



LONGHILL
HIGH SCHOOL

ASPIRATION + DETERMINATION + SUCCESS

School Evaluation Form

2017-18

Overall Effectiveness	Grade 2
<p data-bbox="188 275 341 309">Evidence:</p> <ul data-bbox="240 353 1410 1559" style="list-style-type: none"><li data-bbox="240 353 1219 387">▪ GCSE 2016 results and current in year data showing Progress 8 at +0.15<li data-bbox="240 434 1410 506">▪ Addressed issues with staff structure and finance to support rapid student progress in underperforming subjects and sub-groups.<li data-bbox="240 553 1015 586">▪ There are high expectations for all students at all times.<li data-bbox="240 633 1374 705">▪ The gap between outcomes for disadvantages pupils and other pupils in the school and nationally is closing.<li data-bbox="240 752 1227 786">▪ Behaviour is good and students concentrate and behave well in lessons.<li data-bbox="240 833 1326 866">▪ The quality for teaching and learning is good; students are challenged in lesson.<li data-bbox="240 913 938 947">▪ Staff apply the new behaviour policy consistently.<li data-bbox="240 994 1058 1028">▪ Literacy and numeracy is embedded across the curriculum.<li data-bbox="240 1075 1390 1146">▪ The new structure has supported the development of senior and middle leaders and this is affecting student outcomes positively.<li data-bbox="240 1193 1318 1265">▪ Governing body is strong, challenging to the school and has a determination to improve outcomes.<li data-bbox="240 1312 1019 1346">▪ Pupils enjoy school life and are safe and happy in school<li data-bbox="240 1393 1350 1464">▪ The provision for pupils with special educational needs or disabilities, or personal problems are well looked after.<li data-bbox="240 1512 1390 1583">▪ Pupils personal, spiritual, moral, social and cultural development is a strength of the school and pupil have the ability to discuss sensitive issues thoughtfully.	
<p data-bbox="188 1615 560 1648">Areas for improvement:</p> <ul data-bbox="240 1693 1378 1845" style="list-style-type: none"><li data-bbox="240 1693 1355 1727">▪ Ensure middle and senior leaders are supported in being consistent and effective.<li data-bbox="240 1774 1378 1845">▪ Continue with financial focus into 2017/18 ensuring the school develops its staffing reflecting need.	

Effectiveness of Leadership and Management	Grade 2
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ External and internal leadership CPD for senior and middle leaders focusing on successfully leading change and maintaining a student-centred vision. ▪ All meetings, CPD etc. centre around whole school priorities of PAC: Progress, Assessment (Summative and Formative) and Challenge & Differentiation. ▪ Consistent framework for middle and senior leaders’ line management meetings which supports the monitoring and reviewing impact of actions & interventions upon student progress. ▪ Challenging underperformance: Appraisal targets clearly related to student progress. ▪ Staff restructure supports clear responsibility & accountability with new posts (including TLRs for T&L based leads) to address the whole school priorities of PAC (Progress, Assessment and Challenge) ▪ Senior leaders support Heads of Faculty with leading and improving T&L by ensuring HoFs are involved in what good T&L looks like in their faculty (and whole school); and involved with what, and how, it is monitored and reviewed. ▪ Senior leaders support Heads of Faculty with acting upon T&L data to provide staff CPD and/or having challenging dialogues. ▪ Most Middle leaders are robustly challenging the progress and class teacher intervention for all students. 	
<p>Areas for improvement:</p> <ul style="list-style-type: none"> ▪ The pastoral leaders to increase their impact and leadership of academic measures and the academic leaders to increase their impact and leadership on the pastoral measures. ▪ Governors to ensure all key targets, evaluations and plans are questioned and supported to ensure challenges drive improvements in standards – this is already developing. ▪ UPS teachers to be consistently reflecting the high standards expected of this pay award 	

Quality of teaching, learning and assessment	Grade 2
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ A consistent planning strategy is in place and having a positive effect on student progress and development. ▪ T&L framework (Longhill’s Learning Non-Negotiables) supports whole school priorities (PAC). ▪ Aspirational targets for student are in place to support challenge in the classroom and reflect the new curriculum demands. ▪ T&L partnerships with secondary and primary schools e.g. Teaching for maths mastery collaboration; MFL with local successful MfL department and Humanities with Saltdean and Woodingdean Primaries. ▪ Monitoring & Reviewing cycle for quality of T&L is embedded and is used to inform CPD at faculty and whole school level. ▪ There is a focus on challenge for all teachers and students in all lessons. ▪ Feedback for students is improving and students are enjoying the dialogue that is happening as a result. ▪ Monitoring the school’s T&L framework as all teaching staff day-to-day need. We have effective and consistent use of the school’s shared language for T&L&A: This consists of higher-level skills based learning objectives success and success criteria; differentiated and challenging questioning; teacher feedback on ‘what went well’ (WWW) and ‘how to improve’ (HTI) which students effectively respond to. ▪ New Heads of Faculty supported in developing T&L&A to further develop consistency with: differentiation, appropriate pace and challenge; effective formative feedback in order to lead to rapid student progress 	
<p>Areas for improvement:</p> <ul style="list-style-type: none"> ▪ Feedback to students needs to be consistently effective and of good quality in all lessons to all students. ▪ Effective and consistent use of homework to lead to rapid progress and improvements. 	

Personal development, behaviour and welfare	Grade 2
<p data-bbox="188 275 341 309">Evidence:</p> <ul data-bbox="240 371 1398 1301" style="list-style-type: none"><li data-bbox="240 371 1398 479">▪ There is now a calm and focused whole school environment as students conduct themselves well throughout the day. Evidenced through current behaviour data and staff feedback.<li data-bbox="240 528 1398 600">▪ New school motto: Aspiration Determination Success has been a positive process with all stakeholders having impact and now there is a clear ownership of the motto.<li data-bbox="240 649 1398 757">▪ Students feel safe at school. Our most recent SAWSS Survey saw an increase in students feeling safe at school. Parent surveys/voice has also highlighted a more positive opinion of the school and student happiness and welfare.<li data-bbox="240 806 1398 913">▪ Effective relationships with external agencies support vulnerable students to achieve good outcomes. Evidence: (Current data) VA for students with an EHCP/ST of SEN in all year groups is positive and in years 11-9 significantly positive.<li data-bbox="240 963 1398 1025">▪ Good evidence of a wide range of opportunities to develop student’s SMSC awareness. Evidenced in our SAWSS survey.<li data-bbox="240 1075 1398 1137">▪ Strong structures including training in place to effectively manage pastoral and safeguarding issues.<li data-bbox="240 1187 1398 1220">▪ An effective inclusion strategy which ensures all students have access to learning.<li data-bbox="240 1270 1398 1301">▪ Students improved pride with the introduction of new school uniform	
<p data-bbox="188 1386 560 1420">Areas for improvement:</p> <ul data-bbox="240 1469 1286 1543" style="list-style-type: none"><li data-bbox="240 1469 1286 1543">▪ To use the new prefect systems to further improve students’ resilience, self-regulation, self-reflection and confidence with learning.	

Outcomes for children and learners	Grade 2
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ Progress 8 2017 result forecast at +0.15 (High level of accuracy in prediction from 2016) ▪ Most groups make good progress including those with disabilities and/or SEN. ▪ Low ability pupil achieve higher than national average with regard to progress 8. ▪ Focus and subsequently intervention has been effective where students have been identified as making less than expected progress. Class teachers are analysing data and intervening where needed. ▪ There has been an increase in accountability for class teacher and line mangers/TLR holders. ▪ The development of the curriculum to support the success of the students. ▪ There is a positive trend over the last three years with regard to results, with a dip in results in 2016. ▪ Current tracking of progress shows improvement in all 3 major focus areas for improvement: Boys, High Ability and Disadvantaged. ▪ Boys: Effective strategies in year 11 and other year groups to support the progress of boys. Data shows narrowing of the gender gap. ▪ High Ability: staff development and training impacting the achievement of our most able students. The progress of this group in increasing year on year. ▪ Disadvantaged: the gap is closing or has closed in all year groups. Effective intervention and support has resulted in students' progress measures increasing. 	
<p>Areas for improvement:</p> <ul style="list-style-type: none"> ▪ The curriculum offer is broad and requires narrowing; with specific focus on where our students succeed. ▪ The 'open' bucket in Progress 8 requires support and development to bring it in line with the core subjects. 	