

# ROUSEDALE SCHOOL SELF EVALUATION 2019/2020

December 2019

## The context of the school

<p><b>Context Students</b></p>	<ul style="list-style-type: none"> <li>• School roll on average 2200</li> <li>• Split site school with 600 students 11-16 based at second campus</li> <li>• 380 students post 16</li> <li>• Average of 14% students eligible at some time in last 6 years for FSM (National 28%)</li> <li>• Average 10% SEND students (National 13%) and 1.3 % with EHCP plan</li> <li>• 81% of population White British with 13 ethnic groups represented</li> </ul>
<p><b>Context School</b></p>	<ul style="list-style-type: none"> <li>• Converter academy 2011</li> <li>• Selects 10% of students on musical aptitude</li> <li>• Draw from 15+ primary school with 80% of students coming from defined catchment area</li> <li>• Consistently significantly over subscribed: 700 applications &amp; attend on average 50 appeals each year</li> </ul>
<p><b>Context Staffing</b></p>	<ul style="list-style-type: none"> <li>• 2019 130 FT teachers</li> <li>• Staff turnover on average 12%</li> <li>• Using a range of different incentives to recruit and retain staff in an increasingly challenging national context</li> </ul>
<p><b>Vision</b></p> <p><b>Our Motto</b></p> <p><b>Our Aims</b></p>	<p>Ousedale School will provide all students with the knowledge, confidence and skills to contribute and compete successfully locally, nationally and globally.</p> <p><b>Aspire</b> Students supported by staff and parents are motivated to aim high in everything they do. They aspire to new heights academically, practically and through the acquisition of new skills.</p> <p><b>Believe</b> Students with staff, develop resilience, independence and self-belief in their ability to lead and reach challenging targets.</p> <p><b>Achieve</b> Students achieve outstanding results and share responsibility for their learning, enabling them to progress onto pathways of their choice, succeed in a competitive world and contribute to the success of the school.</p> <p>To enhance and develop our Exceptional Learning Community through:</p> <ul style="list-style-type: none"> <li>• high expectations and standards</li> <li>• nurturing a thirst for knowledge and a love of learning</li> <li>• excellent teaching</li> <li>• personalised support and guidance</li> <li>• broadening horizons and developing character</li> <li>• enriching opportunities for all</li> <li>• effective and creative partnerships with students, parents and our community</li> </ul>

## Quality of Education

The school has achieved improved results again 2019 and the quality of education is moving towards outstanding

### Intent

- Curriculum and the intention behind it are driven by the school's **vision** and based on principles that have been established for several years
- Curriculum and curriculum decisions provide students with the knowledge, confidence and skills to **contribute and compete** successfully locally, nationally and globally because they were educated at Ousedale School
- Strands of the curriculum, being both **culturally and intellectually inspiring**, serve to **deepen knowledge** and **develop the cultural capital** of each student
- New KS3 curriculum (2019) builds on long standing vision and aims. Focused on the extensive development of knowledge, stretch and challenge, combined with implementing a new assessment system looking at the mastery of this knowledge and the application: Year 7 is fully in place and we are gradually developing the Year 8 & 9 curriculum
- **Intense individually tailored literacy & numeracy programme** is well embedded & combines with a new Accelerated Reader Programme to ensure all students, including those with SEND needs, PP & most able, can quickly access our challenging curriculum and provided with resources fiction & non-fiction to broaden knowledge and to stretch & challenge which exposes students to new knowledge & skills
- Within this phase, Year 9 extends student learning further by providing opportunities to both **broaden and deepen knowledge and understanding across the full range of Baccalaureate subjects**. There is a small amount of option choice in Year 9 in the creative subjects
- KS4 (Years 10 & 11) offers a range of courses, in a carefully constructed manner, that are **matched to the attributes and potential of students**.
- Specialist TAs ensure SEND students can & do access any course. PP students are guided by our SLT specialist & Parent Liaison Officer to choose the courses which meet their career needs & interest
- The curriculum is not narrowed at any stage. Philosophically, the school believes that there are considerable merits to every child studying a humanities subject and that, similarly, in the changing global context, languages play a key role in broadening horizons. Quality curriculum time, all option subjects have 3 hours a week. We place a higher priority on **student choice**, including languages, practical and creative subjects. This curriculum package better prepares students for post 16 for full time study or apprenticeships
- KS5 (Years 12 & 13) offer courses that allow students to **develop further on their chosen path** and options are matched to the prior learning, interests and attributes of students
- Vocational courses in both KS4 & KS5 are matched to the attributes & interests of students and the **needs of the local area** in terms of skills shortages. Vocational ICT providing a good recent example.
- This is further supported through both the **character development and wellbeing** aspects that are seen as a central part of the wider curriculum, and the rigorous & broad ranging impartial approach to **Careers Education, Information, Advice & Guidance**, including strong support from, and engagement with, local businesses

## Implementation

- Schemes of work are **carefully constructed & coherently planned** with texts and work matched to student need in the majority of subject areas
- **Ousedale Standard for Teaching** with a **directed, responsive teaching approach** and shared by all was introduced September 2017. GCSE performance has for two consecutive years delivered a positive, and increasing, measure with core subjects & humanities in particular delivering consistently good or rapidly improving progress. Where it is not fully embedded staff work with the senior team, access coaching to move it from good to outstanding
- **Teacher subject knowledge & pedagogy across the school** is very strong
- Evidence from a full range of internal monitoring activities and processes demonstrates that the quality of **teaching is of a high standard** and improving further
- Teachers make effective use of lesson time, demonstrating considerable **pace, rigour and purpose**
- Teachers encourage students to try hard and place great **emphasis on effort/attitude** to learning when monitoring student progress and performance
- **Questioning** in class is both extensive and effective in developing and checking student understanding and allowing the teacher to deal with misconceptions
- Teachers follow **clear processes for assessment**, ensuring that work is marked regularly and effectively. Future planning takes account of marking & students regularly respond to feedback given. This **Star/Step/Response** approach is well understood and consistently employed in the school. Formal assessment occurs twice a year and teachers use more informal opportunities to assess understanding and support them with remember long term the content. In Year 7 we have moved to a mastery approach for assessment
- Relationships in class are strong and this helps promote **good behaviour and positive attitudes**.
- Homework is challenging and seeks to either consolidate learning in class or prepare students for future learning activities
- Students in need of additional support benefit from the **school's personalised curriculum at both KS3 and KS4**- in and beyond the classroom. This takes place on site
- Where implementation is not strong staff are monitored, coached, intensive CPD programme so support the department move forward. Staffing problems are hampering this process in Food.
- In all other areas at GCSE we continue to work with all subject to move progress to quintile 2+.

## Impact

- The school has achieved **three years of good progress and high attainment across all areas and making more rapid progress with SEND & PP**. The rate of progress is increasing in main school.
- Overall progress made by students is significantly above the national average because they achieve exceptionally well **across the curriculum** which is reflected by a positive Progress 8 score for all buckets in 2018 and 2019
- 2018 & **2019** school ranked 'Above Average' for progress and again top in MK
- 2018 & 2019, the attainment of students at the end of Year 11 was **well above national averages** for the key headline measures. For example, the proportion of students achieving a strong pass in the Basics was 52% - 9% above the national average. Overall attainment increased, on average, by **¼ of a grade in 2019**
- The proportion of students achieving a standard pass in the Basics increased by 4% in 2019 to 78%. This **14% above the national average**
- **Progress in a number of subjects: inc English and Humanities is exceptional**. Progress in English has been secured through an unyielding focus on literacy resulting in improvements being made over the

- The progress made by students in Humanities complements the progress made in English (0.3) . The value added measure in this area has been significantly above the national average in 2017 and 2018. Early analysis of 2019 outcomes suggests it will continue to be significantly above the national average
- Initial analysis shows that **Languages continues to improve**. The value added score has improved in 2019 and is likely to move back to the second quintile in the IDSR. This has been supported by significant increases in attainment in Spanish - 7%, 22% and 14% increases in the proportion of students achieving a grade 7+, 5+ and 4+ respectively
- **Progress made by students in science is improving** and the value added score in 2019 positive.
- The significantly above national progress made by students, studying meaningful qualifications, in the open bucket shows that the school is not 'gaming' to boost overall results
- Many subjects are above the national average for achieving top grades (A+/7+) and standard passes (C+/4+)
- Recent **improvements made with students supported by the Pupil Premium Grant (PPG)** were sustained in 2018 and have improved in 2019. Attainment has improved across the board and progress is expected to be positive for this cohort. This is based on PP and not ever 6
- Year 11 destination data shows that the proportion of students who completed KS4 in 2016 in **sustained education, employment or apprenticeships was significantly higher than national**.

To be outstanding:

<p>The quality of education provided at our school is exceptional in all subject areas:</p> <ul style="list-style-type: none"> <li>• The work given to our pupils, over time and across our school, consistently matches the aims of our curriculum</li> <li>• It's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</li> </ul>	<ul style="list-style-type: none"> <li>• Actions plans in place for staff whose teaching/results are not securely good</li> <li>• Half term monitoring action plans for work scrutiny</li> <li>• Action plans in place for subjects whose progress measure is below that achieved in English</li> <li>• Evaluate and adapt if necessary the new Year 7 curriculum and assessment policy with a view to full role out in Years 8 &amp; 9</li> </ul>
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## Behaviour and Attitudes

Behaviour & attitudes is very good and some elements outstanding. Procedures and policies to develop respect, high expectations on behaviour and good attitude to learning are becoming embedded in school life

- **The School promotes all aspects of students' welfare** to ensure they are safe and promote positive mental wellbeing. This is evident through the PSHE programme, Year 7 wellbeing lessons, registration activities, extensive use of external agencies/projects, counsellors and a 6<sup>th</sup> form mentoring team to support positive mental health. Students support the well-being of others and make a positive and tangible contribution to the life of the school and community
- Student **attitudes toward their learning are positive** and they **behave very well in lessons**
- Conduct of students around the site is generally very good, students integrate well and **they treat each other kindly and are polite and respectful to adults**. We have established some further social activities at lunch for example basketball to minimise this risk.
- **Students are proud to represent the School**; wear their uniform with pride, and engage in leadership opportunities, for example Ambassador roles, School Council, Student Leadership roles, charitable activities, projects within the wider community and mentoring projects etc.
- Tutor time is used effectively to **build character** and enhances student learning in numeracy, literacy

and current affairs. Assemblies/ tutor time/ PSHE are used effectively to communicate to students what standard is required in relation to behaviour. The additional curriculum encourages resilience and develops cultural awareness

- **Students attend regularly** are punctual and prepared for lessons; 3-year trend for sessions missed due to overall absence is below or in line with national averages, apart from an anomaly in 2017/18. Overall attendance **2016/17** 95.2%, **2017/18** 93.9%, **2018/19** 95.15%
- The **rate of fixed term exclusions is significantly below the national average & falling: 2016/2017** 106 exclusions **4.8% (nat.Avg 9.4%)**. **2017/18** 106 exclusions **4.8%**. **2018/19** 78 exclusions 3.5%. **Students with one or more or two or more fixed term exclusions**
- **An experienced and highly effective pastoral team**, creates a culture of mutual respect and positive relationships that establishes a calm, safe learning environment. This is underpinned by high expectations, clear routines, consistent standards, sincere praise and infectious enthusiasm.
- Bullying, and incidents of derogatory language, rarely occur, when it does occur, it is dealt with effectively. Bullying figures 2016/2017 40 incidents, 2017/2018 14 incidents, **2018/2019** 19 incidents. Derogatory language statistics: 2016/2017 48, 2017/2018 42 & **2018/2019 34**
- Differentiated approach to students in Year 6 ensures those with the greatest social needs and anxieties receive additional help and support to ensure they settle into Ousedale quickly. Staff liaise closely with feeder primary schools to establish students' starting points and to arrange specific support for lower attaining and more vulnerable students
- **Students are proud to represent the School**; wear their uniform with pride, and engage in leadership opportunities, for example Ambassador roles, School Council, Student Leadership roles, charitable

To be outstanding:

Behaviour and attitudes are exceptional in our school.

- Set up a working party to identify exactly what else needs doing to create a consistent exceptional culture
- Embed the Outstanding Ousedale Learner
- Clear vision and expectations of what outstanding ATL should look like broadcast in assemblies in lessons
- Model outstanding ATL behaviours for students
- Challenge staff and depts. where there are discrepancies between ATL grades and behaviour points- action plans if necessary
- Feedback to staff from student panels
- Monitoring programme to check progress
- Fixed term exclusions decrease even further by 10%
- Ensure conduct during free time is consistently very good

## PERSONAL DEVELOPMENT

**Personal development is Outstanding.** This area is central to our vision and aims. We consistently promote personal development through our personal development programme and it is fully embedded across the whole school.

- Central to our culture of high expectations and community is the provision for students to develop **leadership skills: 17%** of the school population to hold such positions, all posts are advertised and there is a clear job description for each role. They encompass subject leaders, host leaders, Student Council leaders, environment etc. Year 11 Ambassadors meet regularly with the Headteacher and play a key role in driving and development the school. Students have opportunity to study for a leadership qualification
- **We offer students culturally and intellectually inspiring enrichment opportunities** providing the opportunities for **'deep' learning, extended learning, and the development of wider interests, knowledge and skills. Private sector education in a state school setting.** Sessions are planned under one or more of the following headings: Aspirational, Competition, Leadership & Broadening Horizons. They are central to our mission of providing all students, regardless of background, with sessions to increase their cultural capital, career & life opportunities: over 100 trips a year to all corners of the globe, sign-up ASPIRE sessions, with internal and external speakers, termly enrichment for 1 hour a week with a choice of 60 activities
- **Our notable specialism and passion lies in the field of music** which enhances the lives of students, both those singing and playing as well as the school community at large
- **PP students** are given first choice for enrichment and supported to go on trips and visits
- With the expansion of the careers team and strong links with the careers and Enterprise Company, and a dedicated enterprise advisor, students have an **extensive CEIAG programme** to help support them with their progression and pathways. Students have the opportunity to secure internships, apprenticeships, college, University places and employment
- Students benefit from excellent partnerships and relationships with local employers, who both visit the school and provide placement opportunities
- School **promotes** all aspects of **students' welfare**, including on-line safety, to ensure they are safe and also promote positive mental wellbeing. This is evident through the PSHE programme, Year 7 wellbeing lessons, registration activities, and extensive use of external agencies/projects to support positive mental health
- Our PSE , tutor time, charity week & Impact morning programmes ensure students have considerable **opportunities** to understand how to be **responsible, respectful and active citizens**
- Learning mentors, counsellors and the Personalised Inclusive Centre ensures **students are supported physically and mentally.** There is a wide range of well- being support programmes to ensure ach child who needs help is given targeted effective programmes to follow; 6<sup>th</sup> form act as well-being mentors to the main school
- **Spiritual, moral, social, and cultural education is a strength.** Students are respectful and thoughtful about the needs of others who are less fortunate. Students engage fully with the school's two charities and a full programme of activities and volunteering is fully embedded in school life. There is a wide range of opportunities for students to volunteer. They develop quickly into young, caring adults who are extremely well prepared for life in modern Britain.

To retain an exceptional offer:

- Continually develop our already outstanding ASPIRE, enrichment and subject package offer for the benefit of all students

## Leadership and Management

### The leadership and management of the school is outstanding

#### Leadership and management are exceptional because:

- **Headteacher**, ably supported by her senior team, drives an **aspirational learning culture**. High expectations of staff effectiveness and student achievement are evident throughout the school. Her vision is fully implemented into school life
- **Outcomes for all groups of students are very good, in English exceptional, & continuing to improve.** Relentless **determination & drive to address any areas which are below exceptional in their progress**. Action plans are for individual teachers & Head of dept where this is not the case. The school never shy's away from starting an informal process , giving people time to improve, but moving to formal where necessary
- **Governors are a strength** of the school. They take their strategic role seriously and provide the senior team with challenge and support; evaluating the school's success on an annual basis based on 5 key strategic objectives. Governors receive external training on an annual basis. Minutes of meetings demonstrate the challenge given to all aspects of school life. Appointments are made to address any skill shortage. Governors have specialist roles on the governing body including safeguarding, SEND, Finance, Careers and PP. A full programme of governor visits is in place. Safeguarding procedures are monitored and reports written three times a year
- **Senior team are very focused, driven and constantly challenge** each other. SLT regularly works in two teams- focusing on academic standards and student welfare. Each team evaluates current performance and presents research papers to inform future decisions. Senior leaders and governors know the school's strengths and areas which require development very well.

#### Staff

- **Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified**
- **Staff are very proud** to work at the school and they **are highly motivated to implement the vision on a daily basis. They appreciate the significant efforts to reduce workload & retain high morale implemented over the last 8 years.** A working party set up 2018/2019 concluded the school took considerable account of their well- being offering a nice place to work, gym access, reduced data collections & smart marking, working from home opportunities on training days, free tea and coffee, bonus pay on top of cost of living
- Annual questionnaire results with 99% return consistently show staff are proud to work at the school (AV 99% strongly agree/agree; Av 97% say their contribution in school is valued)
- **Middle leaders are a strength of the school**, driving forward on standards and curriculum development. Each subject area has a strap line and vision statement in line with school vision. They have made great strides in defining their curriculum intent and the implementation of their vision. Our distributed leadership approach is combined with a **rigorous programme of monitoring**, including annual 'academic reviews'. Governors, at committee meetings, challenge leaders to make further improvements. Actions quickly follow monitoring and evaluation; restorative intervention in key areas such as Science- progress at KS4 improved significantly in 2018 & again in 2019
- **Staff appraisal is robust and challenging**, focusing on improving outcomes for students, and leadership across the school
- There is a compulsory, personalised extensive **CPD Programme and targeted coaching & actions plans**. Key objective is to achieve exceptional teaching, learning and leadership across the

organisation. NQTs receive a high quality programme of support. Our exceptional leadership contribute e to the programme. All staff receive subject knowledge input. A high proportion of staff are exam makers and this knowledge supports children with their exam technique.

- A graduated process of informal followed by formal monitoring is in place for both teachers and leaders. This integrates into the appraisal process.

### Students

- **Safeguarding students is a very high priority.** A highly experienced pastoral team, with input from specialist internal & external teams, ensures leaders' work to protect students and plan support for those more vulnerable. CP concerns are monitored daily. Work has been recognised as exemplary by the LA and beyond. Well-being plans are used effectively and we access over 30 programmes dependent on student need
- **Arrangements for safeguarding are highly effective** and all aspects of safety are managed carefully. New security systems are implemented to ensure that access to the School is controlled so that entry is only granted to approved visitors. The School audits itself against a national benchmarks
- **Staff trained** to keep students safe and to recognise signs of neglect, abuse, county lines, radicalisation, and any students at risk of developing poor mental health. A Director of well-being has been in post for two years
- The **Inclusion centres at both campuses and the SEND support is a key strength of the school.** The support that leaders provide for students who have SEN and/or disabilities is tremendous. Student premium funding is used very well on a mixture of staffing, resources and 1 to 1 intervention-funding is tightly monitored in order to ensure all PP students benefit
- Questionnaire returns are outstanding (over 400 completed each year); 96% on av strongly agree/agree they are happy a school; 99% safe and 97% making good progress)

### Parents

- Over 85% attendance at parents evening
- Parent forum groups give suggestion & input into any changes/ satisfaction levels of reports etc & input into improvement planning
- Parent engagement officer supports us with hard to reach parents
- Parent questionnaire- very high return (729 returned 2018/2019) over three years Av 98% strongly agree/agree child is happy and safe at the school; 98% strongly agree/agree teaching is good;96% students well behaved; 94% say the school deal effectively with bullying

To remain outstanding, the school needs to:

- Identify any further additions to our substantive strategy started 8 years ago to decreasing staff workload and retain high morale.
- Continue to take a systematic and detailed approach to coaching & monitoring new staff & new TLR holders

## The effectiveness of the sixth form provision

The 6<sup>th</sup> form is good with an outstanding culture, provision, personal development and outstanding achievement and leadership in a number of subjects

### Intent

- Each subject area has a clear curriculum intent and vision. They take into consideration careers related to their subject area and utilise opportunity to develop SMSC through the course. A wide range of speakers and visits supplement the curriculum taking students beyond the specification

- The curriculum is **coherently planned and sequenced** to an excellent quality in the majority of subjects building sufficient knowledge and skills to enable students to be successful in examinations and in their future learning and destinations.
- Subject areas where the intent was unclear and implementation inconsistent are being coached & monitored. Staffing changes have also been made
- The curriculum offer is very broad and students can pick from **all facilitating subjects** as well as additional A levels and **vocational courses** such as financial studies, IT, PE, applied science and Health & Social Care
- Each subject has **quality teaching time** (increased from 4 to 5 hours a week to meet demands of new specs) with opportunity to make the most of all the rich opportunities to develop knowledge, skills and leadership experience
- An **aspirational and broad additional curriculum offer** to support students' development and increase knowledge and skills in a broad range of areas beyond A level study

### Implementation

- Ousedale Standard of teaching is fully embedded in most subjects and moving towards this point across the curriculum. A two day 6<sup>th</sup> form review carried out by a HMI Sept 2019 has ensured we sharpened our practice in subject areas which were not good or outstanding. A number of staff are being monitored and coached
- Understanding is **systematically checked** and structured interventions ensure students falling behind are given the support to catch up
- All subjects share schemes of work with students and hw is marked as grades
- More able girls are given support and further intervention to help them maintain confidence and build knowledge and understanding
- **Personal Development is exceptional**, as in main school, is fundamental to the vision and aims of the school
- Enhanced enrichment and subject specific package support personal development and build leadership and character. Falling under the broad headings: **Aspirational, Competition, Leadership & Broadening Horizons**. The offer is quite exceptional and includes a considerable number of in-house activities; extended learning, ASPIRE programme for in depth learning and debate, trips, D of E and debating
- **The spiritual, moral and cultural development is very strong**. This can be seen in the tutorial and PSE programme, enrichment and ASPIRE programme. The moral and spiritual aspects are evident within the 6<sup>th</sup> form volunteer programme, charities week, work with Save The Children, IMPACT morning & the support the 6<sup>th</sup> form give the community. The School is the only Save The Children centre based in a school
- Teaching & Learning at KS5 has been enhanced through **deliberate CPD and subject knowledge development** sessions focused on the new A Level and BTEC courses, approaches to linearity and styles of assessment
- A highly developed **tutorial and PSE programme** ensures students are ready for the next stage of their education, training or employment and their personal intellectual and mental health needs are also well catered for.
- **CIAEG at KS5 is comprehensive**, including opportunities to engage with a number of potential careers and pathways. The Apprenticeship option and/or work based learning is growing in popularity and this is recognised in the increasing number of guest speakers coming into the school and events being attended outside of school.
- **Students demonstrate consistently positive attitudes and commitment**, the **culture is extremely positive and relationships with staff and students an area of strength**
- A significant number of students participate in work experience at the end of year 12, 40%

- **Retention within 6<sup>th</sup> Form is very high, 98%+ annually.**
- **Attendance to sixth form is 95%** demonstrating just how much students value their learning.
- Early identification of students seeking to apply to Oxbridge/specialised higher education and strong support put in place. Staff knowledge and expertise on University admissions process and other destination applications have been deliberately developed
- **Students Leadership** is a strong feature of the 6<sup>th</sup> form and the team play a key role in driving the positive culture
- **Almost 100% take up for many activities** and a strong commitment to others such as Save The Children ambassador training demonstrated a culture of participation which has built up over a number of years
- Induction processes are effective in creating an identity within and as part of the school and students firmly adhere to the school motto 'Aspire, believe, achieve'
- Many sixth form students are used as **role-models to younger students** and are also used to offer in lesson support and literacy support.

### Leadership and Management

- In response to the last Ofsted, considerable work has been carried out to ensure that a more **precise overview of achievement and progress across the full range of KS5 subjects is produced, reviewed and responded to.** This allows targeted intervention and support to take place through the SLT link and through the Raising Standards team
- **Safeguarding procedures are well established** and mirror those of main school. Sixth form students are **not allowed off site. Quality of safeguarding in the 6<sup>th</sup> form has been inspected by a HMI who said it was effective (September 2019)**
- We have changed the leadership and management structure in the 6<sup>th</sup> form for 2019. A new Director of 6<sup>th</sup> form is continuing the 3/3 year journey of combining cultural development, **strong CIAG and academic rigour** to ensure the results move from good to exceptional
- The Sixth Form Team work with 'impact' groups in order to ensure that groups at risk of under achievement are better supported to achieve in line with/beyond their target grades
- Subject areas where the intent was unclear and implementation inconsistent are being coached & monitored. Staffing changes have also been made

### Impact

- There is significant improvement in the unvalidated VA measure for 2019 ( -0.15 in 2018 0.00 in 2019).
- **Attainment of the Sixth Form is consistently high** with an average grade of C+ for the last three years. This is in line with national attainment and a sub grade above the local average grade for this period
- **The school's average point score (APS)** (32.93 in 2019) per entry has been above the national average (32.1 in 2018) for two of the last three years and is consistently one third of a grade above the local APS (30.05 in 2019)
- The **average grade** of our low prior attainers (LPA) has increased each year for the last three years from a D+ in 2017 to a C- in 2019. The average grade for our High (HPA) and middle prior attainers (MPA) has remained steady within a B and C grade respectively over the same period.
- Early analysis would indicate that the **value added progress** measure in 2019 will be in line with national and a significant improvement from 2018 (-0.15).

**A level (best 3):**

- The APS for A level (32.98 in 2019) has been **above the national** (32.5 in 2018) and local (30.25 in 2019) APS for the last three years
- The average grade of C+ in 2019 remains **in line with national** and above the local average grade of C
- 2019 VA for the academic measure of 0.00 is a **significant improvement** on the progress core of -0.14 in 2018

**Applied General:**

- The APS for applied general has **increased by almost half a grade** in 2019 and is expected to be significantly above the national (28.4 in 2018) and local (27.57 in 2019) average again this year
- **Progress made in this area is outstanding** in 2019 (0.27) and a significant improvement on the good progress of 2018 (0.17).

**Other**

- Our **disadvantaged students** continue to make good progress. The VA score for the applied general is expected to increase from 0.2 in 2018 to 0.46 in 2019. The progress for the academic measure (-0.01 2019) is in line with national averages
- **Progress level 2 English and maths continues to be a strength** over three years
- The **strategy** to ask for level 6 in a related GCSE as entry to A level has meant the school target % of A\*s-B is very high & it is more challenging to achieve at least 0 in a subject specific and the school progress measure. This has proved particularly challenging in the science subjects, but intervention has paid off in Economics, Politics, Geography and Physics
- Where the Ousedale standard of **teaching is consistently applied** subject perform well. A few subjects have struggled to demonstrate good/outstanding impact on a consistent basis, and are taking longer to fully implement the new linear course to ensure success. In the majority of lessons the teaching is consistently good/outstanding. In a few areas, particularly with HPA girls subject areas have struggled to convert GCSE success to A\*-B at A level
- **Destinations** information indicates that University remains the prevalent destination for our students, with between 80 and 90% going on to Higher Education in each of the last 3 years. Typically, a third of these students gain a place at a Russell Group University. On average **80% of students gained a place at their first choice university**, with 1/3 gaining a place at a Russell Group University.

To be outstanding across all measures, the school needs to:

<p>1. We meet all the criteria for good in the effectiveness of sixth form provision securely and consistently:</p> <p>a. All teachers check students' understanding systematically, identify misconceptions and provide clear, direct feedback.</p> <p>b. Staff respond and adapt teaching as necessary</p>	<ul style="list-style-type: none"> <li>• Action plans in place for individual staff</li> <li>• Action plans in place for depts. whose results are less than expected</li> <li>• Agenda item on all middle leader meetings</li> <li>• Ousedale standard of teaching in place with after school CPD sessions</li> </ul>
<p>2. Over the course of study, our teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.</p>	<ul style="list-style-type: none"> <li>• Low stakes testing part of the Ousedale Standard of teaching</li> <li>• Each week activity to support student long term retention</li> <li>• Knowledge organisers being introduced at KS5</li> </ul>
<p>3. The majority of students make substantial progress from their starting points</p>	<ul style="list-style-type: none"> <li>• See above</li> <li>• External report from HMI to support the school in identifying how to make further progress in the 6<sup>th</sup> form</li> </ul>
<p>4. The majority of students to produce work of a high</p>	<ul style="list-style-type: none"> <li>• Consequences flow chart in operation</li> </ul>

standard	<ul style="list-style-type: none"> <li>• Pastoral team offer support and challenge to those falling behind</li> <li>• Clear modelling of our expectations of production of work</li> </ul>
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## Overall effectiveness, including the promotion of the students' spiritual, moral, social and cultural development

Summary:

- The school has made significant progress since the last section 8 inspection
- The quality of education is moving towards outstanding with results on an upward trend from an already good position and curriculum intent a key strength
- Personal development is outstanding
- Leadership and Management is outstanding
- Safeguarding is highly effective
- Behaviour and attitudes are securely good with significant evidence we are moving towards outstanding
- The 6<sup>th</sup> form is securely good and on an upward trend
- There is a relentless drive to bring all aspect of the school up to outstanding
- **Headteacher provides clear vision, high expectations and provides strong and decisive leadership**, based on a clear set of principles that are shared and supported by the wider school community.
- **Spiritual, moral, social and cultural development is highly effective and is at the heart of Ousedale's aims and vision.** In practice this can be seen in our enrichment programme, assemblies, work with Save The Children who train our students to deliver courses across the school ( we are the only Save The Children centre based in a school). Our student's cultural development is outstanding due to the number of opportunities available to them and the excellent PSE programme, combined with the number of debating clubs
- Morale is high among staff and students
- **Stakeholder view of the school is outstanding;** parents, students and staff questionnaires.
- **Governors are highly effective** in their support of leaders' to develop high standards of teaching, learning and assessment, and outstanding outcomes
- **Pastoral care, mental health, well-being and careers guidance is outstanding.** Welfare of students is a key consideration. The school invests heavily in this area and is praised by parents, external agents and students for the group and individual support provided by the pastoral and mental health team. All students have mental health and wellbeing lessons.

## Responding to the previous Inspection

Response to next steps from short inspection May 2016

Leaders and those responsible for governance should ensure that:

- *leaders develop a more precise overview of achievement in and across subjects in the sixth form, intervening as needed so teaching and achievement continue to improve*

The school has developed very clear and detailed processes for checking progress at subject, class and student level on three occasions over the year. This has actually been implemented across the whole school and not just KS5. Heads of subject analyse data and give a clear picture of progress & attainment

measures at a particular point, creating a clearly focused action plan to improve outcomes. Results and plans are reviewed and scrutinised by the Standards team, SLT Links and PALs ensure that appropriate and targeted support and intervention is put in place. Where necessary or appropriate, formal meetings to check on progress take place with senior leaders and Governors. On a week by week basis the majority of departments are fully embracing the responsive teaching model. Where this is not the case action plans are in place, supported by coaches, to ensure there is consistency across the school. The team has a clear vision and curriculum intent. The school is working intensively with staff who underperform in the 6<sup>th</sup> form. Closer tracking systems are in place and student intervention is high on our agenda

- *recent improvements in leadership and teaching in science lead to improvements in achievement for all groups of students at KS4*

Considerable changes have been made to the staffing and structure within Science generally, and the subject leadership in particular. The TLR structure has been reviewed and two new staff in place Easter/September 2018. A further appointment was made in October 2018 for a January 2019 start. There is greater clarity and thought behind qualifications taken and tier of entry at KS4. There has been noticeable academic improvement since the last inspection and progress for 2019 is positive.

- *no parent or student have well-founded concerns that issues they raise with the school are not tackled.*

We record those which go to through our complaints procedure:

#### 2017/2018 Complaints

Stages	Founded	Unfounded
Informal 1	1	1
Formal 2	1	1
Formal 3	0	1

#### 2018/2019 Complaints

Stages	Founded	Unfounded
Informal 1	1	2
Formal 2	0	1
Formal 3	0	0