

**Southborough High School  
Self Evaluation  
&  
School Improvement Plan**



**VERSION 17th March 2021**

## **Self-Evaluation: Narrative (30<sup>th</sup> January 2020) Intent**

The intent, or mission, of the school is clear: "To make the difference for all of our students". This is important because we are a boys' comprehensive school and many of our students belong to groups vulnerable to underachievement. Put simply, our mission is to change their lives for the better. What will that look like, i.e. what is the vision? Aspiration (aiming high), Commitment (working hard), Excellence (achieving our best).

### **Implementation**

We achieve our aims via the curriculum. This means what we do in lessons and beyond lessons.

In lessons we teach a broad curriculum, delivering a broad range of qualifications. Our Key Stage 4 and 5 academic courses are adapted dynamically to meet the needs of our students. We teach mostly in mixed attainment groups. This ethical stance is aimed at having the maximum impact on students' achievement. By moving away from setting, we have aimed to remove the cap on aspiration for our least resilient students, while endeavouring to maintain the attainment of our higher attainers.

We are aware that the quality of learning in lessons is not consistently excellent and have prioritised this area for sustained intervention in our School Improvement Plan. By doing this, we aim to improve student progress across all year groups and decrease the urgency and intensity of our interventions at GCSE and A Level.

We are also aware that some of our pastoral intervention in the past has not been timely, so we have prioritised this area in order to remove barriers to learning and improve educational outcomes.

Our curriculum beyond the classroom is outstanding: we work hard to enrich the curriculum and build cultural capital.

### **Impact**

Our examination results have shown fluctuation over the last five years, with the majority of students making very good progress. We aim to have better impact with a small minority of mobile or socially and psychologically vulnerable students.

Our broader educational outcomes are excellent: our students leave Southborough and go on to a range of purposeful destinations. We make the difference.

## Self Evaluation: Summary - 17th March 2021

Focus	Reasons
<b>Quality of Education</b>	<ul style="list-style-type: none"> <li>● Our examination results are good compared to national averages for boys, but show undesirable fluctuation – this fluctuation may be attributable to a number of mobile / vulnerable students whose low progress has a disproportionate effect. This is illustrated by the fact that our 2019 Progress 8 score without eight such students changes from -0.22 to +0.03. Our 2020 Progress 8 score has not been published</li> <li>● Significant intervention seems to be necessary in every alternate Year 11 group</li> <li>● Our broader educational outcomes are excellent, including our Year 11 and 13 destinations</li> <li>● Quality of Learning Reviews demonstrate significant improvement in Learning and Teaching</li> <li>● Rigorous action has been taken following up from QOLRs, which is continuing in 2020-21</li> <li>● We worked our very hardest to ensure that the March – July partial closure did not adversely impact our students’ education:             <ul style="list-style-type: none"> <li>○ Whole school audit on students home e-learning access - 21 laptops provided (March 20); 117 school laptops provided to students for RL (Feb 21)</li> <li>○ 48 Vulnerable families support meetings (April 20)</li> <li>○ 296 weekly phone calls (March to July 20)</li> <li>○ 518 face to face meetings (July 20)</li> <li>○ 6 home visits</li> <li>○ Year 6 Summer School – 55 students</li> <li>○ Year 10 Summer School – 91 students</li> <li>○ All staff onsite from 6<sup>th</sup> July</li> <li>○ Parents’ Evenings September 2020</li> <li>○ Every single lesson is live for all students (at least a live element) -Jan 21</li> <li>○ Engagement Task force team - Jan 21</li> <li>○ We are dealing well with the current coronavirus situation and the guidance from the DfE. Hybrid, Blended and Remote teaching is of a much higher quality than March – July</li> <li>○ During lockdown 3.0, 85% of private school lessons have been taught live online whereas for state schools it is just 50%. Nearly a third (31%) of schools in England are not having <u>any live lessons at all</u>. We now ensure that <u>100% of all our lessons at Southborough are live online</u> to ensure we deliver a high quality education the very best we can during periods of national lockdown</li> </ul> </li> </ul>

## **Behaviour & Attitudes**

- Our students like and value their school
- They demonstrate very good attitudes and behaviour
- Feedback from the community is overwhelmingly positive
- We achieve excellent outcomes with a range of vulnerable mobile students (RBK's most vulnerable students - 76% success rate for MM student's to SHS)
- Our early intervention programmes are increasingly effective
- Engagement in Remote Learning / Onsite provision was an initial concern, but concerted effort had the effect of increasing engagement significantly. Our January - March Hybrid and Blended Learning provision was of a very high quality
- Students have adapted to coronavirus arrangements very well
- Our **Student Attendance & Engagement** data during lockdown shows the excellent attitudes and commitment our students have demonstrated to their learning:
  - ❑ Day 1 attendance after lockdown1 (September) - 97.8%
  - ❑ Day 1 attendance after lockdown 3 (March) - 97.4%
  - ❑ Week 1 Lockdown Attendance (January) - 17.3% - 113 students
  - ❑ Week 1 Lockdown Engagement (January) - Engagement - 96.6%, True engagement - 43.1%, Disengagement - 3.4%
  - ❑ Schools reopening attendance (March) - Southborough - 97%, Kingstons Schools - 81%, Richmond schools - 71%, Nationally - 31%
- Thorough analysis of our students behaviour and attitudes ensures we are monitoring, intervening early and promoting positive behaviour and attitudes as you will see in this report - **Behaviour & Attitudes Report - Autumn 20**

<p><b>Personal Development &amp; Careers</b></p>	<ul style="list-style-type: none"> <li>● We are very inclusive and achieve excellent personal outcomes with a range of vulnerable students</li> <li>● Our co-curricular and extracurricular offer are excellent, but have been affected by DfE coronavirus guidance (For the summer term, all co-curricular and extracurricular activities are to have a simple CC attendance register to monitor student engagement)</li> <li>● Our community and charity programmes are excellent and are ongoing</li> <li>● Our students leave Southborough to attend a range of Further Education, Higher Education courses and vocational pathways and destinations; our number of NEET students is very low</li> <li>● For the first time and to this extent, we have introduced and embedded student Personal Development Time into our curriculum for all of our students</li> <li>● All students are assessed termly to monitor their understanding and knowledge of all key areas to a young person’s development into adulthood</li> <li>● Highlighted underachievement and areas of concern will be followed up and supported through specialist intervention (School Nurse, Schools Police Liaison Officer, Health Practitioners, Pastoral Officers, DSL or an external agency referral)</li> <li>● We are bringing more structure to our IAG &amp; Careers programme. Click <a href="#">here</a> to see our new Careers Education programme</li> </ul>
<p><b>Effectiveness of Leadership &amp; Management</b></p>	<ul style="list-style-type: none"> <li>● We are oversubscribed in Year 8 and Year 9, which shows that our community value our school</li> <li>● The school’s leadership has an accurate understanding of the school’s strengths, weaknesses, opportunities and challenges</li> <li>● We are dedicated to improving the implementation and impact of the curriculum</li> <li>● SLT - and staff generally - performed very well during the partial school closure (from 20<sup>th</sup> March to 1<sup>st</sup> September); this is also true of the November “Tier” system and Lockdown 3 (January - March 2021)</li> <li>● School Contingency &amp; Recovery Plan was implemented successfully</li> <li>● A new action within our SIP early intervention priority now allows the SLT to hold middle managers to be fully responsible and accountable for all support provisions and support plans implemented for those students who are most vulnerable and in need</li> </ul>

	<ul style="list-style-type: none"><li>• Rigorous Quality of Teaching / Admin &amp; Support Staff systems in place, supporting our improving colleagues</li><li>• A temporary SLT structure has been implemented for 2020-21</li><li>• Coronavirus arrangements are of a high quality; we are responding well to a challenging situation</li></ul>
<b>Overall Judgment</b>	<b>Good</b> - We make the difference for our students

# School Improvement Plan 2019-21 - 15th March 2021

## Purpose

To make the difference for all of our students

## Vision

Aspiration, Commitment, Excellence

## Strategic Aims

- A. To be oversubscribed
- B. To be an excellent school

## Identified Priorities:

- 1) Quality of Learning
- 2) Early Intervention

## Ofsted Action Points 2017:

- a) Ensure that teachers have high expectations of what students can achieve;
- b) Ensure that teachers plan activities that challenge students, particularly high attainers, so that they make substantial progress;
- c) Ensure that teachers consistently apply the school assessment policy so that all students know how to improve their work.

## **Priority 1: Quality of Learning**

**Rationale: Quality of Learning is our top priority**

**Objective: To ensure that Quality of Learning is consistently good or better**



#	Action
1.1	Ensure that the school's <b>vision, purpose and culture</b> drive the <b>curriculum</b>
1.2	Review and refocus our <b>Curriculum Policy</b>
1.3	Review and refocus our <b>Learning &amp; Teaching Policy</b>
1.4	Review and rewrite our <b>Assessment Policy</b>
1.5	Implement a <b>Senior Leadership Action Plan</b>

1.6	Ensure that all <b>Middle Leaders</b> are able to articulate their <b>curricula</b> cogently in terms of Intent, Implementation and Impact
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1.7	Energise the <b>Learning &amp; Teaching Group</b>
1.8	Provide appropriate, structured <b>support for identified teachers</b>

1.9	Initiate and ensure the success of <b>Quality of Learning Reviews</b>
1.10	Prepare for the new <b>Ofsted framework</b>

1.11	Implement a <b>School Contingency &amp; Recovery Plan</b> to deal with the impact of Coronavirus partial closure
1.12	Analyse any <b>learning loss</b> caused by the partial school closure and intervene accordingly

1.13	Implement a coherent plan for <b>Blended Learning</b> (as part of our contingency planning)
1.14	Initiate an <b>Outstanding Learning</b> Action Plan
1.15	Collaborate with <b>Tolworth Girls' School</b> on a range of Quality of Teaching projects

## **Priority 2: Early Intervention**

**Rationale: When we intervene in a timely way, the results are outstanding. We want to embed this fully**

**Objective: To ensure that all members of the Southborough community receive timely intervention**



#	Action
2.1	Monitoring <b>Early Intervention - Provision and Impact</b> (to also include academic provision)
2.2	Ensuring each Year Group is applying the whole school <b>Disadvantaged Students Improvement Plan (DSIP)</b>
2.3	Ensure <b>Student Support Plans</b> are implemented in a timely way

2.4	Deliver the new <b>Personal Development</b> Curriculum (PDT) including <b>IAG &amp; Careers</b>
2.5	Develop the <b>Role of the Tutor</b> as the first line of pastoral and academic intervention

2.6	Sustain support and intervention for vital <b>Key Groups</b> - <u>Pupil Premium, SEN, EAL, OL, Vulnerable</u>
2.7	Ensure that the <b>wellbeing</b> of students and staff remains a priority