



# **HILBRE HIGH SCHOOL HUMANITIES COLLEGE**

**HEADTEACHER'S REPORT TO THE GOVERNORS  
EXECUTIVE SUMMARY  
SPRING 2019**

# HEADTEACHER'S REPORT TO THE GOVERNORS

## EXECUTIVE SUMMARY

### SPRING 2019

Establishment  
as at 14<sup>th</sup> March 2019

	BOYS	GIRLS	TOTAL
YEAR 7	118	83	201
YEAR 8	116	90	206
YEAR 9	115	68	183
YEAR 10	124	65	189
YEAR 11	110	70	180
YEARS 12 - 14	107	40	147
<b>TOTAL</b>			<b>1,106</b>

## Headteachers Report to Governors

This term we have clearly been focussing extensively on preparing Year 11 students as well as possible for the external GCSE examinations. The tables below show an overview of what work is going on specifically for Year 11.

### Hilbre Leadership Action Plan– 2018/19

Year 11 Whole-School Action Plan ( Led by Deputy Head)					Termly Evaluative Review
Improvement	Strategy	Time Frame	Resources	Success Criteria	
Approaches to Revision	Revision Assemblies  Revision booklets introduced  SPH study support  Y11 Subject Revision/Intervention timetable  After-school supervised study begins. SLT members to support supervision for targeted students  Y11 form tutors ensure all students completed revision booklets - weekly booklet review required. Revision planning 'Show and Tell'	Pre-Christmas Pre-mocks  October  February  February  Begins February: Scrutiny AFT Week B: Monday 11 <sup>th</sup> March:	SFL (AEV), KTE (KAR), AEL (EHA), HRO (MBE), NAR (DWH), TMA (PLL)	Students have revision booklets and are well-versed in revision strategies. SPH has full support timetable.  Students aware of and attend supervised study.  Selected students attend S4 supervision  Scrutiny (w/b: 11/3/19) shows Y11 AFT being used for revision	
Subject Year 11 strategies and action plans	Full subject focus: Mock outcomes, critical focus on Year 11. Critical students  Subject Year 11 Action Plans reviewed and resubmitted to SLT  SLT Year 11 Strategy Meeting. To be discussed in each SLT meeting. Y11 a stand-alone agenda item. Cohesive coordinated actions  English and Mathematics intervention sessions replacing core PE and RE for select students	February  March  March  March	CWH,JCL,TJO,EDO	All subjects have action plans and identified students for individual action and support  SLT Action Plan revised and updated to reflect outcomes  Additional time for core subject study and catch-up. Subject action plans systematise procedure and expectation.	

Information to parents and parent support	Exam reminder call parent initiated. (To be repeated each Friday. The number of days to exams beginning is...	March		To begin Friday 8/3/19	
	Letter to parents. Importance of revision	March		To be sent Friday 8/3/19	
	Y11 Revision Evening - repeated	March advertise in Parents' Evening		Proposal: Wed 20 <sup>th</sup> March 6-7pm	
Consistency in guidance, feedback, teaching and completion for subjects	SLT Walkabout to target Y11 classes. Lead question – 'how are you learning?'	March		All Walkabout target Y11 lessons – tick list of lessons seen. Requires daily Y11 timetable for Walkabout. Record pupil-led learning.	
	Feedback Y11 focus shared and actions followed	March			
	Student led learning strategies in lesson and for homework – 'walkabout' focus	March		Report written with outcomes and suggestions to be followed and implemented	
Student preparedness for examinations	Year 11 Mock Week results with report of engagement and predicted grades added	March		Parents better informed about student's predicted grade and effort.	
	Easter Revision: English, Maths, Science. Other subjects?	April		Revision sessions take place.	
	Provision of examination study packs (PLE)	March	£450	Students have a study pack.	
Student motivation and commitment	Year 11 'Inspire' students introduced to programme in the staffroom (PLE). In conjunction with 'Inspire',	February		Inspire motivates students.	
	SLT list of 'target' students to mentor and contact parents.	March		SLT to pick-up students not engaging with 'Inspire'. SLT to target additional students for SLT intervention.	
	End of Spring monitoring closes. Critical letter to go to critical students. 'Keep it up' letter to go to hard workers. 'You need to step it up to go to coasting students.	March		Students feel praised and valued.	
	Monday AFT motivation assemblies. Each week.	March 18 <sup>th</sup> and 25 <sup>th</sup>		Success celebrated. Students motivated through reinforced message.	

The following grid outlines the specific responsibilities that each member of the Senior Leadership Team have in relation to our relentless focus on improving outcomes for Year 11 students.

CONTEXT									
Number on roll Yr11	% Pupil Premium	% Higher Ability Pupils	% Middle Ability Pupils	% Low Ability Pupils	% Boys	% Girls	% No SEND	% SEND Support	% EHCP
177	28%	18%	58%	20%	62%	38%	82%	12%	6%

KPIs (led by Head) Mark Bellamy									
1	2	3	4	5	6	7	8	9	10
Fortnightly meeting with <b>Jane Whisker</b> addressing issues around her KPIs.	Fortnightly meeting with <b>Paul Lloyd</b> addressing issues around his KPIs.	Fortnightly meeting with <b>Emma Harrison</b> addressing issues around her KPIs.	Fortnightly meeting with <b>Vinny Devonport</b> addressing issues around his KPIs.	Fortnightly meeting with <b>Andy Evans</b> addressing issues around his KPIs.	Fortnightly meeting with <b>Dave White</b> addressing issues around his KPIs.	Fortnightly meeting with <b>Jane Doyle</b> addressing issues around her KPIs.	Fortnightly meeting with <b>Steve Rooney</b> addressing issues around his KPIs.	Fortnightly meeting with <b>Kate Armitage</b> addressing issues around her KPIs.	Fortnightly meeting with the <b>Head of Maths</b> looking at Yr11 Progress.

KPIs (led by Deputy) Jane Whisker				
1	2	3	4	5
To collate and distribute a schedule of masterclasses for Spring break	Sixth Form interviews to be used to discuss progress made to date and as a motivation and a focus to gain higher grades and prepare well.	To continue to work with English and ensure that they have a strategic action plan that is fit for need.  Moderate English mock data with Weatherhead team to make sure that the data allows for effective intervention.  Support English in creating Tier 1, Tier 2 and Tier 3 students.	To support LRO to make sure her action plan is effective.  Make sure that we have strategies to minimise impact of ARBs absence.	Fortnightly meeting with the <b>Head of English</b> looking at Yr11 Progress.  Fortnightly meeting with the <b>Head of Computing</b> looking at Yr11 Progress.

KPIs (led by Deputy ) Paul Lloyd				
1	2	3	4	5
Students have revision booklets  Students know revision strategies.  SPH has full support timetable.  Students aware of and attend supervised study.	All subjects have action plans and identified students for individual action and support  Additional time for core subject study and catch-up  SLT Action Plan revised  Exam reminder: To begin Friday 8/3/19  Letters: To be sent Friday 8/3/19  Revision Evening: Thurs. 21 <sup>st</sup> March 6-7pm	Walkabout tick list of Y11 lessons seen and subsequent follow-up for any areas to develop.  Y11 Focus Report written with outcomes and suggestions to be followed and implemented  Fortnightly meeting with the <b>Head of Science</b> looking at Yr11 Progress.  Fortnightly meeting with the <b>Head of RMT/Engineering</b> looking at Yr11 Progress.	Parents better informed about students' predicted grade and effort.  Revision sessions take place.  Majority of students have a study pack.	Inspire motivate students, grades improve.  SLT to pick-up students not engaging with 'Inspire'. SLT to target additional students for SLT intervention. Grades improve.  Students praised and valued more regularly. Student Voice  Success celebrated. Students motivated through reinforced message.

KPIs (led by Assistant Head) Emma Harrison				
1	2	3	4	5
To assist in the running of after school revision sessions in S4	Fortnightly meeting with the <b>Head of Geography</b> looking at Yr11 Progress.  Fortnightly meeting with the <b>Head of Languages</b> looking at Yr11 Progress.  Fortnightly meeting with the <b>Head of History</b> looking at Yr11 Progress.	To ensure that there is suitable cover for Year 11 classes whose teachers are absent on a long term basis	To be a mentor for Inspire and meet the students on a regular basis, and encourage them to work well in lessons and attend extra revision session. To liaise with subject teachers if required.	To minimise disruption for Year 11 classes in terms of cover, trips etc.

<b>KPIs (led by Assistant Head) Andy Evans</b>			
1	2	3	4
<p>Focus on Year 11 SEND.</p> <p>Identify target students with data &lt;-0.25.</p>	<p>Organise a Year 11 BTEC Progress Unit. Senior TA's to be allocated to work intensively with designated students. Key indicator of improvement – student's attainment of target BTEC Grades (apparent from grade descriptors matched against work achieved).</p>	<p>Improve overall SPI index for targeted SEND students. All access arrangement paperwork submitted</p>	<p>Fortnightly meeting with the <a href="#">Head of Physical Education</a> looking at Yr11 Progress.</p> <p>Fortnightly meeting with the <a href="#">Head of Religious Studies</a> looking at Yr11 Progress.</p>

<b>KPIs (led by Assistant Head) Dave White</b>				
1	2	3	4	5
<p>Focus on Year 11 PP Attendance using BJO.</p> <p>Daily analysis of punctuality and attendance.</p> <p>Home visits and other strategies used.</p>	<p>Year 11 (PP) Academic Interventions, in Mathematics to continue using TJO to narrow the gap</p>	<p>Year 11 (PP) Academic Interventions, in English to continue using EDO to narrow the gap</p>	<p>Fortnightly meeting with the <a href="#">Head of Drama</a> looking at Yr11 Progress.</p> <p>Fortnightly meeting with the <a href="#">Head of Business Studies</a> looking at Yr11 Progress.</p> <p>DWH to focus on PP students</p>	<p>Development of My Tutor support for Year 11 PP students.</p>

<b>KPIs (led by Business Manager) Jane Doyle</b>				
1	2	3	4	5
<p>After School Revision Timetable starting Monday 25<sup>th</sup> February. Issued out to parents and students</p>	<p>School Website- Revision Tools.</p> <p>Most up to date material available on website</p>	<p>Year 11 Lunch queue, fast track queues in place</p> <p>SLT Revision Sessions- S4</p> <p>SLT rota set up- encourage targeted students to attend</p>	<p>Complete Spring break holiday Revision timetable</p> <p>Issue timetable for Masterclasses and then set up on-line charge for parents for sessions</p>	<p>In-Touch with parents reminding them over attending revision and giving information about available tools and revision guides, i.e. Seneca</p>

<b>KPIs (led by Associate Assistant Head) Steve Rooney</b>				
1	2	3	4	5
<p>To increase year 11 attendance</p> <p>Increased panel meetings with year 11 parents</p> <p>Letters regarding the importance of excellent attendance</p> <p>More frequent attendance and punctuality data shared with students</p> <p>Positive messages about the impact of good attendance shared through the form teacher and posters</p>	<p>To improve the punctuality of year 11 students</p> <p>Parents informed of lateness each day. Students given detention that has to be done in a subject area where additional revision or coursework is being completed</p> <p>Improved punctuality shared with parents</p> <p>Students met on the gate each morning</p>	<p>To contribute to the Year 11 display area in the dining room</p> <p>Positive attendance and engagement messages</p>	<p>To support CLO to ensure the action plan for HSC, Food and Textiles is fit for purpose and will lead to improved results</p> <p>Fortnightly meeting with the <a href="#">Head of Food/Textiles/H&amp;SC</a> looking at Yr11 Progress.</p>	<p>Ensure all students turn up for exams on time.</p> <p>Organise the collection of pupils in danger of missing examinations during the exams season</p> <p>Exams letter sent to targeted students stating that parents will be charged for exams missed</p> <p>What a good exam day routine looks like shared with parents</p>

<b>KPIs (led by Associate Assistant Head) Kate Armitage</b>			
1	2	3	4
<p>To increase homework submission rates for key Year 11 students.</p> <p>Use SMHW to identify cohort.</p> <p>Send a letter and SMHW report home.</p>	<p>Literacy – 'Tweak to Transform' Writing skills.</p> <p>Use Year 11 Mock data to identify a group of Year 11 students to develop and enhance their writing skills during AFT.</p>	<p>To assist in the running of after school revision sessions in S4.</p>	<p>To support TMA to ensure that Art's Year 11 Action Plan is carried out effectively to support improved outcomes for Year 11.</p> <p>Fortnightly meeting with the <a href="#">Head of Art &amp; Design</a> looking at Yr11 Progress.</p>

This style of grid with Key Performance indicators has been replicated with subject leaders to ensure that every teacher involved with Year 11 is very clear about what they need to do as individuals.

**Subject Focus - PE**  
**28<sup>th</sup> November 2018**



The PE Department is undergoing a period of development, following the permanent appointment of a new Progress Leader and Deputy Progress Leader in 2017. The Department consists of 5 members of specialist staff, plus several non-specialists, who have varying teaching commitments within the Department. There is a good team ethic within the Department - colleagues work collectively and work hard to support one another. There is outstanding specialism within the Department and consideration of how best to utilise this is a key issue for development. Examination results have been problematic, particularly in the face of the new examinations. The Progress Leader is confident that the move to a new examination (OCR Cambridge National) will substantially address this issue. The Department currently operates in the face of both significant facility and timetable issues and an immediate challenge is how to find creative solutions to issues that are unlikely to change substantially in the short/medium term.

**Effectiveness of Leadership & Management:**

**Strengths:**

- The Progress Leader and Deputy Progress leader work effectively together.
- The specialist teaching team is tight-knit and communication within the team, both formal and informal, is good.
- Leaders have created an environment where the team work actively to support one-another.
- Decisions have been made and changes undertaken, the aim of which is to address the fundamental issues behind previous examination performance.
- Creative solutions are being undertaken to address facilities and budgetary constraints.
- Regular learning walks are undertaken.
- There are thorough processes in place around examination moderation. All specialists are involved, regardless of whether they currently teach at examination level.
- The Progress Leader is self-analytical and is clearly aware of the areas that require further development.
- Good systems have been created to help integrate and manage non-specialists and to extra-curricular activities.

**Areas for Development:**

- Immediate solutions are needed to address the issue of probable examination performance in relation to the current Year 11 cohort.
- The Department is struggling with aspects of data generation and base line assessments. This is partly due to issues of timetable and partial curriculum delivery, but it is something that requires immediate focus.
- Homework needs to be set more consistently and utilised in more strategic ways.
- The Department must carefully monitor progress in relation to current examination groups.
- Leaders need to be able to reference the current action plan and ensure that this represents and connects the Department's and school's priorities.
- Leaders must continue to generate a spirit of 'solution focus', in response to the obstacles that the Department faces.
- Departmental ambition and vision require clarification and development. Collective leadership needs to develop confidence and be pro-active in the face of challenges. Leaders need to be more aggressive in the pursuit of outcomes that will lead them closer to their departmental vision.

## **Quality of Teaching, Learning & Assessment:**

### **Strengths:**

- All lessons observed were well-planned and the standard of delivery was good or better in all cases.
- Several lessons observed were outstanding in every aspect.
- The teaching of theory was thorough and was approached creatively.
- Teaching of practical skills was strong throughout the observations.
- Lesson observations testified to the strength that exists in relation to specialisms within the Department.
- Student engagement in lessons was excellent.
- Evidence was provided of careful use of targets and an assessment tracker.
- Lessons were led with enthusiasm and skill. Verbal feedback was good. Questions were used well in order to develop understanding.
- The level of creativity in lesson delivery was good and this clearly enhanced student progress. Colleagues were willing to take risks.
- The level of challenge in lessons was good. Differentiation was evident through task and outcome. Colleagues demonstrated adeptness at differentiating for varying levels of physical ability and worked these techniques easily into lessons.
- In observed lessons, student progress was clear.

### **Areas for Development:**

- The issue of assessment must be addressed. The Department has difficulty due to an inability to complete schemes of work and this affects assessment. Discussion about this and about baseline assessment is a priority, both within the Department and between the Department and SLT.
- Marking can be cursory - marking needs to be more consistent and the quality and specificity of feedback needs to improve.
- Homework needs to be used more consistently and more strategically.
- The Department has identified the issue of core skills development in Year 7 and 8. This is affected by issues such as timetable and setting but is something that requires priority.
- The Department has considered the development of additional new sports that would help by-pass facility limitations. A clear view should now be taken on this and this should be integrated within a development plan.

## **Personal Development, Behaviour & Welfare:**

### **Strengths:**

- Relationships between staff and students are positive.
- A range of extra-curricular activities exist that allow students to follow interests.
- The Department has worked hard to address the issue of students without kit.
- The Department has created its own behaviour and sanctions system and this is used consistently and has led to significant improvements in behaviour and participation.
- Students enjoy teaching by specialists who have expertise and who can maximise student experience but also minimize the risks that are inherent in physical activity.

### **Areas for Development:**

- Participation issues continue to exist, particularly in older year groups and in relation to core PE. This should remain a focus.

## Student Voice Evidence

Department:	Physical Education
Date:	28/11/2018
Key Stage:	4 & 5

1. Do you enjoy your lessons? Why?

Enjoy practical sessions.  
Enjoyed Theory in the first course because it was demanding.  
Coursework is enjoyable for some students.  
Key Stage 5 enjoy the lessons as they feel they are relevant.

2. What would you like to see more of in lessons? What would you like to see less of in lessons?

More practical less theory.  
Too many PowerPoint presentations.  
Teachers could be imaginative.  
Practical sessions are good.  
Parts of the syllabus are boring.

3. Do your teachers challenge you to do difficult work?

Yes they do. Work is hard. Students feel stretched.  
Coursework in Key Stage 5 is as challenging as you want to make it.

4. Do you get to assess/mark your own work? Do you get to assess the work of other students?

Self-assessment. No peer assessment.  
Some students are unaware of their present scores. Some work not marked.  
Key Stage 5 assess their own work no peer assessment.  
Students in Key Stage 5 use mark schemes to reflect and improve scores.

5. What do you do when you struggle in lessons?

Ask teacher and ask peers.  
They struggle with IT issues.

6. Do you know your target for?

Some Key Stage 4 students did roughly know their target scores.  
All Key Stage 5 students knew their target grades.

7. Do you know how much progress you are currently making?

Key Stage 4 did not know their current rate of progress.  
Key Stage 5 knew.

8. Is your work marked? Do you get the chance to improve it?

Course work is marked.

Work is often slow coming back so little chance to improve according to student in Key Stage 4.

Key Stage 5 Marked thoroughly and feedback is good.

9. Do students behave well in your lessons?

Key Stage 4 behaviour is not very good in GCSE.

Key Stage 5 is excellent.

10. Are you set homework? Is it useful? It is easy or difficult?

Homework is set and is challenging.

Key Stage 5 always work to be done at home.

**Subject Focus - Modern Foreign Languages**  
**22<sup>nd</sup> and 23<sup>rd</sup> January 2019**

The MFL Department comprises of 3 full time members of staff and 2 part time staff; 1 member of staff is on maternity leave and is due to return in March 2019. It is a cohesive Department, the members of whom work extremely well together. There is regular dialogue between all team members and expectations are high. The Department has, for a number of years, a record of excellent GCSE examination results. Last year, results declined quite considerably following the introduction of the new 9-1 GCSE.

**Effectiveness of Leadership & Management:**

**Strengths:**

- The Progress Leader is meticulous in the co-ordination of the planning for the Department. There are comprehensive schemes of work and assessment for all year groups. All teachers use these and they are regularly updated.
- Schemes of assessment have been amended to ensure there is enough practice of the writing skill, especially for boys.
- The Progress Leader has observed all members of the Department teach within the past few months. One of these observations has been a co-observation with a Senior Leader. Internal quality assurance also takes places through learning walks, having shared groups and book scrutinies. An open door policy to all classrooms is encouraged.
- All members of the team are empowered to have a role within the Department and the workload is shared.
- The Progress Leader is aware of the strengths and weaknesses of individuals, as well as the Department as a whole.
- There is a robust and fit for purpose action plan which focusses on 5 key areas:
  1. To monitor and improve the performance of identified groups at GCSE level in MFL, namely PP and MA boys and to improve communication with these target groups.
  2. To improve literacy skills by reviewing the scheme of work for Key Stage 4 students to include a wider range of reading material and challenging writing tasks.
  3. To improve standardisation of marking for the new GCSE focusing on the speaking and writing components.
  4. To improve consistency in marking across the Department by reviewing the current assessment schedules at Key Stage 3 and Key Stage 4.
  5. To organise a visit to Barcelona 2019 to raise the profile of MFL and boost uptake at Key Stage 4 and Key Stage 5.

**Areas for Development:**

- The Progress Leader should utilise contacts within local schools, and build up a partnership between Weatherhead, where an ex-colleague now works, and possibly St Hilda's in Liverpool.
- The Progress Leader needs to ensure that item number 4 on the action plan is addressed as soon as possible.
- The Department is a relatively insular team which will benefit from deeper integration with whole school initiatives and wider promotion of French and Spanish; is there a way of sharing their successes and strengths throughout the school?
- Ensure there are consistent and shared approaches for both French and Spanish, so that Spanish outcomes are consistent with those for French, which are currently higher at GCSE. Data does show that in previous years results for both subjects have been in parity.

## **Quality of Teaching, Learning & Assessment:**

### **Strengths:**

- Colleagues in the Department regularly share resources and all complete the same assessments for all years, at key points in the year. These are moderated and standardised, as appropriate. This happens more for students in Key Stage 4 and Key Stage 5.
- All of the lessons observed were 'good'. There was good use of target language and high levels of challenge.
- All lessons showed evidence of good planning, a variety of activities and literacy was addressed.
- Learning within the lessons linked to exam techniques and it was evident teachers had secure knowledge of exam marking criteria.
- There are very good relationships between staff and students.
- When questioned within the lessons, students stated that they enjoy the lessons and are aware of their target grades, but perhaps less aware of their current grades.
- Homework is set consistently across the team. There is one written and one learning homework per week at Key Stage 3 and more reading and writing at Key Stage 4.

### **Areas for Development:**

- Although the books were all marked, there was evidence of 'tick and flick' in some books. Spelling errors and missed work was not addressed. In addition, the actions and follow up work completed by the students was consistently weak. Often, it appeared that the teacher was working harder than the student. Books where the classes were shared appeared to exacerbate this issue; could there be pre-determined lead teacher who takes responsibility for marking and assessment?
- In Student Voice comments, there is reference to students not being able to take books home; this should not be the case as school policy is now clear that exercise books should regularly be going home.

## **Personal Development, Behaviour & Welfare:**

### **Strengths:**

- Relationships between students and teachers are excellent and, therefore, walkabout call outs and referrals to the Impact Centre are almost none existent.
- Students clearly enjoy the subject and are engaged through a range of activities.
- Detentions are managed well within the Department, mostly for incompleteness of homework.
- The Department runs a weekly language club where students are able to learn Italian. There is also a trip to Barcelona later in the year.
- Student Voice is generally very positive about all aspects of the subject.

### **Areas for Development:**

- There could be more extra-curricular activities to promote a love of learning and encourage students to opt to study the subject at Key Stage 4 and Key Stage 5.

### **Outcomes for students:**

GCSE results for the summer were down on previous years. In both Spanish and French, high ability students performed well, but pupil premium and middle ability boys did not make as much progress as they should have. The Progress Leader believes that last year, several students were entered for the incorrect tier and this had an impact on outcomes.

Current data suggests that in Year 11, 83% of students studying French should achieve a grade 4 or above (Progress 8 Score of 0.11). In Spanish, this is 53% (Progress 8 score of -0.28). There is also

some variation of the performance of the Spanish classes. More practice of listening and reading is required so that students can access the higher grades in the higher tier.

The Progress Leader is now confident that she and her team have a greater understanding of the exam board marking system. Teachers of Year 11 have also finished the taught aspect of the course. Last year, this did not happen until Easter and this will, therefore, provide them with a lot more revision time this year. In addition, last year there was only the opportunity for students to undertake 1 speaking mock exam, whereas this year, there will be 2 opportunities before the final exam. This should have a positive outcome on results.

In Year 10, there is a similar profile for progress, with French outperforming Spanish. In Year 9, both languages are performing equally. In Year 8 Spanish is slightly outperforming French.

There are currently 39 students who are RAG rated (as determined from Monitoring 2 data); 13 of these are in Year 7, and there are some ongoing issues about the targets and assessment levels for Key Stage 3. This will be addressed through discussions between the Progress Leader and Deputy Headteacher (Teaching, Learning and Assessment). There are 11 Year 11 students who are RAG rated and each student has an individualised intervention plan.

## Student Voice Evidence

Department:	Modern Foreign Languages
Date:	22 <sup>nd</sup> January 2019
Key Stage:	

### 1. Do you enjoy your MFL lessons? Why?

- I enjoy my French lessons because they are fun and I get to learn a new language.  
Yes, because our teacher includes everyone in the lesson.  
I enjoy my lessons because we do a lot of different things allowing us to be confident in speaking and writing in a different language.  
Yes, I enjoy all my lessons in French as every lesson is really different and every unit I get to learn more about the way French people live, their laws, their culture etc.  
Yes because it's not hard.  
Yes because they are interactive.  
Yes because I learn new things in near enough every lesson.  
Yes because they are fun and provide some thinking into the subject.  
Yes because it's easy to understand.  
Yes I enjoy French the most, as I enjoy the language and yet I don't enjoy Spanish as much, as we jump around from subject to subject, meaning I get the languages confused.  
Yes the lessons are interesting.  
Yes because I am learning something new.  
Yes because I learn things I didn't know.  
Yes because Spanish and French are my favourite subjects.  
No, needs to be more intriguing and enjoyable. Possibly more group activities.  
I enjoy my lessons because we are able to do the work without help and with little help to guide us.  
Yes because all my friends are in the lesson and we sometimes do fun stuff.  
No not really because they are not very interesting.  
I enjoy my Spanish lessons because they are interesting and I can learn more languages.

### 2. What would you like to see more of in lessons? What would you like to see less of in lessons?

#### *More:*

- I would like more activities.  
I would like more of speaking assessments, because that would get us the hang of speaking proper fluent Spanish.  
In Modern Foreign Languages, I would like to do more translating tasks, because I find them helpful and it is easy to understand the task.  
I would like to do more practice exams with the exact time needed in the real exam and to get used to its format.  
I would like to see more fun lessons.  
I would like more activities where we can discuss with our friends.  
Challenging work.  
I would like more of interactive lessons e.g. Kahoot sharing of information with other students.  
I would like more games and to watch more videos, because it's more fun, it helps you to concentrate and remember so that you will do well.  
I would like more interactive work in lessons as people learn different things.  
I would like to see more visual/kinesthetic learning because I learn best.  
I would like more of lunchtime clubs to do with lessons.  
More about culture of countries and grammar.  
I would like to see lessons on culture more frequently.

I would like more worksheets with grammar.  
I would like different tasks to do for things not just the same sheet or booklet but for different topics.  
I would like to do more of vocabulary.

*Less:*

I would like to see less of the worksheets that you just copy off.  
I would like less of repeating things that we can remember.  
There isn't anything that I would like to do less of because I think we do an equal amount of everything we do.  
There isn't anything I would like less of.  
I would like less listening questions.  
I would like to see less of the listening tasks.  
I would like less of just copying stuff down from off the board.  
I would like less writing because if there is too much writing, it makes you not want to learn and it makes you concentrate less.  
I would like less writing as it would give us more time for practising how to say the words.  
I would like to see less assessed tasks as they create stress.  
I would like less homework.  
Less text book work.  
I would like to see less of assessments and exams and more work on learning the accent.  
Definitely less of asking for answers.  
I would like less of the work to be writing to a fake person.  
I would like less of writing.  
I would like less of the same sheets and the same homework.  
I don't want to do less of anything.

3. Do your teachers challenge you to do difficult work?

No, the work isn't difficult because we just do worksheets.  
Yes, because she makes us focus on important key things.  
The teachers sometimes challenge us, but not so much that we don't understand it. The work over all, that we do, is on a good level of difficulty but is still do-able.  
Yes my teacher always challenges me to difficult work so that I can achieve higher grades.  
Sometimes.  
Yes, they challenge us.  
The work I get set I don't always know what the French is for the words I mean to use.  
Sometimes they do, but not enough, but when they do it's too difficult.  
Yes, but it is easy after a while.  
Yes we are taking some stuff from the red text books.  
My teachers do challenge me to do difficult work and push me to do better.  
Yes the teachers do challenge us, especially if you are doing higher papers.  
Yes most lessons are challenging which takes out the fun a bit.  
Our teachers will set work they think will be challenging but not too difficult.  
Yes, we do GCSE stuff sometimes.  
Yes, but the challenge isn't interesting.  
Sometimes they get us to try hard questions.

4. Do you get to assess/mark your own work? Do you get to assess the work of other students?

Yes, we get to mark our own work.  
Yes, and also have others mark it to share our answers and ideas.  
Yes, we get to mark our own work, which is good because we can see our mistakes and learn the correct answers.  
Yes, we also peer assess.  
No, we get someone sat next to us to mark our work.

Yes, we always mark our own work, but then sometimes you get confused with the questions, then you mark it wrong when it's right.  
Yes, we get to do both equally, marking our own and others.  
We do DIRT on most of our own work. We usually just do our own feedback.  
Yes most of the time.  
A lot of the time we mark our own work, but sometimes we mark other people's work.  
Yes, we green pen and correct it.  
We don't mark other students work.

5. What do you do when you struggle in lessons?

I ask the teacher for help  
I put my hand up or ask a friend.  
I don't very often struggle in lessons, but if I do most of the time it's that I don't understand what I'm meant to do, so I ask other classmates or the teacher.  
Ask someone who sits next to me then ask the teacher.  
When I struggle I ask my friends, but when I'm not sat by them; I try and do it myself, but most of the time I get it wrong.  
When I struggle in lessons, I ask for help and 99% of the time the teachers help me to understand it straight away.  
I try to work it out myself or ask others.  
Personally I struggle in lessons, so I ask for help frequently.  
I ask the teacher and my family for help.  
I use a dictionary or ask the person next to me.  
We ask the teacher, but she doesn't really help.

6. Do you know your target grade?

I forgot if I know my target.  
No but I think we will find out soon hopefully.  
Yes, we do get told our target grade.  
Yes, my target grade is a B.  
No (2 students).  
Yes, it is on our books (3 students).  
I think it's like a 5!  
No, I can't remember.  
Yes, but I forgot.  
No, I do not know my personal target grade but it is always on the front of my book if I need to know it.  
Yes, my target is the equivalent of a B in old grades (6/7).

7. Do you know how much progress you are currently making?

Not yet, I do not think, but I think I am making quite good progress.  
Yes, I am aware of how much progress I am making.  
No (5 students).  
No, we don't talk about the progress we are making.  
I am making a bit of progress, but I believe I should be making more.  
Yes a lot.  
Yes, as the teachers will comment in our books after the work if we have.  
I don't know how much progress I'm making yet (2 students).  
Yes, we get graded on every piece we do.  
Every so often we are told the progress we are making.  
Yes, we do tests often.

8. Is your work marked? Do you get the chance to improve it?

Yes, we do get the chance because the teacher wants us to do better.

Yes, my work is always marked and I always make corrections.

Yes, but we don't get to improve.

My work is marked and I do get the chance for improvement.

I'd say 75% of my work is marked and I only get green pen time to improve it.

Sometimes it is marked, but most of the time it takes a while to be marked.

Yes and yes.

The teachers always mark my work and I have had the chance to improve some work.

Our work is marked most of the time.

Yes, because after some lessons we do DIRT

Our work is marked and we correct it going through.

9. Do students behave well in your lessons?

Some of our classmates do, but some group of boys just mess around.

Yes.

Sometimes.

Most lessons.

No because they get distracted.

Yes and we help each other.

There is only one other student in my class, so there is no getting away with poor behaviour.

Mostly, however there can be a few disruptions in French lessons.

Sometime some talk over teachers, others don't.

The people in our lessons behave a lot of the time.

Sometimes, most of the students in our class chat and are noisy and I can't focus on my work.

10. Are you set homework? Is it useful? It is easy or difficult?

Yes we are set homework but the problem is she sets homework we haven't done in the lesson.

Yes I am always set homework that is relevant to the work I am doing which is challenging most of the time.

The homework is quite easy but takes a long time.

We are set homework, it is useful, it is difficult, but I can do it.

Yes it is easy. It helps me remember. Not lots but it is a little bit challenging.

I am set homework pretty much every lesson, I'm not very good at doing homework but I do find it difficult, I'm not just lazy. In my opinion for me homework isn't useful.

Yes we are set useful and difficult homework.

We are set homework quite often and it can be useful when there are unknown words. It can be easy but most of them are considered difficult.

Yes, it is sometimes difficult, it isn't very helpful as I don't learn anything from it.

We are set a lot of homework, it isn't very useful as it's just stuff we didn't get to finish in lesson, but we can't take our books home.

## **Subject Focus - Food, Textiles, Health & Social Care** **6<sup>th</sup> February 2019**

Food, Textiles and Health & Social Care are taught by a range of different teaching staff, some of which are teaching outside their area of expertise. The subject has moved from 4 full time staff to the equivalent of 2.1 full time teachers with all subject specialists part time; 1 colleague is on maternity leave. Colleagues are ably led by a very experienced and successful teacher with a proven track record of good results. Results are at least in line with national averages for all subjects. There is a history of very few higher ability students opting for any of the subjects offered in this area. Current monitoring data for Year 11 Health & Social Care and Textiles indicates that students are underperforming when compared to the national average for a student in these subjects with the same Key Stage 2 results. The Curriculum Leader is confident that the data will be much more positive as the year progresses.

### **Effectiveness of Leadership & Management:**

#### **Strengths:**

- The Progress Leader is an enthusiastic and experienced teacher who leads by example.
- The curriculum is well planned down to finite details. This enables all teachers to be consistent, including non-specialists.
- The number of students opting for Health & Social Care remains constant.
- Numbers have increased in Textiles from 6 in 2017/18 to 15 in the current Year 11.
- There are standardisation opportunities in place and non-subject specialist assessments are monitored closely. Verification of assessment decisions takes place as part of the BTEC process.
- Higher Ability and PP students perform in line with national averages with a negligible gap (0.1).
- Walkthroughs take place regularly.

The current action plan is fit for purpose and focuses on the key areas for development in line with main school focuses. As this is a successful Department, the action plan is concerned with sustaining outcomes.

#### **Areas for Development:**

- A renewed focus on the accuracy of monitoring data and predicted grades with the use of the subject progress index.
- The use of data to identify students in need of intervention.
- There is need for training and standardisation when introducing new courses.
- Create links with other schools - the Progress Leader should visit a local school that teaches the same specification (Neston).
- Decreasing the gender imbalance in students opting for Textiles.
- Be proactive in recruitment for GCSE especially with the most able.

### **Quality of Teaching, Learning & Assessment:**

#### **Strengths:**

- Planning by the Curriculum Leader is strong. This is disseminated to staff within the curriculum area who share recourses.
- Relationships between staff and students are excellent resulting in an excellent working atmosphere observed in all lessons.
- Staff are knowledgeable and learning is well structured.
- Marking and assessment is good and feedback provides students with the opportunity to improve.
- Students were actively involved in all lessons observed.

- Homework is set consistently and is focussed at increasing skills as well as enriching the learning experience.
- There was evidence of strong student independence within all lessons. Routines and scaffolding have led to this.
- Differentiation was evident in lessons with students choosing the different criteria for their investigation. This was a mock rehearsal for the end assessment.

#### Areas for Development:

- Gain experience of assessment within Art and Design (Textiles).
- Look at challenging the Most Able to attain the highest grades in line with national averages.
- Increase the engagement of students during questioning involving all and assessing understanding. Due to the time needed for practical activities questioning is difficult to fit in.

#### Personal Development, Behaviour & Welfare:

##### Strengths:

- Relationships between students and teachers are positive.
- Very low use of the Impact Centre.
- Walkabout callouts are extremely rare.
- Students describe behaviour in lessons as 'good'.
- Students believe work is challenging and feel they have good support to enable them to overcome problems.
- Providing ingredients for PP students.
- Using the 'In touch' system to contact parents/carers.
- Support is offered for students participating in the Duke of Edinburgh award.

#### Areas for Development:

- Look into the possibility of trips to enrich the curriculum, inspire students and link in to future careers.
- Monitor and share the demand for GCSE Textiles. This is not running 2018/19 at GCSE level.

#### Outcomes for students

##### Summary for GCSE results 2017-18 - From Subject Leaders' exam analysis

	Number of students	Boys	Girls	Pupil Premium	Non-Pupil premium	SEND	LAC	High Ability	Middle Ability	Low Ability
Whole school	171	110	61	47	124	33	2	41	96	24
Textiles	6	0	6	3	4	0	1	0	4	2
Food	31	21	10	9	22	7	0	5	17	7
Health	22	1	21	7	15	1	1	3	11	8

Class	Teacher	3 or more above	2 above	1 above	On target	1 below	2 below	3 or more below
11C/Tx	VEV			1	4	1		
11A/Df1	CLL		1	4	7	4	2	
11B/Df1	CLO				7	3	2	1
11B/HB1	CLL			3	9	9		

- 11B/Df1 had no student's above target and several below but the group had a performance residual of +0.64 indicating that the students performed on average over half a grade better in this subject than others.
- The introduction of SISRA will now enable class teachers to compare students' performance with national statistics.

### Group Analysis:

Group	% 3+	%4+	%5+	%7+
<b>Boys</b>	<b>0</b> 85.71 100	<b>0</b> 52.38 100	<b>0</b> 38.1 0	<b>0</b> 0 0
<b>Girls</b>	<b>100</b> 90 71.43	<b>83.33</b> 80 71.43	<b>16.67</b> 60 33.33	<b>16.67</b> 10 14.29
<b>PP</b>	<b>100</b> 77.78 71.43	<b>50</b> 33.33 71.43	<b>0</b> 22.22 42.86	<b>0</b> 0 14.29
<b>Non-PP</b>	<b>100</b> 90.91 73.33	<b>100</b> 72.73 26.67	<b>25</b> 54.55 13.33	<b>25</b> 4.55 12.1
<b>SEND</b>	<b>100</b> 100	<b>42.86</b> 100	<b>42.86</b> 100	<b>14.29</b> 100
<b>LAC</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>High Ability</b>	<b>80</b> 100	<b>80</b> 100	<b>80</b> 66.67	<b>0</b> 33.33
<b>Middle Ability</b>	<b>100</b> 94.12 72.73	<b>75</b> 58.32 72.73	<b>25</b> 35.29 36.36	<b>25</b> 0 9.09
<b>Low Ability</b>	<b>100</b> 71.43 62.5	<b>100</b> 42.86 62.5	<b>0</b> 42.86 12.5	<b>0</b> 14.29 12.5

Student outcomes at Key Stage 3 are positive but cannot be compared nationally.

### Predicted grades Year 11

Name	Total Grades	Total Points	Average Grade	Average Points	Residual	Avg EAP Diff (Sub)	On/Above Track	Above Track	On Track	Below Track	Inc In Track	Subject Progress Index	SPI Chart	Positive SPI	In A8 Basket
<a href="#">11B/Tx1 - LWA</a>	15	56.00	4	3.73	-0.19	-0.1	14	0	14	1	15	-0.43		5	7
<b>Name</b>	<b>Total Grades</b>	<b>Total Points</b>	<b>Average Grade</b>	<b>Average Points</b>	<b>Residual</b>	<b>Avg EAP Diff (Sub)</b>	<b>On/Above Track</b>	<b>Above Track</b>	<b>On Track</b>	<b>Below Track</b>	<b>Inc In Track</b>	<b>Subject Progress Index</b>	<b>SPI Chart</b>	<b>Positive SPI</b>	<b>In A8 Basket</b>
<a href="#">11D/Df1 - CLL</a>	15	60.00	4	4.00	0.28	0.1	14	4	10	1	15	0.02		8	15
<a href="#">11D/Df2 - CLO</a>	15	54.00	4	3.60	0.14	-0.1	12	4	8	3	15	0.07		7	14
Summary	30	114.00	4	3.80	0.21	0.0	26	8	18	4	30	0.05		15	29
<b>Name</b>	<b>Total Grades</b>	<b>Total Points</b>	<b>Average Grade</b>	<b>Average Points</b>	<b>Residual</b>	<b>Avg EAP Diff (Sub)</b>	<b>On/Above Track</b>	<b>Above Track</b>	<b>On Track</b>	<b>Below Track</b>	<b>Inc In Track</b>	<b>Subject Progress Index</b>	<b>SPI Chart</b>	<b>Positive SPI</b>	<b>In A8 Basket</b>
<a href="#">11C/Hb1 - CLL</a>	21	73.25	P2	3.49	0.05	0.0	17	4	13	4	21	-1.27		5	15

## Areas for Development:

- Predicted grades for Health & Social Care and Textiles show a very negative subject progress index (-1.27 & -4.3). Should students attain their predicted grade they would be significantly underperforming when compared to similar students in other establishments. This must be addressed. There are students who may be withdrawn from Health & Social Care. If this is the case, the subject progress index will be more favourable.
- Improve the accuracy of predicted grades.
- Improve the % A\* to A or 7 to 9 - compared to national averages.

## Student Voice Evidence

Department:	Food, Textiles and Health & Social Care
Date:	7 <sup>th</sup> February 2019
Key Stage:	3, 4 and 5

### 1. Do you enjoy your lessons? Why?

All students stated that they enjoyed the lessons across all three subject areas. Students undertaking textiles at GCSE enjoyed learning the practical skills to enable them to improve.  
Key Stage 5 students enjoyed gaining new knowledge in the lessons that was interesting and relevant.  
Key Stage 3 students found the lessons fun and interesting. They enjoyed the practical aspects of the lesson.

### 2. What would you like to see more of in lessons? What would you like to see less of in lessons?

Textile students would like more samples to compare their work with excellent work. Health & Social students would like to see less case studies used.  
More group work in Health & Social would be useful.  
More practical work in Food.

### 3. Do your teachers challenge you to do difficult work?

Yes they do. Work is hard. Students feel stretched.  
All students are challenged in all 3 subjects.  
The students stated that although work is hard there is guidance from the staff who take them.

### 4. Do you get to assess/mark your own work? Do you get to assess the work of other students?

Self-assessment and peer assessment is used.  
Students mark their own work sometimes. Some students stated that they don't mark their own work or others.

5. What do you do when you struggle in lessons?

Ask teacher and ask peers.

6. Do you know your target for?

Key stage 3 students did not know their target scores.  
Some Key Stage 4 students did roughly know their target scores.  
All Key Stage 5 students knew their target grades.

7. Do you know how much progress you are currently making?

Key Stage 4 did not know their current rate of progress.  
Key Stage 5 knew.

8. Is your work marked? Do you get the chance to improve it?

Work for GCSE lessons is marked.  
Key Stage 5 is marked thoroughly and feedback is good.

9. Do students behave well in your lessons?

Student behavior is good in the vast majority of lessons.  
Sometimes people can mess around in practical lessons.  
There is normally a friendly atmosphere in lessons.

10. Are you set homework? Is it useful? It is easy or difficult?

Homework is set and is linked to progressing knowledge.  
Homework is difficult.  
Key Stage 5 students carry on with coursework for homework.

## EXTERNAL EXCLUSIONS

Students are identified by letter throughout 1 academic year. If a student has more than 1 exclusion he/she retains the original identifying letter, with the number of exclusions being added to it, (eg. A, A<sup>1</sup>, A<sup>2</sup>).

Gender	Year	Date from and to		Gov ref.	Reason
M	8	30/11/2018	06/12/2018	BB	Careless use of a small craft blade causing accidental injury to a fellow student
F	11	03/12/2018	04/12/2018	D4	Use of offensive language towards a member of staff
F	10	07/12/2018	07/12/2018	J1	Leaving the school site without permission, lesson truancy and open defiance displayed towards a member of staff
F	9	07/12/2018	07/12/2018	CC	Leaving the school site without permission, lesson truancy and open defiance displayed towards a member of staff
M	10	13/12/2018	14/12/2018	DD	Physical aggression, use of homophobic language and verbally threatening harm towards a fellow student
M	8	17/12/2018	17/12/2018	E2	Use of rude and offensive language towards a member of staff
M	8	17/12/2018	17/12/2018	W1	Dangerous behaviour in a classroom resulting in injury of a fellow student
M	10	19/12/2018	20/12/2018	EE	Use of racist language
F	11	19/12/2018	19/12/2018	FF	Refusal to follow instruction followed by use of offensive language towards a member of staff
M	13	11/01/2019	11/01/2019	GG	Use of offensive language towards a member of staff
M	8	11/01/2019	11/01/2019	HH	Physical aggression used towards a fellow student
M	8	14/01/2019	14/01/2019	E3	Use of rude and offensive language towards a member of staff
M	9	16/01/2019	16/01/2019	II	Physical aggression used towards a fellow student
M	8	17/01/2019	24/01/2019	JJ	Bringing an offensive weapon into school
F	11	21/01/2019	21/01/2019	FF1	Bullying of a fellow student
M	8	21/01/2019	21/01/2019	W2	Uses of offensive language towards a member of staff
M	10	24/01/2019 PERMANENT			Verbal abuse and threatening behaviour towards staff and students
F	11	24/01/2019	24/01/2019	KK	Defiant behaviour shown towards a senior member of staff and refusal to follow instruction

M	9	24/01/2019	24/01/2019	LL	Verbal bullying of a fellow student, refusal to follow staff instructions and offensive language used during a phone call on school site
F	11	24/01/2019	24/01/2019	MM	Use of offensive language towards a senior member of staff
M	6	28/01/2019	28/01/2019	NN	Use of offensive language towards a member of staff
M	10	25/01/2019	25/01/2019	OO	Physical aggression used towards a fellow student
M	10	28/01/2019	28/01/2019	PP	Physical aggression used towards a fellow student
M	11	28/01/2019	28/01/2019	L1	Refusal to follow instruction followed by use of offensive language towards a member of staff
M	11	01/02/2019	01/02/2019	U1	Refusal to follow instruction followed by the use of offensive language.
M	7	04/02/2019	04/02/2019	P1	Use of offensive language towards a member of staff
M	9	08/02/2019	08/02/2019	QQ	Dangerous behaviour on school site and theft of chemicals resulting in injury of another student
M	8	07/02/2019	07/02/2019	RR	Causing injury to a fellow student whilst behaving in an anti-social manner while on school site
M	8	07/02/2019	07/02/2019	SS	Causing injury to a fellow student whilst behaving in an anti-social manner while on school site
M	7	08/02/2019	08/02/2019	UU	Theft of school property followed by dangerous behaviour with stolen items on the school bus
M	7	08/02/2019	08/02/2019	TT	Theft of school property followed by dangerous behaviour with stolen items on the school bus
M	10	11/02/2019	11/02/2019	VV	Inappropriate comments made towards a member of staff
M	9	06/02/2019	12/02/2019	WW	Physical aggression used towards a fellow student (whilst at WRAP but dual registered with us)
M	10	13/02/2019	26/02/2019	XX	Bringing an offensive weapon onto school site
M	11	25/02/2019	25/02/2019	YY	Disrespectful behaviour shown towards a senior member of staff and failure to attend detention
M	12	25/02/2019	27/02/2019	ZZ	Use of racist language
M	7	28/02/2019	28/02/2019	P1	Use of offensive language towards a member of staff followed by repeated refusal to follow instruction
M	9	04/03/2019	04/03/2019	AA1	Use of racist language on a school e-mail
M	8	08/03/2019	08/03/2019	HH1	Physical aggression used towards a fellow student
M	8	08/03/2019	08/03/2019	AAA	Physical aggression used towards a fellow student
M	9	08/03/2019	08/03/2019	QQ1	Defiant behaviour and refusal to follow instruction

M	8	08/03/2019	08/03/2019	BBB	Physical aggression used towards a fellow student
M	9	12/03/2019	18/03/2019	CCC	Bringing an offensive weapon onto school site
M	10	13/03/2019	14/03/2019	EE1	Defiant behaviour and obscene graffiti on the school property
M	11	14/03/2019	14/03/2019	M1	Aggressive behaviour and use of offensive language towards a member of staff

**Breakdown of permanent exclusions for the period 28.11.2018 to 14.03.2019**

1 permanent exclusion

**Breakdown of external exclusions for the period 28.11.2018 - 14.03.2019**

44 fixed term external exclusions involving 40 students; 4 of these students re-offended twice within the same course of the academic term.

**Breakdown of internal exclusions for the period 28.11.2018 - 14.03.2019**

63 fixed term internal exclusions involving 57 students; 6 students re-offended twice within the same course of the academic term.

**RACIAL INCIDENT LOG**

3 separate incidents involving use of racist language