**School Self-Evaluation Summary**

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| **SCHOOL** | Hope High School | **HEADTEACHER** | Helen Dunbavin | **DATE:** | Summer 2018 |

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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. 81.81% pupils EHCP. 14.55% pupils SEN statements. 100% boys. 94.54% White British. 1.82% Any other white British. 1.82% White and black Caribbean. 1.82% 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** | | % 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 = 90.20%. CAMHS appoints during daytime. 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 - ) fixed/permanent exclusion. Since October 2016 Hope High have had 0 fixed term exclusions. Engaging curriculum, well trained staff, positive learning, nurturing environment. Impact of Interventions, pastoral, school counsellor, specialist teacher, nurture room, Enrichment Curriculum | | | | | | | | | | | | | | | | | | | |
| **Social-Economic Factors** | | 2017-2018 - 81.8% of pupils live in the **most** deprived areas - parents & pupils have low self-esteem, poor work ethic & 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** | | 6 classrooms each class supported by class teacher and 1 teaching assistants. 1 Nurture classroom for the most venerable pupils severe ASD, Social, Emotional & Mental Health Difficulties supported by HLTA, 1 Teaching Assistant and a 1:1 TA, individualised timetables. Learning resource (reading intervention), pastoral room, dining room, Conference Room, visitors room, 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). School has 1 minibuses and a school car available during the school day. | | | | | | | | | | | | | | | | | | | |
| **External Partnerships** | | Lancashire LA, Liverpool LA, LSSHTA, 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 | | | | | | | | | | | | | | | | | | | |
| **Awards** | | Team Teach Accredited Trainers (Intermediate), DOE accredited school, SFVs | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | |
| **2** | **Targets for School Development Plan** | | | | | | | | | | | | | | | | | | | | | |
| * To embed and develop the SLT team with clear roles and responsibilities. * To ensure the school has a compliant and legal functioning website that has clear and up to date information available. * To improve teaching and Learning from good to outstanding through consistent and accurate marking and feedback showing clear differentiation. * To use IT to encourage interactive learning and to engage pupils * To improve pupil voice across the school, Head boy, prefects and school council visual and role models across the school. * To ensure all pupils understand the diversity of modern Britain, developing respect and tolerance towards others * To increase number of qualifications/courses and awards offered to pupils at KS4. * To prepare pupils for the next stage of their education or training, post 16. | | | | | | | | | | | | | | | | | | | | | |
| **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.  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 use CPOMs for recording. | | | | | | | | | | | | | | | | | | | | | |
| 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 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 an SEN background (retired Special School HT and SENCO for Lancashire and Hope High School).  -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.  -Most pupils make outstanding progress from starting points through a robust tracking progress using assertive mentoring. This assessment identifies gaps/ barriers to learning every half term in core subjects. Pupils in KS4 follow an academic path or vocational path to achieve the best possible outcomes. Some pupils attend alternative provision to allow them to reach their full potential. Most Pupils 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 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 rigours 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.  -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.  -Our ethos and our school values promotes 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.  **Evidence**  -Outstanding progress, attendance, reduction in restraints, 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  -Training log  -Governors reports, minutes  -Feedback from parents at school events  -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** | | | | | | | | | | | | | | | | | | | | | |
| * To embed and develop the SLT team with clear roles and responsibilities. * To ensure the school has a compliant and legal functioning website that has clear and up to date information available | | | | | | | | | | | | | | | | | | | | | |
| **6** | **The quality of teaching, learning and assessment - Good** | | | | | | | | | | | | | | | | | | | | | |
| **Inadequate** | **0%** | | **Requires imp.** | | **0%** | | **Good** | | | | **71%** | | | **Outstanding** | | | | | **29%** | | |
| 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. This especially evident in maths and reading.  -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.  -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.  -All teachers demonstrate effective use of assessment data (assertive mentoring) to inform pupils next step targets and learning. All pupils have individual flight paths displayed in class and on the front of books.  -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. They are displayed on the Headteachers working wall. Achievements are also recognised during our weekly celebration assembly and end of half term headteachers awards, pride in book award.  -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 half termly.  - Most pupils act on feedback from teachers following the marking policy in red pen.  -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. | | | | | | | | | | | | | | | | | | | | | |
| Learning -  -Despite our pupils social and emotional needs, they are always willing to rise to the new challenged presented to them in lessons and over time demonstrate a range of strategies to become resilient to failure. Pupils will seek support effectively when needed.  -Once embedded within Hope High’s culture, pupils demonstrate a natural curiosity towards 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 observation  -Learning walks  -- Quality of Teaching file, Learning walks, Progress reports/meetings, lesson 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 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. * To increase the number of hour’s specialist teacher is in school working with the pupils needing extra support. * To ensure differentiation is consistent across all classes/ Key stages * To ensure that ALL pupils are acting on teachers feedback in red pen. Introduce ‘Mend it Monday’ | | | | | | | | | | | | | | | | | | | | | |
| **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 polite and well mannered.  -Our 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 a newly appointed family liaison who provide 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 sort to meet their SEN.  -Attendance in our special sector 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.  - The pastoral team have created a culture of pupils owning their own behaviour and using strategies to manage their own behaviour.  - We have created a nurture environment in school for the most vulnerable pupils and working towards being a nurture school.  -Pupils and staff work hard to prevent all forms of bullying. Behaviour is swiftly and effectively managed in an orderly manner.  -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 after school 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  -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 able to work successfully as a group or team, pupils how respectful for people, living things and the environment around them. Our pupils appreciate the rights of responsibilities of individuals and the wider social settings around us.  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 improve pupil voice across the school, Head boy, prefects and school council visual and role models across the school. * To ensure all pupils understand the diversity of modern Britain, developing respect and tolerance towards others * Appoint a family liaison officer to support pupils on next stage of their education * Improve attendance to 95% * Develop as a nurture school and gain the qualification as a nurture school. * To train Pastoral in ‘Thrive’ to replace boxall profile. | | | | | | | | | | | | | | | | | | | | | |
| **8** | **Outcomes for pupils - Good** | | | | | | | | | | | | | | | | | | | | | |
| Progress and Attainment  - Pupil progress well from different starting points and the majority achieve or exceed expected progress targets on a yearly basis especially in maths, reading.  -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.  - Through assertive mentoring we can monitor the quality and rigour of our assessment data on a termly basis to ensure accuracy and consistency across school.  -Through assertive mentoring gaps in learning are identified on a half termly basis to ensure pupils continue to make progress.  -Flight paths for all pupils allow targets to be set using CATS, SATs to set targets each half term and end of KS4 target. Pupils are also set an additional target known at their aspirational target. These are displayed on books and on classroom walls.  - SLT use FFT to set targets for the end of each term year and of Key Stage 3 and Key stage 4.  - 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’  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  - Pupils books | | | | | | | | | | | | | | | | | | | | | |
| **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 – Spring Term | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 52% | | | | 60% | | | | | 67% |
| 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 – Spring Term | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 73% | | | | 81% | | | | | 77% |
| 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 – Spring Term | | | | | | | | | | | | **Reading** | | | | **Writing** | | | | | **Maths** |
| Percentage of pupils making expected or above expected progress at Hope High School | | | | | | | | | | | | 27% | | | | 36% | | | | | 55% |
| **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% | | | |
|  | 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 | | | | | | | | | **English** | | | | | | | | **Maths** | | | | |
|  |  | | | | | | | | | 89% | | | | | | | | 86% | | | | |
|  | Functional Skills Level 2 March 2018 | | | | | | | | | **English** | | | | | | | | **Maths** | | | | |
|  |  | | | | | | | | | NA | | | | | | | | 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% | | | |
|  | Vocational qualifications 2016 | | | | | | | | | **Open award level 1 in Horticulture** | | | | | | | | | | | | |
|  |  | | | | | | | | | 100% | | | | | | | | | | | | |
|  | Vocational Qualifications 2017 | | | | | | | | | **Sport and Leisure level 1** | | | | **Fisheries Management Level 1** | | | | | **DOE**  **Bronze** | | | |
|  |  | | | | | | | | | 100% | | | | 100% | | | | | 100% | | | |
|  | Areas for Development | | | | | | | | | | | | | | | | | | | | | |
|  | -To introduce vocational BTEC/GCSE at KS4 (starting in year 9).  - 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**

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| **THE CURRICULUM** | |
| **9** | **English** |
| - Progress in English is good across the school.  - The teaching of English is good across the vast majority of classes.  -The introduction of ‘big write’ assessments highlight areas for support.  - The teaching of GPS in English is structured and rigours through the Assertive Mentoring approach.  - All pupils have skills check lesson weekly are tested on spellings and grammar to identify areas for targeted support.  -Areas for development and in class support have been highlighted through Dyslexia and specialist teacher assessments.  - All pupils have an individual learning target for English that is regularly reviewed and updated on a half termly basis.  - The subject is well resourced across school.  - Every group has three reading lessons a week and also has 1:1 reading session in Learning Resource with opportunities throughout the day for children to engage in reading,  - Handwriting is improving across classes with a policy and a structured approach introduced.  - Reading across school is good and could be further developed by providing further opportunities for reading such as home readers.  Evidence  -The curriculum  -Pupil’s books  -Lesson observations  -Learning walks  -Progress Data  -Book scrutiny  -Learning resource  -Reading lessons |
| **Areas for Development** |
| -- To introduce ‘Accelerated reader’ across the school and separate reading lessons |
| **10** | **Mathematics** |
| - Progress in Mathematics is outstanding across the school  - The teaching of Mathematics is outstanding across the vast majority of classes  - The teaching of key skills in Mathematics is structured and rigours through the Assertive Mentoring approach.  - All pupils have a skills check lesson weekly and are tested on key skills and times tables to identify areas for targeted support  - The new mathematics curriculum is embedded across school  - All pupils have an individual learning target for mathematics that is regularly reviewed and updated  - The subject is well resourced across school for topic style mathematics  -Pupils are fully engaged in maths lessons and enjoy the lessons.  Evidence  - Assessment Data  - Assertive Mentoring Files  - Books  - Lesson observations  - Classroom displays  -Pupil questionnaires |
| **Areas for Development** |
| - To enhance the range of mathematical resources available in each classroom for daily use when required |
| **11** | **Curriculum** |
| - 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 |