



**Unique Reference Number (URN) 144700
2021/22**

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 – <i>with Outstanding features</i>	GOOD – <i>with Outstanding features</i>

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 personalize 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			
<input type="checkbox"/> Our school meets all the criteria for a good quality of education securely and consistently.		<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> The quality of education provided at our school is exceptional.		<ul style="list-style-type: none"> • Lesson observations and work sampling show evidence of outstanding teaching and learning taking place. This needs to be demonstrated further 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. This needs to be embedded further across the whole school. 	
<input type="checkbox"/> 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.		<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> The work given to our students, over time and across our school, consistently matches the aims of our curriculum.		<ul style="list-style-type: none"> • Lesson observations: evidence of input given by senior teachers to 	

<p>It's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>quality assure teaching throughout the school</p> <ul style="list-style-type: none"> • 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 	
<p><input type="checkbox"/> Students' work across our curriculum is consistently of a high quality.</p>	<ul style="list-style-type: none"> • Evidence of work sampling, lesson observations • Curriculum/subject leaders' action plans: showing what are the current priorities and the next steps 	
<p><input type="checkbox"/> Students consistently achieve highly, particularly the most disadvantaged. Students with special educational needs (SEN) and/or disabilities achieve exceptionally well.</p>	<p>School data is consistently improving and better than national data/data from similar schools:</p> <ul style="list-style-type: none"> • Analyse School Performance (ASP) • Inspection data summary report (IDSR) • Internal assessment data 	

QUALITY OF EDUCATION	EVIDENCE	RAG
GOOD		
INTENT		
<p>□ 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.</p> <p>This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>	<ul style="list-style-type: none"> • School improvement plan • Curriculum outline: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 	

	<p>our year 9 curriculum offer to ensure that all students have access to creative subjects and two humanities subjects. To ensure this there are currently drop days so that all students have access to arts and a second humanities subject.</p> <ul style="list-style-type: none"> - We are also revisiting the 3 year KS4 model. - 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. 	
<p><input type="checkbox"/> Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> • Long-term and medium-term planning documents: <ul style="list-style-type: none"> - Prevent is cross referenced across school in Faculty and Pastoral SOW. - SMSC is embedded in the PHSE curriculum. All year groups do PSHE on Monday lesson 1 and the programme of study is on the school website. - SRE is embedded in the PSHE curriculum and is constantly under review. There is a PSHE/SRE working party which is made up of HOY and they review this area on an annual basis. - 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 <ul style="list-style-type: none"> - 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. 	

<p>□ 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.</p>	<ul style="list-style-type: none"> - There is evidence of our curriculum journey: where we were, where we are now and what our future plans are. <p>Working Party considered the best curriculum model for our school. The current model was chosen and agreed by the whole school. SIG continues to review the curriculum.</p> <ul style="list-style-type: none"> - 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 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 HOYs to consider which students may need further intervention and what the intervention might be in their subjects or year teams. 	
<p>□ Our students study the full curriculum; it's not narrowed. Our school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9.</p> <p>Our school's aim is to have the EBacc at the heart of its curriculum, in line with the Department for Education's ambition, and good progress has been made towards this ambition.</p>	<ul style="list-style-type: none"> • Curriculum plan • Curriculum intent statement • Curriculum action plan • Long-term and medium-term plans <ul style="list-style-type: none"> - 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.
- 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.

NQT programme of mentoring and training is embedded in the school

☐ 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.

- 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 TS 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. (lesson observations & work sampling were suspended 2020-2021 due to Covid 19 restrictions) but are now reinstated

- 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. Pre-Covid, working party meetings culminated in a whole staff

	<p>presentation. These presentations focussed on the impact the suggestions made by the working parties would have on the students.</p>	
<p>□ 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.</p>	<ul style="list-style-type: none"> • Curriculum leads: measuring impact of learning <ul style="list-style-type: none"> - 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. Good progress was made prior to COVID lockdowns – now necessary to refocus on pedagogy in the classroom • Work scrutiny: focus on long-term learning <ul style="list-style-type: none"> - 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 is required to show long-term learning in their Faculties. • Curriculum plan • Teaching and learning policy 	
<p>□ Our teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching.</p> <p>Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or students.</p>	<ul style="list-style-type: none"> • 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. - 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 	

<p><input type="checkbox"/> Our teachers create an environment that focuses on students.</p> <p>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.</p> <p>These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> • Curriculum statement: explaining what and how your teachers teach • Teaching and learning policy 	
<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> • 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 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 	
<p><input type="checkbox"/> Reading is prioritised to allow students to access the full curriculum offer.</p>	<ul style="list-style-type: none"> • Class reading areas, school library English Faculty have library lessons Library open before and after school and at lunch time (not during Covid) • Evidence shown in lesson observations & work sampling • Accelerated Reader is used robustly in KS3. • 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 	
<p><input type="checkbox"/> We have a rigorous and sequential approach to the reading curriculum. This develops students' fluency, confidence and enjoyment in reading.</p>	<ul style="list-style-type: none"> • School reading systems: Accelerated reader in KS3, library lesson where students are encouraged to loan books and records are kept, class reading activities: 	

<p>At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students.</p> <p>Reading books connect closely to the phonics knowledge students are taught when they are learning to read.</p>	<ul style="list-style-type: none"> - 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 book lent by the library is kept and analysed. 	
<p><input type="checkbox"/> Our teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well.</p>	<ul style="list-style-type: none"> • Performance management: evidence of support and training given to staff, impact of support in lesson observations • Lesson observations & work sampling 	
IMPACT		
<p><input type="checkbox"/> Our students develop detailed knowledge and skills across the curriculum and, as a result, achieve well.</p> <p>This is reflected in our results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>	<ul style="list-style-type: none"> • 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: impact of how end of key stage results have improved 	
<p><input type="checkbox"/> 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.</p> <p>Our students with SEN and/or disabilities achieve the best possible outcomes.</p>	<ul style="list-style-type: none"> • End of key stage assessment results • Impact of transition provision between key stages <ul style="list-style-type: none"> - Increased numbers of students wanting to and achieving the grades to continue to study in our 6th Form. - Excellent destinations data for Sixth Form - Very low incidence of NEETs • 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. 	
<p><input type="checkbox"/> Students' work across the curriculum is of good quality.</p>	<ul style="list-style-type: none"> • 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 	

	<p>teachers</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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. 	
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - KS3 read more for enjoyment but KS4 then concentrate on subject based knowledge and read mostly non-fiction. 	

BEHAVIOUR AND ATTITUDES – SCHOOL RATING: OUTSTANDING	EVIDENCE	RAG
OUTSTANDING		
<input type="checkbox"/> Our school meets all the criteria for good in behaviour and attitudes securely and consistently.	<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> Behaviour and attitudes are exceptional in our school.	<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> Our students consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties. Our students make a highly positive, tangible	<ul style="list-style-type: none"> • School improvement plan: impact of school behaviour initiatives are analysed via Pastoral teams • Opportunities for students to role model behaviours for peers: evidence of peer-to-peer support and the impact this has (Prefects student voice, peer-to-peer mentoring) is analysed via Pastoral teams 	

<p>contribution to the life of the school and/or the wider community.</p> <p>Our students actively support the wellbeing of other students.</p>	<ul style="list-style-type: none"> • 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 	
<p><input type="checkbox"/> Our students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p> <p>If our students struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.</p>	<ul style="list-style-type: none"> • 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 	
<p>GOOD</p>		
<p><input type="checkbox"/> We have high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.</p> <p>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.</p> <p>Our leaders support all staff well in managing student</p>	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • Behaviour logs: showing trends <p>Rewards and sanctions are applied fairly and consistently with a whole school 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</p>	

<p>behaviour. Our staff make sure that students follow appropriate routines.</p>	<p>individual needs of departments. These departmental variations also praise and celebrates positive student outcomes (Student of the Week) 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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • Lesson observations: show evidence of high student engagement in lessons and positive behaviour and conduct • Pastoral SEFS <p>Yearly pastoral SEF 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.</p>	
<p>□ 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</p>	<p>Evidence of school creating a positive environment and dealing with positive/negative behavior are:</p> <ul style="list-style-type: none"> • Bullying figures • logging with TH 	

<p>allowed to spread.</p>	<ul style="list-style-type: none"> • behaviour policy and outlines • conflict resolution • cyber- workshops • safety policies • anger management • assemblies • pastoral structure – two tutors in each TG. <p>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.</p> <p>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 Internally Excluded, 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.</p> <p>All incidents of racist abuse or discrimination are logged with the Borough, offenders being Internally Excluded and meetings held with families in an attempt to ensure that everyone understands that racist behaviour and any forms of discrimination will not be accepted or tolerated under any circumstances.</p>	
<p><input type="checkbox"/> There's demonstrable improvement in the behaviour and attendance of our students who have particular needs.</p>	<ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> • AWA in place and works closely with the Pastoral team • Inclusion meetings with pastoral leaders held weekly to discuss and monitor concerns. • 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. 	
<p><input type="checkbox"/> Our students' attitudes to their education are positive.</p> <p>They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements</p>	<ul style="list-style-type: none"> • 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. Student Voice group have requested additional holiday interventions in order to close the gap due to lockdown. • 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 • student planners p33. – Career related conversations are recorded/held. <p>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</p>	

	<p>combination of modular and linear assessment; hence an extensive amount of revision is done prior to each assessment. Student Planners 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 and 12 PHSE curriculum covers lessons on organisational and revision skills, in preparation for exams.</p> <p>Examples of student's positive engagement are:</p> <ul style="list-style-type: none"> • Assemblies • Achievements • displays around the school • subject prizes termly • sporting achievements • house system • competitive attitude. <p>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.</p> <p>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.</p>	
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • School attendance policies and procedures: rigorous systems are in place to monitor attendance and punctuality <p>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</p>	

	<p>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. The school retains a 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.</p> <ul style="list-style-type: none"> • School attendance data: attendance and punctuality Data demonstrates established high standards • Impact of school attendance initiatives are monitored by pastoral teams and AWA 	
<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> • Permanent exclusions for 2020/2021 was 0 • Behaviour logs: evidence of any fixed-term 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 • Additional time for counselling • Students who return from fixed term exclusions are monitored via pastoral teams 	
<p><input type="checkbox"/> Relationships among our students and staff reflect a positive and respectful culture; students are safe and they feel safe.</p>	<ul style="list-style-type: none"> • 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 • exclusion figures • Student survey feedback highlights students feel safe. Reports of bully are very low – and where bullying has been reported students acknowledge that event was dealt with swiftly and effectively. <p>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.</p> <p>There is a respectful relationship between learners and staff, where staff have high</p>	

	<p>expectations of the students and are dedicated to the well-being of students. In the 2020-21 Student Survey, 95% of students felt that 'teachers listen to what I have to say in lessons' and 94% agreed that 'teachers help me do my best'. 94% say that they 'enjoy being taught by most my teachers'. This clearly evidences how students feel respect for teachers. 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 will show very few incidents of exclusion/sanctions linked to aggressive or disrespectful behaviour towards staff.</p>	
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PERSONAL DEVELOPMENT	EVIDENCE	RAG
OUTSTANDING		
<input type="checkbox"/> Our school meets all the criteria for good in personal development securely and consistently.	<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> Personal development in our school is exceptional.	<ul style="list-style-type: none"> • Evidence of outstanding personal development opportunities and experiences over an extended period of time 	COVID
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • 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 	

<input type="checkbox"/> There's strong take-up by students of the opportunities provided by our school. The most disadvantaged students consistently benefit from this excellent work.	<ul style="list-style-type: none"> • Before, during and after school provision: evidence of student engagement, especially most disadvantaged students 	COVID
<input type="checkbox"/> We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen our school's offer.	<ul style="list-style-type: none"> • Evidence of extra-curricular provision in school improvement plan: what are your short-term, medium-term and long-term plans? 	
<input type="checkbox"/> The way we develop students' character is exemplary and is worthy of being shared with others.	<ul style="list-style-type: none"> • 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 	
GOOD		
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • School SMSC policy • 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? <p>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 5pm, providing a secure place of learning, as well 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</p>	

	<p>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. The PSHE 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.</p> <p>Evidence.</p> <p>Literacy Coordinator activities demonstrate focus on literacy.</p> <p>Sixth Form – mentoring – enrichment programme.</p> <p>SLI data available which demonstrates that all students take part in at least one extracurricular activity each year.</p> <ul style="list-style-type: none"> -Work experience – Year 10/KS5 -LSC Personal development programme -Stepney City Farm project – for vulnerable students -PSHE programme 	
<p>□ Our curriculum and the school's effective wider work support students to be confident, resilient and independent, and to develop strength of character.</p>	<p>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, which supports with 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</p>	

	<p>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 PSHE programme covers topics on career choices, self-awareness and self-esteem and employability skills.</p> <p>Students demonstrate resilience and are ambitious for their futures.</p> <ul style="list-style-type: none"> -Careers advice for Year 11, 12, 13 -PSHE – careers topics for all year groups -Work experience -Extended School programme - -Charity work -Student Voice structures – had Young Mayors in the past -Trips – local and national. 	
<p><input type="checkbox"/> We provide high-quality pastoral support.</p> <p>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.</p>	<p>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</p> <p>The school was awarded the Healthy Schools London Silver Award in July 2021, the only school in Tower Hamlets to achieve this, and is in the process of applying for the Gold Award. 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</p>	

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 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 / Canteen /

-Mentally healthy – trailblazers project - support students with low levels anxieties/ newsletters for staff (TH) / Student newsletter / CAMHS / School based Social Worker / AWA / Counsellor / Inclusion Panel / Tutor Discussions / Safeguarding panel / well-being audit /

Area for development: well-being – possibly have a well-being First Aider

	<p>within Pastoral Teams/ Faculties. / whole school inset.</p> <p>Evidence of PSHE policy: impact this has on students</p> <p>Relationships and sex education (RSE) policy – in place following parent consultation.</p>	
<p><input type="checkbox"/> We provide a wide range of opportunities to nurture, develop and stretch students' talents and interests.</p> <p>Our students appreciate these and make good use of them.</p>	<p>Extra-curricular provision is at the heart of school's priorities- in school improvement plan:</p>	
<p><input type="checkbox"/> 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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>-Rule of law -Democracy Student Voice - structures / student election processes / Young Mayor elections / Prefect body /</p>	

	<p>-Individual liberty</p> <p>-Mutual respect and tolerance of different faiths and beliefs</p> <p>Calendar highlights importance of key dates in the year. For example:</p> <p>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</p> <p>Tutors lead discussions on important issues to encourage informed debate.</p>	
<p>□ We promote equality of opportunity and diversity effectively.</p> <p>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.</p>	<p>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.</p> <p>The curriculum and pastoral offer supports and develops a mutual respect and tolerance of different faiths and beliefs. The importance 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 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.</p> <p>Equality policy in place.</p> <p>Focus on the importance of diversity.</p>	

<p>□ 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.</p>	<p>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.</p> <p>Diversity programme</p> <p>Speakers and inter-school opportunities along with the opportunities for your students to communicate/work with students from other schools are sought out to improve diversity.</p> <p>RSE education: students understanding how to respect others, few incidents of discrimination recorded</p> <p>British values document maps curriculum evidence from certain faculties where teaching of such values is explicit.</p>	
<p>□ 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.</p>	<p>School council: impact this has on the school, local and national environment</p> <p>Peer leadership responsibilities for students to role model positive behaviours. Sixth form girls mentor year 7 girls</p> <p>Whole-school charity events: impact this has had on students. Students are encouraged to take part in charity events. Target at least one per term for all year groups. Eg Oxfam Gaza Appeal.</p> <p>The school provides all learners with regular opportunities to explore life in modern Britain to help prepare them to be responsible, respectful, active citizens who contribute positively to society.</p> <p>The school undertakes and actively promotes an established Diversity programme that is presented to all students across the school. Whole year group diversity assemblies are offered and a range of topics are covered and often presented by staff or students. Guest speakers are also welcomed to present on specific topics. Some of these topics are challenging and thought provoking, however, the development of critical thinking skills is an important component of the diversity work. There are posters across the school highlighting and promoting diversity issues. All HoF complete a Prevent Curriculum map to highlight where in their faculty areas they deliver curriculum that covers the promotion of British values across KS 3, 4 and 5. The Prevent Curriculum Mapping also covers whole school and pastoral</p>	

	<p>activities.</p> <p>The diversity of staff and students is also celebrated. Staff come from a wide range of countries and have made their home in the UK. The student body, whilst majority Bengali, also has a degree of diversity with students from a number of different faiths and backgrounds on roll. These students also form part of the student voice diversity group that meets regularly to understand better in school experience and provide feedback on provision.</p> <p>-Diversity work – assemblies / posters / diversity group / diversity within curriculum areas / staff diversity and positions of leadership / charity work / sporting competitions /</p> <p>See calendar for evidence of events</p>	
<p>□ Secondary schools prepare students for future success in education, employment or training.</p> <p>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.</p> <p>All of our students receive unbiased information about potential next steps and high-quality careers guidance.</p> <p>We provide good quality, meaningful opportunities for students to encounter the world of work.</p>	<p>School careers programme: impact this has had on students</p> <p>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</p> <p>Evidence and impact of work experience</p> <p>Evidence and impact of students meeting employers and employees</p> <p>Impact of careers guidance on students: case study, assessment data</p> <p>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 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</p>	

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 students is small, and therefore this group are also recognised as potentially vulnerable and a transition day is also organised for them. 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 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– Yr 11 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.	
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LEADERSHIP AND MANAGEMENT – SCHOOL RATING: OUTSTANDING		EVIDENCE	RAG
OUTSTANDING			
<input type="checkbox"/>	Our school meets all the criteria for good in leadership and management securely and consistently.	<ul style="list-style-type: none"> 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 7), therefore, comparing the school outcomes with boy's, locally and nationally, demonstrates that the school outcomes are <u>well above</u> local and national. 	
<input type="checkbox"/>	Leadership and management are exceptional in our school.	<ul style="list-style-type: none"> 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. 	
<input type="checkbox"/>	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	<ul style="list-style-type: none"> 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. 	

	curriculum.		
<input type="checkbox"/>	<p>Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.</p> <p>When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly.</p>	<ul style="list-style-type: none"> ▪ 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 <u>six</u> 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. 	
<input type="checkbox"/>	<p>Our staff consistently report high levels of support for wellbeing issues.</p>	<ul style="list-style-type: none"> ▪ Pastoral support is offered to all NQTs/ECT, middle and senior leaders. ▪ Staff retention is excellent and the school is fully staffed for 2021/22. ▪ 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			
<input type="checkbox"/>	<p>Our leaders have a clear and ambitious vision for providing high-quality education to all students.</p> <p>This is realised through strong, shared values, policies and practice.</p>	<ul style="list-style-type: none"> ▪ 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. 	

		<ul style="list-style-type: none"> ▪ School vision and aims is 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. 	
<input type="checkbox"/>	<p>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.</p> <p>The practice and subject knowledge of our staff, including NQTs, build and improve over time.</p>	<ul style="list-style-type: none"> ▪ 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 their faculty. ▪ NQT/ECT have a full entitlement of CPD/support provided by the school. Managers across the school are involved in providing CPD/support to the NQT/ECT programme. All NQT/ECT evaluate the CPD provided. ▪ 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. 	
<input type="checkbox"/>	<p>Our leaders aim to ensure that all students successfully complete their programmes of study.</p> <p>We provide the support for staff to make this possible.</p> <p>We create an inclusive culture and don't allow gaming or off-rolling.</p>	<ul style="list-style-type: none"> ▪ 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, 	

		<p>reviews held regularly to evaluate impact. Permanent exclusions are at zero and the school has provided on-site sanctions rather than home exclusions. This policy ensures the student is positively engaged by the school.</p> <ul style="list-style-type: none"> ▪ 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. 	
<input type="checkbox"/>	<p>Our leaders engage effectively with students and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.</p>	<ul style="list-style-type: none"> ▪ 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. ▪ 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. 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.	
<input type="checkbox"/>	<p>Our leaders engage with their staff and are aware and take account of the main pressures on them.</p> <p>They're realistic and constructive in the way they manage staff, including their workload.</p>	<ul style="list-style-type: none"> ▪ Staff are surveyed and their opinions are sort throughout the school year. Their feedback provides crucial direction of the school and individual curriculum areas. ▪ The whole school calendar with assessment deadlines is agreed with the whole school improvement team. ▪ The timetable has been adjusted to allow staff to finish early on a Friday ad 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. 	
<input type="checkbox"/>	<p>Our leaders protect staff from bullying and harassment.</p>	<ul style="list-style-type: none"> ▪ 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. 	
<input type="checkbox"/>	<p>Those responsible for governance understand their role and carry this out effectively.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ 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. As a boys' school, the outcomes are well above the national figures. ▪ The Trust is a critical friend of the local 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. 	

<input type="checkbox"/>	<p>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.</p>	<ul style="list-style-type: none"> ▪ 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. 	
<input type="checkbox"/>	<p>We have a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • Identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation • Help students reduce their risk of 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 	<ul style="list-style-type: none"> ▪ 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. ▪ 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. 	

OVERALL EFFECTIVENESS – SCHOOL RATING: GOOD		EVIDENCE	RAG
OUTSTANDING			
<input type="checkbox"/> The quality of education in our school is outstanding.	<ul style="list-style-type: none">• 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	COVID	
<input type="checkbox"/> 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.	<ul style="list-style-type: none">• Evidence that you’ve met all other outstanding requirements	Re-establishing standards following COVID	
<input type="checkbox"/> Safeguarding in our school is effective.	<ul style="list-style-type: none">• 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			
<input type="checkbox"/> The quality of education in our school is at least good.	<ul style="list-style-type: none">• Evidence that you’ve meet all of the good requirements for quality of education		

<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • Evidence that you've met all other good requirements 	
<input type="checkbox"/> Safeguarding in our school is effective.	<ul style="list-style-type: none"> • 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	EVIDENCE	TARGET
<p>Judgement: GOOD: All criteria are met. However, 2019 results demonstrate in consistency re academic outcomes at A Level. BTEC is outstanding.</p> <p>Focus for 2021/22 is to embed consistency. Re focus following disruptions to learning created by COVID.</p> <p>Allow for catch up. Support students with enrichment activities to support physical and emotional development.</p> <p>Continue to embed rigorous standards.</p>		
<p>□ 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</p>	<ul style="list-style-type: none"> • Evidence that all students engage in all enrichment activities including those most disadvantaged • Unifrog spreadsheet, enrichment programme/PSHE SOW. Pastoral Study Programme. • Gatsby Benchmarks • Student Surveys • Role of student voice and student leadership in contributing to enrichment programme. • Destinations analysis. • IAG: Careers interview analysis • Enrichment programme. • Futures Friday • Futures week • Transition discussions. • Recruitment discussions. • TD Discussions 	<p>Target: Monitoring of disadvantaged students and Student Premium.</p> <p>Monitor uptake by group.</p> <p>Focus on apprenticeships</p>
<p>□ Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> • Curriculum policy: evidence of how curriculum is planned and sequenced and opportunities students have to develop skills for future learning and employment • Enrichment programme 	<p>Continue to implement curriculum 5-year plan – keep under review in the light of local and national priorities,</p>

	<ul style="list-style-type: none"> • Futures Leader • Futures Programme • UCAS programme • Futures Week • HoKS5 • Faculty Policies and curriculum statements see website • Pastoral Study Programme. 	student interest and staff expertise
<input type="checkbox"/> 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 curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.	<ul style="list-style-type: none"> • Long-term and medium-term planning: evidence that teaching is differentiated to meet the needs of all learners • Lesson Observations • Work sampling • Sharing best practice • Folder Checks – 6th Form • TA agreements • IEPs • Sixth Form Handbooks • Students tracking sheets • Feedback • Annual Reviews • Departmental schemes of work • Recovery/Intervention • Assessment data: personalised learning enables students with SEN and/or disabilities and high needs to meet and exceed targets set. • Focus on difference • TA support programme. • SEN sixth form policy 	<ul style="list-style-type: none"> • Consistency across faculties • Monitoring SEN students • Analysis of outcomes – strategic monitoring of High Needs students
<input type="checkbox"/> Our sixth-form students study the intended curriculum. We ensure this by teaching all components of the full	<ul style="list-style-type: none"> • Long-term and medium-term planning covers all programmes of study • SOW • Curriculum Map 	<ul style="list-style-type: none"> • Consistency across all subject sin KS5

<p>programmes of study.</p>	<ul style="list-style-type: none"> • Prospectus • Student Handbooks • Curriculum Policy • Work sampling • 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 • KS5 Leader meetings – to allow for monitoring of coverage • BTEC trackers • Subject tracking sheets • Student Surveys • HKS5 monitoring 	
<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> • Performance management: quality assures the level of expert knowledge needed to teach subjects effectively • Specialist teachers in all subjects. • Evidence of CPD: impact this has on standard of teaching and learning in the sixth form including national qualifications • Membership of sixth form forums locally and member of NET.SIX – regular high quality CPD for staff. • Sharing expertise across schools • HKS5 monitoring 	<ul style="list-style-type: none"> • Induction to KS5 teaching for teachers new to A Level to include focus on subject knowledge and delivery of content – independent learning
<p><input type="checkbox"/> 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 feedback. In doing this, we respond and adapt our teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.</p>	<ul style="list-style-type: none"> • Lesson observations: evidence of effective teaching and learning • Student Surveys • Performance management used to identify weaknesses in teaching, 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 files. • Students can talk about learning in relation to feedback 	<ul style="list-style-type: none"> • Consistency across KS5 – policy for teaching and learning in sixth form in place to be embedded 2021 - 2022 • Refresh sequencing,

	<ul style="list-style-type: none"> • Blended learning making use of technology to deliver learning remotely 	recall, intent, implementation and impact following disruption created by pandemic. (HoKS5)
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • Evidence of monitoring long-term and medium-term planning • Induction of A Level and BTEC students. • Lesson planning • Curriculum statements. • Outcome analysis. • MAGHAG • Exam results 	<ul style="list-style-type: none"> • Using data to monitor high ability students (HLP) MAGHAG • Ensuring lesson activities challenge students • Using subject knowledge to challenge students
<input type="checkbox"/> Our teachers encourage students to use subject-specific, professional and technical vocabulary well.	<ul style="list-style-type: none"> • Evidence of key vocabulary in planning and modelled effectively in lessons • Lesson observations: impact of the vocabulary used by teachers and students • Work sampling /student folders 	<ul style="list-style-type: none"> • Professional focus an Academic Literacy – explicitly in Teacher tool kit
<input type="checkbox"/> Over the course of study, our teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.	<ul style="list-style-type: none"> • Evidence of teachers supporting students with study skills • Evidence of regular assessment used effectively to ensure that students are retaining knowledge and applying skills fluently and independently • AP1,2,3 data analysis • Progress concern meetings • Intervention programme • Evidence of study areas in school for students to work independently – 	<ul style="list-style-type: none"> • Refresh sequencing, recall, intent, implementation and impact (HoKS5) • Embedding study skills in

	<p>supervised with high standards</p> <ul style="list-style-type: none"> • Study Skills programme - PSHE 	<p>curriculum lessons</p> <ul style="list-style-type: none"> • Embed study skills for recall. • Embed teaching strategies for recall
<p><input type="checkbox"/> 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.</p> <p>Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or students.</p>	<ul style="list-style-type: none"> • Evidence of regular assessment used effectively to ensure that students are retaining knowledge and applying skills fluently and independently • AP1,2,3 • EX1,2,3 • Chapter tests • Challenging targets for students to meet: evidence of mentoring and supporting students to meet and exceed targets set • TDA • Academic tutoring day • Parents evenings • Pastoral report system • Subject feedback systems - to • Focus on meta cognition – thinking about thinking • Tracking sheets and target setting 	<p>Refresh assessment cycle.</p> <p>Streamline to reduce burden on staff and students.</p> <p>In place – to be embedded 2021 – 2022.</p>
<p><input type="checkbox"/> Our teachers create an environment that allows sixth-form students to focus on learning.</p> <p>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.</p> <p>These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future</p>	<ul style="list-style-type: none"> • Time and space for students to study independently • IS timetables – IT rich environments • Evidence of the range of materials and resources students have to support their learning • Work sampling • Lesson observations • Library • Software packages – Kerboodle, journals, Unifrog, MOOCs 	<ul style="list-style-type: none"> • Consistency across subjects • Independent study behaviour • Induction for students and staff to independent study

learning, independent living and employment.	<ul style="list-style-type: none"> • Field trips/ school visits • Long-term and medium-term planning: evidence of how teachers support students to develop the knowledge and skills to become independent learners • Evidence of how the sixth form gives students the opportunity to learn how to live independently and adapt to future employment – • Futures programme. • PSHE. 	<ul style="list-style-type: none"> • Explore link between Faculties and IS supervisors to allow for more effective monitoring of what students do during study time.
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • 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 	Consistency across all subjects
<input type="checkbox"/> 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. Our students with high needs have greater independence in making decisions about their lives.	<ul style="list-style-type: none"> • 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. • Variety of careers pathways taken up – students encouraged to consider long term opportunities following higher ed. • Improving picture • Above average retention and progression measures 	
<input type="checkbox"/> Our students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.	<ul style="list-style-type: none"> • Attendance and punctuality data • Rigorous systems for monitoring. • Rewards and immediate sanctions 	Continue to have this as number 1 priority – maintain rigorous systems – with no

	<ul style="list-style-type: none"> • Student survey data: impact this has had on school improvement planning • Where students are struggling support offered • Well-being Wednesday • Support from CAMHs • Sixth Form access to school counsellor 	<p>excuses</p> <p>Support to be personalised for students who experience challenges – either physically or mentally.</p>
<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> • Evidence of careers advice and events for sixth-form students. Multiplicity of provision as evidenced by documentation relating to: • Recruitment • Independent advice and guidance for all students – one in depth interview – all are entitled to. • Induction. • Enrichment programme. • MAGHAG support programme • Oxbridge prep • Med Soc prep. • Use of Unifrog • UCAS programme • Apprenticeship programme • Business partners. Eg SITUS. Clyde and Co • Work Experience for all. • IAG for all. • PSHE • Aim to Attain • Impact of work experience opportunities: 	<p>Analyse impact of work experience.</p> <p>Gather evidence from students and employers.</p> <p>Continue to build links with work experience providers</p>

Evaluating sixth-form provision in schools

SIXTH-FORM PROVISION IN SCHOOLS – <i>SCHOOL RATING:</i> GOOD	EVIDENCE	RAG
OUTSTANDING		
<input type="checkbox"/> We meet all the criteria for good in the effectiveness of sixth-form provision securely and consistently.	<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> The quality of sixth-form provision provided is exceptional.	<ul style="list-style-type: none"> • Evidence of outstanding sixth-form provision over an extended period of time leading to continued school improvement 	Consistency to be established over time. (2019 results in consistent)
<input type="checkbox"/> 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.	<ul style="list-style-type: none"> • Year 13 assessment (attainment and progress) data: data improving over time • 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. covid

<input type="checkbox"/> The impact of our taught curriculum is strong. Our students acquire and develop high-quality skills and produce work of a consistently high standard.	<ul style="list-style-type: none"> • Students' work is improving over time • Termly assessment data • End of year assessment data • Lesson observations: impact of high-quality teaching and challenge in class 	Inconsistent outcomes 2019
<input type="checkbox"/> Our sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.	<ul style="list-style-type: none"> • 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 	
<input type="checkbox"/> Our sixth form consistently and extensively promotes learners' 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.	<ul style="list-style-type: none"> • Evidence of enrichment activities to support students' personal development • Impact these activities have on students: supporting UCAS applications, meeting future employers, leadership within student body 	