



# HASTINGS HIGH SCHOOL

Care And Excellence For All

## SELF EVALUATION REPORT FOR 18-19

We believe that Hastings High School is a good school on our way to outstanding.

### School Context

The intent of our curriculum is that it inspires and provides all members of our Hastings Family with the opportunity to shine and broaden their horizons; it focuses on developing the whole child by teaching good mental health as well as developing academic interest and progress. Our curriculum is clear about the 'why', 'how' and 'what' and stands out as being unique and relevant to Hastings.

Our school is committed to developing a learning community which is safe, purposeful, challenging and fosters mutual respect between all stakeholders.

High quality teaching for all enables pupils to enjoy their learning, achieve their potential and develop as individuals. This includes stimulating lessons which:

- Improve knowledge, skills and understanding;
- Endeavour to overcome barriers to learning;
- Make clear to pupils the next steps for further improvement;
- Promote behaviour conducive for all to learners to excel.

Opportunities are provided for all pupils to receive appropriate levels of challenge and support, to broaden their cultural, social, sporting and technological horizons, to develop independence and to be prepared for living and working in a diverse 21<sup>st</sup> Century society.

Implementation of the curriculum is through the school vision of care and excellence for all leading to high quality teaching and learning that is evidence based and is central to the success of Hastings High School.

The key principles of this implementation are underpinned by our school values that 'Hastings CARES':

- **Community**  
Teachers and pupils demonstrate mutual respect and create relationships that ensure a positive climate for learning.
- **Ambition**  
Every pupil has the potential to surpass their target (there is no ceiling to an individual's achievement).
- **Responsibility**  
Pupils know what improvements are needed to achieve or surpass their targets and are instrumental in their own learning.

- **Enrichment**

The skills and knowledge developed in school, supports pupils for life beyond the school, as it equips them with the capacity to become successful lifelong learners.

- **Self-development**

All teachers and pupils are leaders of learning and demonstrate through their own example that they are lifelong learners.

There are a range of teaching strategies used at Hastings. However, the basics are evident in all lessons to ensure that all learners make at least expected progress:

- First 5 minutes to set the tone for learning and retrieve previous learning
- Challenge to stretch learning
- Literacy and oracy for learning so that every pupil has a voice
- Feedback to boost progress

## School Information

Hastings High school is a smaller than average secondary school near the Leicestershire / Warwickshire border. There are 847 pupils on roll and we are oversubscribed in every year group. The vast majority of our students are white British and we have significantly less than average disadvantaged pupils (12%) and EAL pupils (2%). There are significantly less than average SEN pupils (9%) of which a small percentage have an ECHP. There are 2 pupils from a traveller background and 11 pupils are looked after or have a special guardianship order. APS on entry is in line in all year groups. The school was built in 1956 and very little has changed with the buildings since then apart from several temporary classrooms and a new six classroom block that was built in 2016. We have limited indoor space for social times and very limited PE and Design facilities. The school is working hard to increase these provisions in the coming years and has had lots of meetings with both the local authority, local council and other funding streams to enable us to do this. The school currently has interim co-headteachers who were both previously deputies at the school. Governors will start the formal application process for Headteacher in the spring term of 2020; the interim co-headteachers have indicated that they will apply as a co-headship.

The school went through key stage age range change in 2015 and had its first set of GCSE results in 2017. Since these first set of results there has been an improving picture in terms of progress and attainment as detailed below:

	2017	2018	2019
Progress 8	-0.04	0.34	0.43
Attainment 8	51.4	50.8	55.2
English and Maths 5+	65%	54%	68%
EBACC Entry	18%	23%	50%
EBACC APS		4.46	5.08
% Pupils in P16 (non NEET)		95%*	

Progress in the current year 11 group is expected to be around +0.5 based on staff predictions which have historically been very close to achieved results.

Pupils make huge gains especially in Geography, Maths and Science down to the cogency of the curriculum. Improvements have been made in recent years in English, History, Computer Science, French and Arts subjects as the new 1-9 GCSE courses have been implemented, we are confident from our internal data that these improvements will be

sustained. Pupils at the school study a 3 year KS3, choosing limited options at the end of year 8 to give more curriculum time to arts subjects followed by a full and open options choice at the end of year 9. The timetable is written around the options choices of the pupils with the only restriction being classroom space for some subjects.

Pupils join the school with performance scores broadly in line with national data. We conduct baseline assessments in maths. In these baseline assessments we find that middle and lower ability students on entry tend to perform below their KS2 score, but this gap is closed and then excellent progress is made. We find that pupils arrive to us with weak performance in sciences, languages and arts subjects, this is due to limited or no primary teaching in these areas so we are actively making links with our feeder primary schools to assist them in these areas, especially science and languages.

In each year group we have a group of 1-5 pupils who are very weak on entry we support their progress through support in KS3 using both our catch-up funding and employing a numeracy and literacy specialist HLTA, if required we offer a KS4 curriculum path with additional maths and English support. These pupils alongside a small handful with medical conditions have a large effect on our progress, but they are part of our Hastings family so we do everything that we can to support them well despite home lives being outside of our control.

The school has many strengths, these include but are not limited to; behaviour of pupils, attendance, academic performance, safeguarding, governance, P16 destinations (indicating that they are prepared for the next stage of their lives or education), Curriculum, SEN outcomes, PP spending and our Values and Ethos. Our vision is 'Care and Excellence for all' which underpins our 'Hastings Family' and 'Hastings CARES' values. We live and breathe these aspirations and they are the basis of everything that we do.

### **Information about Hastings High School**

- The school converted to academy status in September 2013. It is a stand-alone academy.
- The school expanded to include pupils in Year 10 in September 2015 and Year 11 in 2016.
- The school is smaller than the average-sized secondary school.
- A very small number of pupils attend off-site provision usually through the Hinckley and Bosworth Education Partnership at Enstruct, Real, Teck, Uneek Loft and Glenfield Youth Centre but some arranged directly through the school.
- The school's P8 is currently well above average.
- Pupils' attendance is above national average
- Fixed term exclusions are below national averages
- There have been no permanent exclusions in the past three years
- The school is in Quintile 4 for both SEND support and EHCP pupils
- The school is in Quintile 5 for FSM6 pupils

A large proportion of pupils at the school are from amongst the 20% most least deprived areas of the country but we still have pupils from small pockets of deprivation, particularly those that do not come from a main feeder primary school.

### **Progress Since Last OFSTED Inspection**

Since the last OFSTED inspection the school has been working hard to improve the quality of leadership and management by:

- Ensuring that leaders carefully evaluate all aspects of the school's work with precision and detail, amending plans and taking decisive action swiftly when weaknesses are identified.

The school has done this by strengthening the continuous Improvement (CI) process. This has involved a more rigorous LM calendar with at least fortnightly meetings for middle leaders, a stronger emphasis on data analysis and using this to inform action planning and impact through observations, learning walks, work scrutiny, pupil voice and other evidence areas. Training has been given to both senior and middle leaders through a variety of sources including; NPQH, NPQSL, PiXL Engagement and middle leaders program, leading to leadership across all levels.

- Ensuring that governors hold leaders fully to account for the impact of additional funding.

The school has done this by appointing a member of the extended senior leadership team with this as a focus and having a named governor taking responsibility for this area. This member of staff has been trained as a pupil premium reviewer enabling the school to focus on best practice nationally with regards pupil premium spend. The same member of staff and governor are also responsible for catch-up funding spend, with much more detailed analysis being completed on the impact of the money spent.

- Further developing middle leaders to enable them to hold staff to account.

The school has done this by strengthening the continuous Improvement (CI) process. There is a stronger emphasis on data analysis and using this to inform action planning and impact through observations, learning walks, work scrutiny, pupil voice and other evidence areas. Training has been given to middle leaders through a variety of sources including; NPQSL, PiXL Engagement, the PiXL middle leaders program. We have developed networks with other schools to enable the sharing of good practice at middle leader level both internally and externally. We have

recruited in key areas where middle leadership had been identified as a weakness. Middle leaders are also regularly invited to governor committee meetings.

- Developing a strategic approach to overseeing and evaluating the provision for pupils who have special educational needs (SEN) and/or disabilities.

The school has done this by embedding the good practice that was already seen by the newly appointed SENDCo and having a clear focus on success criteria. The SENDCo and support team have been upskilled through investment in a range of professional development opportunities and networks with other schools to share good practice. A renewed whole school emphasis on Quality First Teaching strategies and the sharing of information focusing on the needs of individual pupils means that teachers are equipped to ensure that all pupils make at least good progress in their lessons. The impact of some of this work can be seen in our SEND data.

## **Area 1: Quality of Education**

### **Curriculum**

We offer a broad and balanced curriculum with pupils studying all available subjects throughout year 7 and year 8. At the start of year 9 pupils choose two arts subjects to enable further teaching time and greater depth of specialist study during KS3. We conduct a full and free choice options process as pupils enter year 10.

Subject	Year 7/8 Hours per week	Year 9 Hours per week	Year 10/11 Hours per week
Maths	4	4	4.5
English	4	4	4.5
Science	3	3	4.5
History	2	2	2.5 hours as option block
Geography	2	2	
RE	1.5	1.5	
GCSE PE			
Art	1	1.5 hours as option block	
Drama	0.5		
Music	0.5		
DT	1		
Food	0.5		
Textiles			

French	2.5	2.5	
Computer Science	1	1	
Tutorial	0.5	0.5	0.5
Core PE	1.5	1.5	1

We research best practice and implement this as part of our teaching and learning through the 'Teaching and Learning Research Group' (TLRG) and the 'Pupil Teaching and Learning Group' (PTLG). These groups are led by a member of the senior leadership team and lead regular inset through the year for all teaching staff. In the past 12 months there has been a focus on Oracy in classrooms led by Mrs Loxley with both internal and external training in conjunction with Voice 21. This culminated in a group of pupils leading a national staff training session for Voice 21. Mrs Loxley is a national Oracy leader.

At Hastings it is important that we show diversity and give pupils cultural capital. We do this through PD Days, extra-curricular activities, trips and residentials, ambition, careers visits, curriculum, community, values, ethos, leadership opportunities (ambassadors, student council), oracy, work experience and student voice.

Our curriculum improves outcomes for pupils. With a broad and balanced base pupils have a free options choice before the start of year 10 to enable them to pick both subjects of interest and also have a breadth of options available. Whilst we promote an EBACC route through GCSE both governors, the leadership team, parents and pupils are firm believers that pupils should have completely free choice.

We are undergoing a thorough curriculum review program with all departments. This is being driven by middle leaders, their individual curriculum intents and subsequent review of subject curricula to ensure that the curriculum that we deliver works for all pupils and enables strong outcomes across all subjects and groups of pupils.

We use internal data to support our curriculum. We report on pupils attainment and monitor progress three times per year informing parents through written reports and parents evenings where attendance is typically above 90%. Using the data we put in place interventions in KS4 and expanding this to KS3 is a focus in this year's development plan.

### **The Quality of Teaching and Learning**

At HHS our approach to teaching and learning is founded on the principles of Care and Excellence for all; integral to this is our Teaching and Learning policy which is built around The Best for Every Child (TBFE). Framing our intent around these guiding principles ensures that our staff aspire to deliver lessons that are not only engaging, inspirational and challenging, but offer pupils the opportunity to talk with purpose, develop a deep knowledge and understanding of each subject area and to work independently.

The impact: Lesson observations indicate that the vast majority of lessons taught are of a high quality, with 93% judged as good practice or better. This is also indicated through pupil voice where pupils say they enjoy their learning. The information from lesson observations and other CI informs the next phase in our cycle of improvement, with subject leads using the information to inform their action plans and to identify CPL needs within their teams.

CPL comes through a variety of sources including; weekly sharing good practice briefings, the bitesize training calendar, whole school CPL and locally and nationally offered external CPL that links with the school development plan. The external providers that we frequently use are NPQ programmes and PiXL programmes.

### **Impact**

The data that staff input to SIMS is an accurate reflection of pupils abilities (predictions have been accurate for the past three years), this enables the correct interventions and support of pupils to enable them to make maximise their progress in lessons and during their time at the school.

In the past two years pupils have joined the school in line with national KS2 outcomes and have left Hastings High School with above average outcomes.

Our existing 'in-house' data for year 11 shows we are on track for a Progress 8 score of around +0.5.

Pupil voice shows that in year 7 pupils have settled well and are enjoying life at Hastings, in year 10 pupils appreciate the introduction they have had to GCSE studies but they feel ready and prepared for the challenge and enjoying their learning. Parent questionnaires are overwhelmingly positive with parents feeling that their child is safe and happy at the school and making good progress.

The school is quite stable, the transience of pupils is low across all year groups. The pupils who do leave are generally moving to a new area / country. We have no pupils in the last three years who have been either permanently excluded or who have left the school for home education. We believe that all pupils should be in school and work closely with parents to make sure this is the case. We have had one parent who applied for home education in the past year but we worked with the parent to ensure that her child stayed in school and was ultimately very successful at GCSE. We have a selection of pupils who join the school each year, these are often pupils with difficult circumstances including those pupils who have been permanently excluded from elsewhere or have not been attending other schools. We work hard to incorporate these pupils into our Hastings Family to give them the best possible chances that we can provide.

In our school GCSE data last year there were several outliers of which one stands out. The impact of this pupil is demonstrated below.

	P8	Disadvantaged P8
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With all pupils	0.43	-0.02
With outlier removed	0.46	0.17

We expect that the current year 11 will further push school records in terms of progress and attainment. Year 10 have only just started the GCSE course and as such it is too early for us to make secure predictions but they have made a good start.

We monitor carefully the progress in reading and we support this work through a variety of means including and not limited to; use of catch up funding for intervention, literacy in the curriculum, PiXL VoCap, oracy, a school library and librarian and employing a literacy co-ordinator.

### **Area 2: Behaviour and Attitudes**

Hastings is a calm, safe, orderly, inclusive and positive school. The school has a well establish behaviour policy that is used consistently across all classrooms and the school. Pupils want to learn and low level disruption is dealt with quickly to enable learning to take place. For certain pupils where school is challenging we utilise the ARK for small group teaching (and subsequent re-integration) and for a very small group of pupils we use off-site provision either full-time or part-time through HBEP, the local behaviour partnership or sourced ourselves.

Pupils are rewarded with either stamps in their planner or achievement points that link to wider school rewards in each yeargroup.

There is a focus on both attendance and punctuality led by an attendance lead who works closely with the EWO. Our attendance is strong and well above national figures for all areas and subgroups.

Our exclusions are low and are used as a last resort. We have not permanently excluded any pupils in the last three years. After an exclusion we work hard with pupils and parents to re-integrate the pupil back into our school.

P16 – The local picture causes the data here to loose accuracy. In the last two years we have only one NEET pupil from our own research, this is significantly lower than the national average.

### **Area 3: Personal Development**

SMSC and British Values are an integral part of our curriculum and are covered using a variety of approaches. These include through lessons, tutorial, Personal Development Days, Enrichment and assemblies. These are delivered by Hastings staff and a range of external providers including, local churches, visiting speakers and specialist providers. Pupils in years 7 and 8 are also involved with the PiXL Edge, a programme that teaches and provides opportunities for pupils to develop their employability skills.

Our Personal Development Days take place once each half-term and delivers PSHEE and Citizenship requirements. RSE is delivered through our tutorial programme. The Programme varies according to identified needs, pupil voice and national requirements. Typically over the over the course of the year all pupils will take part in the following:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Oracy	Oracy	Oracy
Personal Development	Money Matters	Health and Well-Being
Diversity	Global Goals	British Values
SAD 1	SAD 2	SAD 3
Learning to Learn	Enterprise	Health and Well-Being
LORIC	Careers	First Aid

<b>Year 10</b>	<b>Year 11</b>
Opening Minds	ELEVATE/Careers
Health and Well-Being	NEC Skills Show
Health relationships SRE + Mock Interviews	Mock Interviews and Personal Skills
Enterprise and Economy	ELEVATE/Revisions and Action Plans and ART examination day
Aim Higher	Exam Preparation
A-Level taster day	

We are currently 73% compliant with the Gatsby benchmarks. All pupils in year 10 complete a work experience placement and we have a Careers Programme that runs as part of our Personal Development throughout the year.

Online safety is taught explicitly to pupils through ICT, assemblies and our Personal Development programme. We also hold annual parent information evenings and use Parent Mail to ensure that parents are well informed as to how to keep their child safe online.

#### **Area 4: Leadership and Management**

Leadership and Management is good and improving. The new leadership structure with Co-Headteachers has enabled more leadership development at all levels and has strengthened the leadership team with an extended team level. The school is working hard to further develop leadership at all levels through the use of NPQ course, PiXL engagement and offering both internal and external training courses to staff with leadership ambitions.

There has been extensive work on the school vision and values and how that permeates through everything that we do both in and outside of the classroom with pupils, staff and our wider community.

Our teaching is evidence based, using the Teaching and Learning Research Group as a lead staff at the school are engaged in their own continued professional development. All Staff members are encouraged to both run and attend bitesize CPL sessions that happen throughout the calendar year based on a set of foci decided upon based on the current need and circumstances.

Staff workload and wellbeing is an important area for the school, Pupils work is marked when appropriate to give the best opportunities to boost progress. Each department has formed their own marking policy that best fits their subject and staffing. Student assessment data is collected three times per year with subject leads then doing incisive analysis through our continuous improvement program and feeding back to departments to enable the greatest possible impact.

There are regular opportunities for all staff to have their say on the school and clear line management structures to enable all staff to be supported and challenged. We also buy into local authority support services that are available to staff if required.

Governance is strong with a stable and active board of governors split across members, the governing body and three committees (Pupils Outcomes, Resources and Audit, Human Resources) Governors are a regular presence around school supporting the work of the school alongside being a critical friend and challenging leaders to improve further.

The school does not 'game' the system, we do not either off-role pupils or permanently exclude pupils. We work closely with parents to support all pupils to enable them to succeed at Hastings. The options process in Year 9 is a free choice so pupils study the courses that they choose. The options process is supported by both parental meetings and individual subject presentations in assemblies.

Safeguarding is part of the school culture and an important part of everyday life at the school. Termly updates are given to ensure that staff are supported and have a good understanding of safeguarding risks to children. Staff are vigilant and pro-active in regard to safeguarding and also confident enough to challenge in a situation where appropriate to ensure that the appropriate action takes place.