | | | | | | | | | | | | | | | | | | | | |
| Whole School data 2015-2016 | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 68% | | | | 68% | | | | | 48% | |
| Whole school data 2016-2017 | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 43% | | | | 65% | | | | | 84% | |
| Whole School Data 2017-2018 – Summer Term | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 75% | | | | 76% | | | | | 75% | |
| KS3 Data 2015-2016 | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 75% | | | | 71.4% | | | | | 50% | |
| KS3 data 2016-2017 | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 54.2% | | | | 70.8% | | | | | 83.3% | |
| KS3 data 2017-2018 – Summer Term | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 74% | | | | 85% | | | | | 93% | |
| KS4 data 2015-2016 | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 81.8% | | | | 9% | | | | | 25.5% | |
| KS4 Data 2016-2017 | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 23% | | | | 54% | | | | | 85% | |
| KS4 Data 2017-2018 – Summer Term | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** | |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 76% | | | | 67% | | | | | 54% | |
| **Area for Development** | | | | | | | | | | | | | | | | | | | | | | |
| -To introduce a robust engaging reading programme that is appropriate for pupils at Hope High School | | | | | | | | | | | | | | | | | | | | | | |
|  | KS4 GCSE 2016 | | | | | | | | | **English** | | | **Maths** | | | **Science** | | | | | **Art** | | |
|  | Pupils gaining A-G | | | | | | | | | 100% | | | 66% | | | 100% | | | | | 100% | | |
|  | KS4 GCSE 2017 | | | | | | | | | **English** | | | | **Maths** | | | | | **Art** | | | | |
|  | Pupils gaining 1-9 | | | | | | | | | 100% | | | | 100% | | | | | 100% | | | | |
|  | KS4 GCSE 2018 (NOR – 11) | | | | | | | | | English  (8 pupils) | | | | Maths  (7 pupils) | | | | | Art  (3 pupils) | | | | |
|  | Pupils gaining 1-9 | | | | | | | | | 100% | | | | 100% | | | | | 100% | | | | |
|  | Pupils gaining 4-9 | | | | | | | | |  | | | | 17% | | | | | 67% | | | | |
|  | Functional Skills Level 1/level 2 2016 | | | | | | | | | **IT level 1** | | | | | | | | **IT level 2** | | | | | |
|  |  | | | | | | | | | 75% | | | | | | | | 0% | | | | | |
|  | Functional Skills Level 1/Level 2 2017 | | | | | | | | | **English** | | | | **Maths** | | | | | **IT** | | | | |
|  |  | | | | | | | | | 11% | | | | 33% | | | | | 50% | | | | |
|  | Functional Skills Level 1 November 2017 | | | | | | | | | **English** | | | | | | | | **Maths** | | | | | |
|  |  | | | | | | | | | 87% | | | | | | | | 37% | | | | | |
|  | Functional Skills Level 2 November 2017 | | | | | | | | | **English** | | | | | | | | **Maths** | | | | | |
|  |  | | | | | | | | | NA | | | | | | | | 0% | | | | | |
|  | Functional Skills Level 1 March 2018 (NOR - 11) | | | | | | | | | **English**  **(10 pupils)** | | | | | | | | **Maths**  **(10 pupils)** | | | | | |
|  |  | | | | | | | | | 89% | | | | | | | | 87% | | | | | |
|  | Functional Skills Level 1 June 2018 | | | | | | | | | **English**  **(10 pupils)** | | | | | | | | **Maths**  **(10 pupils)** | | | | | |
|  |  | | | | | | | | | 100% | | | | | | | | 87% | | | | | |
|  | Functional Skills Level 2 March/June 2018 | | | | | | | | | **English**  **(1 pupil)** | | | | | | | | **Maths**  **(1 pupil)** | | | | | |
|  |  | | | | | | | | | 100% | | | | | | | | 100% | | | | | |
|  | Entry Level 2/Level 3 2016 | | | | | | | | | **English** | | | | | | | | **Maths Level 3** | | | | | |
|  |  | | | | | | | | | 100% | | | | | | | | 0% | | | | | |
|  | Entry Level 1, 2, 3 2017 | | | | | | | | | **Science**  **Level 3** | | | | **Science**  **Level 2** | | | | | **Science**  **Level 1** | | | | |
|  |  | | | | | | | | | 100% | | | | 100% | | | | | 100% | | | | |
|  | Entry Level 3 2018 | | | | | | | | | Maths  (6 pupils) | | | | | | | | Food Studies  (1 pupil) | | | | | |
|  |  | | | | | | | | | 83% | | | | | | | | 100% | | | | | |
|  | Vocational qualifications 2016 | | | | | | | | | **Open award level 1 in Horticulture** | | | | | | | | | | | | | |
|  |  | | | | | | | | | 100% | | | | | | | | | | | | | |
|  | Vocational Qualifications 2017 | | | | | | | | | **Sport and Leisure level 1**  **(1 pupil)** | | | | **Fisheries Management Level 1**  **(1 pupil)** | | | | | **DOE**  **Bronze**  **(6 pupils)** | | | | |
|  |  | | | | | | | | | 100% | | | | 100% | | | | | 100% | | | | |
|  | Vocational Qualifications 2018 | | | | | | | | | **Sport and Leisure level 1**  **(Cert & Diploma)**  **(1 pupil)** | | | | **Open Awards**  **Level 1:**  **-Skills for further learning and employment**  **-Skills for working in Land Based industries**  **(1 pupil)** | | | | | **Level 1 Diploma skills for employment in the construction**  **Industries**  **(1 pupil)** | | | | **DoE**  **Silver**  **(3 Pupils)** |
|  |  | | | | | | | | | 100% | | | | 100% | | | | | 100% | | | | 100% |
|  | Areas for Development | | | | | | | | | | | | | | | | | | | | | | |
|  | * To increase number of qualifications/courses and awards offered to pupils at KS4 and ensure all pupils leave Hope High with functional skills English and Maths * To prepare pupils for the next stage of their education or training, post 16. * Year 9’s to complete step up/entry levels * Year 10 to complete functional skills English, Maths and IT each term. * To ensure access arrangements are in place for all pupils taking exams. | | | | | | | | | | | | | | | | | | | | | | |

**Secondary School Self-Evaluation Summary**

**SUPPORTING EVIDENCE**

|  |  |
| --- | --- |
| **THE CURRICULUM** | |
| **9** | **Curriculum** |
| - The curriculum offers core subjects at KS3 - Maths, English, Reading, Science, History, Geography, Citizenship, RE, Enhanced curriculum – Food Tech, Art, Computing, (removed drama/ horticulture) Design Technology, PE, Forest School. The curriculum offers core subjects at KS4 - Maths, English, Reading, Science, Citizenship, RE. Enhanced curriculum – Food Tech, Art, Computing, (removed drama) STEM, Design Technology, PE.  - Extracurricular activities on offer - Sport, ICT, Martial arts, Youth club, Gym (fitness suite), Revision sessions are offered at KS4.  Our curriculum is a rolling programme which is bespoke to Hope High School. The curriculum meets both the requirement of the national curriculum and the individual needs of our pupils.  - Personalised learning is an essential element of our curriculum, we provide opportunities to fuel learning and topics which children can engage and immerse in.  - Our curriculum is designed to meet the moral, social and spiritual needs of all pupils through a range of taught sessions and experiences provided.  - Engagement of pupils is the foundation of our curriculum thus inspiring all pupils, this is evident in the work which is produced.  - Pupils acquire knowledge, understanding and skills in all aspects of our curriculum subjects.  - Practical learning is at the heart of everything we do. A large percentage of our pupils have a kinaesthetic learning style thus needing ‘hands on’ experiences in order to progress.  - Lessons demonstrate teacher’s ability to set clear lesson objectives that take into account our assessment system, the requirements of the subject and where children are at and where they need to be.  - Pupils demonstrate English and Mathematics skills across all subjects effectively.  Evidence  - Lesson observations  - Curriculum maps  - Displays  - Books  - Enrichment  - Learning walks |
| **Areas for Development** |
| - To introduce homework at KS3 improving basic skills |
| **12** | **STAKEHOLDER FEEDBACK** |
| **Parents**  My child is making good progress in school  My child is safe and well cared for at school  I feel welcome in the school |
| **Areas for Development** |
| Support learning at home  To increase parent progress meetings to every half term  To improve school meals |
|  |
| **Pupils**  I am not bullied at school  I feel safe in and around school  I learn new things in class |
| **Areas for Development** |
| Being encouraged to do homework  People at home encouraging me to do well at school  Worrying about getting things wrong |
|  |
| **Staff**  Believe in their school,  Feel they have the skills and training to do their job well  We are achieving things we are proud of |
| **Areas for Development** |
| Communication between staff at all levels  To encourage all staff to be part of decision making  Specific training to develop staff in specialist areas |