

Mulberry

Stepney Green Maths,
Computing and Science College

Unique Reference Number (URN) 144700
2022/23

SEF

Category	Key Stage 3 & 4 (Rating)	Key Stage 5 (Rating)
1. Quality of Education	GOOD	GOOD
2. Behaviour/Attitudes	OUTSTANDING	OUTSTANDING
3. Personal Development	GOOD	GOOD
4. Leadership & Management	OUTSTANDING	OUTSTANDING
5. Overall Effectiveness	GOOD - with Outstanding features	GOOD - with Outstanding features

2021/22: School context

The school aims (intent) are detailed in the vision and mission statement.

These are:

- Ensure that 'Every Child Matters' and DDA requirements continue to be fully embedded into all systems across the school. Underpinning the belief that no child is left behind, in their learning, physical/mental wellbeing and personal development.
- To improve literacy levels across the school and develop oracy.
- To continue to raise standards of achievement.
- Continue to improve progress from KS2 to KS4 and KS4 to KS5.
- Continue to improve the use and analysis of assessment to personalise learning.
- Improve access to ICT to personalise and transform learning (staff, students, parents, community).
- Further develop the school's CPD programme including high quality in-house CPD.
- Encourage and further develop creative and innovative teaching practices which engage all students.
- Improve leadership at all levels with an emphasis on sustainable leadership.
- Create a coherent 14-19 curriculum that has clear pathways to Further Education, Higher Education and Employment.
- Embed advanced, extended school provision, meeting the needs of our community.

Main characteristics of Learners

- In April 2014 Ofsted judged Stepney Green Maths, Computing & Science College as a Good school.
- The school moved to the Mulberry Trust in October 2021, having been part of a two school MAT for 2.5 years. The school is excited by the prospect of being part of the Mulberry Trust and working with other secondary schools within the MAT.
- The school is located in one of the most deprived wards in the country (deprivation factor of 0.61, maximum is 0.64 – the national figure is 0.21), but very close to areas of great wealth in the City and Canary Wharf.
- 90.4% of students are of Bangladeshi heritage.
- 17% of students have English as Additional Language (EAL) and 40.7% are on Free School Meals (FSM).
- 3% of students are statemented (42 students).
- 97% of students are Muslim
- Housing is a major issue for most students – lacking privacy and space to study at home.
- Time to focus on education in Key Stage 3 is also an issue due to parental expectation that students attend Arabic classes at the local Madrassahs. Generally, parents are very supportive and have high expectations for their children's learning.

- The school is over subscribed for Year 7, attracting over 500 applications for 190 places.
- The school has been re-designated as a co-educational school from a boys' school for Key Stage 3/4. The first cohort of girls (21) joined the Year 7 in 2020/21. 30 were recruited in 2021. The recruitment of girls to Year 7 will continue on a rolling programme. For this year, Years 9, 10 and 11 will be cohorts of boys only.
- Sixth Form has become secure in terms of outcomes and recruitment. Sixth Form is mixed, but with only 26 girls at the moment. This is expected to grow over time. The Sixth Form recruitment currently stands at 340.
- There are 1 student in care (year 12).
- There are 497 computers specifically for student access plus 134 mobile wireless laptops for classroom use. In addition to a staff computer (and interactive projectors) in every teaching room, there are a further 181 PCs for staff/admin use in the school.
- There are separate prayer facilities for boys and girls, which are used for collective worship by students, led by a member of staff. The school also continues to develop links with the local Christian community and other faiths.
- Staff retention is good. For 2021/22 the school is fully staffed.
- There is an extensive programme of Out of School Hours Learning, enabling students to gain deeper learning or to develop an interest.
- There is a problem with anti-social behaviour within the local area (Hot spot for drugs). This can filter into school and can have a negative impact on the otherwise positive ethos. The school works closely with the Safer Schools Police Officer and the Local Authority MASH teams. Even though there is a strong positive ethos in school, with the focus on learning, the local 'drugs and gangs' issue is always a concern.
- The Leadership Team is energetic, positive and drives for impact at all levels. The capacity to lead the school forward is outstanding. For 2021/22 2 Deputy Headteachers and 2 Assistant Headteachers have been appointed from within the school. The Headteacher has been in post for 16 years.

Evaluating provision in school

QUALITY OF EDUCATION – SCHOOL RATING: GOOD

EVIDENCE

RAG

OUTSTANDING

☐ Our school meets all the criteria for a good quality of education securely and consistently.

☐ The quality of education provided at our school is exceptional.

☐ Our school's curriculum intent and implementation are embedded securely and consistently across our school. It's evident from what teachers do that they have a firm and common understanding of our school's curriculum intent and what it means for their practice. Across all parts of our school, series of lessons contribute well to delivering the curriculum intent.

- One of the statements in the good judgement is highlighted in amber
- There is evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures
- Lesson observations and work sampling show evidence of outstanding teaching and learning taking place over an extended period of time
- Work sampling shows evidence that the quality of education is exceptional in student's books and in work displayed throughout the school.
- When walking around the school there is a safe, calm and focussed learning environment throughout the school.
- Ofsted report 2021
- Governor visits
- Curriculum statement: explaining the 3i's, based on solid educational research and pedagogy
- Curriculum policy: evidence of how this is implemented consistently and securely throughout your school
- Teaching and learning policy: evidence of the principles by which the school curriculum is built on and expectations of teachers and school staff when delivering the curriculum
- Curriculum/subject leaders' action plans: how these plans impact school improvement and end of key stage results
- School improvement plan
- There is evidence of our curriculum journey: where we were, where

we are now and where we plan to be next

Changing in curriculum offer in year 7, 8 and 9 is to be implemented in September 2022 following Ofsted inspection

- Lesson observations: evidence of input given by senior teachers to quality assure teaching throughout the school
- Evidence of work sampling, planning scrutiny
- Curriculum/subject leaders' action plans: showing what are the school's current priorities and next steps
- School improvement plan
- Assessment of where students have moved onto after year 13
- Changing in curriculum offer in year 7, 8 and 9 is to be implemented in September 2022 following Ofsted inspection

- Evidence of work sampling, lesson observations
- Curriculum/subject leaders' action plans: showing what are the current priorities and the next steps
- Ofsted report 2021

School data is consistently improving and better than national data/data from similar schools:

- Analyse School Performance (ASP)
- Inspection data summary report (IDSR)
- Internal assessment data

- ☐ The work given to our students, over time and across our school, consistently matches the aims of our curriculum. It's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- ☐ Students' work across our curriculum is consistently of a high quality.

- ☐ Students consistently achieve highly, particularly the most disadvantaged. Students with special educational needs (SEN) and/or disabilities achieve exceptionally well.

GOOD

INTENT

- ☐ Our leaders adopt/construct a curriculum that's ambitious and designed to give all students, particularly disadvantaged students and including students with SEN and/or disabilities, the knowledge and cultural capital they need to succeed in life.

This is either the national curriculum or a curriculum of comparable breadth and ambition.

- School improvement plan
- Curriculum outline:
 - Cross curricular working group met to devise the current curriculum to ensure that it is broad and inclusive. Students have the opportunity to study a variety of subjects in KS3 (national curriculum) and then in KS4 they continue to study a minimum of 8 subjects and all students have at least 2 option choices. KS5 curriculum also offers breadth and ambition. This curriculum model has had a positive impact on progress and attainment at the end of KS4 and KS5.
 - Research took place when developing and building the current curriculum. The working group researched different curriculum offers in local schools and considered what would suit our students the best. The findings of the working group went to SIG for approval
 - The current curriculum has had a positive impact with improvements over time of both attainment and progress.
 - Evidence that school leaders are confident about the knowledge and skills students need in order to take advantage of opportunities, responsibilities and experiences in later life and this is embedded into the curriculum
 - The Learning Support, Faculty and Pastoral SEFs show that school leaders do all they can to make sure all students (including disadvantaged students and those with SEN and/or disabilities) have the best opportunities
 - The impact of the curriculum is reviewed by Faculties every year and updated on the school website.
 - The curriculum continues to be reviewed and adapted to ensure it suits our students. For example, we are currently reviewing

our year 9 curriculum offer to ensure that all students have access to creative subjects and two humanities subjects. Drop days were included in the curriculum to ensure that all students had access to arts, ICT and a second humanities subject.

- Changes to the curriculum in year 7, 8 and 9 is to be implemented in September 2022 following Ofsted inspection
- KS5 curriculum is reviewed annually to ensure that the provision reflects the need and choices of the students.
- Curriculum intent statement shows depth and breadth of learning taking place throughout the school. Available on website.
- SEND department
 - IEPs
 - Review meetings with students and parents
 - Outreach work
 - Alternative qualifications (i.e. Life skills)
- Cultural capital
- PSHE
- Head-to-head conference
- Getting ahead conference
- Work experience
- Enrichment opportunities
- University trips
- Long-term and medium-term planning documents:
 - Prevent is cross referenced across school in Faculty and Pastoral SOW.
 - SMSC is embedded in the PSHE curriculum. All year groups have PSHE on Monday lesson 1 and the programme of study is on the school website.
 - SRE is embedded in the PSHE curriculum and is regularly reviewed by Pastoral leaders to meet government guidance.

- ☐ Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

There is a PSHE/SRE working party which is made up of HOY and they review this area on an annual basis with a focus on employability skills.

- GATSBY standards are mapped across all year groups to provide a range of opportunities.
- Curriculum reviewed by Faculties every year and updated on the school website.
- Inset focussed on the sequencing of lessons and progress over time.
- Monitoring and evaluating provision: evidence of the impact the current curriculum has on students
 - GCSE and KS5 results and analysis. Progress of students at end of KS or over year.
 - Lesson observation cycle and analysis.
 - Work sampling process and analysis.
 - Faculties also review the impact the curriculum has on students' progress throughout the year and they update/adapt SOW and curriculum information on the school website as necessary.

□ Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of students with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

- There is evidence of our curriculum journey: where we were, where we are now and what our future plans are.
- Changing in curriculum offer in year 7, 8 and 9 is to be implemented in September 2022 following Ofsted inspection
- Our curriculum is adapted to meet the needs of SEND. Identified students have an alternative curriculum pathway as described in Learning Support SEF
- Learning support SEF also shows support and interventions planned to ensure that our curriculum meets the needs of all learners
- Curriculum plan
- Teaching and learning policy
- Impact of curriculum interventions

- This year, due to Covid restrictions and loss of learning time we have after school intervention targeting year 10, 11 and KS5 exam students. Previously it was for all students who were off track in certain subjects across all year groups.
- Data is analysed by Faculties and HCYs to consider which students may need further intervention and what the intervention might be in their subjects or year teams.

Curriculum plan

Changing in curriculum offer in year 7, 8 and 9 is to be implemented in September 2022 following Ofsted inspection

- Curriculum intent statement
- Curriculum action plan
- Long-term and medium-term plans
 - We teach a broad range of subjects in all Key Stages.
 - The curriculum is constantly under review for example the SIG reviewed and agreed the changes to assessment points during Covid.
 - We have the EBacc at the heart of our curriculum, in 2021 69% of year 11 students were awarded EBacc.

IMPLEMENTATION

- Our teachers have good knowledge of the subject(s) and courses they teach. Our leaders provide effective support for those teaching outside their main areas of expertise.

- Performance Management and Faculty development plans include any staff training and development requirements
- A log of staff training is kept and INSET is assessed by the teacher after the event.
- Sharing best Practice and in house CPDs
- Subject knowledge CPDs (external providers)
- Evidence of staff curriculum training: document the impact of this in classrooms
 - Staff request INSET according to identified need from lesson observations or work sampling.

- Senior staff/curriculum leads mentor and support less experienced staff: document the impact of this
 - If a member of staff does not meet the teacher standards during one of the lesson observations, a support plan is devised with the member of staff. If a support plan is required a curriculum lead or selected member of the Faculty would mentor and support the member of staff. The impact of such mentoring and support is that teachers meet the teaching standards when the next observation in the observation cycle takes place.
 - Where there are teachers who are not subject specialised they are mentored within the Faculty and they don't teach exam classes.
 - ECT programme of mentoring and training is embedded in the school
 - Performance management targets are linked to feedback from work sampling and lesson observations. They include any CPD or support requested or as a result of the lesson observations/work sampling cycles.
 - Sharing best practice after each observation cycle encourages staff to consider their strengths and areas for development. They then work with other members of staff across the school to improve and develop.
 - Monitoring and evaluation schedule
 - Lesson observations take place 3 times a year. All teachers have two lesson observations and teachers who don't meet the teaching standards in one of these lessons will have a third lesson observation. If a lesson doesn't meet the teaching standards a support plan will be put into place within the Faculty. The teacher is then supported in order to reach the Teacher Standards in the next observation.
 - Lesson observations and work sampling do not give judgements but focus on constructive feedback. Strengths and areas for development are identified and after each lesson observation sharing best practice is calendared for a month. During SPB teachers are encouraged to work with other teachers across the school to improve any areas for development and share best practice. This takes place after each lesson observation.
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- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

In so doing, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- CPD: impact of staff training
On application for CPD staff outline how the CPD will contribute to the whole school/departmental or personal development.
Central log of staff CPD is kept. This logs the date of the CPD and whether the evaluation has been completed.
After the CPD staff complete an evaluation and are asked they have shared the outcomes of the training with relevant members of staff.
- Lesson observations and work sampling may identify needs for whole school CPD.
- Lesson observations and work sampling also identify individual strengths and areas for development which may then lead to individual CPD requests.
- The strengths and areas for development identified from lesson observations and work sampling are also used during Sharing Best Practice where teachers work with other teachers across the school to improve an identified area of development. SBP takes place across the school after each lesson observation cycle.
- Working Parties are calendared throughout the year and give staff the opportunity to focus on a particular areas of development.
Working party meetings culminate in a whole staff presentation.
These presentations focus on the impact the suggestions made by the working parties would have on the students.
- Curriculum leads: measuring impact of learning
 - Curriculum leads measure the impact of learning while producing and presenting their Faculty SEF to SLT in the Autumn term. During this meeting the impact of learning is discussed in detail by year group.
 - INSET for Faculties to consider how to further improve students long term recall of the curriculum. This is an ongoing area of development. Work scrutiny: focus on long-term learning
 - The work sampling criteria focus on long-term learning and include evidence of progress over time and sequencing.
 - There is whole school work sampling criteria but Faculties have also produced more detailed documents outlining what exactly

☐ Over the course of study, our teaching is designed to help students to remember long term the content they've been taught and to integrate new knowledge into larger ideas

is required to show long-term learning in their Faculties.

- Curriculum plan
- Work sampling demonstrates evidence of student learning journey which is well sequenced.
- Teaching and learning policy
- Ofsted report 2021
- New intervention programme for all student
- Assessment plan: evidence of continuous assessment, assessment for learning and the impact this has on students' performance
 - Assessment points and annual reports calendared for all year groups. Spread out throughout the year so that not all Faculties have formal assessments at the same time thus reducing the burdens on staff and students.
- Curriculum planning
- Students over time narrow the gap between their target and grades given over their assessment
- Work sampling: evidence of assessment for learning
- Marking and feedback: evidence of assessment for learning embedded into feedback

- Curriculum statement: explaining what and how your teachers teach
- Teaching and learning policy
- Ofsted report 2021
- Use of MS Teams across the school for HW and sharing resources/catch up materials to students. Encouraging feedback and life discussion about work
- Sharing of resources within Faculties via the school shared drive and MS teams
- Lesson observation feedback
- Meeting cycle to aid coordination of resources

- ☐ Our teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching.
- Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or students.

- ☐ Our teachers create an environment that focuses on students.
- Our textbooks and other teaching materials that teachers select – in a way that doesn't create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.
- These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

☐ The work given to our students is demanding and matches the aims of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

☐ Reading is prioritised to allow students to access the full curriculum offer.

☐ We have a rigorous and sequential approach to the reading curriculum. This develops students' fluency, confidence and enjoyment in reading.
At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students.
Reading books connect closely to the phonics knowledge students are taught when they are learning to read.

- Long-term and medium-term planning: evidence of the way the curriculum progresses throughout the school
- INSET where Faculties focussed on progress over time and sequencing.
- Evidence in lesson observation cycles
- Evidence in students' books/work – work sampling cycles
- Outcomes are very good and this shows that we challenge all students to ensure that they are able to exceed their potential.
- G&T programme
- Class reading areas, school library
- English Faculty have library lessons
- Library open before and after school and at lunch time
- Evidence shown in lesson observations & work sampling
- Literacy coordinator provides regular opportunities for students to prioritise reading.
- Sampled planner checks conducted weekly focus on student reading activity.
- Literacy working party projects
- Accelerated Reader is used robustly in KS3 where students are rewarded termly.
- Drive to encourage oracy in all lessons and this is a standard on the lesson observation form
- Reading is part of tutor time in KS3 and KS4
- School reading systems: Accelerated reader in KS3, library lesson where students are encouraged to loan books and records are kept, class reading activities:
 - How does this impact on your students' ability to read for enjoyment? KS3 read more for enjoyment but KS4 then concentrate on subject based knowledge and read mostly non-fiction.
 - How does this impact on your school reading data? Data about books lent by the library and student attendance in the library is

kept and analysed.

- Performance management: evidence of support and training given to staff, impact of support in lesson observations
- Lesson observations & work sampling
- Literacy working party projects

IMPACT

- ☐ Our teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well.

- ☐ Our students develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

This is reflected in our results from national tests and examinations that meet government expectations, or in the qualifications obtained.

- ☐ Our students are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

Our students with SEN and/or disabilities achieve the best possible outcomes.

- ☐ Students' work across the curriculum is of good quality.

- School data compared with local and national: shows evidence of sustained and continuous improvement and outcomes above national for attainment and progress

- School improvement plan:

- Department SEFs show impact

- GCSE, A level and BTEC results

- End of key stage assessment results

- Impact of transition provision between key stages

- Increased numbers of students wanting to and achieving the grades to continue to study in our 6th Form.

- Excellent destinations data for Sixth Form

- Extremely low numbers of students who are in NEET

- Progress data of students with SEN and/or disabilities is shown in the Learning Support Faculty SEF and in whole school exam and assessment data.

- Evidence of high expectations and high-quality work across the school is generally shown in work sampling and during lesson observations

- Lesson observations: evidence of intervention and support for teachers

- If a teacher doesn't meet the Teacher Standards during one of the lesson observations. A support plan is devised and the

teacher is supported by the HOF or other member of the Faculty. The support plan outlines what support and interventions will be given with timelines. The support plan is reviewed during the year.

- Performance management: evidence of intervention and support for teachers
 - Targets are included from lesson observations or work sampling. They also include actions to achieve these targets which may include interventions, CPD and other support either in the Faculty, school or external.
 - Ofsted report 2021
- School reading systems: Accelerated reader in KS3, library lesson where students are encouraged to loan books and records are kept, class reading activities, reading in tutor time, literacy focus across school.
 - KS3 read more for enjoyment but KS4 then concentrate on subject based knowledge and read mostly non-fiction.
- Literacy coordinator provides regular opportunities for students to prioritise reading.
- Sampled planner checks conducted weekly focus on student reading activity.
- Literacy working party projects

- ☐ Our students read widely and often, with fluency and comprehension appropriate to their age. They're able to apply mathematical knowledge, concepts and procedures appropriately for their age.

BEHAVIOUR AND ATTITUDES – SCHOOL RATING:		EVIDENCE	RAG
OUTSTANDING			
☐ Our school meets all the criteria for good in behaviour and attitudes securely and consistently. ☐ Behaviour and attitudes are exceptional in our school. ☐ Our students behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ☐ Our students consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of	• All statements in the good judgement are highlighted in green • Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures • Evidence of outstanding behaviour and attitudes to learning over an extended period of time • School values are understood and upheld by all • Impact of school behaviour interventions • School behaviour policy: evidence of consistency throughout the school • School improvement plan: evidence of whole school behaviour initiatives and the impact this has had • Behaviour logs: evidence of support and intervention given to students and the impact of this on their learning • Impact of learning walks observing behaviour throughout the school • Diversity is celebrated throughout the school • Diversity group and Girls' groups structured to allow feedback into Student Voice • School improvement plan: impact of school behaviour initiatives are analysed via Pastoral teams • Opportunities for students to role model behaviours for peers: evidence of		

difficulties.

Our students make a highly positive, tangible contribution to the life of the school and/or the wider community.

Our students actively support the wellbeing of other students.

- ☐ Our students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

If our students struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.

GOOD

- ☐ We have high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.

This is reflected in our students' positive behaviour and conduct. Low-level disruption isn't tolerated and students' behaviour doesn't disrupt lessons or the day-to-day life of the school.

peer-to-peer support and the impact this has (Prefects student voice, peer-to-peer mentoring) is analysed via Pastoral teams

- Evidence of learning walks, observing and communicating with students demonstrates high levels of student engagement
- Student surveys: evidence of listening to and supporting their needs is analysed and action is outlined via Leadership Team and middle managers
- Behaviour logs: showing minimal behaviour interventions are analysed via Pastoral teams
- Impact of support given to students: evidence of intervention groups and the impact this had on learning
- T&L observation monitor outstanding behaviour and engagement.
- Memory recall is embedded into SOW
- Catch up sessions/interventions organised for Yr13/11 throughout holidays, Saturdays and during the school week

The school has developed and maintains high expectations for learner's behaviour and conduct in line with effective systems to support and facilitate appropriate behaviour outcomes of all. These expectations are widely shared and understood by all stakeholders. Appropriate social interactions and behaviours for learning are rewarded and celebrated in all year levels. Clear and direct sanctions are used to manage inappropriate interactions and behaviours. The behaviour policy is available for staff to use and a student code of conduct is in the student planners.

The school continues to take part in the LA lead FAP and takes an active role in this process. The behaviour and inclusion lead works closely with the FAP panel and alternative provision providers in the LA. The behaviour and inclusion lead also attends the termly Behaviour and Attendance forum where information is shared, best protective developments presented and an opportunity of school-based staff to develop professional networks with other school staff, LA leads and a range of external providers.

- Behaviour logs: showing trends

Rewards and sanctions are applied fairly and consistently with a whole school

Our leaders support all staff well in managing student behaviour. Our staff make sure that students follow appropriate routines.

approach. Individual faculty areas also have departmental systems that are used within faculty areas. These are based on whole school approaches that are adapted to suit the individual needs of departments. These departmental variations also praise and celebrates positive student outcomes (Student of the Week, Half termly awards) and provides sanctions where needed. Where sanctions are applied, there is also a graduated response from the class teacher through to Head teacher's weekly detention.

Weekly analysis of behaviour data is undertaken and distributed to all tutors every week. Tutors are able to use this information to monitor behaviour with their tutees across all areas of the curriculum. The pastoral leads also access weekly data to inform their practice and highlight targeted students for additional support/intervention/investigations.

Students presenting with concerns are referred to the Inclusion Panel for further advice and support. The school acknowledges that the Social, Emotional and Mental Health needs of students is a significant factor in behavioural presentations. The school is part of the Trailblazers project and is developing school-based approaches to SEMH needs. School has access to Counsellor, enabling referral to be made, for students requiring this intervention.

- Lesson observations: show evidence of high student engagement in lessons and positive behaviour and conduct
- Pastoral SEFS

Yearly pastoral SEFs for each year group are presented to SLT and the analysis of behaviour and conduct form a significant part of that presentation. When there have been instances of specific behavioural issues within a year group, more targeted intervention is investigated and external support has been sought from the LA/BASS/AWA/SIP/MASH/CAMHS.

- ☐ Our leaders, staff and students create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren't allowed to spread.

Evidence of school creating a positive environment and dealing with positive/negative behavior are:

- Bullying related incidents are communicated to the borough for auditing purposes
- A clear and effective behaviour policy, which provides guidance in relation to possible sanctions and available support
- Restorative justice and conflict resolution
- E-safety workshops
- E-safety based curriculum projects
- Safeguarding policy – provides clear guidance & support
- Anger management workshops & mentoring
- Emotional wellbeing support
- Effective and well-established pastoral structure with 2 tutors per tutor group, head of year and assistant head of year, who are then further supported by a SLT link.
- Referrals to external agencies for further support – namely Osmani Trust – who provide 1:1 mentoring
- Up to date PSHE lessons – linked to friendships, peer pressure and anti-bullying

The school has a robust anti-bullying and behaviour policy and so consequently the students have a good understanding of what bullying is and how they can help by reporting any incidents that they may be aware of.

Anti-bullying is embedded into the PSHE curriculum for all year groups and is addressed through assemblies. Behaviour logs show incidents of bullying are not common and when they do occur, they are dealt with swiftly; the school has set procedures as part of the behaviour policy which are followed closely when any incidents of bullying occur. It is made explicit at the beginning of the school year to all year groups that we have a zero tolerance to any form of bullying. Any incidents of poor behaviours may result in students being given a fixed term home suspension or being placed in Internal Exclusion for a period of time. Meetings are set with students and parents to resolve conflict and ensure incidents are not repeated. A period of self-reflection is encouraged in order for the student to engage with positive behaviours. On line bullying and incidents involving social media is reported to our Safer Schools Liaison Officer who will engage with the offender and family to warn about the legal consequences.

All incidents of discriminatory behaviour of all types are logged with the Borough, offenders are being given a fixed term home suspension or being placed in Internal Inclusion for a period of time and meetings held with families in an attempt to ensure that everyone understands that all forms of discrimination will not be accepted or tolerated under any circumstances.

☐ There's demonstrable improvement in the behaviour and attendance of our students who have particular needs.

- Case studies demonstrate that support given to students with particular needs has had impact.
- Processes to monitor attendance and engaging with students with high levels of absence or lateness: impact of interventions is in place
- AWA in place and works closely with the Pastoral team
- Inclusion meetings with pastoral leaders held weekly to discuss and monitor concerns, which includes input from the SENCO, AWA, EAL lead and LSC Manager
- Regular Line Management and Annual SEFs ensure this work is given high priority.
- Local authority support requested and provided as required
- E behaviour monitored to ensure positive rewards in place to encourage engagement in school.

☐ Our students' attitudes to their education are positive.

- Students' work and books: evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this
- Lesson observations: evidence of students taking their learning seriously, showing pride in their work, motivated and able to show resilience
- NEET statistics show majority of students progress onto their next steps. Students have a positive attitude towards their education which is underpinned by high aspirations. Both students and parents aspire for children to do well and pursue higher studies as evidenced through post-16 NEET statistics.
- Student/parent surveys & student voice feedback demonstrates positive engagement
- Student survey feedback shows that a high percentage enjoy being taught at school, and have information about their next steps.

They're committed to their learning, know how to

study effectively and do so, are resilient to setbacks and take pride in their achievements

- Holiday intervention attendance & engagement - There is a programme on offer during the holidays and there is good attendance and engagement at these sessions, evidence of students willing to sacrifice personal time during the holiday for educational progress
- Revision skills sessions are held by classroom teachers
- Tutor discussions and Career Aspirations – Career related conversations are held twice a year between pupils and tutors These conversations are formally logged in student planners
- Study skills and revision planning has been built into curriculum areas, with subject areas leading on revision activities. Assessment points are planned to be a combination of modular and linear assessment; hence an extensive amount of revision is done prior to each assessment. Student Planners and MS Teams have pages dedicated to revision skills, outlining how to plan revision, creating schedules, where and when, learning styles, making mind maps, note-taking, memory techniques, key terms in examinations and how to answer questions. Years 11, 12 and 13 PHSE curriculum covers lessons on organisational and revision skills, in preparation for exams.

Examples of student's positive engagement are:

- Assemblies
- Achievements
- displays around the school
- subject prizes termly
- sporting achievements
- house system
- competitive attitude.

Achievement assemblies are held at the end of every term bringing the whole school community together to celebrate the achievement of students. Rewards are presented based on overall behaviour scores (Double Platinum, Platinum, Gold, Silver and Bronze certificates). Special Certificates, Head Teachers Certificates along with subject prizes are also presented. House trophies and various Sports Trophies are also presented and in an attempt to create an awards atmosphere the school's musical talent is also on display and is a popular component of the celebration assemblies. Student achievement is also

recognised through the year assemblies that take place weekly.

Mulberry Stepney Green has a long, proud and successful history in Schools Sports competitions and our achievements are considerable across a whole range of sports. This is down to the student's enthusiasm and demand to be involved in sport and physical activity. School displays celebrate student work achievement and diversity. The displays also celebrate the wide range of activities that take place across the school and curriculum.

☐ Our students have high attendance, come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action.

- School attendance policies and procedures: rigorous systems are in place to monitor attendance and punctuality

The school uses SIMS for registration purposes and all staff are expected to use this. Training on this package is offered to all new staff. AM/PM and class registers are recorded on SIMS and daily absences are sent to parents/carers via Truancy Call. The Attendance Officer is responsible for following up absences and sharing information with the pastoral leads. Students who are late to school serve a 25-minute detention at lunchtime, which helps to discourage lateness to school.

The school retains SLA with the TH BASS which provides an AWA for three days per week to focus on early intervention work and monitoring those who are listed as PA.

- School attendance data: attendance and punctuality - Data demonstrates established high standards
- Impact of school attendance initiatives are monitored by pastoral teams and AWA

☐ Fixed-term and internal exclusions are used appropriately. We reintegrate excluded students on their return and manage their behaviour effectively. Permanent exclusions are used appropriately as a last resort.

- Permanent exclusions for 2020/2021 was 0
- Behaviour logs: evidence of any fixed-term suspensions and internal exclusions. Rigorous process or monitoring. Termly analysis.
- Evidence of success stories: students who have been excluded and are now in school and making good progress

- Professional counselling provision is provided for 2 days a week
- Students who return from fixed term exclusions are monitored via pastoral teams

- Observations of the interaction between students and staff: in class, around school and in the playground highlight that students behave in a positive and respectful way. The school environment is appropriately supervised to ensure safety.

- Behaviour logs
- Suspension figures
- Student survey feedback highlights students feel safe. Reports of bullying are very low –and where bullying has been reported students acknowledge that event was dealt with swiftly and effectively.

There is systematic logging of incidents relating to Health and Safety. Actions are taken to ensure the school environment is safe for students. Daily monitoring by Head Teacher. There is a respectful relationship between learners and staff, where staff have high expectations of the students and are dedicated to the well-being of students.

In the 2020-21 Student Survey

100% of students agreed that they 'feel safe when I am at school' and know 'who to report to', when there is an incident of bullying.

93% of students agreed 'Bullying in not a problem for me at my school' and 'school encourages me to respect people from other backgrounds and to treat everyone equally'

91% of students agreed 'school encourages me to look after my emotional and mental health'

This clearly evidences how students feel safe and demonstrates the positive relationship between students and staff. There is high staff retention at the school, again showing the stability and respect that teachers feel at the school. Behaviour logs and exclusion figures continue to show very few incidents of exclusion/sanctions linked to aggressive or disrespectful behaviour towards

- ☐ Relationships among our students and staff reflect a positive and respectful culture: students are safe and they feel safe.

staff.

PERSONAL DEVELOPMENT		EVIDENCE	RAG
OUTSTANDING			
☐ Our school meets all the criteria for good in personal development securely and consistently.	• All statements in the good judgement are highlighted in green • Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures		
☐ Personal development in our school is exceptional.	• Evidence of outstanding personal development opportunities and experiences over an extended period of time		
☐ Our school consistently promotes the extensive personal development of students. We go beyond the expected, so that students have access to a wide, rich set of experiences. Opportunities for our students to develop their talents and interests are of exceptional quality.	• Impact of your school SMSC policy: evidence of opportunities your students have been offered and the impact these have had • Impact of school fundamental British values, learning opportunities and initiatives • Impact of enrichment activities offered to students throughout the school: including whole school events, before and after school opportunities • Evidence of ways your school curriculum allows all students to develop talents and interests		
☐ There's strong take-up by students of the opportunities provided by our school. The most disadvantaged students consistently benefit from this excellent work.	• Before, during and after school provision: evidence of student engagement, especially most disadvantaged students		
☐ We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities,	• Evidence of extra-curricular provision in school improvement plan: what are your short-term, medium-term and long-term plans?		

and they considerably strengthen our school's offer.

- ☐ The way we develop students' character is exemplary and is worthy of being shared with others.

GOOD

- ☐ Our curriculum extends beyond the academic, vocational or technical and provides for students' broader development. Our work to enhance students' SMSC development is of a high quality.

- Evidence of collaboration with other schools
- Character education is systematically planned for all students: evidence of opportunities and experiences students have and the impact of these

- Evidence of how your school enhances students' SMSC and the impact of this: how do students reflect their own beliefs while having respect for others?

The curriculum extends far beyond the academic, technical and vocational studies. There is a vast programme of Extended Schools activities, on offer taking place before and after school, during lunchtimes, weekends and holidays. The PE department offer a range of sporting activities for all year groups, at different times during the year. There is a high level of engagement with these activities, essential for well-being and personal development.

Subjects offer trips to complement the programme of study and to offer wider learning. Trips range from local to international, taking students to places such as the Tower of London, to France, to the Tall Ships Voyage. The Library is open from 7.30am until 4.15pm providing a secure place of learning, as well as enrichment opportunities through literacy related competitions and participation in national events such as World Book Day.

Sixth Form study facilities are available between 7.30 am – 6.00 pm.

Students are encouraged to read for pleasure and gain further knowledge, through strategies reinforced by the Literacy Coordinator.

The Sixth Form offers a structured programme of enrichment opportunities, including through links with external companies, debating societies and mentoring.

The Learning Support Centre delivers a programme to support the most

vulnerable and their well-being, through mentoring, anger management programmes and the links with local organisations such as Stepney City Farm.

Year 10 and 12 students are offered work placements in collaboration with the Education Business Partnership, allowing students to gain experience and build their self-confidence (During COVID this was delivered online).

The PHSE programme is designed to cover topics linked to safety, managing finance, aspirations, drugs and violence and much more. The local curriculum also educates students through assemblies, addressing topical issues and linking with national and international events, such as celebrating Women's History Month, Black History, diversity and equality.

Literacy Coordinator activities demonstrate focus on literacy.

Sixth Form – mentoring – enrichment programme.

SLI data available which demonstrates that all students take part in at least one extracurricular activity each year.

- ☐ Our curriculum and the school's effective wider work support students to be confident, resilient and independent, and to develop strength of character.

A School Life Involvement (SLI) document monitors levels of student participation with extended school's activities.

Students are identified and signposted to clubs and activities through Tutor discussions and career aspirations, which supports students discovering interests.

Students are also given the opportunity to develop their planning, marketing, leadership and entrepreneurial skills through the many charity events that take place, joining with national events such as the BBC Children in Need and Comic Relief.

Students are offered careers advice at various stages, including key transition points. When moving from KS3 to KS4, Heads of Departments deliver assemblies about each subject, with information

on potential careers.

All Year 11 students are offered one to one careers' advice, prior to making choices regarding KS5. All Year 12 student are offered further advice on subject choices and career routes prior and during enrolment onto KS5.

All KS5 students are offered detailed support during the Futures / UCAS application process, ensuring that decisions are made after receiving adequate guidance.

There is much planning involved in the process of arranging work experience placements, matching student interests to work placements, allowing the opportunity to discover interests for future career plans.

Trips also offer students the opportunity to discover career interests, for example, through attending the London Olympia careers fair.

The Student Voice structures includes a system of Form Representation and School Councillors, with students having the opportunity to create manifestos, speak at assemblies, lead meetings at form level and then feedback at School Council and at SLT meetings. This enables students to develop their leadership, speaking, confidence and negotiation skills.

The student voice body are also involved in leading and contributing to year groups pastoral assemblies – which are linked to Moral and Cultural themes.

The PSHE programme covers topics on career choices, self-awareness and self-esteem and employability skills.

Students demonstrate resilience and are ambitious for their futures.

The curriculum and the providers wider work support the learners to develop their character, including their resilience, confidence and independence and help them to know how to keep physically and mentally healthy.

☐ We provide high-quality pastoral support.

Our students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

The school was awarded the Healthy Schools London Gold Award in March 2021, the only school in Tower Hamlets to achieve this. The emphasis on Sport and Physical Education is a clear indication of the school's commitment to encourage healthy lifestyles.

Student enthusiasm and demand to be involved in sport and physical activity is supported by an extensive G&T programme and organised year level activities throughout the year. The ethos of "Sport for All" and the fact that students are presented with an incredible range of curricular and extracurricular opportunities demonstrates our commitment to embed in our students the importance of pursuing an active healthy lifestyle. Extracurricular provision is offered in the PE Department every lunchtime and after school, these sessions are very well attended.

In addition, the school continues to enter all Borough competitions and aims to progress our school teams as far as possible in regional and national competitions. Winning more Borough championships than any other school is a statistic that we are very proud of.

Many students take on roles of responsibility within the school. Students know they have a voice through the School Council. Each tutor group has two elected Form Reps and each Year Group has two elected representatives, the school has a Prefect body in Years 11 and 13 with the Head boy coming from year 11 and the School President coming from year 13.

The views of learners are gathered systematically through student survey and the School Council which meets to discuss issues of curriculum, environment, school organisation, and teaching and learning. We are enabling our students to understand the concept of democracy and by being active members of the school they have the opportunity to implement change. We believe that it is essential that our school has students who are not only successful academically but who also take part in the improvement of their community and are good citizens.

-Student Voice

-Charity work
 -PHSE
 School competitions – within and inter-school – team building – resilience.
 -Work experience
 Getting Ahead conference / Head-to-Head – employability focus.
 Confidence/ Independence-Prefect system / Student Voice / Student Leadership/ Sporting events/ student guides for events – Year 6/KS5
 Open Days / lesson observation – engagement levels in class /mentoring projects/ LSC work around confidence/building resilience / faculty reward systems for engagement and participation / SLA with EP for support with EHCP students.
 -Healthy school status / Science curriculum / PHSE / PE programme / Healthy School Menus /
 -Mentally healthy – trailblazers project - support students with low levels anxieties/ CAMHS / School based Social Worker / AWA / Counsellor / Inclusion Panel / Tutor Discussions / Safeguarding panel / well-being audit.
 Revamped PSHE curriculum has been put in place and delivered to all pupils. Resources are designed to promote discussion and increased conversations around difficult and sensitive topics. Pupils are encouraged to challenge their own misconceptions around these difficult topics.
 Relationships and sex education (RSE) policy is now well established and being delivered to all year groups as part of the PSHE curriculum.

Extra-curricular provision is at the heart of school's priorities
 G&T related workshops, trips, events, debating competitions
 Well organised OOSHLP Programme – which offers a range of activities, both academic & sporting
 Several residential trips are organised during the academic year
 Promoting awareness of global issues – through charity donations and fundraising events

- ☐ We provide a wide range of opportunities to nurture, develop and stretch students' talents and interests.
 Our students appreciate these and make good use of them.

- ☐ We prepare students for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

The promotion and understanding of the importance in modern British life that the Rule of Law and Democracy plays is actively pursued throughout the curriculum across all faculty and pastoral areas. It is also a key element of the school's diversity agenda.

Student Voice activities, in the school, play a key role in students experiencing first hand their role in democratic processes. Tutor groups elect tutor representative and from this cohort, year group representatives are selected to join the student council. Those wishing to seek election to the student council provide a written manifesto and promote this amongst the student body. This gives all student an active experience of democracy in action.

On a regular basis, representatives from the student council attend the Senior Leadership Team meeting to present student concerns and offer solutions that can be followed up by the Senior Leadership Team.

Following their presentation, a follow-up meeting is held with the Head teacher who then updates on progress on actions taken.

Students from the school have also actively participated in the Young Mayor elections in Tower Hamlets. This also involves students seeking support in other school for their manifesto and securing votes in the Young Mayor elections. In recent years, two students have been elected to the position of Young Mayor.

Tutors lead discussions on important issues to encourage informed debate.

-Rule of law

-Democracy

Student Voice - structures / student election processes / Young Mayor elections / Prefect body /

-Individual liberty

-Mutual respect and tolerance of different faiths and beliefs

Calendar highlights importance of key dates in the year. For example:

Awareness around Sexual Harassment / International Women's Day /

National Coming out day / Holocaust Day / LGBT History Day /

International Stand up to Bullying Day / Women's History Day / SPP

Paralympics event / Disability Awareness Day / Remembrance Day

- ☐ We promote equality of opportunity and diversity effectively. As a result, our students understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

The school actively prepares learners for life in modern Britain via the embedded and well-developed diversity programme and many aspects across the curriculum as identified in the Prevent curriculum mapping activities. This approach develops the work from a pastoral and curriculum angle, giving students a wide range of opportunities to investigate and develop an understanding of diversity and the role of diversity in modern Britain.

The school identifies and celebrates a range of different days that focus on issues of diversity. These include: International Women's Day / National Coming out day / Holocaust Day / LGBT History Day / International Stand up to Bullying Day / Women's History Day.

The school follows the year national focus on Remembrance Day and has school wide activities to celebrate and promote the importance of such days in the life of British society.

The curriculum and pastoral offer support and develop a mutual respect and tolerance of different faiths and beliefs. The important of faith in a secular society is a significant focus of work in the development of a mutual respect and tolerance of different faiths and beliefs. A focus on critical thinking skills promotes the critical analysis of individual beliefs and how individual liberties allow the expression of beliefs within a well-structured, supportive environment where different beliefs can be discussed and challenged.

- ☐ Our students engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

Stepney Green is a relatively homogenous school particularly for London.

Opportunities for students to meet and work with a range of students and adults are encouraged.

Diversity programme is well established

Revamped PSHE curriculum has been put in place and delivered to all pupils. Resources are designed to promote discussion and increased conversations around difficult and sensitive topics. Pupils are

encouraged to challenge their own misconceptions around these difficult topics.

Speakers and inter-school opportunities along with the opportunities for our students to communicate/work with students from other schools are sought out to improve diversity. The school has successfully engaged and collaborated with the Mulberry STEM academy, which is a group of schools within the Trust

RSE education: students understanding how to respect others, few incidents of discrimination recorded

British values document maps curriculum evidence from certain faculties where teaching of such values is explicit.

☐ We provide students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our students know how to discuss and debate issues and ideas in a considered way.

☐ Secondary schools prepare students for future success in education, employment or training.
We use the Gatsby Benchmarks to develop and improve our careers provision and enable a range of education and training providers to speak to students in years 8 to 13.
All of our students receive unbiased information about potential next steps and high-quality careers guidance.
We provide good quality, meaningful opportunities for students to encounter the world of work.

School careers programme: impact this has had on students

Assessment of where students have moved onto after year 13 – thorough analysis in place. Very low incidence of NEETS – students supported after leaving year 13 during their Gap Year

Work experience took place an adapted form with an online experience due to covid restrictions.

Head-to-Head interviews – pupils meeting employers

Getting ahead conference – focusses on preparing for working life, pupils work on interview skills and build their CVs

Extensive transition work is carried out at each key point.

The school has an embedded system with Pastoral Leaders for each key stage. The Year 7 Pastoral Leader remains the same each year, building expertise with KS2 to KS3 transition and admission process. There is a clear admission procedure in place, where interviews are held with families of Year 6 parents who have been offered a place at the school. These interviews offer the opportunity to engage in dialogue with families, gathering and specific information and signing the Home/School Agreement.

All Year 6 students attend a Taster Day at school, as arranged through the borough. However, the school offers workshops to parents of Year 6 students, addressing issues linked to transition, e-safety and beyond.

There is an additional transition day organised for the most vulnerable students, which takes place prior to the main transition day. This helps support this key group, build their confidence and prepare them for the event with the bigger group. The SENDCO attends a conference with other SENCOs as part of the information sharing process. Furthermore, we work closely with the Behaviour & Attendance Support Service (BASS) to prepare for the transition of vulnerable students falling in this category.

Having become a mixed school from 2020, the number of female Year 7 & 8 students is small, but increasing year on year.

In mid-September, there is a Year 7 Parent/Tutor evening, providing an opportunity for parents to meet with tutors and raise any concerns linked to transition. During the first Academic Tutoring Day in the Autumn term, Leadership Team meet with the parents of groups that may be more vulnerable, which has ranged from Non-Bengali, Italian nationality to currently female Year 7 & 8 students.

Students moving from KS3 to KS4 are supported with the process of option choices. This includes assemblies led by all subject leads providing information on the subject and potential career opportunities. An information session is provided for parents to support with the process of making choices. For KS4-5 transition, there is subject based information provided, coffee sessions with information about choices, one to one careers' advice for all Year 11 students, revision sessions and strategies through Planners, lessons and workshops.

Year 10 students take part in the Getting Ahead Conference, led by the EPB, preparing for employability skills. They also learn about interview skills through the Head-to-Head programme, where they have interviews with external visitors, receiving feedback on the process. A significant amount of preparation is also done for work experience and employability skills through the Year 10 PHSE programme.

There is an extensive programme in place for KS5 students, with enrichment activities built into the curriculum, mentoring programmes, university trips and links with companies such as KPMG and UBS. PSHE and careers programme provide labour market information and meets Gatsby standards. Careers advice is customised for the Medicine applicant and high achieving group, supporting with personal development and applications to Russell Group universities. Unifrog has been implemented to support students with their career planning

-KS2-3 transition – Admission interviews/ Taster Day / Vulnerable Taster Day / Female taster day / SENDCO conference for information sharing / Year 7 Lead is a fixed for transition support and expertise/ BASS transition support (Behaviour and Attendance Support Service) / Parent/tutor eve.

KS4-5– Yr11 coffee sessions / subject based information / revision skills sessions / revision skills in planners / Open Evening / Careers advisor has 121 meetings with all year 11 students /

KS5 – UCAS applications support and careers advice / MAGHAG groups / All student receive structured one to one guidance and support in career planning.

LEADERSHIP AND MANAGEMENT – SCHOOL RATING: OUTSTANDING		EVIDENCE	RAG
OUTSTANDING			
☐	Our school meets all the criteria for good in leadership and management securely and consistently.	▪ All statements in the good judgement are highlighted in green ▪ When school outcomes are compared with mixed schools, our outcomes are above national. However, we have only become a mixed school in the academic year 2020/21 (first cohort is in Year 8), therefore, comparing the school outcomes with boy's, locally and nationally, demonstrates that the school outcomes are <u>well above</u> local and national.	
☐	Leadership and management are exceptional in our school.	▪ There is strong evidence of outstanding leadership and management over a number of years, which has led to the school achieving well above national data when compared to boys' national data set. The school leadership has the capacity to deliver on challenging targets and drive on school improvement.	

		Consideration is given to ensure support is in place and development of staff, at all levels, is always made available.	
☐	Our leaders ensure that teachers receive focused and highly effective professional development. Our teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.	■ Performance Management follows a rigorous system, which follows a focus on whole school priorities. The PM objectives relate to the teachers' performance, student outcomes and continued CPD. ■ All staff have the entitlement to have access to CPD required, identified by self, school or Faculty/Pastoral requirements. Teachers have access to National Professional qualifications for middle leaders and Leadership level. This directly impacts motivation, engagement of staff and whole school improvement. ■ Working Parties, memberships made up of teachers across the school, support pedagogical issues to be addressed.	
☐	Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly.	■ School leadership engages stakeholders at all levels. Staff, students and parents are engaged in providing feedback which feeds into relevant action plans. Outcomes of surveys are shared with governors and middle managers (who feedback to their curriculum/pastoral teams). Action plans are formed and shared with all stakeholders' feedback incorporated into outcomes required. ■ School improvement plans are developed at leadership level, middle management (curriculum/pastoral) and individual teams. All staff engaged in writing their own curriculum area SEFs which are fully discussed with their line manager and Leadership team. ■ The subject of workload has been tackled directly. This has resulted in reviewing the marking policy. Also, the number of assessments/data entry have been reduced from six to three. All staff have also been engaged in the reorganisation of the school timetable which allow them to develop other interests. This has been a really positive change in managing workload and addressing work-life balance. ■ Teachers week in place allowing teachers to manage their workload. ■ Working group formed to address issues of workload and Mental Health. Group is made of staff across the school.	
☐	Our staff consistently report high levels of support for wellbeing issues.	■ Pastoral support is offered to all ECTs, middle and senior leaders.	

		▪ Staff retention is excellent and the school is fully staffed for 2022/23. ▪ School actively seeks opportunities to celebrate student, staff and school successes. The outstanding outcomes are only achieved by having dedicated, well qualified positive staff at all levels. ▪ The school is engaged in the Trail Blazer Project. Which develops strengths for positive mental health. This is led by middle leaders.
GOOD		
☐ Our leaders have a clear and ambitious vision for providing high-quality education to all students. This is realised through strong, shared values, policies and practice.		▪ The School Improvement Plan is developed after completion of school self-evaluation. The whole school improvement plan is shared with all staff, the Curriculum Areas write their own SEF and their area SIP. The curriculum area SEF is discussed in detail by the HOF, Line Manager and Headteacher. The whole school SEF and SIP is shared with Full Governing Body and Mulberry Trust. ▪ School vision and aims are shared with the whole school and underpins all the work of the school. ▪ All school policies are shared with staff/Governors and core policies are on the school website. All staff involved in the process of reviewing T&L policy, Marking Policy. All policies are fully discussed with HOF and Line Managers. Feedback is received from all stakeholders. ▪ Following each data drop the progress of each student is analysed and discussed with curriculum/pastoral leaders. Action to address concerns is shared through Leadership line management.
☐ Our leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of our staff, including ECTs, build and improve over time.		▪ All staff (teachers and support staff) are entitled to CPD which will positively impact their role. CPD is identified through Performance Management conversations or through self-identification by individuals. CPD is also required by staff to develop their leadership roles, future aspirations or practice. Record of CPD provided to each staff member is kept and feedback is received on the impact of the CPD. ▪ High quality CPD is also provided in-house by the school. ▪ Staff attend CPD sessions with the exam boards which is then shared with

	Our leaders aim to ensure that all students successfully complete their programmes of study. We provide the support for staff to make this possible. We create an inclusive culture and don't allow gaming or off-rolling.	
their faculty. ▪ ECTs have a full entitlement of CPD/support provided by the school. Managers across the school are involved in providing CPD/support to the ECTs programme. All ECTs evaluate the CPD provided. This work is lead by a Deputy Headteacher. ▪ Performance Management process is a rigorous system, throughout the school. The PM cycle runs from October to October with an interim review built into March. All PM conversations are recorded and kept by the Headteacher's PA. the school outcomes form the core part of the Performance Management objectives. ▪ All Staff are allocated for Working Parties e.g. T&L off-track etc which underpins pedagogical development.	▪ Impact of school interventions for students with SEN and/or disability are analysed at each assessment point. These form the core part of discussions with HOFs and their Line Managers. Outcomes of these discussions are fed back to the school Leadership Team. Additional support is requested via this process. ▪ Students who are at risk of being excluded are fully supported by the Pastoral Team, which are led by the Heads of Year. Support plans are created and agreed with the student, parent and the school. Support is provided, such as Mentors/Anger Management sessions/Counselling, reviews held regularly to evaluate impact. Permanent exclusions are at zero and the school has provided on-site sanctions rather than suspensions. This policy ensures the student is positively engaged by the school. ▪ Outcomes of children at risk of exclusion are analysed on an on-going basis (attendance/punctuality/lesson engagement) as well as after each assessment point. ▪ Pastoral leads produce/discuss their area SEFs with the school Leadership Team and outcomes of the at risk students is discussed. ▪ Data analysis for all groups of students is provided centrally by the school and the impact of support strategies is provided by the Heads of Year. ▪ No off rolling is allowed in the school. The school works closely with the local authority to ensure all students changing schools are tracked.	

☐ Our leaders engage effectively with students and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposeful.	▪ Staff/students and parents are surveyed each year. The outcomes are analysed and the action plan is shared with the whole school community. HOF/HOY and Leadership Team evaluate the outcomes and form a strategy to act on the areas of improvement. ▪ All school analysis, SEFs and SIPs are shared with the Governing Body. The Chair of Governors will be attending the school on a fortnightly basis to meet with the Headteacher/various middle managers to discuss the work of the school. Governors will be providing relevant feedback on the analysis and outcomes. Link Governors. ▪ Parental group actively attends school to feed into the areas where additional support is required. Parents also have an opportunity to attend a drop-in session with the Headteacher, which is held each week, to discuss any matter relating to them and school. ▪ Parents meeting held with tutors and also with subject teachers to discuss their children's outcomes. The parents can also arrange meetings with various staff, at any point, across the school. ▪ The school continues to involve other professionals and local services in the life of the school. EBP provide valuable work experience and interview meetings. Careers service interview each student to engage in future planning in Y10 and Y12. Local authority involvement with school social workers and school nurse. External services and other providers underpin the work of the school. MASH/Safeguarding teams work closely with the school on a weekly basis.
☐ Our leaders engage with their staff and are aware and take account of the main pressures on them. They're realistic and constructive in the way they manage staff, including their workload.	▪ Staff are surveyed and their opinions are sort throughout the school year. Their feedback provides crucial direction of the school and individual curriculum areas. Data drops have been reduced from 6 to 3 to ensure manageable work load. ▪ The whole school calendar with assessment deadlines is agreed with the whole school improvement team. The quality assurance process is streamlined and agreed with SIG. ▪ The timetable has been adjusted to allow staff to finish early on a Friday and engage with other sporting or positive mental health activities. ▪ Performance Management discussions allow staff to feedback on any mental health concerns or support required. ▪ The school is involved with the Trail Blazers Project which works with the school to develop positive mental health strategies. ▪ The school has a Working Group, made up of staff across the school to look into

		issues relating to workload and mental wellbeing.	
☐	Our leaders protect staff from bullying and harassment.	- The ethos of the school is positive and supportive. All staff are fully engaged in the work of the school and the entitlement to continuous professional training allows them to develop as teachers/professionals. - The School Improvement Plan identifies the Trail Blazers Project which focuses on whole school mental health strategies. This project is led by an Assistant Headteacher of Inclusion and a Head of Year/Key Stage Leader. - Whole school CPD ensures a sound understanding of the staff Conduct, Policy, Safeguarding and Allegations against staff.	
☐	Those responsible for governance understand their role and carry this out effectively. Our governors/trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	- The outcomes of the school are fully analysed and discussed at the Trust meetings. The Mulberry Trust have very experienced trustees, in fact the Chair of the Trust Standards Committee is the Chair of the School's Governing Body. Outcomes of the school are compared with local and national comparison figures. School's outcomes are above the local and national figures. - The Trust is a critical friend of the school, providing challenge and support/direction as required. - The Trust is active in monitoring the financial outcomes of the school and ensures money is well spent, focused on 'value for money' in supporting the work of the school. - Link Governors have been engaged to strategically challenge/support the school.	
☐	Those with responsibility for governance ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent duty and safeguarding.	- The Trust ensures the school fulfils its statutory duties. Regular monitoring and checks have been put in place to support the work of the school. For example, the single central register has been checked by a governor. Policies are reviewed and in place. Safeguarding and Prevent Duty of the school is fully in place. - Regular audits are conducted by the Trust across the school.	
☐	We have a culture of safeguarding that supports effective arrangements to: - Identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation - Help students reduce their risk of	- Safeguarding/child protection policies are in place and all staff trained. Systems are secure and implemented by the Assistant Headteacher in charge of Inclusion. - Students have been surveyed checking that they feel safe in school. - Records of Safeguarding training are kept and underpin the work of the school. - There is a focus on pastoral outcomes, as well as learning outcomes. The focus is on forming positive relationships and being healthy, both physically and mentally.	

	harm by securing the support they need, or referring them in a timely way to those who have the expertise to help • Manage safe recruitment and allegations about adults who may be a risk to students	▪ Leadership Team are trained on safer recruitment expectations, school single central register is accurate and up to date. All staff files are complete. All staff allegations are followed up and due process followed. ▪ Safeguarding audits show that child protection of is a core strength of the school. ▪ All pastoral leads & Headteacher are DSL trained. ▪ Safeguarding underpins all work of the school and all staff understand their responsibility to enforce the policy.	
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OVERALL EFFECTIVENESS – SCHOOL RATING:		EVIDENCE	RAG
GOOD			
OUTSTANDING			
☐	The quality of education in our school is outstanding.	• Evidence that you've meet all of the 'good' requirements and the 'outstanding' requirements • Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures • Evidence that you've met all other outstanding requirements	COVID
☐	All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there's convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.		Re-establishing standards following COVID
☒	Safeguarding in our school is effective.	• Safeguarding/child protection policy: evidence that all processes and procedures are in place • Evidence that you've met all statutory requirements • Evidence and impact of staff safeguarding training • Safeguarding incident logs are up to date • Any incidents and allegations are managed effectively	
GOOD			
☒	The quality of education in our school is at least good.	• Evidence that you've meet all of the good requirements for quality of education • Evidence that you've met all other good requirements	
☐	All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards		

good.



Safeguarding in our school is effective.

- Safeguarding/child protection policy: evidence that all processes and procedures are in place
- Evidence that you've met all statutory requirements
- Evidence and impact of staff safeguarding training
- Safeguarding incident logs are up to date
- Any incidents and allegations are managed effectively



Stepney Green Sixth Form – SEF 2020 / 21 sixth-form provision in schools

SIXTH-FORM PROVISION IN SCHOOLS – SCHOOL
RATING: GOOD

NOTES

□ Our leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities. These programmes are designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life

- Pastoral study programme provides an overview of all enrichment, PSHE and non qualification activities across both Y12 and Y13.
- All students allocated dedicated enrichment time on their timetable to take up opportunities specific to their chosen career / academic pathway.
- Unifrog subscription in place providing all students with up-to-date careers advice. Student enrichment activities logged and tracked.
- Enrichment programmes purposefully constructed by HoY and 2ic.
- PSHE SOW reviewed annually and constructed to meet the needs and challenges of the student body.
- All enrichment activities are linked to Gatsby benchmarks to ensure well rounded development.
- Student surveys conducted to gauge perspective and identify student needs.
- Student voice embedded across sixth form and feedback from meeting informs planning and preparation of activities.
- Analysis of destination data shows students are making aspirational choices in terms of courses and university preference.
- All Y12 students provided with one-to-one IAG careers interview to support students making informed post 18 choices.
- Additional lessons to cover all entrance exams (LNAT, BMAT, UCAT, TSA, TMUA, MAT, ENGAA, PAT, STEP) - 8 hours additional learning time.
- Career specific enrichment and super curricular opportunities promoted weekly via 'Futures Friday'.
- Futures week provides dedicated time for students to experiences talks from external providers on post 18 pathways and the world of work. Time also dedicated to post 18 applications – UCAS, apprenticeship

1. Continued development of apprenticeship support and guidance.
2. Tracking and monitoring of students based on groups – disadvantaged, pupil premium and high needs (focus on groups).

and employment.

- Recruitment process includes discussions on careers to inform planning and identify student needs prior to enrolment.
- Transition discussions at the end of Y12 ensure students progress into Y13 with a clear focus and plan for progression.
- Tutor discussions throughout the academic year provide opportunity for students to discuss and maintain focus on career goals.

☐ Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Curriculum policy: evidence of how curriculum is planned and sequenced and opportunities students have to develop skills for future learning and employment.
- Planned series of enrichment activities which are linked to Gatsby benchmarks and prepare students for post 18 education or employment.
- A structured and systematic UCAS programme which involves comprehensive research and tailored support from tutors in order to effectively position students in securing aspirational university destinations.
- Calendar of all 'Futures' events and key dates created to help identify student support throughout the year.
- Early entry mentoring programme to support high achievers from the start of Y12.
- Futures week provides dedicated time for students to experiences talks from external providers on post 18 pathways and the world of work.
- Key Stage 5 Subject Leaders (KS5SL) in each faculty ensure curriculum is planned and sequenced to meet the needs of all learners.
- Faculty policies and curriculum statements (see website) are in place and reviewed.
- Pastoral study programme has been carefully planned and sequenced to provide development and support at key milestones throughout KS5.

☐ Our school is ambitious for all its sixth-form students, including those with SEN and/or disabilities and those who have high needs. This is reflected in the

- Long-term and medium-term planning: evidence that teaching is differentiated to meet the needs of all learner.

- A focus on Lesson Observations is to ensure the needs of all learners

1. Continue to implement curriculum 5-year plan – keep under review in the light of local and national priorities, student interest and staff expertise.
2. Research and implement T-Level programme.

1. Consistency across faculties
2. Monitoring SEN

curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.

- are being met.
- Work Sampling takes place each term with students identified from all key groups.
- Following observation cycles staff share best practice.
- IEPs in place for all SEND students providing guidance on most effective approaches to enhance support and progress.
- TA agreements in place at the start of the academic year to ensure support staff are clear on their role and type of support SEND/EHCP students require.
- Student tracking sheets deployed across all subject areas identifying current/ target grades along with targets for improvement. Tracking sheets updated following each assessment cycle.
- Marking and feedback policy in place and implemented on a fortnightly cycle.
- Inclusion team lead on annual reviews while supported by subject teachers and pastoral teams.
- Departmental schemes of work reviewed and in place to meet the needs of all learners.
- Recovery/Intervention programme targeting all earners who require additional support or are identified as off track.
- Assessment data: personalised learning enables students with SEN and/or disabilities and high needs to meet and exceed targets set.
- Focus on differentiation.
- TA support programme.
- SEN sixth form policy.
- Long-term and medium-term planning covers all programmes of study.
- SOW reviewed and adapted (where necessary) to ensure all components are delivered.
- Curriculum Maps are in place for all subject areas and available to students and parents.
- KS5 Leaders ensure teachers structure their time throughout the year effectively: evidence that all areas of learning are completed, students are fully prepared for the end of stage assessments.

☐ Our sixth-form students study the intended curriculum.

We ensure this by teaching all components of the full programmes of study.

students

3. Analysis of outcomes – strategic monitoring of High Needs students
4. Pastoral team to conduct folder checks (cross section of students).

- Consistency across all subject in KS5

• KS5 Leader meetings scheduled for each half term to allow for monitoring of coverage. • HKS5 in pace for all subjects and are responsible for monitoring, updating and implementation of all programmes of study. • BTEC trackers are managed by class teachers and reviewed by coordinators. The centre lead ensures all strands of the programme are delivered and assessed in line with guidelines. • Prospectus • Student Handbooks – provide overview to students. • Curriculum Policy • Work sampling • Subject tracking sheets • Student surveys	Our teachers have expert knowledge of the subject(s) and courses they teach. Our leaders provide effective support for those teaching outside their main areas of expertise. When relevant, our teachers have extensive and up-to-date vocational expertise.	Our teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. We check students' understanding systematically, identify misconceptions and provide clear, direct
	1. Induction to KS5 teaching for teachers new to A Level to include focus on subject knowledge and delivery of content – independent learning. 2. Staff register to be created of vocational experience.	1. Consistency across KS5 – policy for teaching and learning in sixth form in place to be embedded 2022 –

feedback.

In doing this, we respond and adapt our teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.

☐ The work that our teachers give to sixth-form students is demanding.

It ensures that our students build knowledge and acquire skills, improving and extending what they already know and can do.

☐ Our teachers encourage students to use subject-specific, professional and technical vocabulary well.

☐ Over the course of study, our teachers design and use activities to help students to remember long term

setting targets and training teachers to improve.

- Assessment is used effectively to feedback to students: impacting on high levels of attainment and progress
- Feedback procedures evident in student folders
- Students can talk about learning in relation to feedback and how to improve / develop.
- Blended learning - making use of technology to deliver learning remotely – MS Teams.

• Evidence across all subject areas of monitoring long-term and medium-term planning.

• MAGHAG students targeted and provided additional support and guidance to develop their all-round profile.

• Purposeful induction of A Level and BTEC students.

• Lesson planning.

• Curriculum statements from all faculties provide clear insight of subject development.

• Outcome analysis following each data drop and end of programme examinations / assessments.

• Exam results – strong outcomes.

• Evidence of key vocabulary in planning and modelled effectively in lessons.

• Lesson observations: impact of the vocabulary used by teachers and students

• Whole school focus on oracy.

• Work sampling /student folders.

- Evidence of teachers supporting students with study skills – independent study work issued in addition to homework /

2023.

2. Refresh sequencing, recall, intent, implementation and impact following disruption created by pandemic. (HoKS6).
3. Embed the use of MS Teams across all curriculum areas.

1. Using data to monitor high ability students (HLP) MAGHAG

2. Ensuring lesson activities challenge students

Using subject knowledge to challenge students

- Professional focus on Academic Literacy – explicitly in Teacher tool kit

1. Refresh sequencing,

the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.

- assignments.
- All independent study locations staffed and supervised to ensure high standards both in an outside of lessons.
- Evidence of regular assessment used effectively to ensure that students are retaining knowledge and applying skills fluently and independently.
- Robust AP1,2,3 data analysis – identifying students and initiating progress concern conversations.
- Comprehensive intervention programme providing students with all areas of their programme of study.
- Study Skills programme – PSHE.

- ☐ Our teachers and leaders use assessment well. For example, we use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching.
- Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or students.

- Evidence of regular assessment used effectively to ensure that students are retaining knowledge and applying skills fluently and independently.
- Teacher assessment data collected - AP1,2,3.
- Exam assessment data collected - EX1,2,3.
- Regular chapter tests implemented across many subject areas.
- Challenging targets for students to meet: evidence of mentoring and supporting students to meet and exceed targets set.
- Tutor Tutee discussions at 3 points in the academic year – additional layer of monitoring progress.
- Academic tutoring day provides a holistic view of progress both academically and towards career and post 18 goals.
- Parents evenings.
- Pastoral report system to monitor and support students underachieving across more than 1 subject.
- Focus on meta cognition – thinking about thinking.
- Tracking sheets and target setting.

- ☐ Our teachers create an environment that allows sixth-

- Time and space for students to study independently – a variety of study

recall, intent, implementation and impact (HoKS5)

- 2.Embedding study skills in curriculum lessons
- 3.Embed study skills for recall.
- 4.Embed teaching strategies for recall

- 1.Refresh assessment cycle.
- 2.Streamline to reduce burden on staff and students.
- 3.In place – to be embedded 2022 – 2023.

- Consistency

form students to focus on learning.

The resources and materials that our teachers select and produce – in a way that doesn't create unnecessary workload for staff – reflect our ambitious intentions for the course of study.

These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.

- ☐ Our students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes.

Our students make substantial and sustained progress from their identified and recorded starting points in their study programmes.

Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.

- ☐ Our students are ready for the next stage of education, employment or training.

They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study.

spaces (silent, quiet and group work).

- Long-term and medium-term planning: evidence of how teachers support students to develop the knowledge and skills to become independent learners.

- Independent Study timetables (IT rich environments) – all students provided dedicated spaces which support their learning programmes.

- Evidence of the range of materials and resources students have to support their learning. Software packages – Kerboodle, journals, Unifrog, MOOCs.

- Field trips/ school visits -examples include biology and geography residentials.

- Evidence of how the sixth form gives students the opportunity to learn how to live independently and adapt to future employment.

- Monitored through work sampling and lesson observations.

- Dedicated futures programme to support students pursuing specific pathways – medical, Oxbridge, early application courses.

- Library

- PSHE.

- End of year 13 assessment and progress data: evidence that students achieved well in their study programmes.

- School data is improving and, in some areas, better than national data.

- BTEC analysis.

- A Level analysis.

- GCSE progress.

- Progress above national average

- Monitoring where all students (including those with high needs) move onto after sixth form (in education, employment or training): evidence of more students moving to higher education/apprenticeships/training or employment.

- Destination analysis. Uptake to Russell group places above national and local averages.

across subjects

- Independent study behaviour
- Induction for students and staff to independent study
- Explore link between Faculties and IS supervisors to allow for more effective monitoring of what students do during study time.

1. Consistency across all subjects

Monitoring of high need students.

Our students with high needs have greater independence in making decisions about their lives.

- ☐ Our students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.

- Variety of careers pathways taken up – students encouraged to consider long term opportunities following higher education.
- Above average retention and progression measures.
- Attendance and punctuality data tracked and monitored on a weekly basis.
- Rigorous systems for monitoring.
- Rewards and immediate sanctions in place for students dropping below expected level – privileges revoked, student / parent meetings.
- Student survey data: impact this has had on school improvement planning.
- Where students are struggling support offered – counselling, mentoring, report etc.
- Well-being Wednesday – signposting every week to organisations and agencies which provide support (internal and external).
- Support from CAMHS
- Sixth Form access to school counsellor

- ☐ Our sixth form prepares our students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.

- Evidence of careers advice and events for sixth-form students. Multiplicity of provision as evidenced by documentation relating to:
- Careers interviews for all Y12 students. Independent advice and guidance for all students – one in depth interview – all are entitled to.
- Comprehensive induction programme ensuring pupils enrol onto programmes of study which link to career / post 18 pathways.
- Enrichment programme in place with key events organised throughout year supporting various groups.
- MAGHAG support programme – Oxbridge, medicine and UCAS early applicants.
- Oxbridge preparation sessions – students and parents.

1. Continue to have this as number 1 priority – maintain rigorous systems – with no excuses.
Support to be personalised for students who experience challenges – either physically or mentally.

1. Continued development of Oxbridge support.
2. Analyse impact of work experience.
3. Gather evidence from students and employers.
4. Continue to build links with work experience

- Med Soc preparation sessions – students and parents.
- Embedded use of Unifrog across sixth form for impartial careers advice at any time.
- UCAS programme designed to support all students on their preferred pathway.
- Tailored apprenticeship support for students due to low numbers opting for this particular pathway.
- Various business partnerships in place to provide students with advice and guidance from industry professionals e.g., SITUS, Clyde and Co.
- Virtual work experience delivered to all Y12 students
- Careers and higher education are prominent feature of the PSHE curriculum including finance, living away from home, independence etc.
- Underlying principle of recruitment into Y12 is to identify students career aspirations and ensure suitable subject choices are made.

providers.
Explore opportunities to provide in person work experience.

Evaluating sixth-form provision in schools

SIXTH-FORM PROVISION IN SCHOOLS – SCHOOL RATING:

GOOD

EVIDENCE

RAG

OUTSTANDING

- ☐ We meet all the criteria for good in the effectiveness of sixth-form provision securely and consistently.
- ☐ The quality of sixth-form provision provided is exceptional.
- All statements in the good judgement are highlighted in green
- Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures
- Evidence of outstanding sixth-form provision over an extended period of time leading to continued school improvement

Consistency to be established over time.

☐ The work that our sixth-form students do over time embodies consistently demanding curriculum goals.
It matches the aims of our curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations

- Year 13 assessment (attainment and progress) data: data improving over time.
- Regular review and reflection from all students on attainment and progress following assessment cycles.
- Challenging targets being met by students at the end of year 13.
- Long-term and medium-term planning.

-Excellent planning in place.
-Challenging targets set.
-Inconsistent meeting of targets.
-Impact of Covid

☐ The impact of our taught curriculum is strong. Our students acquire and develop high-quality skills and produce work of a consistently high standard.

- Students' work is improving over time however a need to re-establish practices from pre-pandemic period.
- Termly assessment data.
- End of year assessment data.
- Lesson observations: impact of high-quality teaching and challenge in class.

Inconsistent outcomes 2019

☐ Our sixth-form students demonstrate consistently highly positive attitudes and commitment to their education.
They have consistently high levels of respect for others.

- Evidence of engaged students learning independently
- School behaviour policy: evidence of students behaving respectfully in class, in communal areas and outside school
- School behaviour log– low number of behaviour incidents throughout sixth form.

☐ Our sixth form consistently and extensively promotes learners'

- Evidence of enrichment activities to support students' personal

personal development.

We go beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society.

This is achieved through activities that strengthen considerably the sixth form's offer.

development.

- PSHE curriculum.
- Community events – charity fundraising, VAWG.
- Impact these activities have on students: supporting UCAS applications, meeting future employers, leadership within student body.

