



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

**HEADTEACHER'S REPORT TO THE GOVERNORS
EXECUTIVE SUMMARY
AUTUMN 2018**

**Establishment
as at 27th November 2018**

	BOYS	GIRLS	TOTAL
YEAR 7	117	85	202
YEAR 8	118	91	209
YEAR 9	117	69	186
YEAR 10	124	65	189
YEAR 11	112	72	184
YEARs 12 - 14	114	40	154
TOTAL			1,124

Headteachers Report to Governors

At the request of the Governors my report this term has been written in line with the main priorities outlined in the School Improvement Plan. The priorities are outlined below:

1. Student culture of responsibility, accountability and attitude to core school standards.
2. Progress for all students compares favourably with national and local averages.
3. Narrow gaps for specific student cohorts: PP, HA, SEND & LAC.
4. Staff accountability improved, clarified and upheld.
5. Quality of teaching 'Outstanding'.
6. Attendance improved.

School Improvement (MBE)

- Action the School Improvement Plan:
 - i. Fortnightly meetings between MBE & SLT individually
 - ii. Evidence Based
 - iii. Demonstrating Impact
 - iv. For students currently in the school
 - v. Reported back to the full SLT the following week
- Prepare our arguments for our next Ofsted Inspection:
 - vi. Clarity around who is doing what
 - vii. Evidence based arguments
 - viii. Demonstrating Impact
 - ix. Reported back to the full SLT when ready
- Termly meetings with our Wirral System Leader Pat Young:
 - x. Support for Headteacher
 - xi. Progress towards School Improvement Plan milestones
 - xii. To form the basis of the Headteachers Report to Governors
- School to School Support
 - xiii. Commission English review through Weatherhead Teaching School Alliance
 - xiv. Establish a Service Level Agreement to support long term improvement in the English department.

Finance & Premises (JDO)

- School has set a budget showing an In-Year Surplus for 2018/19
- JDO & AEV liaised with LA on additional funding for SEN & RP for 2018/19 to secure additional staffing & resources, creation of a new Nurture group established for increased High Needs intake.
- Increased intake and development of the TA Apprenticeship programme, having taken on 15 new Apprentices since we started the programme in September 2017- great success.
- Funding spent on improving facilities to better accommodate increasing numbers, additional dining & bistro furniture, outside weatherproof pathway, movement of staff around the building.
- Planning the removal of the student showers in Girls changing room to increase changing facilities for Dance students.
- Working with & supporting the new Senior Finance Manager with the acquisition of new Finance Package- her input has greatly streamlined and improved efficiencies and practices within Finance, with further plans and developments on their way.
- Further review of the Non-teaching staffing structure with Head & Assistant Head to secure business needs and priorities are met and efficiencies maximised.
- Successful Health & Safety Inspection

1. Student culture of responsibility, accountability and attitude to core school standards

Behaviour & Rewards (VDE)

- Significant, and ongoing development of logistics of ‘numbers management’ with regards to student movement and staff supervision during non-lesson sessions (i.e. break and lunch). An increasingly demanding task resulting from our increased Published Admissions Number, but exacerbated by frequent overturn of parent/carer appeal by the Fair Access Panel
- Re-designation of eating and recreational areas with significant financial commitment to support expansion
- Requirement of staff to ‘lead by example’ in these phases by attending supervisory post in correct high visibility attire
- Development of behaviour data via analysis of behaviour type intended to support more efficient response to areas of concern
- Development of Form Inspection to support FTs in the pastoral oversight of their cohorts whilst simultaneously increasing student standards of preparedness and personal presentation
- Relocation and increased oversight of school’s Behaviour Recovery Facility
- Increased liaison with Pupil Support Centre team to ensure optimum use of professional skills base and alternative student placement to vocational settings
- Ongoing publication of in-house Bugle to alert staff as to most poorly behaving students, other whole-school areas worthy of note requiring renewed staff support, and notification of student reward
- Implementation of Golden Ticket assembly and Bronze, Silver, and Gold awards in recognition of exemplary student behaviour
- On-going development of and improvement of parent/carer engagement via amended practice at House Team level, but also at Form Teacher level. Increased mailed notification of school concern or reward to students’ parents/carers

2. Progress for all students compares favourably with national and local averages

Behaviour & Rewards (VDE)

- Significant, and 'live' behaviour data (including the 'Call Out button' available to all staff) affords pastoral teams and walkabout staff the opportunity to respond efficiently to issues with the potential to compromise learning in the classroom
- Report to Pastoral Governors' Committee ensures scrutiny of the contribution of pastoral strategies to ensure best practice to support behaviour in the classroom
- Students' behaviour data (rewards and sanctions) is collected to permit groups analysis to ensure 'all student' analysis and thus guide relevant interventions
- Year 11 assemblies to encourage, support and motivate personal GCSE revision
- Liaison with SPH to arrange GCSE one-to-one support for GCSE examination revision planning and understanding of personalised student learning styles

Target Setting & Assessments (PLL)

- New target setting process in-place regarding FFT, enabling comparisons against national student performance and maintaining adherence to a positive Progress 8 score.
- Introduction of 'expected grade' to improve progress judgements
- Consultation regarding Year 7 and 8 (Key Stage 3) progress measuring and reporting (Life without Levels).

3. Narrow gaps for specific student cohorts: PP, HA, SEND & LAC

Pupil Premium (DWH)

- Governor link established and initial meeting has taken place. Mr Mike Cockburn will meet with Mr White on a half termly basis to audit PP/LAC strategies.
- Attendance strategies such as the purchasing of weekly transport tickets has been undertaken with positive results. Miss Jones has been working closely with hard to reach families and ESW has been effectively utilised to enforce punitive actions. Identification of specific groups has taken place and appropriate actions taken with positive results.
- All parent/carers have been contacted and are aware of objectives PP/LAC initiatives in school. With support for educational trips/visits given there has been a positive uptake.
- Attainment of PP/LAC students will be forensically analysed at Monitoring 2. Academic tutoring is established and is successfully accelerating progress for targeted students.
- Pupil Premium Focus has taken place and findings are being acted upon.

Behaviour & Rewards (VDE)

- Liaison with DWH to develop clearer understanding and strategies for behaviour management of PP students
- (With the exception of HA), PP, SEND, LAC feature in all data collection relating to behaviour and attendance
- HA cohort will be added (and where possible retrospectively added) to all future attendance and behaviour data

SEND (AEV)

- increased size of RP, new staff, new space and facilities
- Creation of new provision 'nurture'. Identification of cohort through transition, new staff/ internal promotions and management of new TA apprentices. Creation of bespoke timetables for pupils in nurture created through analysis of entry data and meetings with parents.
- Remodelling of provision of Pod and Pupil Support facilities.

- Introduction on roll out of THRIVE. SHA now has two groups and two 1:1. SEMH tiered provision created and shared with staff following ACES awareness training.
- Recruitment of additional TA apprentices to support pupils.
- Reading and spelling baseline assessments completed and pupils identified through use of data for literacy interventions (Year 7)
- CATS data collated and analysis completed. Pupils identified for numeracy/ literacy interventions. Discrepancies identified to confirm or flag up potential SpLD. Pupils identified for dyslexic screener.
- 4 matrix data analysis alongside teacher feedback and behaviour points, to identify pupils requiring reduced timetables, access to Pod, Pupil Support or alternative provision.
- Review of register completed for Yr11-8 looking at CATS, 4 matrix, monitoring and parent/teacher input. Cohort identified who require additional intervention. No data yet to review Yr7
- Provision maps completed for Yr. 7 students from transition data. Missing maps from other years identified and completed.
- Letters sent re nurture group and all interventions. Multiple meetings held with parents of pupils from all year groups. Transition annual reviews arranged. Attendance at parents' evenings and Year 7 Welcome Evening.

Group Focus (PLL)

- Pupil Premium Group Focus - report, actions and further investigation determining impact of actions
- Pending Girls' Group Focus - clarity of expectation broadcast to staff
- Year 11 Concerns Evening; introduction (pending) of GCSE Pod; adjustment to school calendar of Year 11 Parents' Evenings (now two), monitoring comments and mock exams. Early Year 11 Revision Assembly and available support (SPH). Year 11 Girls to be targeted in pending 'Girls' focus.

Higher Ability (JWH)

- Cohort of PP HA students in Year 10 and the most able in Y12 have been working on the Scholars Programme, (run by the Brilliant Club). They have been to University of Liverpool and are tutored by a PhD students once a week to complete their own research.
- The cohort has been redefined to take into account students with high CATs scores and lower KS2 scores. Staff are going to undertake a differentiation audit to look at a range of strategies to challenge the most able students.

4. Staff accountability improved, clarified and upheld

Behaviour & Rewards (VDE)

- Timetabled SIP meetings with headteacher to ensure accountability and maintaining of focus on relevant SIP priorities
- Timetabled meetings with Heads of Houses to ensure the inclusion of appropriate SIP focus
- Development of regular meeting with Pastoral administrative staff. (overseen by newly-appointed senior Pastoral Administrator) to ensure consistency and efficiency of practice across House teams
- Staff failing to attend duty posts are interviewed to ensure best practice is maintained
- Pilot of Form Inspection by Heads of House to support and, where appropriate, correct areas of Form Tutor practice

HR (EHA)

- All sickness absences are followed up via a sickness health declaration or a return to work interview.
- All Leave of Absence appointment requests now require a letter.
- Lates are being monitored - not able to see if there has been an improvement yet.
- Performance Management outcomes have led to several staff not moving up the pay scales.

Scrutiny (PLL)

- Exercise book scrutiny, report, actions and further investigation determining impact of actions
- Improved clarity of subject data shared with Progress Leaders. Continuing investigation into the best method by which to present and evaluate school progress data with the Governing Body
- On-going subject intervention for Engineering/RMT. Impact apparent in some improved behaviour and first module outcomes for Year 11.

Subject Accountability (JWH)

- Subjects have completed their SEFs and 5 point action plans for the year. These actions must also reflect the school improvement policies.
- After the first data drop; they are completing their own quality assurance to check reliability of data and identification of issues. Subjects are performing this in a number of ways. English have carried out their own 'Subject Focus' which has shown an inconsistency in expectation and level of challenge. They are also aware that they are not exploiting opportunities for shared planning and learning from the best practice within the department. They have now reviewed their action plan to account for this.
- We have carried out 3 Subject Foci in Art, History and PE. Each area has been given action points for improvement and will be reviewed after a six week period. History and PE were due to under achievement as identified by both external and internal data.
- Progress leaders in each subject have also attended sessions on Support & Challenge and Data Analysis.

5. Quality of teaching 'Outstanding'

Performance Management & CPD (EHA)

- All staff have a Performance Management target related to Teaching, Learning and Assessment.
- All staff are being observed before Christmas (either as part of Subject Focus or Quality Assurance)
- Training has taken place on aspects of teaching such as Challenge, Dyslexia, Girls on the Spectrum
- T&L Tuesday continues to be a weekly initiative that takes place.

Teaching & Learning (PLL)

- Commencement of Teaching, Learning and Assessment Development Group
- Introduction of Lesson Study programme - which is now postponed until the summer term
- Introduction of new 'model' for a Hilbre Teaching, Learning and Assessment Policy - currently under discussion/negotiation before a Hilbre Policy roll-out.

- Focus on feedback and differentiation as the two key focus areas for development, supported through Learning Walk checklist criteria of primary expectations.

Homework (KAR)

- Expectations shared with all staff during Staff Development Day Sept 18.
- Homework is to be set in line with the school's policy ensuring students aren't overburdened with work and teachers set work in adherence to this policy.
- Delivery of Homework PowerPoint during AFT which stressed the fact that homework is an integral part of the learning process and that all students are expected to complete it.
- Monitor SMHW statistics to ensure there is a consistent approach to the amount of homework set across all Curriculum Area.
- Monitor the quality of homework for groups of students (PP/HA/Girls) through learning walks/exercise book scrutiny.
- Homework acts as the bridge between home and school. Using SMHW enables teachers to give parents a full view of the homework their child is set, all resources needed and deadlines, so that they can fully support their child's learning at home.
- Highlighted the importance of parental engagement with SMHW through the delivery of Year 7/Welcome to KS4/Concerns Evenings.
- A letter sent to parents detailing the school's expectations and the learning platforms that can help to support independent study.
- SMHW pins emailed to all parents.
- Intouch message sent to all parents encouraging them to download the SMHW APP.
- Use SMHW data to generate a fortnightly 'Homework Watch List'.
- A letter to be written to the top 30 students who have the most pieces of homework outstanding with their SMHW individualised report sitting behind it.
- Top 10 students to attend 'Homework Hub' for two weeks (every Thursday) to reduce their list of outstanding submissions.

6. Attendance improved

Behaviour & Rewards (VDE)

- Development of software to support automated analysis of trends for student attendance via fortnightly attendance 'data drop'
- Attendance awards in recognition of outstanding individual student attendance

Attendance (SRO)

- Meet and greet at the gate each morning until 9.00 recording late marks and issuing detentions
- Same day detention given for lateness
- Attendance target raised to 97%
- Attendance officer employed
- Consultation and training from Linda Rundle (attendance expert and previous DFE lead for attendance)
- BJO focus change to concentrate on PP attendance
- DWH to take charge of PP attendance
- Parents of students with attendance of 95% must now provide medical evidence to have any further absence authorised
- The frequency of attendance panels increased. More office panels planned
- More proactive with Fixed Penalty Notices
- Second panel meeting scrapped. Parents now get one meeting before further action is taken
- Attendance competition each term with the top prize for each house being a tablet. All students with 96% attendance or higher automatically entered

- Individual student attendance figures shared with form teachers each week
- Parents to be given online access to their child's attendance. (Live attendance)
- Improvements in the number of missed registers

MBE (SLT Week B)	JWH (SLT Week B)	PLL (SLT Week A)
School Improvement	Curriculum	Teaching & Learning
Performance Measures	Post 16	Assessment
Safeguarding	Most Able	Targets & Intervention
Quality Assurance	Subject Focus QA	Group Focus QA
Mathematics	English	Science
Music	Computing	RMT/Engineering
JDO (SLT Week B)	AEV (SLT Week A)	DWH (SLT Week B)
Finance	SEND	Safeguarding
Premises/PFI	RP & Nurture	Pupil Premium
HR Contracts/Salaries	Thrive	LAC
New Funding/Bids	Physical Education	Drama
Home Education Service	Religious Studies	Business Studies
EHA (SLT Week B)	VDE (SLT Week A)	KAR (SLT Week A)
Performance Management	Behaviour & Sanctions	Literacy
CPD	Rewards	Homework
HR	Critical Students	KS2/KS3
History	Admissions	Art
Geography	Pastoral QA	
Languages	Houses	
SRO (SLT Week A)		
Attendance		
Punctuality		
Engagement		
Food/Textiles		

M Bellamy
Headteacher



Subject Focus - History 18th October 2018

The History Department is a close knit, hardworking and professional team. Historically, there has been a trend of increasing GCSE outcomes, with year on year improvements from 2012 to 2016. However, for the previous two academic years results have dipped, partly as a result for 2018 with the introduction of the new GCSE 9-1 examination. Current monitoring data also indicates students are not making the progress they should be. The Progress Leader is confident that the resilient nature of the team will allow them to address the challenges ahead.

Effectiveness of Leadership & Management:

Strengths:

- The Progress Leader carries out half termly learning walks to evaluate teaching, learning and assessment.
- There has been an increase in the numbers of students opting to study the subject at GCSE, with approximately 100 x Year 9 students commencing the GCSE course in September 2018. This highlights that students must enjoy the subject throughout Years 7 and 8.
- One member of the Department is developing links between Hilbre and another local school.
- The Progress Leader is reflective about the strengths and weaknesses of the Department, and can accurately self-evaluate. The current action plan is fit for purpose and focuses on the key areas for development:
 1. Improve outcomes for key groups at GCSE (girls, HA, PP).
 2. Improve the quality of extended writing across all three GCSE papers and A Level papers.
 3. Ensure assessments are rigorous and challenging, whilst reflecting appropriate GCSE rubric.
 4. Maintain healthy numbers for GCSE and A Level.
 5. Further develop a culture of enjoyment and responsibility for learning in and beyond the classroom.

Areas for Development:

- The Progress Leader acknowledges that there is further work to be carried out looking at the curriculum content with Years 7 -9. The scheme of work should further develop more skills based content and extended writing, modelling different exam type questioning. The exams analysis compiled by the Progress Leader states that **'with a three-year GCSE becoming the norm it means we can take our time ensuring pupils are properly skilled in answering the different question types'**.
- High Ability students are not performing as well as expected and need to be provided with more opportunities to be challenged, both within and outside of the classroom. Homework could provide a good mechanism for this.
- From the exams analysis produced by the Progress Leader earlier in the academic year, it is clear that 'the performance of Paper 2 highlighted that the cohort were performing worst on questions on the Early Elizabethan England and Superpower Relations topics. This was partly down to... not having sufficient time to practise questions on the Superpower Relations unit (this topic was taught last)'. There needs to be a review of the teaching time allocated to certain topics to ensure this doesn't happen again.
- Although homework is set, is often used as revision for assessment and it currently isn't used to stretch and challenge the Most Able. There needs to be more opportunities for wider reading, more activities to encourage their written styles and skills and opportunities to look at exam board material, examiner reports/exemplar material.

- The Progress Leader should visit a local school that teaches the same specification (the Progress Leader has made contact with Weatherhead and this would be an ideal school to visit).
- Issues beyond the control of the Progress Leader have meant that some classes are now split; one Year 8 class has three teachers, and there are also some clashes with Year 13. Furthermore, the request to balance out the teaching of Year 11 more equally between three colleagues has not been possible due to timetabling issues.
- There needs to be a greater focus on interventions for Pupil Premium students; this should include parental engagement, and also include different interventions than those of previous years, which have not improved outcomes.
- The previous Subject Focus carried out in June 2017 stated that there is a 'requirement to ensure that there is a better focus on the outcomes for specific groups, including Most Able and Pupil Premium'. This is an ongoing concern.

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, as appropriate.
- Marking and assessment is good and feedback provides students with the opportunity to improve.
- There is good evidence of extended writing tasks in exercise books.
- Most lessons observed evidenced pace and engagement.
- There are very good relationships between staff and students.
- When questioned within the lessons, students stated that they enjoy the lessons and learn a lot.
- In one lesson observed, questioning was strong. There was good use of questioning strategies to get more students involved and enable depth of thought.
- Homework is set consistently across the team, according to teaching time.

Areas for Development:

- Some lessons lacked challenge, especially to stretch the Most Able students.
- In some lessons, questioning lacked challenge and was often closed. Leading questions were also asked. History lends itself to pose questions which can really challenge students and allow students to think analytically and to evaluate evidence. More focus needs to be put on higher order questioning within lessons.
- There are a lot of cloze exercises within students' books. The Progress Leader acknowledges that these activities are often used as a way of getting down information quickly in books. However, now there is more time to complete the GCSE course, there needs to be a review about the teaching strategies adopted.
- In one lesson, students were not challenged sufficiently and there was some off task behaviour. This was primarily due to the nature of the teaching and learning activity. Within this lesson, students did not make rapid enough progress.
- Assessments currently focus on topics studied. The Progress Leader should initiate some discussion with the department about the assessments being more focused on skills. This will help the Department to identify students that need intervention in a certain skill e.g. evaluation/analysis.

Personal Development, Behaviour & Welfare:

Strengths:

- Relationships between students and teachers are strong.
- Very low use of the Impact Centre.
- Very few walkabout callouts.

- The Department runs trips and visits for students as well as enrichment activities e.g. Speke Hall, First World War Exhibition at Birkenhead Park Visitor Centre, Holocaust Memorial at the Floral Pavilion, New Brighton and visiting theatre groups.

Areas for Development:

- Subject voice suggested that students found the subject ‘boring’. However, this was a very small cohort (9 students) and student voice in lessons was positive. The Department need to conduct their own student voice surveys to ascertain a true reflection of student views.

Outcomes for students:

Summary for GCSE results 2017-18

49% of students gained 9-4 in summer 2018; this was below the national average of 64%. The table below is taken from the Progress Leader’s exam analysis.

Group	% 3+	%4+	%5+	%7+	Average Actual Grade	Average Target Grade
Boys	82.86	48.57	31.43	0	3.66	5.03
Girls	63.16	42.11	26.32	5.26	3.32	5.11
PP	63.64	18.18	9.09	0	2.82	4.80
Non-PP	79.07	53.49	34.88	2.33	3.72	5.12
SEND	87.50	50	50	12.5	4.38	4.88
LAC	N/A	N/A	N/A	N/A	N/A	N/A
High Ability	92.86	78.57	57.14	7.14	4.50	5.93
Middle Ability	68.75	34.38	21.88	0	3.16	4.81
Low Ability	100	25	0	0	3.25	4.33

Current monitoring data (largely based on M3 from the previous year) also suggests that the Most Able students are underperforming. Looking at Progress 8 data for Year 11, the group data suggests that all groups are underperforming, but especially High Ability.

Monitoring data from Years 9 and 10 is also negative. Year 8 data is positive, but high ability remains a concern.

Areas for Development:

- Review the curriculum and schemes of work to ensure an appropriate delivery of increased content for GCSE History.
- Look at internal monitoring data more regularly and ensure that there are strategies in place to narrow the gaps between key groups.

Student Voice Evidence:

Department:	History
Date:	18 th October
Key Stage:	All KS represented
1.	<p>Do you enjoy your History lessons? Why?</p> <p>Some students found History enjoyable but this was because of their own interest in the subject. Most found it boring, repetitive and involved filling in sheets and copying notes. Students who opted for History regretted it and wished they had taken another subject.</p>
2.	<p>What would you like to see more of in History lessons? What would you like to see less of in History lessons?</p> <p>More field trips, interactive lessons, debates. Less sheets and teachers talking so much. Some students said there was a lot of reading off the board, power points and out of the book from their teachers.</p>
3.	<p>Do your teachers challenge you to do difficult work?</p> <p>Nobody reported that the work was challenging. They found it boring and then this led to work not always being completed. Students stayed in at lunch if they hadn't completed their work but this meant they never produced their best work.</p>
4.	<p>Do you get to assess/mark your own work? Do you get to assess the work of other students?</p> <p>Some mark each other's work, most do not.</p>
5.	<p>What do you do when you struggle in lessons?</p> <p>Mess around; chat to their mates, one student said they figure it out themselves. However the students were clear the struggle was not from the challenge.</p>
6.	<p>Do you know your target for History?</p> <p>2 out of 9 knew.</p>
7.	<p>Do you know how much progress you are currently making?</p> <p>Assessments have been done but they were not marked yet so students could not comment on the progress they were making.</p>
8.	<p>Is your work marked? Do you get the chance to improve it?</p> <p>See 7.</p>
9.	<p>Do students behave well in your lessons?</p> <p>Mostly.</p>
10.	<p>Are you set homework? Is it useful? It is easy or difficult?</p> <p>Didn't get on to this question but see SMHW print out.</p>

Subject Focus - Art
18th October 2018



Outcomes for students:

The current Department progress and tracking information indicates the following:

The data indicates that in Years 8, 9 and 10 students are on track to make the expected progress this year.

- Year 7 - No data collection yet
- Year 8 - Attainment 8 EOY Target (APS) = 1.76
Monitoring 1 (APS) = 1.57
- Year 9 - Attainment 8 EOY Target (APS) = 2.78
Monitoring 1 (APS) = 2.47
- Year 10 - Attainment 8 EOY Target (APS) = 4
Monitoring 1 = 3.64

Current data indicates that in Year 11, the gap between Monitoring 1 and their end of year target grade is, on average one full grade.

- Year 11 - Attainment 8 EOY Target (APS) = 4.78
Monitoring 1 = 3.76

As a way of 'closing the gap' the Department is providing targeted intervention after school; bespoke sessions have been planned to practise and enhance the skills required for the examination. The Department is also liaising with other schools and via NSEAD to establish best practice.

Year 11 students who are underperforming have been identified and are having appropriate group or individual intervention. The Curriculum Area liaise closely with the parents of targeted students to ensure their attendance to after school sessions. Individual targets are set, and students are made aware of the steps required to achieve these.

Bespoke sessions have been planned for HA students to create a 3D response.

Quality of Teaching, Learning & Assessment:

The quality of teaching is evaluated in the Curriculum Area via regular learning walks.

The CAL encourages members of the team to share good practice e.g. photographs of effective marking have been shared across the team.

Moderation of work occurs, and this process has been further enhanced through SHUs training as an A Level Moderator.

2018 Moderator's Report stated 'The Art, Craft and Design course offered students of all abilities the opportunity to explore visual language creatively, through two sustained projects; exploring techniques in illustration and mixed-media drawing...Projects were underpinned by a clear sense of progression, with evidence of ideas and creative explorations progressing over each presentation sheet.'

- Homework is used to encourage, enthuse and develop students' skills through the creation of a new Assessment Booklet for Year 7 and 8 - 'Takeaway Menu' Homework.
- Other year groups are set 'bridging homework' that pre-exposes students to learning - this is a stepped process of (a) Collating information (b) Expressing opinion (this was recommended

by Calday Grange Grammar School - to add challenge and encourage evaluative writing rather than simply points of research) (c) Images to inform classwork.

- Not all homework is recorded on SMHW and, therefore, it appears that it is set inconsistently across the Department.
- Literacy is promoted through classroom displays of key words to inform students' evaluative responses.
- Subject specific vocabulary is used during feedback to students and evident in discussions between peers.
- Word banks are used in certain lessons and writing frames (bookmarks) help students to organise their written responses.

Personal Development, Behaviour & Welfare:

Behaviour for learning is good. In lessons students are actively encouraged to engage with one another to discuss their work and how it can be further improved.

The atmosphere in lessons is purposeful, teachers have a good rapport with their students. At Key Stage 4 students can articulate how their projects have evolved. At Key Stage 5 the relationships in class are very positive, students are focussed on their learning journey and what they need to do to arrive at their final piece.

In the lessons observed students were punctual and prepared for learning.

Some students (via 'student voice') felt that behaviour is mostly good, but sometimes there is some level of disturbance.

Effectiveness of Leadership & Management:

The Curriculum Area comprises of four members of staff, one of which has an additional Teaching and Learning Responsibility (Pastoral), one who is teaching Art as a second subject and another who is an RQT. The Curriculum Area Leader has worked hard to support and successfully integrate the less experienced members of the team.

Leaders have worked collaboratively with other schools to look at curriculum provision in relation to the new specifications.

The Department has a clear understanding of the data and of the strengths and weaknesses highlighted from this.

There are Subject Assessment Plans for each year group and the Curriculum has been better tailored to engage both boys and girls.

The Five Point Action Plan details the strategies that are going to be used to improve outcomes for target groups of students this academic year.

The Curriculum Area Leader has actions in place to promote Art as a valuable option and maintain enjoyment of subject across all year groups, e.g. Dot Art Competition/work displayed around the school/exhibitions in 'Toast', West Kirby.

Year 12 students are encouraged to engage in 'Edusentials 'Young artists in Tuscany'.

Student Voice Evidence

Department:	Art
Date:	18 th October 2018
Key Stage:	3,4 & 5
<p>1. Do you enjoy your Art lessons? Why?</p> <p>KS3 - Yes - You don't have to stress about it. It's more fun than writing. You can talk to your friends whilst doing your work.</p> <p>KS4 - It's a good time to relax/wind down. I do enjoy my Art lessons, but sometimes it can be stressful - you must do things quickly and we haven't been given the time to do them as fast as they want us to.</p> <p>KS5 - It's more relaxed than academic subjects - it's fun, as you get to be creative.</p>	
<p>2. What would you like to see more of in Art lessons? What would you like to see less of in Art lessons?</p> <p>More of:</p> <ul style="list-style-type: none"> • Supplies/resources, i.e. paintbrushes. • Choice in the subject that we do for each sheet - greater range of subjects- we've been doing birds now for a whole year. • Lessons on technique. <p>Less of:</p> <ul style="list-style-type: none"> • Having to do the same sheets. 	
<p>3. Do your teachers challenge you to do difficult work?</p> <p>KS3 - The only thing we've done, we got to choose how easy or difficult you made it.</p> <p>KS4 - She encourages you to do more.</p> <p>KS5 - Depends on what you do - how you look at it. It depends on how difficult you want it to be - it's down to you.</p>	
<p>4. Do you get to assess/mark your own work? Do you get to assess the work of other students?</p> <p>Year 7 - Yes</p> <p>Rest of students - No</p>	
<p>5. What do you do when you struggle in lessons?</p> <p>Compare other people's work to get more ideas. Use computers to look up images of the artist you're focusing on to recreate their work.</p>	

6. Do you know your target for Art?

KS3 - No

KS4 - Yes

KS5 - Not been given them

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

KS3 - No

KS4 - We know our grades for each sheet

KS5 - Yes, we're all on a Grade C

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

KS3 - Marked - no chance to improve

KS4 - Only recently it's starting to get marked more frequently. We don't find out what we've done wrong or what we've done well.

KS5 - Marked consistently for the past three years.

9. Do students behave well in your lessons?

Year 7 - Sometimes

KS4 - Mostly/varied. People speak but are working.

KS5 - Yes

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

It's not really homework - when there's a sheet to do, we can choose to do it. It's hard for people as they don't have the materials at home.

Year 11 - When you have a deadline you can use your time at home to your advantage - to get ahead/make progress.

Year 9 - Yes - regularly

KS5 - Completion of stuff

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, A¹, A²).

Gender	Year	Date from	Date to	Gov ref.	Reason
M	10	10/09/2018	10/09/2018	A	Using phone and refusal to hand over phone to Headteacher
M	10	12/09/2018	12/09/2018	B	Threatening to stab another student
M	11	18/09/2018	19/09/2018	C	Smoking cannabis outside the school front
F	11	18/09/2018	18/09/2018	D	Repeated refusal to follow instructions
M	8	20/09/2018	20/09/2018	E	Physical aggression towards a fellow student
M	9	26/09/2018	26/09/2018	F	Dangerous and aggressive behaviour during a lesson
M	11	27/09/2018	27/09/2018	G	Significant anti-social behaviour, including deliberate attempts to obscure a CCTV camera
M	7	27/09/2018	28/09/2018	H	Repeated bullying of a fellow student
M	10	05/10/2018	08/10/2018	I	Physical aggression towards a fellow student
F	10	15/10/2018	15/10/2018	J	Persistent school truancy followed by open defiance towards a member of staff
M	8	17/10/2018	17/10/2018	E ¹	Physical aggression used towards a fellow student
M	10	18/10/2018	18/10/2018	A ¹	Aggressive behaviour towards a fellow student and subsequent use of offensive language towards a member of staff
M	10	18/10/2018	19/10/2018	K	Repeated open defiance used towards a member of staff
F	11	29/10/2018	30/10/2018	D ¹	Open defiance towards a member of staff followed by pushing past the member of staff resulting in a hurt hand
M	11	31/10/2018	31/10/2018	L	Deliberate damage to school property

M	11	02/11/2018	02/11/2018	M	Filming an act of aggression using mobile phone in school
M	11	02/11/2018	08/11/2018	N	Planned and unprovoked assault on a fellow student who was unaware of student's approach to harm them
F	11	08/11/2018	08/11/2018	D ²	Offensive language used towards a member of staff
F	12	09/11/2018	12/11/2018	O	Inappropriate physical contact used towards a member of staff
F	11	13/11/2018	13/11/2018	D ³	Offensive language used towards a member of staff
M	7	14/11/2018	14/11/2018	P	Physical aggression used towards a fellow student
M	11	13/11/2018	13/11/2018	Q	Offensive language towards a member of staff
M	10	14/11/2018	14/11/2018	R	Physical aggression towards a student, open defiance and leaving school without permission
M	9	16/11/2018	16/11/2018	S	Use of offensive and sexualised language with reference to a member of staff
F	11	15/11/2018	15/11/2018	T	Repeated and openly defiant behaviour towards a member of staff
M	11	19/11/2018	19/11/2018	U	Offensive language used towards a member of staff
F	10	21/11/2018	21/11/2018	V	Physical aggression towards another student followed by open defiance towards a member of staff
M	8	21/11/2018	21/11/2018	W	Physical aggression used towards a fellow student
M	10	21/11/2018	22/11/2018	X	Anti-social behaviour during which public property was defaced
M	12	23/11/2018	26/11/2018	Y	Offensive language used towards a member of staff
M	12	26/11/2018	03/12/2018	Z	Use of anti-Semitic material on social media
M	9	28/11/2018	29/11/2018	AA	Theft of £20 from fellow student with subsequent spending of the entire amount
M	10	28/11/2018	04/12/2018	A ²	Extreme danger within a classroom setting, placing students and staff at risk of serious physical injury

Breakdown of permanent exclusions for the period 04.09.2018 to 27.11.2018

None

Breakdown of external exclusions for the period 04.09.2018 - 27.11.2018

34 fixed term external exclusions involving 28 students; 1 of these students re-offended 4 times and 2 of these students re-offended twice within the same course of the academic term.

Breakdown of internal exclusions for the period 04.09.2018 - 27.11.2018

64 fixed term internal exclusions involving 59 students; 3 students re-offended 3 times and 2 students re-offended twice within the same course of the academic term.

RACIAL INCIDENT LOG

One - see ref. Z

