



# LONGHILL

## HIGH SCHOOL

Self Evaluation Form 2018/19		
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This document is frequently updated.

Last updated: 12 September 2018

School Context and information

Headteacher: Kate Williams  
 Deputy Headteacher: Bill Holland and Rachel Congreve  
 Chair of Governors: Linda Newman  
 Vice Chair of Governors: Gareth Kemp

<b>Address</b>	Longhill High School, Falmer Road, Rottingdean, Brighton, BN2 7FR
<b>Telephone Number</b>	01273 391662
<b>Local Authority</b>	Brighton & Hove City Council
<b>Ward</b>	Rottingdean Coastal
<b>Parliamentary Constituency</b>	Brighton, Kemptown
<b>URN</b>	114581
<b>LA/Estab</b>	846/4018
<b>Ages</b>	11 – 16
<b>Type</b>	Community School
<b>Gender</b>	Mixed
<b>Admissions policy</b>	Comprehensive
<b>Phase of Education</b>	Secondary
<b>Ofsted Report</b>	Requires Improvement – October 2013
	Requires Improvement – March 2016
	Monitoring visit February 2018 - positive
<b>Headteacher</b>	Kate Williams – appointed June 2016
<b>NOR</b>	2016/17 = 931 2017/18 = 895
<b>Progress 8</b>	2016/17 = -0.77 2017/18 (unval.) = -0.61
<b>Attainment 8 (Nat 44.2)</b>	2016/17 = 39.54 2017/18 = 38.59
<b>4+ in English &amp; Maths (Nat 58.5)</b>	2016/17 = 51% 2017/18 = 41%
<b>5+ in English &amp; Maths (Nat 39.1)</b>	2016/17 = 26% 2017/18 = 23%
<b>Free School Meals</b>	24.2%
<b>Pupils with a statement/EHCPlan</b>	3.57%
<b>SEN</b>	31.4%
<b>Pupil Premium</b>	41.1%
<b>Absence</b>	2016/17 = 5.9% 2017/18 = 6.4%
<b>Persistent Absence</b>	2016/17 = 13.8 2017/18 = 15.5%
<b>Looked after children</b>	0.89%
<b>First Language not English</b>	6.5%
<b>NEET</b>	2017 = 0.9%
<b>Exclusions</b>	2016/17 = 270 2017/18 = 165
<b>Gender</b>	51% M 49% F

Previous Inspection Section 8 - March 2018 – Requires Improvement

The school should take further action to:

- Increase the most-able pupils progress, so that they can attain the highest standards
- Ensure that all staff strictly implement the school's approaches to teaching, learning and managing pupil behaviour
- Develop pupils' self-confidence and understanding of what it means to be a good learner.

Previous Inspection Section 5 - March 2016 –

‘Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school’

This is a school that requires improvement

- School leaders have not improved the quality of teaching and outcomes consistently since the previous inspection.
- Pupils’ achievement requires improvement because pupils make less progress than they should in some subjects, particularly mathematics.
- The gap between outcomes for disadvantaged pupils and other pupils in the school and nationally is still too wide.
- A small number of pupils, mostly in Years 7 and 8, do not concentrate properly or behave well in lessons.
- The quality of teaching and learning varies within and between subjects. Learning is occasionally too easy for some, too difficult for others.
- A few teachers do not apply the school’s behaviour policy consistently.
- Teaching in some subjects does not focus enough on improving pupils’ reading and writing.
- The quality of middle leadership is not securely good in all subjects to achieve the best possible outcomes in all GCSE examinations.

What does the school need to do to improve further?

Raise achievement by:

- Focusing on pupils identified as making less than the expected progress in lessons and over time and planning interventions accordingly
- making sure that work is challenging enough for the most-able pupils and not too difficult for lower attainers to tackle confidently
- reviewing whether the recent changes to how pupils are grouped in Years 7 and 8 lessons are generating better progress for lower-, middle- and higher-attaining pupils
- ensuring subject leaders with strong practice share their expertise, particularly about the most effective ways to prepare pupils for the new style examinations
- intensifying the actions taken to strengthen disadvantaged pupils’ learning and progress, particularly in mathematics
- concentrating on improving pupils’ reading and writing in all subjects.

Improve some pupils’ attitudes to learning by all staff:

- establishing a classroom ethos where pupils know that low-level disruption is unacceptable
- applying the school’s behaviour policy consistently
- planning lessons that encourage and help all pupils to work hard and enjoy learning.

SEF Effectiveness of leadership and management

Suggested grade: 2 Good

Leadership and management are good and are improving.

Safeguarding arrangements are effective and robust.

A whole school restructure in the academic year 2016/17 saw the development of lines of responsibility, fairness in pay, equality in responsibility and clear support lines for all stakeholders. Head of Faculty and Head of Year successfully work collaboratively to drive up standards. The new structure is a strong distributed leadership model; this is supported by monitoring and evaluation activities that are led by senior staff, the headteacher and governors.

The senior team's portfolios have been developed to ensure that all middle leaders are suitably supported in their roles and all staff are clear where the responsibilities lay.

CPD plays a major role in developing the school and raising standards. All meetings centre around our whole school priorities of PAC: Progress, Assessment (Summative and Formative) and Challenge & Differentiation.

Our rigorous appraisal and performance management system is effective in ensuring that teachers and other staff are held accountable and has impacted on pupil progress. This has enabled leaders and subject leaders to take a more active role in school improvement through monitoring and evaluation.

The framework for middle and senior leaders' line management and faculty meetings supports the monitoring and reviewing cycle and scaffolds dialogue. This means that discussion about impact of actions and interventions are facilitated and ensure that student progress is occurring.

The school improvement process has been significantly strengthened through the collaboration and development of the governing board who now work in tandem with the senior management of the school. There is a shared agenda and purpose in challenge and accountability; governance is effective in holding the school to account. Governors have had substantial CPD both from the local authority and in school to develop the particular skills around assessment data and analysis and this is now a considerable strength. They have a good understanding of the school and are keen to sit beside the staff in striving for improvements.

There has been significant improvement with regard to social behaviour of students and staff and respect and courtesy are the norm.

School leaders use data effectively to manage resources and support and challenge staff and students. Tracking to inform teaching is continuous and applied in all year groups and subjects.

Significant changes have been made with regard to the curriculum, but some students are still impacted by a less than robust curriculum from key stage three. There is a good quality of teaching and learning, a creative curriculum and a commitment to the use of assessment.

Since September 2016 the governors and the Headteacher have worked on two restructures which were necessary in order to address the legacy financial position of the school. This has allowed the new Headteacher to bring about change to reflect a more accountable, equitable and strategic

educational establishment whilst moving towards financial stability. These changes have taken place with the full support of Brighton & Hove local authority.

Evidence that supports this judgement

- School Development plans
- Faculty/Year/department development plans
- Appraisal and performance management documentation.
- CPD calendar
- School improvement partner visit reports
- Local Authority, support from ex headteacher reports
- Student voice with headteacher
- Strategy Board papers
- School five year budget plan
- Staff questionnaire
- Parent view
- Safeguarding documentation

Actions taken/planned as a result of this evaluation

- Development of 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.
- For governors to ensure all key targets, evaluations and plans are questioned and supported to ensure challenges drive improvements in standards – this is already developing.
- All teachers improving their quality first teaching through CPD, leadership and management, appraisal and performance management.
- UPS teachers to be consistently reflecting the high standards expected of this pay award
- Continued evaluation of vacancies and value for money review of budgets
- Continue to develop the curriculum offer.

SEF Quality of teaching, learning and assessment

Suggested grade: 2 Good

A teaching and learning framework is in place which focuses on enriching students' reading, writing and problem solving. This framework is being used effectively and is impacting on students experiences and learning. Pupils are increasing their vocabulary in different subjects and improving their confidence in solving word problems in maths and science.

A teaching and learning framework is in place which is informed by research and is consistently applied. On the occasion where it is not consistent, that teacher is monitored and supported in order to gain consistency. The outcome is better quality day-to-day teaching and learning and in turn raising standards.

The school's monitoring & reviewing cycle is embedded and informs CPD with weekly learning walks and at least twice half-termly scrutiny of students' work to assess how effectively teachers are acting upon feedback and developing their practice (in order to improve student progress).

Aspirational targets for student are in place to support challenge in the classroom and reflect the new curriculum demands. Staff set higher targets which has a positive impact upon all pupils in particular disadvantaged and the most able.

Heads of Faculty are 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.

Middle Leaders are now empowered and take ownership of T&L, through the implementation of the T&L framework, CPD, sharing of their expertise and celebrating good practice. The focus of CPD and the T&L Framework is that all students need to achieve higher level skills, "Teachers expect a lot from disadvantaged pupils with no exceptions or excuses." (HMI Section 8 report, February 2018). "Staff set higher targets which has a positive impact upon all pupils including the most able." (HMI Section 8 report, February 2018).

T&L partnerships with secondary and primary schools continue to develop our practices. For example; Teaching for maths mastery collaboration; MFL with local successful MFL department and Humanities with Saltdean and Woodingdean Primaries.

Early analysis of exam results suggest that students were challenging in the exam by extended writing pieces and also problem solving. We have begun work to address this and more improvement is needed.

Evidence that supports this judgement

- Improvements in student progress data: Tracking and GCSE outcomes.
- T&L data: Lesson observations, work scrutiny and student voice.
- Meetings: Senior and Middle Leader Line Management, Year and Faculty.
- Appraisal and performance management

- School improvement visits
- HMI Section 8 report, February 2018
- Section 8 report: “You and your team have successfully brought about a change in staff’s attitude to pupils’ achievement.” (HMI Section 8 report, February 2018).
- “Leadership has been strengthened throughout the school. Senior and middle leaders are eager to work together productively and take responsibility for making Improvements” (HMI Section 8 report, February 2018).
- “Teachers feel more confident about asserting themselves and insisting up[on high standards.” (HMI Section 8 report, February 2018).
- Student voice
- Comprehensive CPD package for all staff: CPD resources
- Development opportunities for staff including secondment to SLT, TLR 3s, shadowing Heads of year etc

Actions taken/planned as a result of this evaluation
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- Reviewed and developed T&L framework to include memory platforms and end of lesson self-reflection upon progress in order to develop students as good learners.
- Monitoring & reviewing cycle reviewed and refined in line with developments in our Teaching & Learning framework which reflect whole-school priorities.
- Review mock examinations to ensure they test long-term recall and retention (at least previous term’s learning) in order to ensure more accurate forecast grades.
- Fortnightly exam skills training in examination venues for Y11 Maths and English to practise key skills and collect accurate forecast grades.
- Bespoke T&L CPD programme which is research based and increasingly led by staff.
- Reviewed and refined mentoring of underperforming teaching staff.
- Develop use of UPS teachers in delivering CPD.
- Support students and staff with extended writing and problem solving.
- Memory platform to develop student’s recall of information.



SEF Personal development, behaviour and welfare

Suggested grade: 2 Good

There is a calm and focused whole school environment as students conduct themselves well throughout the day. Students understand their behaviour directly impacts their learning and the learning of those around them. This is a transformation since the last inspection.

Student voice evidences improvements with behaviour, through the Behaviour for Learning policy. The consistent use of our class management system reflects the calm learning environment.

The new school motto: 'Aspiration Determination Success' has been a positive process with all stakeholders having an influence and now there is a clear ownership of the motto.

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 positive opinion of the school and student happiness and welfare. New fencing has enhanced the safeguarding of Longhill High School students and parents.

Effective relationships with external agencies support vulnerable students to achieve good outcomes. SEN, EHCP, disabled and special facility students succeed and thrive in our school environment, they are supported, challenged and accepted.

Good evidence of a wide range of opportunities to develop student's SMSC awareness.

Strong structures including training in place to effectively manage pastoral and safeguarding issues.

An effective inclusion strategy which ensures all students have access to learning. Our inclusion facility is highly regarded by Brighton and Hove Local Authority.

Development of Emotional Health and Wellbeing (EHWB) provision has increased key staff knowledge to be able to fully support students with their own EHWB

Students improved pride with the continued drive to increase expectations and standards as evidenced by, school uniform, Behaviour for Learning, learning environments, school motto, house structure, prefect system, peer mentors, student voice, etc.

Students take pride in their school, their uniform and their work. This has been a constantly improving area over the last two years. We have been pleased with the outcomes. Pupil's attitude to learning is improving and on the whole the students value their education.

Whole school attendance is below National Average. Strong systems are in place to address identified, targeted areas. Working with the local teaching school alliance and part of attendance improvement bid/funding from the DfE.

Careers guidance is strong and our NEET figures are the best in the local authority and above national averages.

The school is an orderly environment where students purposefully go about their day, following instructions and there is limited disruption.

Evidence that supports this judgement

- Current behaviour and attendance data and staff feedback.
- Student voice feedback.
- Evidenced in our SAWSS survey and recent SMSC audit. (April 2018)
- SMSC OFSTED folder – examples of practice
- EHWB parent and staff survey
- Minutes of pastoral, SMAC, PSHE Meetings
- Recognition from Local Authority with regards the inclusive practices of Longhill High School.
- Attendance Case studies

Actions taken/planned as a result of this evaluation

- Inclusion within the SIF Project to revise whole school attendance strategy
- Whole staff attendance training
- Continued high expectations in regards staff and student standards with regards to behaviour for learning. Monitored through lesson observation and data.
- Continued student voice involvement in development of strategic systems.

SEF Outcomes for pupils

Suggested grade: 3 Requires Improvement

Progress has improved but not rapidly enough and is below national average.

There has been an increase in accountability for class teacher and line managers/TLR holders; this has improved the progress results of students.

There has been significant development of the curriculum to support the success of the students.

GCSE results show improvement in all 3 major focus areas for improvement: Boys, High Ability and Disadvantaged.

Progress 8 results increased by 0.16

HMI Quote "You are confident that the progress of pupils currently in the school is faster"

Attainment remained similar to 2017 results with progress measure improving

Results Trend	2017 Results	2018 Results	Difference
<b>Progress 8</b>	-0.77	-0.61	+0.16
<b>Attainment 8</b>	39.52	38.59	-0.93

The disadvantaged progress gap closed by 0.29 and attainment gap closed by 6.83

Progress & Attainment of Disadvantaged Students improved in 2018

Disadvantaged: the gap is closing or has closed in all year groups. Effective intervention and support has resulted in students' progress measures increasing.

HMI quote "disadvantaged pupils are keeping up, and in many cases overtaking, the increased progress being made by most other pupils"

Disadvantaged Trend	2017 Results			2018 Results			Difference in Gap
	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap	
<b>Progress 8</b>	-1.1	-0.49	-0.61	-0.8	-0.48	-0.32	closed by 0.29
<b>Attainment 8</b>	29.63	46.68	-17.05	32.2	42.42	-10.22	closed 6.83

Progress 8 has improved for low and high ability, but dropped slightly for middle ability

Attainment 8 has improved for each ability group.

High Ability: staff development and training impacting the achievement of our most able students.

The progress of this group is increasing year on year.

HMI quote "staff set higher targets, which has had a positive impact on all pupils, including the most able. Pupils told me that they were motivated to try harder and push themselves because their targets were so ambitious"

Ability Trend	2017 Results			2018 Results			Difference		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
<b>Progress 8</b>	-0.5	-0.66	-0.89	-0.26	-0.67	-0.73	+0.24	-0.01	+0.16
<b>Attainment 8</b>	19.2	34.15	49.96	24.61	35.19	52	+5.41	+1.04	+2.04

Boys are doing better in terms of Progress & Attainment

The gap in Progress & Attainment has closed between boys & girls

Boys: Effective strategies in year 11 and other year groups to support the progress of boys. GCSE results shows narrowing of the gender gap.

Boys/Girls Trend	2017 Results			2018 Results			Difference in Gap
	Boys	Girls	Gap	Boys	Girls	Gap	
<b>Progress 8</b>	-0.96	-0.48	-0.48	-0.72	-0.5	-0.22	closed by 0.26
<b>Attainment 8</b>	36.6	43.53	-6.93	36.8	40.42	-3.62	closed by 3.31

All four progress 'buckets' have improved since last year

Progress	English	Maths	Ebac	Other
<b>2017</b>	-0.64	-0.88	-0.41	-1.05
<b>2018</b>	-0.59	-0.87	-0.17	-0.88
<b>Difference</b>	+0.05	+0.01	+0.24	+0.17

Evidence that supports this judgement

- GCSE results
- HMI visit
- Learning Walks
- Work Scrutinies
- Line management meeting minutes with HOD/SLT

Actions taken/planned as a result of this evaluation

- The Attainment 8 Score has not risen
- The number of students achieving 4+ and 5+ in English and Maths has fallen

4+/5+ Eng/Maths Trend	2017 Results	2018 Results	Difference
<b>4+ in English &amp; Maths</b>	51	41	-10
<b>5+ in English &amp; Maths</b>	26	23	-3

- Progress of Non-Disadvantaged Students has remained the same, but their attainment has decreased
- Girls have dropped slightly in terms of Progress & Attainment
- All four attainment 'buckets' have dropped since last year

Attainment	English	Maths	Ebac	Other
<b>2017</b>	4.39	3.67	3.84	3.97
<b>2018</b>	4.24	3.4	3.83	3.95
<b>Difference</b>	-0.15	-0.27	-0.01	-0.02

- Several departments achieved progress that was below National

Due to this evidence, the following actions are to be taken

- Work with successful department in other schools to share knowledge and practice around predictions and interventions.
- HOD/HOF to carry out exam analysis of GCSE results.

## Longhill High School Self Evaluation Form 2018/19

- HOD/HOFs to use 2018 GCSE exam papers and published grade boundaries in mocks for year 11s
- HOD/HOFs to meet with other HODs at subject leader meetings to moderate students' work
- Faculty Improvement Plans to identify and address weaknesses and under performance in departments
- Weekly Monitoring & Reviewing (MR) of T&L has foci identified by HoF as a priority and links to PAC (Progress, Assessment and Challenge).
- All underperforming students to have class level and faculty level intervention strategies – documented and reviewed by Middle and Senior leaders
- Developing work and support from local successful schools.

SEF Overall Effectiveness

Suggested grade: 2 Good

Leaders and governors have high expectations for the school and there is a culture of improvement.

GCSE 2018 results and current in year data showing progress of students is improving.

There are high expectations for all students at all times.

The gap between outcomes for disadvantaged pupils and other pupils in the school is closing.

Behaviour is good and students concentrate and behave well in lessons. The quality for teaching and learning is good; students are stretched and challenged academically in lessons.

Staff apply the new behaviour policy consistently resulting in a calm and organised school.

The new staff structure has supported the development of senior and middle leaders and this is affecting student outcomes positively.

The governing board is strong, challenging to the school and has a determination to improve outcomes.

Pupils enjoy school life and are safe and happy in school. Child protection processes are strong and effective. Students, especially vulnerable student are knowledgeable about how to stay safe.

The provision for pupils with special educational needs or disabilities, or personal problems are well looked after.

Pupils personal, spiritual, moral, social and cultural development is a strength of the school and pupil have the ability to discuss sensitive issues thoughtfully. All stakeholders promote equality and students are respectfully of people of all faiths, sexual orientations, genders, ages, races and disabilities.

Effective development of the school curriculum has ensured that we deliver breadth, depth and balance.

Staff are trained and developed through a strong, researched based CPD programme.

Effective restructuring and control measures in place with regard to the schools budget.

Evidence that supports this judgement

- Progress data
- Learning walks
- Book scrutiny
- Governors meeting minutes
- Curriculum plan
- SAWWS data
- Student voice
- Behaviour data

- CPD programme

Actions taken/planned as a result of this evaluation
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- Further development to impact progress of students
- Ensure middle and senior leaders are supported in being consistent and effective.
- Continue with financial focus into 2018/19 ensuring the school develops its staffing reflecting need.