Longhill High School

Full Governing Board Headteacher's Report

March 22nd 2016

The school has identified that the key focus for raising attainment across the school, lies with us impacting on the attainment and progress of our students who are categorised as Disadvantaged (formerly known as Pupil Premium).

We have recently carried out a revised self-evaluation (partially informed by the following research: *Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice* - a summary of which is included in the appendix) of where we are currently with regards to this aim and what further actions need to be taken to ensure a closing of the attainment and progress gaps between our disadvantaged and non-disadvantaged students.

The key headlines are as follows:

- The strategies the school has implemented to improve attendance are working. There is a three year trend of improving attendance rates and attendance gaps between Disadvantaged and Non-Disadvantaged are closing.
- Significantly fewer students have been excluded since 2013. However Disadvantaged students still have a higher representation in those students who are excluded.
- A range of attainment and progress indicators identify that our Non-Disadvantaged students are working at or beyond National levels and that gaps between Disadvantaged and Non-Disadvantaged students are closing. However we judge that the rate of closure of these gaps needs to be accelerated.
- A rigorous system of appraisal and performance management, combined with linked professional learning has resulted in improvements in the quality of teaching and learning. The focus is now to ensure that strategies to raise attainment are fully embedded so that they impact to a greater extent specifically on the attainment and progress of Disadvantaged students.

In order to capture the focus we have with regards to our school improvement plans and to support our continuing evaluation of the impact of our strategies- we have revised the SEF, the whole school action plan and written a specific Vulnerable Groups action plan (all of which are also included in the appendix for reference).

The aim of this report is to provide Governors with an overview of where the key gaps are between Disadvantaged and Non-Disadvantaged students with respect to:

- Attendance Rates
- Exclusion and other behaviour incidences
- Attainment and Progress Indicators

The contents are as follows:

Page Number	Content
4-5	Absence and Persistent Absence of Vulnerable Groups
6-8	Behaviour (Exclusions and Alert Analysis)
	Attainment and Progress Sections
10-11	Tables outlining the KS2 prior attainment data for groups in Years 7 to 11.
12-16	A series of tables that highlight changes over time with respect to attainment and progress gaps. Gaps are given for both within school (Disadvantaged vs Others in the school) and against National (Data for our students compared to the data for **National 'Others'**)
17-21	A series of charts that illustrate internal data sets.
	Appendix
23-25	The summary SEF
26	The Whole School Development Plan – to indicate (in broad terms) the actions we intend to take
27-28	The Vulnerable Groups Action Plan – which is more specific about the actions we have designed to specifically impact on progress and attainment of our Disadvantaged students (and students with SEN/D)
29-31	Outline of recent staff training with respect to classroom strategies to 'close the gap'
32-34	Summary of a recent research paper - *Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice* – used to inform our SEF and action planning

Absence and Persistent Absence of our vulnerable groups 2015-16

Observations:
Strengths:

- Whole school attendance is 0.3% up on this time last year
- PP attendance is up by 0.9% on this time last year
- Gaps between Non PP and PP attendance is 2.6%.which has closed by 1.3%
- BN25 attendance is currently 93.4%, an increase of 0.6% on last year and showing an excellent progression over 5 years of 6.5% from 86.9% (Spring term 2011).
- Yr 11 attendance 94.8%, the highest we have ever had in Year 11 attendance.
- Year 8 PA data very strong. Only 5.7% Year 8s in PA (at 10% or more absence)
- Comparative PA of whole school based on 15% is down on last year. However this year 10% is the new figure for PA so this is only for our own comparative interest.
- All vulnerable groups absence in line with last year or improved
- Note: PA data is hard to evaluate due to new figure of 10%.but based on last year's figure of 15%. Statemented students is significantly better.

Areas for development

- SEN - both statemented and K students have shown a sudden increase in PA (10%) over the last month. We are implementing interventions specifically aimed at these named students.
- Year 10 attendance is a cause for concern, especially the gap between PP and Non-PP. This is being reviewed by the Yr 10 team. A significant rise in Year 10 PA over the last two weeks has placed Year 10 PA at 13.4%. The team are reviewing what additionally can be done to stop this rising further over the last three weeks of term?
- All year teams have been asked to consider all interventions for those between 18 and 23 sessions absent to ensure the PA figures do not increase further.

Note: This is still a very positive picture overall even though we cannot gauge PA with the new PA figure of 10%. All schools Nationally are in a similar situation.

Data for Absence and Persistent Absence of our vulnerable groups 2015-16

Absence							
Percentage of sessions missed							
	2013	2014	2015	2016	2016	2016	2016
				End Dec	End Jan	End Feb	End Mar
National All	5.9	5.1	5.2				
Longhill All	7.2	6.0	5.8	5.3	5.5	5.6	
FSM	10.6	8.7	8.3	6.9	7.2	7.2	
Non-FSM	5.1	4.0	4.0	4.3	4.5	4.7	
Boys	7.1	5.6	5.3	5.3	5.7	5.8	
Girls	7.4	6.4	6.3	5.2	5.3	5.3	
EHC/Stat	7.2	7.0	8.0	6.9	6.7	7.0	
Non EHC/Stat	9.9	7.9	7.0	7.3	7.5	7.7	
No SEN	6.1	5.1	5.3	4.4	4.6	4.6	

Persistent Absence													
Percentage of students absent for 10% and 15% or more sessions													
	2013	2014	2015	2016				2016		2016		2016	
				End Dec				End Jan		End Feb		End Mar	
				15%		10%		15%	10%	15%	10%	15%	10%
				No.	%	No.	%						
National All	6.6	5.8	5.6										
Longhill All (1008)	9.5	5.1	4.9	15	1.4%	58	5.7%	30 3.0%	72 7.2%	36 3.6%	102 10.2%		
FSM (436)	18.9	10.2	9.8	13	3.0%	37	8.4%	27 6.2%	47 10.8%	32 7.3%	64 14.7%		
Non-FSM (572)	3.5	1.3	1.5	4	0.7%	26	4.5%	8 1.4%	33 5.8%	11 1.9%	49 8.6%		
Boys (525)	10.0	4.3	4.2	10	1.9%	32	6.1%	20 3.8%	35 6.7%	24 4.6%	53 10.1%		
Girls (483)	9.0	5.9	5.7	5	1.0%	26	5.4%	10 2.1%	37 7.7%	12 2.5%	49 10.1%		
EHC/Stat (35)	8.8	8.1	16.2	1	2.9%	4	11.4%	1 2.9%	4 11.4%	2 5.7%	8 22.9%		
Non EHC/Stat (281)	15.7	8.3	8.7	11	3.9%	30	10.7%	20 7.1%	35 12.5%	22 7.8%	46 16.4%		
No SEN (695)	6.8	3.6	3.0	2	0.3%	23	3.3%	8 1.2%	32 4.6%	11 1.6%	47 6.8%		

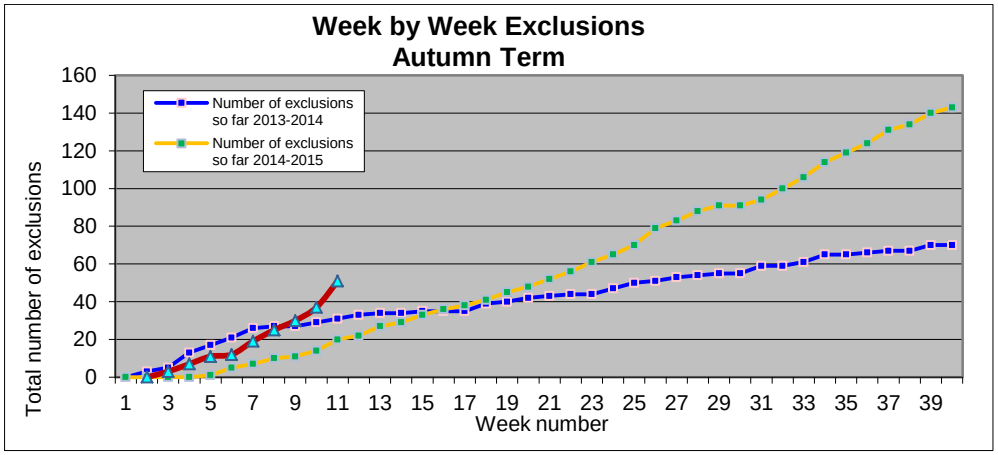
Behaviour

Group 2015	Fixed Term Exclusions (% of pupil group)		% pupils with 1 or more Fixed Term Exclusions		% pupils with more than 1 Fixed Term Exclusions		Permanent Exclusions (% of pupil group)	
	School	Nat.	School	Nat.	School	Nat.	School	Nat.
All	6.11	6.71	3.40	3.68	1.05	1.34	0	0.13
PP	11.35	16.47	6.11	8.34	1.97	3.42	0	0.34
Non-PP	2.62	4.14	1.60	2.51	0.44	0.78	0	0.06

Analysis

This data illustrates the four indicators that are used in Raise Online to indicate a school's rates of exclusions. The most recent data indicates that the range of strategies that the school is using to reduce the numbers of exclusions is still having an impact in that we are below National values for all 4 indicators for both Disadvantaged and Other students. However as this data also shows the values for disadvantaged students is disproportionate to their numbers in school. This is illustrated by the following data.

Behaviour Data for this Academic Year (2015-16)



The first chart which shows the week on week numbers of exclusions indicates a recent spike, with exclusion rates which are higher than this time last year. (As the second table indicates however, this rate is still significantly below the trend from 3 to 4 years ago)

This spike coincides with the change of leadership and some turbulence within the school as a result of that.

A renewed focus on zero tolerance of low level disruption and a small number of students with multiple exclusions contributed to this rise.

Further analysis identified that a significant number of students in this small group were disadvantaged students. The breakdown in rates of exclusion between disadvantaged and 'other' students is illustrated in the next table.

Table of Numbers of Exclusions	
Academic Year	Total No. of Exclusions (up to Feb. of that year)
2011-12	354
2013-13	252
2013-14	44
2014-15	61
2015-16	100

Group	Number of day of exclusions till January 2016
Whole school	155
Disadvantaged	114.5
Non-Disadvantaged	40.5

This table highlights the higher representation in the exclusion figures of students who are disadvantaged.

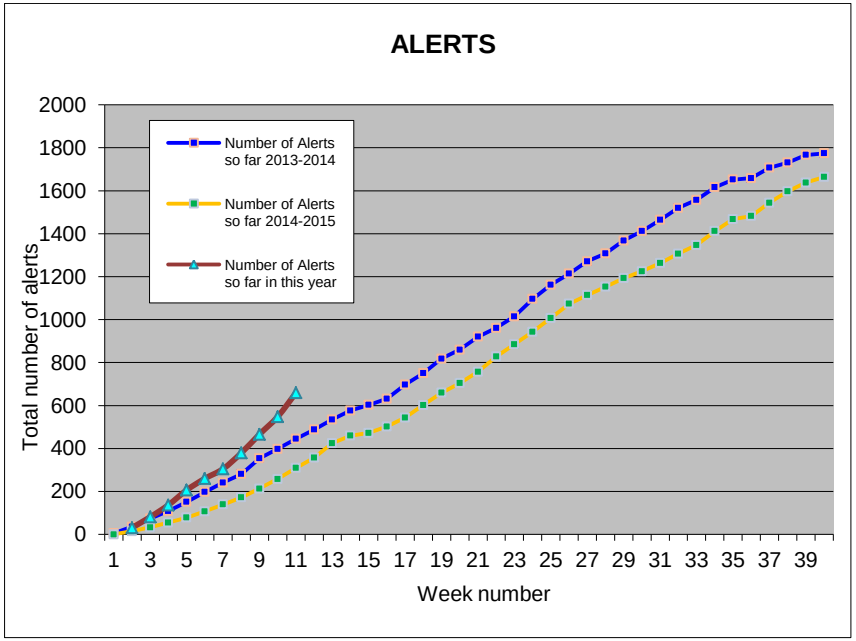
Despite only making up 43% of the school population, disadvantaged students made up 74% of the number of days excluded.

However within that group- 13 students accounted for 74% of these exclusions.

The school has acted to ensure that clear individual plans with bespoke interventions have been and continue to be designed around such students to ensure that any spikes in exclusion rates are returned to the 2014 levels as quickly as possible.

To illustrate the wide range of interventions that the school has adopted in support of our students, we have prepared a series of case studies. Many of these particular cases reveal that these students are often from families where boundaries are less secure and they rarely face consequences at home, leaving school with little choice but to exclude.

Lower Level Behaviour Incidents



The number of 'alerts' is one of the ways that the school monitors lower level classroom based behavioural concerns. Whilst the numbers had reduced in 2014-15, this academic year there has been a similar pattern of increase as to that evidenced in the exclusion rates.

Further analysis indicates that as for exclusion rates our focus particularly needs to be on improving the engagement and behaviour of our Disadvantaged students.

Disadvantaged students made up 73% of the number of alerts and 68% of the behaviour incidents.

As for exclusions, 43% of the incidents recorded above are attributable to 36 students.

To address this, Matt Kelly is currently working with a range of staff, pastoral and academic to

a). consider bespoke additional interventions that may be effective for the small group with repeat behaviours and

b). at a more whole school level – he is working with staff ,students and parents to review how we ensure that all students are supported in engaging with learning in the classroom, by implement a more consistent application of BFL strategies that focus on enhancing learning.

Kim Bolton as part of her National Leader in Education work with the school is also assisting with this review and our implantation of strategies.

SEN behaviour

Exclusion Rates

Raise Online evidences that the exclusion rates for our students who are identified as SEN (both K and EHCP) –are below the National levels for these students. However, there is a within school gap with 7.9% of students with SEN having at least 1 exclusion compared to 4.9% of non -SEN students.

Exclusions for students with ST/EHCP are currently higher than National (31% in school against 22.31 % nationally). The key students here are 4 Year 7 students who came with identified high tariff needs, 3 of whom had been permanently excluded from Primary schools. All exclusions for these students are evidenced with full account of needs and provision being in place. Data shows a 'settling' for these key students and we have reason to believe the rate of exclusion is diminishing.

For students at K, there is a need for some further rigour at the point of sanction decision making, also for provision in some cases. Current plans/factors include:-

- Adaptation of exclusion paperwork to reinforce systems
- Some are 'self identifiers'- they are SEN because of their SEMH needs
- Exceptional and unique Yr 7- training and support is having an impact
- New training planned for Feb inset on positive behaviour
- Short term whole school spike for long term good owing to departure of head. Vulnerable students particularly affected
- AHT Matt Kelly and SENCO working together, alongside Deputy Head Bill Holland (PP champion) to identify further gap closure mechanisms.

When compared to National, the figure for our exclusion rates for SEN students identified as K- is still below - 12.4% against 19.36%. Caution is required however as the national figure is for a whole year, against one term. Action is required to remain under national expectations.

Pupil Outcomes: Attainment and Progress Indicators

Context

Attainment is a measure of what proportion of students reach a particular threshold eg. historically - % 5A*-C inc En & Ma was an attainment indicator

Progress looks at the outcomes at the end of KS4 in the context of the starting attainment for a pupil or group of pupils. Value added and the % of students making 3 and 4 Levels of Progress are both progress indicators.

The distinction between attainment and progress is particularly important at Longhill as the next two tables indicate.

These tables highlight that there are differences with regards to prior attainment levels, which are deemed to be statistically significant, both within school, when comparing different groups and between National and School values.

Prior Attainment Levels by Year Group

(Note because of differences in how the prior attainment has been calculated – values cannot be compared between year groups).

Average fine points score at KS2

NC Year starting Sept 2015	School	National	Difference	Sig	% Coverage
Year 12	27.2	27.6	-0.4		98.2
Year 11	26.2	27.5	-1.3	Sig-	96.7
Year 10	28.1	28.4	-0.3		98.3
Year 9	27.9	28.6	-0.7	Sig-	97.9
Year 8	28.5	28.9	-0.4		96.5

Numbers and Average KS2 Point score for Year groups and Important Groups

Note: in RoL – differences of more than 0.7 are identified as significant
Note 2 – Data between Year groups cannot be compared

Data correct as of 24-2-16

		All Pupils		Pupil Premium status				Gender				SEN Status			
		All Pupils in Year		Non PP		Pupil Premium		Female		Male		NO SEN		with SEN	
		Number of Students	APS	Number of Students	APS	Number of Students	APS	Number of Students	APS	Number of Students	APS	Number of Students	APS	Number of Students	APS
All Students		1003	27.54	568	28.57	435	26.23	478	27.73	525	27.37	690	29.08	313	24.21
	National for that Yr Gp.														
Year 7	TBC	177	27.39	85	27.84	92	26.98	90	27.51	87	27.26	110	28.96	67	24.86
Year 8	28.9	210	28.06	123	29.15	87	26.57	96	27.80	114	28.27	143	29.56	67	24.96
Year 9	28.6	186	27.54	107	28.50	79	26.29	92	27.79	94	27.28	131	29.21	55	23.75
Year 10	28.4	217	28.26	123	29.72	94	26.34	99	28.59	118	27.97	150	29.87	67	24.67
Year 11	27.5	213	26.44	130	27.48	83	24.83	101	26.97	112	25.93	156	27.88	57	22.44

Attainment and Progress Trends Over Time

The following tables indicate trends over time, with respect to some of the key indicators. They are split into Attainment indicators and Progress Indicators. Note that when determining the 'Difference' gap – that our in-school results are compared against the National results for 'Other Students' ie. those students who are not Disadvantaged nationally. (The results for these students are traditionally above the results for Disadvantaged students nationally).

Attainment

	2014				2015				2016 (11-2)			
5 A*-C including E&M	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**
Disadvantaged Pupils	**77**	**25**	62	**-37**	**87**	**22**	63	**-41**	**83**	**33**	63	**-30**
Other Pupils	163	61		-1	141	64		1	130	69		6
Within School Gap		-36				-42				-36		

	2014				2015				2016 (11-2)			
Basics (students attaining a C in En & Ma)	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**
Disadvantaged Pupils	**77**	**25**	64	**-39**	**87**	**22**	65	**-43**	**83**	**35**	65	**-30**
Other Pupils	163	63		-1	141	67		2	130	69		4
Within School Gap		-38				-45				-34		

Analysis

These two indicators show that the attainment of non-disadvantaged students has improved over the last two years to be above National, with a forecast of a continuing improving trend.

The attainment for disadvantaged students dipped in 2015 (primarily as a result of poorer performance in Maths). The school is forecasting improvements for 2016 but the gap still needs to be closed further.

	2014				2015				2016 (11-2)			
English A*-C	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**
Disadvantaged Pupils	**77**	**35**	73	**-38**	**87**	**52**	74	**-22**	**83**	**58**	74	**-16**
Other Pupils	163	67		-6	141	79		5	130	82		8
Within School Gap		-32				-27				-24		

	2014				2015				2016 (11-2)			
Maths A*-C	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**
Disadvantaged Pupils	**77**	**36**	74	**-38**	**87**	**29**	74	**-45**	**83**	**36**	74	**-38**
Other Pupils	163	72		-2	141	75		1	130	74		0
Within School Gap		-36				-46				-38		

Analysis

Attainment in **English (A*-C)–** is forecast to continue with an improving trend, with within school and gaps to National closing further.

Attainment in **Maths (A*-C) –** shows a variable trend over 3 years. The forecast for the current Year 11 indicates some closure of the within school gap and the gap to National. Attainment for 'others' is forecast to be at National.

Examples of Intervention Strategies designed to impact on Maths Attainment and Progress

a). Short Term – for the current Yr 11's

- to ensure that forecast grades are secured – there are regular pupil by pupil reviews with HT and HoD and with members of staff
- the focus is on use of high quality regular assessment to identify where students' learning gaps are, with prompt intervention to close and follow-up assessment to evaluate the effectiveness of the intervention
- Maths learning mentors have participated in a 6 week training program to enhance their questioning skills, behaviour management repertoire and capacity to assist the teacher in identifying and resolving student misconceptions

b). Longer term – across the school

- the Maths department are trialling the use of mixed attainment teaching in Years 7 and 8, with a particular focus on ensuring students do not develop negative perceptions of themselves as Maths learners
- Contact time in Maths has been increased to 9 hours a cycle in Years 10 and 11 (and will increase from 6 to 8 hours in Year 9 next year)
- a program of behaviour management coaching is being implemented to widen the repertoire for members of staff within the department
- additional training is being provided by Rachel George to Maths Learning Mentors (see above) and to Teaching Assistants who provide additional support in Maths

	2014				2015				2016 (11-2)			
5 A*- G	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**
Disadvantaged Pupils	**77**	**71**	95	**-24**	**87**	**86**	96	**-10**	**83**	**96**	96	**0**
Other Pupils	163	98		3	141	97		1	130	100		4
Within School Gap		-27				-11				-4		

	2014				2015				2016 (11-2)			
Capped APS	**Cohort**	**School**	**National Others**	**Diff**	**Cohort**	**School %**	**National Others**	**Diff**	**Cohort**	**School**	**National Others**	**Diff**
Disadvantaged Pupils	**222.1**	**324.8**	-102.7		**87**	**242.5**	326.6	**-84**	**83**	**283.3**	326.6	**-43**
Other Pupils	325.3		0.5		141	327.5		0.9	130	341.9		15.3
Within School Gap	-103.2					-85.0				-62.6		

Analysis

The indicators **5A*-G** and **Capped Average Point Score (**ie. how students have performed in their best 8 subjects) provide an indication of attainment across a wider range of subjects and for students of a wider range of starting attainment.

Data for 11/2 highlights that we are forecasting a continuing improving trend for both disadvantaged and 'others', with both 'within school' gaps and gaps to National closing.

	2014				2015				2016 (11-2)			
English Baccalaureate	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**	**Cohort**	**School %**	**National Others %**	**Diff %**
Disadvantaged Pupils	**77**	**5**	28	**-23**	**87**	**3**	28	**-25**	**83**	**5**	28	**-23**
Other Pupils	163	20		-8	141	16		-12	130	10		-18
Within School Gap		-15				-13				-5		

Commentary

The school currently has taken the decision that our students in consultation with their parents and teachers, should have the opportunity to decide which subjects, beyond the core, they wish to take at GCSE. Whilst we encourage those students for whom it is appropriate, to opt for EBacc subjects, we believe that all students should have the flexibility to choose subjects which they and the school believe they will attain best in. This explains why the numbers taking the full complement of subjects which contribute to this indicator is lower.

Progress

Value Added								
	2013		2014		2015		2016 (11-2)	
Overall	**Cohort**	**School**	**Cohort**	**School**	**Cohort**	**School**	**Cohort**	**School**
Disadvantaged Pupils	**80**	**939.1**	**77**	**929.9**	**87**	**948.9**	**81**	**1012.0**
Other Pupils	144	971.6	160	998.1	136	1004.4	124	1034.0

Analysis

A value added measure of 1000 indicates that students at Longhill are making similar progress to students Nationally. Values above or below 1000 indicate our students are making more or less progress than Nationally respectively.

Based on this data there is an improving year on year trend for both Others and Disadvantaged student at Longhill, with the forecasts for our current Yr 11's indicating that our students are making better than expected progress when compared to National values.

Progress specifically in English and Maths

English

	2014							2015							2016 (FG - Based on 11/2)						
		Expected progress			More than expected progress				Expected progress			More than expected progress				Expected progress			More than expected progress		
	Cohort	School %	National other pupils %	Diff %	School %	National others pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	School %	National others pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	School %	National others pupils %	Diff %
Dis-advantaged Pupils	**77**	**44**	76	**-32**	**12**	36	**-24**	**87**	**60**	76	**-16**	**20**	36	**-16**	**83**	**77**	73	**4**	**37**	32	**5**
Other Pupils	163	63		-13	6		-30	141	82		6	26		-10	130	92		19	44		12

Maths

	2014							2015							2016 (FG based on 11/2)						
		Expected progress			More than expected progress				Expected progress			More than expected progress				Expected progress			More than expected progress		
	Cohort	School %	National other pupils %	Diff %	School %	National others pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	School %	National others pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	School %	National others pupils %	Diff %
Dis-advantaged Pupils	**77**	**28**	71	**-43**	**3**	34	**-31**	**87**	**24**	71	**-47**	**2**	34	**-32**	**83**	**42**	68	**-26**	**12**	31	**-19**
Other Pupils	163	65		-6	22		-12	141	66		-5	24		-10	130	80		12	35		4

Analysis

These two charts indicate how many students have made 'expected' (ie. 3 levels) and 'more than expected'(4 or more levels) progress in English and Maths. The gap to National compares our students' progress (whether Disadvantaged or not) against National 'Others' .

English

Expected Progress and More than expected progress - both show year on year improving trends for both groups with forecasts for current Yr 11's indicating above National performance for both Disadvantaged and Others.

Maths

Expected Progress - and More than expected progress - there is a year on year improving trend for 'Others' with the forecasts for current Yr 11's indicating above National progress. Progress rates for Disadvantaged dipped in 2015, with a narrowing of the gap forecast for current Yr 11's. This is still too wide though and the school is focussed on further closing this gap in Maths.

Internal Data Sets – based on the 2016 Spring Data

Trends Across Years 7 -11

The following charts indicate the projected levels of progress in Maths and English for Years 7 to 11. (The actual results for our last two Year 11 groups are also included as a comparative measure).

By comparing the data sets to each other and to historical data (both 'in school' and National), we are able to identify if there are particular year groups that require a higher level of investigation and intervention

The Charts are as follows:

Chart 1 – English 3 Levels of Progress

Chart 2 - English 4 Levels of Progress

Chart 3 – Maths 3 Levels of Progress

Chart 2 - Maths 4 Levels of Progress

Commentary

Although care needs to be taken with this data as:

a). the current Year 10's are being taught a different syllabus with different content and a different end of Key Stage grading system (1-9 rather than A*-G) and

b). the further down the year groups you go the more speculative the forecasting is likely to be

- given these two caveats , the current areas that the school is investigating are:

i). Are the projected improvements in Maths secure and can these be attributed to the changes in pedagogy being introduced across the Maths department – particularly in Years 7 and 8.

ii). What is causing the dip in results for Year 10 in both English and Maths?

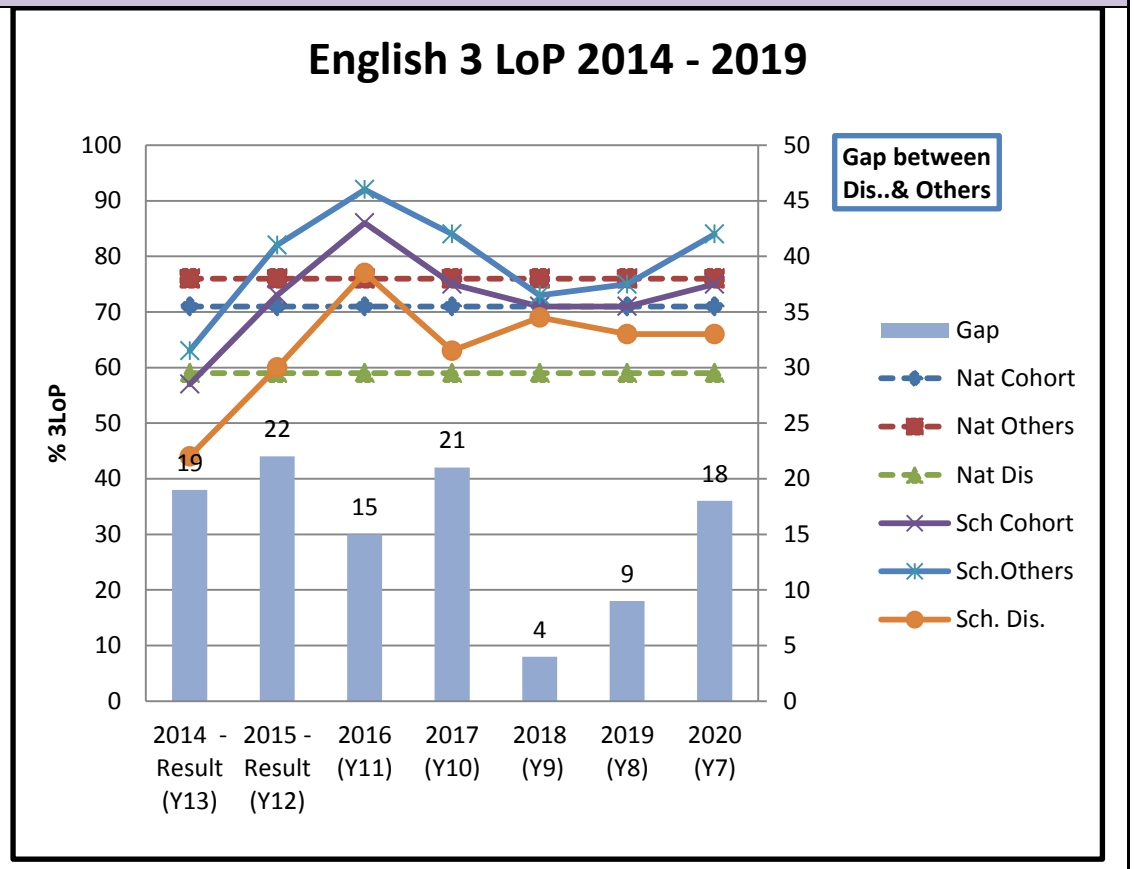
iii). Why does there appear to be a downward trend in 4 LoP in English?

iv). How do we continue to ensure that the progress of disadvantaged students continues to be further accelerated to eradicate the gaps? *(Please see the appendix for the Whole School Action Plan and the Vulnerable Groups Action Plan for details of how the school intends to meet this aim).*

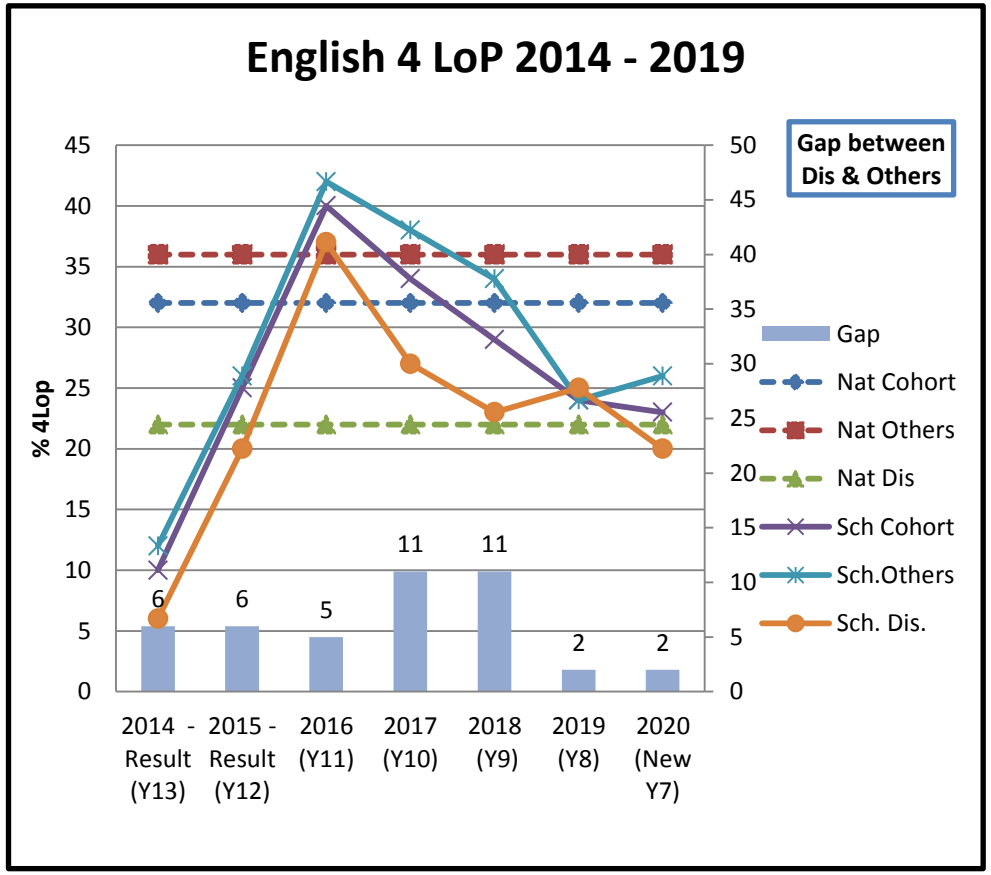
Data - Forecasts ('16 Spring Data) and Actuals

English 3LoP							Gap
	National Data			School Data			Within School Gap
	Nat Cohort	Nat Others	Nat Dis	Sch Cohort	Sch.Others	Sch. Dis.	Gap
2014 - Result (Y13)	71	76	59	57	63	44	19
2015 - Result (Y12)	71	76	59	73	82	60	22
2016 (Y11)	71	76	59	86	92	77	15
2017 (Y10)	71	76	59	75	84	63	21
2018 (Y9)	71	76	59	71	73	69	4
2019 (Y8)	71	76	59	71	75	66	9
2020 (Y7)	71	76	59	75	84	66	18

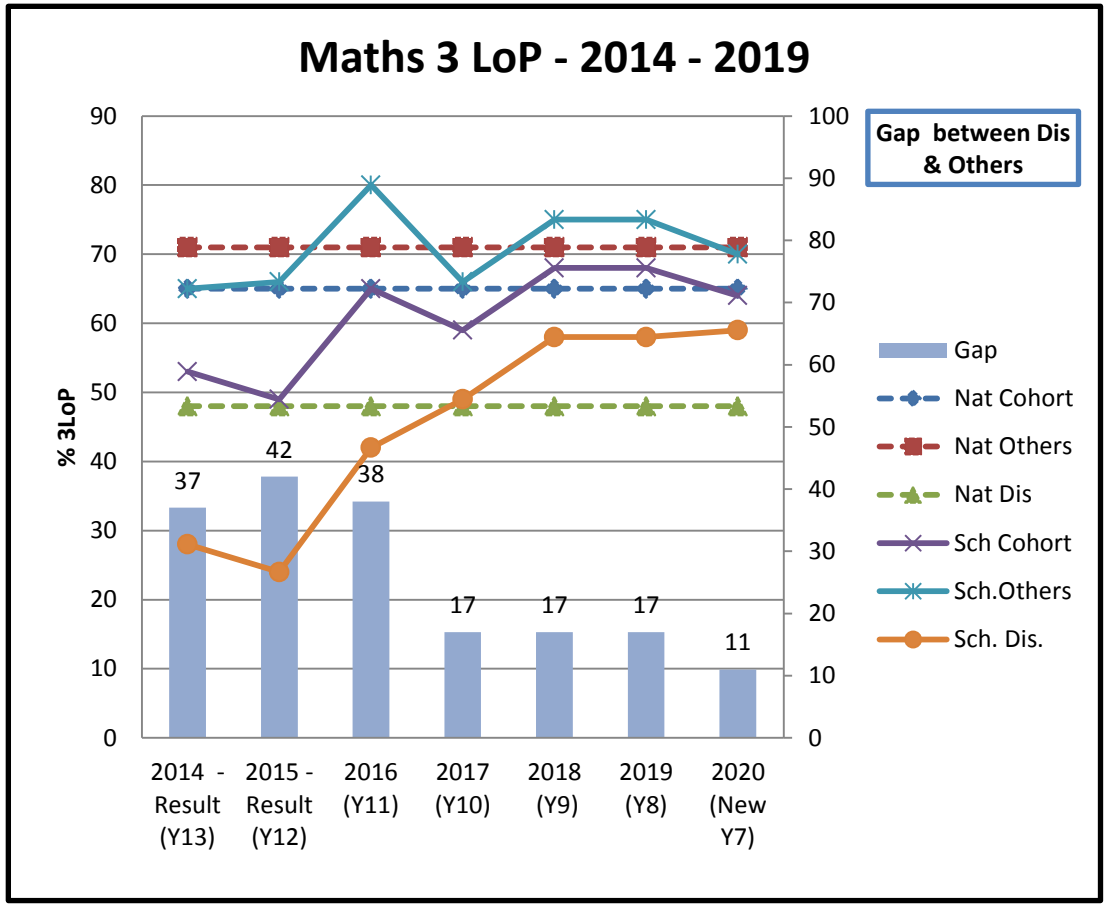
Graph of Data



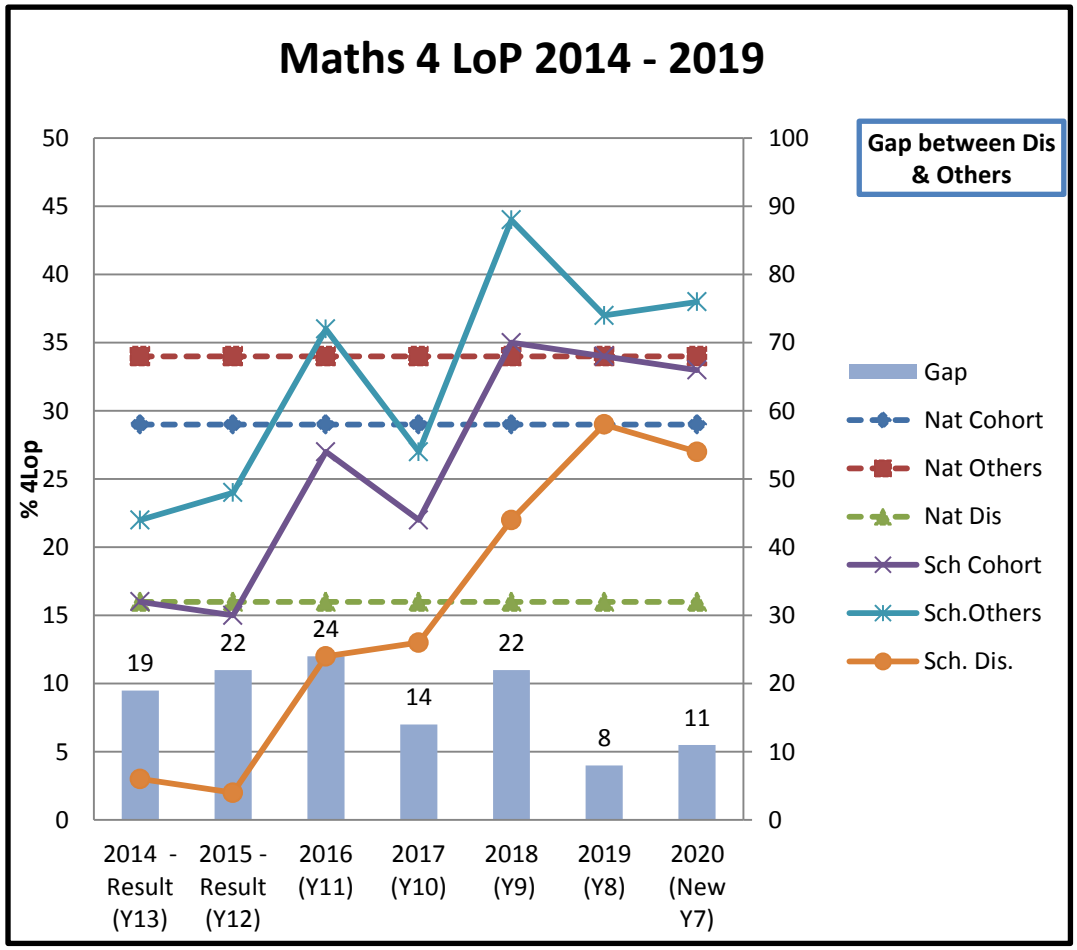
English 4 LoP							Gap
	National Data			School Data			Within School Gap
	Nat Cohort	Nat Others	Nat Dis	Sch Cohort	Sch.Others	Sch. Dis.	Gap
2014 - Result (Y13)	32	36	22	10	12	6	6
2015 - Result (Y12)	32	36	22	25	26	20	6
2016 (Y11)	32	36	22	40	42	37	5
2017 (Y10)	32	36	22	34	38	27	11
2018 (Y9)	32	36	22	29	34	23	11
2019 (Y8)	32	36	22	24	24	25	2
2020 (New Y7)	32	36	22	23	26	20	2



Maths 3LoP							Gap
	National Data			School Data			Within School Gap
	Nat Cohort	Nat Others	Nat Dis	Sch Cohort	Sch.Others	Sch. Dis.	Gap
2014 - Result (Y13)	65	71	48	53	65	28	**37**
2015 - Result (Y12)	65	71	48	49	66	24	**42**
2016 (Y11)	65	71	48	65	80	42	38
2017 (Y10)	65	71	48	59	66	49	17
2018 (Y9)	65	71	48	68	75	58	17
2019 (Y8)	65	71	48	68	75	58	17
2020 (New Y7)	65	71	48	64	70	59	11



Maths 4 LoP							Gap
	National Data			School Data			Within School Gap
	Nat Cohort	Nat Others	Nat Dis	Sch Cohort	Sch.Others	Sch. Dis.	Gap
2014 - Result (Y13)	29	34	16	16	22	3	19
2015 - Result (Y12)	29	34	16	15	24	2	22
2016 (Y11)	29	34	16	27	36	12	24
2017 (Y10)	29	34	16	22	27	13	14
2018 (Y9)	29	34	16	35	44	22	22
2019 (Y8)	29	34	16	34	37	29	8
2020 (New Y7)	29	34	16	33	38	27	11



APPENDIX

Longhill's 2015 Summary SEF

Response to Ofsted, Pupil outcomes and Teaching, Learning & Assessment Sections

- Updated December 2015 – in light of a leadership change

Summary of Longhill's SEF – re-evaluated in Dec. 2015 as a result of a leadership change

Key Issues Identified by Ofsted and HMI	Progress with respect to addressing identified areas (Dec '15)
Key Issues Identified from last Inspection - Oct. 2013 ➢ Raise students' achievement, especially that of those students eligible for the pupil premium, by ensuring that all teachers: • plan activities that challenge and motivate students so that the pace of learning enables all of them to make at least good progress • create more opportunities for students to play an active part in their lessons and to work independently • mark students' work in a way that provides them with clear guidance on how to improve their work, and allows them time to reflect and act on the advice given. ➢ Improve students' behaviour and reduce the number of fixed-term exclusions by ensuring that students of all abilities are always engaged in learning. ➢ Ensure that leadership, management and governance are effective in improving achievement by ensuring that: • examination results and information from the monitoring of teaching and the tracking of students' achievement are always accurately interpreted in order that students are more effectively supported to make good or better progress • leaders at all levels, including governors, have a good understanding of the performance of the school • the entire pupil premium is spent for the benefit of those students who are eligible. **Key Issues Identified from last HMI visit – Jan. 2014** ➢ Intensify the drive to ensure that teachers challenge all students, including the most able, and that marking is consistent and helpful	➢ Reviews conducted both internally and by external reviewers eg. LA monitoring and Oct '15 Challenge Partners' review, evidence that the strategies that the school has implemented to ensure an enhanced use of assessment data at both classroom and departmental level are supporting teachers to more effectively adapt teaching to close learning gaps. Challenge Partners (Oct. '15) found that : - 'Independent learning was a feature of lessons observed as teachers provided well-pitched challenges that encouraged students to take responsibility for their own learning' - 'Teachers made good use of targeted questions' leading to good student engagement - 'Teaching and learning seen in lessons were characterised by teachers who had very good subject knowledge, questioned students well and provided feedback to students that informed them about what they had achieved and what they had to do to improve.' - 'Teaching assistants have a good knowledge of student targets and the careful assessment that they undertook in some lessons was exemplary.' ➢ Further quality assurance of the school's view has also been provided by an NLE who as part of her commission has conducted two reviews of the school's provision for disadvantaged pupils (Oct. & Nov. '15). In both reviews she noted that book scrutinies (and student voice), evidenced that marking was being used consistently and regularly across subjects to provide written guidance to pupils. Its impact on learning was in turn evidenced by the developing quality of pupils' response to the feedback and evidence of improved progress both short and longer term (NLE report 'Nov. '15 and Exec. Summary Dec. '15 – see below) - Data analysis (Exec. Summary Dec. '15) indicates improvements across a number of both attainment and achievement measurements however a). the gap with respect to the achievement of pupils categorised as disadvantaged is still too wide and the acceleration of the rate at which this gap is closed remains a focus for the school and b). the impact on KS4 outcomes particularly for maths, has yet to be fully realised. This also remains a priority focus (see below). ➢ Fixed term exclusions reduced significantly in 2014 to below National (RoL – 2015). A subsequent rise in the second half of 2015 however puts the school above National figures for FTE and therefore this area continues to be a priority focus for the school. (See below). ➢ HMI (Jan 2014) – identified that as a result of leaders' lesson observations being more informed by the use of progress data and more focused on the way in which previously underperforming students were learning that this had resulted in sharper judgements being made about the quality of teaching. Additional external review (by Challenge Partners Oct. '15) identified that: 'the school system for monitoring the quality of teaching and learning lays great emphasis on student outcomes. The system is allied to the appraisal procedures, performance is RAG-rated and the school is able to show the resulting improvement over time in individual teacher performance, subject performance and overall pupil outcomes.' ➢ The above system has also supported the sharing of information with for example, governors, with respect to subject, teacher and school performance. HMI (Jan 2014) noted that initiatives implemented by the school had 'helped the governing body be much clearer in their evaluation of school standards, and better able to check that appropriate progress is being made.' Additionally, training for governors, provided by a National Leader of Governance and by a National Leader of Education has resulted in a governing board better placed to provide challenge to the school.

Sept. 2015 School Evaluation (– Updated Dec. 2015 in light of new leadership): summary of key issues arising

Outcomes for Pupils:

School self-evaluation: Requires Improvement-

Strengths

- Attainment and progress across the majority of subjects is good (or improving) as evidenced by 29 out of 39 subjects being at or above National for % A*-A and % A*-C, KS4 Capped Pt. Scores which are not significantly different to National for both Disadvantaged and Others groups and VA scores which are improving for the majority of groups (RoL – 2015)
- **English** results have improved – **Thresholds:** % A*-C is now above National, there are no sig – groups and boys are sig +, APS for most groups is in line with National values. (RoL – 2015)
  Progress: VA scores for the majority of groups are now in line with National and 'expected' levels of progress have also improved and are forecast to be above National in 2016 (RoL – 2015 and Exec. Summary- '15)
- **Maths**
  Thresholds: % A*-C is not significantly different to National for some key groups – boys and 'Others' (RoL – '15)
  Progress: VA scores for the above two groups along with LA and HA are also not sig. diff. to National values.
- **Science –** both attainment and progress are strong as evidenced by a variety of indicators (RoL – '15)
- **SEND –** progress and attainment **is** strong as evidenced by: **Capped Pt score** – sig + for SEN statement/EHC and at National for SEN support and **Value Added**: sig + for SEN statement /EHC **English & Science Value Added:** sig + for SEN support
- **NEET figures for the school are better than National averages due to strategic targeting of bespoke IAG advice to identified 'vulnerable' students**

Areas for Development

Attainment and progress gaps (both within school and when compared to National) between Disadvantaged pupils and Others are still too wide and therefore keep the school at requires improvement with respect to Pupil Outcomes. Particular action is necessary with regards to attainment and progress in Maths and this therefore is the highest priority for the school.

The areas of focus for **Maths** are as follows:
Thresholds – 1). Close A*-C gaps -
with Key Indicators of:

- at least 49% of disadvantaged pupils and 67% of mid ability pupils, achieving A*-C (figures are Nat. '15 levels for these gps).

Progress: - 2). Close the gaps (between school and national groups' progress) so that 'expected levels of progress' are **at least at Nat '15 levels ie.** :

a). 66% for all pupils
b). 49% for disadvantaged pupils
c). 72% for pupils categorised as 'Others'
d). and 32%, 67% and 82% for low, middle and higher ability pupils respectively

- **English:** 1**).** To raise the attainment of more able students to ensure **at least** 81% of this group make expected progress (Nat. '15 levels) , 2). To raise the attainment of mid ability disadvantaged students (particularly) to ensure **at least** 74% of this group make expected progress (Nat. '15) , 3). To raise attainment in English Literature
- **All subjects:** to sustain the progress of 'others' and continue to close the gap in KS4 outcomes, between disadvantaged students and others to ensure a P8 score of +0.5 for both groups

Quality of Teaching, Learning and Assessment:

School self-evaluation: Requires Improvement-

Strengths

The school judges that two key initiatives, focussed particularly on enhancing the effective use of assessment and implemented within the last two years have facilitated the development of classroom practice to a point where it is now considered to be 'good'. These initiatives are:

- A thorough well organised system of staff appraisal and associated professional learning - driven by analysis of student learning needs and evaluation informed by impact on student outcomes - (identified as an 'Area of Excellence' by Challenge Partners 'Oct '15).
- The development of a structured, cyclical series of calendared meetings which have facilitated increased levels of collaboration within departments improving the quality of standardisation and moderation of assessments and increasing the opportunities to 'reflect on and debate the way they teach' (HoD/SLT LM meeting minutes, QA and IAR Learning Walks).

Internal and external monitoring (eg. HMI, LA monitoring, Challenge Partners , NLE reviews) evidence the following particular strengths with regards to the quality of TLA:

- Teachers with good subject knowledge who are able to plan purposeful lessons, facilitate independent learning where appropriate and pose well- chosen questions to engage and challenge learners (QA and IAR Learning Walks, Challenge Partners Oct. '15)
- Strategic use of assessment data (at departmental and classroom level) so that individual student needs can be anticipated and/or identified and better met (QA and IAR Learning Walks, HMI Jan. '14, CP Oct '15)
- Provision of high quality verbal and written feedback (with the provision of time for students to act on the advice) which is effective in guiding students as to what they have done well and what they need to do to improve. (Internal work scrutinies, QA and IAR Learning Walks, NLE reviews of PP strategies – Oct and Nov. '15 and C.P. review Oct. '15).
- Positive teacher/pupil relationships in lessons (CP Review)ct.'15)
- Teaching assistants have a good knowledge of student targets and the careful assessment that they undertook in some lessons was exemplary. (CP Review)ct.'15

Areas for Development

The key area for development is to ensure that the strategies implemented which have been shown to impact on the progress of pupils characterised as 'Others'(see below)- are refined sufficiently to ensure that the progress of disadvantaged pupils is accelerated in order to close gaps (both within school and against National progress rates – for disadvantaged and 'others' cohorts).

The key areas are:

- Work with staff students and parents to enhance behaviour for learning so that all students engage in the classroom
- Enhance the efficacy of teachers in designing and using assessment data to identify and respond promptly to sub-group and individual learning needs (with CTG for disadvantaged pupils as the first priority)
- Ensure that all staff have the skills to identify literacy requirements for their subject and to be able to adapt teaching in light of their pupils' literacy needs
- Ensure that homework is used consistently and effectively to consolidate and/or extend learning

Also see Maths and English Departmental Action Plans for application of the above areas of focus, within their specific context – for these two key departments.

Whole School Development Plan – November 2015 - 2017

❖ **Outcomes.**

Target position: Students make substantial and sustained progress across the curriculum and the achievement of disadvantaged students is at least that of students with similar starting points.

To achieve this the school will:

- **All subjects:** to sustain the progress of 'others' and continue to close any within school gap and gaps to national 'others' in KS4 outcomes, between disadvantaged students and others to ensure a positive P8 score for both groups
- **English** and **Maths** – raise the attainment and achievement of disadvantaged students so that 'within school gaps' and gaps to National 'others' are closed
- **English additionally –** raise attainment of able students in English and attainment of all groups in English Literature
- **Maths additionally –** raise the attainment of mid ability students

❖ **Quality of teaching, learning and assessment**

Target position: The quality of teaching, learning and assessment is good or better with all staff practicing at or beyond career stage expectations.

To achieve this the school will:

- Enhance the efficacy of teachers in designing and using assessment data to identify sub-group and individual learning needs and ensure all staff have sufficient subject expertise to be able to respond promptly to close learning gaps (with CTG for disadvantaged pupils as the first priority)
- Ensure that all staff have the skills to identify literacy requirements for their subject and to be able to adapt teaching in light of their pupils' literacy needs
- Ensure that the KS3 curriculum is carefully planned, delivered and accurately assessed to accelerate learning in Years 7 and 8
- Ensure that homework is used consistently and effectively to consolidate and/or extend learning

(*See also APs for English & Maths departments for application of the above areas of focus within their specific contexts)*

3. Personal development, behaviour and welfare.

Target position: The school will support all students to be strong confident learners, who are proud of their school and achievements, (especially disadvantaged students). To achieve this the school will:

- Improve Attendance and PA figures for disadvantaged students to be above that of 'others' nationally
- Reduce the gap in exclusion figures to below that of National for disadvantaged students
- Improve the resilience and the motivation to succeed of all disadvantaged students and remove barriers to progress.
- Enhance behaviour for learning so that all students engage in the classroom
- Develop further a whole school focus to promote British Values and reduce the threat of radicalisation.

❖ **Effectiveness of leadership and management**

Target position: Leaders will create a culture that expects and enables all students to succeed. To achieve this the school will:

- All leaders (senior and middle) are able to impact with effect to close any gaps in the progress of disadvantaged pupils. To include being able to identify either appropriate curricular actions and/or pastoral provision, lead staff in implementing desired actions and monitor and evaluate impact.
- Develop a wider pool of staff able to provide effective, manageable feedback to teachers on their practice which results in improvements in pupil outcomes (particularly for disadvantaged pupils).
- Ensure that all (academic) middle leaders are equipped to support staff in developing sufficient subject expertise (to include with respect to embedding 'flightpaths' in KS3 and implement new KS4 syllabi in light of changes at KS4.
- Enhance further the effectiveness of the Governing body, to enable them to develop both their support and challenge to the school, through the effective use of data.

Longhill High School

Vulnerable Groups Action Plan

January 2016

Please note this overview draws together the key elements for Vulnerable groups. Full action plan details for each item can be found within the relevant identified action plan (PP, Inclusion, SEN)

• Outcomes

To support whole school staff to close the gaps in achievement and attainment of vulnerable groups to that of National levels or better through:

- Reinforce the need for all to have a role in gap closure
- Explicitly make the links between class teacher responsibilities, the role of interventions for vulnerable groups and the monitoring of gap closure through appropriate meetings eg department, pastoral, SLT/HoD LM, Policy groups and SLT meetings
- Ensure staff are able to confidently use 4 Matrix to analyse trends and ensure teaching is best focussed to support learning and closure of gaps
- Ensure teachers 'mind the gap' from planning to delivery to assessment in an 'Assess, Plan, Do, Review' cycle
- Provide training for Yr 8 and 9 Pastoral teams to ensure advice to vulnerable individuals in respect of the Options Process is sound
- Once option process is complete, make group make-up a key focus before options are confirmed with students so that class composition can support learning
- Ensuring students from vulnerable groups are well prepared for the increasing focus on Terminal Exam prep and that all HoD's design relevant interventions for this.

2. Quality of Teaching, Learning & Assessment

The quality of Teaching & Learning is developed to enable the gap in progress to be closed through:

- Every HoD to 'mind the gap(s)' in their area and design relevant remediation strategies
- SLT to support/challenge LM HoD's in respect of progress in closing gaps. This to be a feature of feedback on SLT LW's and a standing item on all LM agendas.
- Specific foci on Maths to include:-Support maths staff in preparing for explicit language of maths teaching; use of intervention materials to practically support abstract concepts; investigate maths Language facilitator; training package for Maths LM's from SENCO
- KS3/4 review interventions in the light of change to a 3 yr KS4. Ensure changes to interventions (including use of LM's in Core) are fit for purpose.
- Review the new SEN support materials and ensure they support staff planning and reinvigorate differentiation for vulnerable groups
- Consolidation of MITA training for all other adults in a support role so that best practice is embedded.

3. Personal Development, Behaviour & Welfare

To demonstrate the effective engagement of all students, create an ethos that enables effective learning and results in the reduction of any progress gaps, through:

- Reduce exclusion gaps for vulnerable groups by developing an enhanced inclusion awareness and support for teaching staff
- Utilise Middle Leaders to support positive behaviour on 'Walk-throughs' and increase student engagement
- Focus the behaviour support team and Inclusion LM's to reduce the gap in behaviour incidences/exclusions for vulnerable groups
- Behaviour Working Party to identify key training requested by staff body and SLT to facilitate this
- Increase the engagement of vulnerable groups in extra curricular and enrichment activities.
- Every HoY to 'mind the pastoral gap(s)' in their area and design relevant remediation strategies through the YBM to improve pastoral engagement for vulnerable groups.
- Every HoY to 'mind the attendance gap(s)' in their area and design relevant remediation strategies through the attendance review LM meeting
- Specific and bespoke college transition planning for vulnerable students in Yr 11 to ensure NEET is at 0 for this group

4. Effectiveness of Leadership & Management

To ensure the School Leaders are effective in their role and move the school back to 'Good' through:*Developing clearer accountability measures at all levels, to enable progress strategies for vulnerable groups to be well directed, managed and any progress gaps reduced to national through*

- Provide effective training for HoD's and their SLT LM's to forensically analyse gaps
- Ensure gap closure impact measurement is a focus at each assessment point, on LM agendas and at Policy group
- Ensure teachers 'mind the gap' from planning to delivery to assessment in an 'Assess, Plan, Do, Review' cycle
- Set up a system for gap monitoring through data team
- Share good practice through CPD, 15 min forum etc
- Provide challenge to middle leaders where gaps are failing to close and increase accountability
- All SLT to maintain focus on closing gaps within Maths from their relevant perspective (SEN, T&L, PP, Inclusion, Data, Attendance, Literacy)

Resource used in 'Mind the Gap' Training Session for Staff – Feb. 2016

Commentary

On- going 4 Matrix training at departmental and classroom level has resulted in the more effective use of assessment data to identify who is and isn't making expected progress – with the particular focus on identifying the relative progress rates of disadvantaged students.

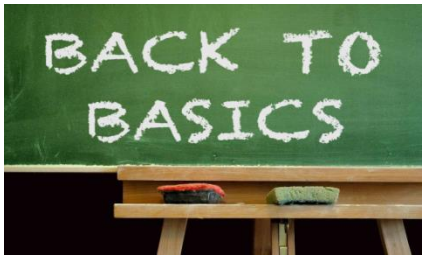
A revised assessment policy and the embedding of the Assessment and Reporting Cycle is leading to a more detailed understanding of the specific learning gaps of these underperformers (at classroom and departmental level). And an identification of possible intervention strategies designed to redress the learning gaps.

The Vulnerable Groups Action Plan however highlights that the next stage of this process is to ensure that any learning needs for staff (with respect to implementing these interventions) are identified and appropriate training given.

In this context, the February staff meeting was used to review again the latest evidence from the Sutton Trust (with regards to what interventions have been shown to effective in addressing the learning needs of 'disadvantaged students') and reflecting on what that might 'look like' in Longhill classrooms (*see sheet 'Back to Basics').*

The staff meeting was then followed by a meeting of Middle Leaders in which we discussed how middle Leaders might support their departments in embedding these teaching strategies in order to accelerate the progress of disadvantaged students particularly.

This focus at classroom level will now be on-going.



A checklist for reflecting on effective practice for PP students

Before the lesson.

Do you:

Highlight pupils on your data sheets and take time to think about their data and what support they need to make progress?

Use information like prior attainment data, CAT scores, SEN/D information , Reading ages etc to inform your planning?

Adapt seating plans

Highlight PP pupils on your seating plan so they remain in your thoughts?

Think carefully about where they are sitting and who they are sitting next to.

During the lesson.

Do you:

Plan your behaviour strategies

Meet, greet and welcome pupils at the door.

Use praise and rewards for positive contributions, good work, exceeding expectations.

Work out what behaviour strategy works best for each PP pupil.

Maintaining Challenge

Ensure PP pupils know exactly what level they will be working at or are aiming for in the lesson.

Strategically check the progress of PP pupils throughout the lesson.

Make sure they know their current grade/level, their target grade/level and what they need to do to improve

Target PP pupils for support:

Approach PP pupils first to check understanding of the task

Check if they need support to complete it.

Target PP pupils for questioning; ask them to respond in full sentences.

Use Blooms Taxonomy to extend and stretch their answers.

Removing Immediate Barriers to learning:

Find out information about their context and background. Make adjustments but not excuses . Does their 'mind-set' need challenging?

What was their attainment on entry?

Is the work accessible based on this?

What is their reading age?

What metacognitive strategies do they use? How can these be developed further?

After the lesson.

On your own

- Ensure PP pupils with attendance issues are provided with work to catch up with their peers.
- Provide feedback with a specific purpose and desired outcome.
- Ensure feedback is specific, accurate and clear e.g. "It was good because you…".
- Compare what a learner is doing *right now* with what they have done wrong/misunderstood before (e.g. "I can see you were focused on improving X as it is much better than last time's Y").
- Provide ***specific guidance*** on how to improve, not just tell where they have gone wrong.
- Model correct work/ processes where possible and appropriate.
- Encourage peer and self-assessment.
- Provide opportunities for pupils to make improvements following feedback.

As a department

- **Discuss** PP pupils regularly at Department meetings and **share** good practice.
- Provide access to free revision and home learning materials.
- Agree and implement a department approach to **meta-cognition and independent learning** strategies (sometimes known as 'learning to learn' strategies)
- Identify common areas where learners in your subject need to **explicitly take ownership** of their learning. This is only possible by teaching pupils specific strategies to set goals, monitor and evaluate their own learning in your subject

As a school community

- Have high expectations and demonstrate 'growth mindset'
- Consider funding contributions to enable PP students to attend school trips and enrichment activities.
- Share good practice between departments either as HoD's for groups (such as PP girls/boys) or as teachers for individuals (using the 'teachers of student x' email feature)

Summary of NFER Recently Published Research Paper:

'Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice'