



HASTINGS HIGH SCHOOL

Care And Excellence For All

SELF EVALUATION REPORT FOR 2022-23

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

School Context

Our vision is to provide care and excellence for all so that every member of our Hastings family can achieve our ambition to be consistently +1 irrespective of background and starting points.

Hastings High School is a school where every member of our Hastings family really does matter. We aim to provide “Care and Excellence for All”; care is deliberately placed before excellence as we believe that when pupils know that they are cared for, they are more likely to succeed, and excellence will follow.

We have high expectations and aspirations for all of our pupils and, through our curriculum, seek to develop the knowledge, skills, attitudes and abilities in them, which will enable them to surpass their life goals.

Our curriculum is ambitious and provides opportunities 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 21st Century society.

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.

“Hastings is an amazing community of pupils and teachers who work together in striving for excellence” – pupil quote.

“Hastings High School is education for all, provides knowledge to all. An amazing school for all” – pupil quote

- **Ambition**

Every pupil has the potential to surpass their target (there is no ceiling to an individual’s achievement).

“Hastings have helped me become ambitious and try harder in lessons. They have helped me be more motivated and want to do better and succeed” – pupil quote.

- **Responsibility**

Pupils know what improvements are needed to achieve or surpass their targets and are instrumental in their own learning.

“Hastings is a brilliant, inclusive school open to everyone. It is the best way to learn and brings me joy everyday” – pupil quote.

- **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.

“Hastings is an amazing school that has opened up my mind and taught me things that I never knew even existed” – pupil quote.

- **Self-development**

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

“Hastings’ values have shaped how I have grown as a person and how everyone has grown as a community” – pupil quote.

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 to secure knowledge so that learning is remembered
- Challenge to stretch learning and broaden horizons
- Literacy and Oracy for learning so that every pupil has a voice
- Feedback to boost progress and informs responsive teaching

School Information

Hastings High school is a smaller than average secondary school near the Leicestershire / Warwickshire border. There are 841 pupils on roll and we are oversubscribed in every year group, last year there were 350+ applications for only 165 places. The vast majority of our students are white British and we have slightly less than average disadvantaged pupils (15.6%). There are slightly less than average SEN pupils (12%) of which a small percentage have an ECHP (1.7%). (19 pupils fall under a Social Worker). APS on entry is in line with national averages, in all year groups, where the data has been available.

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, MP and other funding streams, to enable us to do this. The school currently has Co-Headteachers, who were both previously Deputies at the school.

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	2020	2021	2022	2023 Predictions
Progress 8	-0.04	0.34	0.43	~ 0.66*	~ 0.78*	0.69*	0.50*
Attainment 8	51.4	50.8	55.2	53.65	55.84	56.48	55.51
English and Maths 5+	65%	54%	68%	60%	63%	68%	65%
EBACC Entry	18%	23%	50%	25%	26%	26%	14%
EBACC APS		4.46	5.08	4.6	4.86	4.89	4.71
% Pupils in P16 (non NEET)	96%	97%	96%	98%	Internal figure 100%	Internal figure 100%	

*using 2019 progress data

**using 4Matrix share and compare 2022

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 have coped exceptionally well with the circumstances of the last 3 years, our internal data shows that the vast majority of pupils in the vast majority of subjects are where we would expect them to be to continue to achieve outstanding outcomes in year 11. For pupils and subjects where additional teaching is required we are using the catch-up funding to work intensely with them. The structure of the timetable and

quality of remote learning through two lockdowns has ensured that pupils continue to thrive. Our curriculum was as ambitious throughout remote learning as it would have been had pupils been in school.

In the last full set of GCSE results pupils made 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. We are confident from our internal data that these improvements will be sustained.

Pupils at the school study a three-year KS3, with 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. At the end of year 8 pupils choose to specialise in some Arts options for the following year to enable an increased amount of curriculum time in preparation for GCSE level studies.

Pupils join the school with performance scores broadly in line with national data. This year we have conducted baseline assessments in Maths, Science and English through CATs testing, there will be further external benchmarking in Maths and English. In previous 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 in 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 numeracy and literacy specialist HLTA's, LSA's and smaller class sizes. If required, we offer a KS4 curriculum path with additional Maths and English support, which children are able to access alongside an ASDAN Qualification. These pupils, alongside a small handful of children with medical conditions, have a large effect on our progress, but they are part of our 'Hastings Family' and we do everything that we can to support them well, despite their 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 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.
- Three pupils attend off-site provision through HBEP, they attend ??
- The school's P8 is currently well above average.
- Pupils' attendance is above national average
- Fixed term exclusions are below national averages
- There has been only one permanent exclusion in the past four years (to be updated when last years national data available)
- The school is 'Close to average' for pupils with SEND support
- The school is in 'Below average' for EHCP pupils
- The school is in 'Well below average' for FSM pupils

The school location deprivation indicator is quintile 4 (more deprived) but the pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

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 Line Management calendar with regular, timetabled meetings for Middle Leaders, a stronger emphasis on data analysis and using this to inform action planning and impact, through 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 programme, leading to leadership across all levels. There has been a clear focus on workload and staff wellbeing removing onerous tasks with little or no impact from teachers and leaders through the revised CI program.

- 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, regarding 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 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 and from the whole school SEN review.

Area 1: Quality of Education (Self Evaluation as Grade 2)

Curriculum Intent

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 fortnight	Year 9 Hours per fortnight	Year 10/11 Hours per fortnight
Maths	8	8	8
English	8	9	9
Science	6	6	9
History	4	4	5 hours as option block
Geography	4	4	
RE	2	2	
GCSE PE			
Media Studies			
Citizenship (added 2020)			
Graphics (added 2021)			
ASDAN (added 2020)			
IMedia			
Health and Fitness (added 2018)			
Art	2	3 hours, in rotation	
Drama	1		
Music	1		
DT	2		
Food	1		
Fashion (Added 2019)			
Spanish (added 2021)			
Dance (added 2021)			
French	4	4	
Computer Science	2	2	
Character Education (added 2021)	2	2	2
Core PE	3	3	2

In 2020-21 we structured our day to be a single lesson each day. This was due to the pandemic and limitations of the school site meaning we wanted to minimise movement and implement bubbles to minimise Covid contacts. This was hugely successful in terms of minimising absence and was also beneficial in terms of remote learning leading to high attendance rates where absence of non-completion could easily be followed up. We made amendments to this in 2021-22 by having two lessons per day and for 2022-23 have reverted to a more traditional model with both double and single lessons.

The school offers an EBACC route at GCSE with take up varying from year to year, we have increased our language offer including Spanish from 2021 to further increase EBACC numbers in subsequent years. We are also working closely with the local primary feeder schools to link the

primary and secondary languages curriculum and deliberately have more languages lessons than other EBACC subjects in KS3.

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 Extended Senior Leadership Team and lead regular inset through the year, for all teaching staff. We have worked on Rosenshines principles alongside knowledge organisers and retrieval practice led by Mr Wade. We are proactively involved in education research including EEF projects on Mastery English and the whole school SEND review.

Our curriculum improves outcomes for pupils. Having experienced a well sequenced and ambitious curriculum at KS3, pupils are enabled to make the right options choices before Year 10. Pupils are given free choice regarding their options choices and are able to pick subjects of interest from the 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. The options process is supported by both parental meetings and individual subject presentations in assemblies.

We have undergone a thorough curriculum review programme. This was 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. This included work on sequencing and the curriculum being covered. Subject curriculums are closely aligned with the school's core values. The CI program is under constant review and refined with appropriate focus, last year this was around remote learning to ensure that pupils received the absolute best possible provision.

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%, last year these were completed online. Data collected is used proactively to provide targeted interventions for KS4 pupils and this was extended to KS3 pupils over the course of last year. The further expansion for KS3 pupils is a focus in this year's development plan.

Implementation

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' (TBFEC). 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: Quality assurance indicate that the vast majority of lessons taught are of a high quality, 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 is designed to address whole school priorities first, with a more nuanced approach to ensure departmental and individual professional learning targets are addressed. This comes through a variety of sources including; whole school CPL, locally and nationally offered external CPL that links with the school development plan, weekly sharing good practice briefings and the bitesize training calendar. 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 for pupils to enable them to make maximise their progress in lessons and during their time at the school. We have recently changed our Reporting process to further identify any underperformance in KS3 pupils, enabling appropriate interventions to be put in place. We collect pupil data at three points through the year leading to formal reports.

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

Pupil Voice shows that Year 7 pupils settle well and enjoy life at Hastings, Year 10 pupils appreciate the introduction they have had to GCSE studies but feel ready and prepared for the challenge and enjoy 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 roll 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 one pupil in the last three years who has been permanently excluded. In the last 12 months 3 pupils have left the school for home education for a variety of reasons including severe anxiety issues. For all of these pupils we have offered to help wherever needed in the future.

We believe that all pupils should be in school and work closely with parents to make sure this is the case. We have a selection of pupils who join the school mid-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 relentlessly to incorporate these pupils into our 'Hastings Family', to give them the best possible chances to succeed.

Our NEET figures are very low and all pupils leave us with an appropriate 'next stage'. For the pupils that require extra support we work with local college and providers to facilitate the next steps and support our pupils through their transition and beyond.

In our school GCSE data, for 2022, there were several outliers, of which one stands out. The impact of this pupil is demonstrated below.

	P8	SEN P8
With all pupils	0.69*	-0.73
With outlier removed	0.80*	-0.23

We carefully monitor 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 through English mastery and reading for pleasure, Accelerated reader, oracy, a school library and librarian and employing a literacy co-ordinator.

The reason we do not yet believe that this area is outstanding yet is that all of the above is not fully embedded across all subject areas.

Area 2: Behaviour and Attitudes (Self Evaluation as Grade 1)

Hastings is a calm, safe, orderly, inclusive and positive school. The school has a well-established Behaviour Policy that is reviewed each year, is based on research and 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 achievement points that link to wider school rewards in each year group. This year rewards will be given through class-charts enabling parents to see these reward points.

There is a focus on both attendance and punctuality, led by an Attendance Manager 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 had one permanent exclusion in the last four years. After any exclusion we work hard with pupils and parents to re-integrate the pupil back into our Hastings Family.

The quality of our remote learning ensured that Attendance remained high. For any pupils who were not consistently accessing remote learning they were invited to work in school where they could be monitored more closely. As a result our remote learning completion was above 95% minimising the disruption of COVID on learning.

Area 3: Personal Development (Self Evaluation as Grade 2)

SMSC and British Values are an integral part of our curriculum and are covered using a variety of approaches. These include; character education lessons, form time, Drop down days, Enrichment and assemblies. These are delivered by Hastings staff and a range of external providers including local churches, visiting speakers and specialist providers.

The PSHEE and Citizenship requirements are delivered through character education led by a head of department utilising staff from across the school and subjects. The Character education scheme of work robustly responds to local information, pupil voice, what we know about the local area and national trends in terms of safeguarding and national scheme and this is reviewed half-termly.

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. Sadly, the impact of Covid-19 has meant that some of the current Year 11 were unable to participate in their Work Experience placements in these cases Online/virtual work-related experiences have been completed by pupils.

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

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

Area 4: Leadership and Management (Self Evaluation as Grade 2)

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

There has been extensive work on the school vision and values and how these permeate 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. These sessions are based on an agreed set of foci, informed by the current need and circumstances identified. In addition, staff are encouraged to address their own professional development in a number of ways. This includes professional reading, accessing professional webinars amongst others.

Staff workload and wellbeing is an important area for the school. Each department has formed their own Marking Policy that best fits their subject and gives pupils the best opportunities to boost progress. Student assessment data is collected three times per year with subject leads then doing incisive analysis, through our Continuous Improvement program, 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.

All staff and pupils are invited to attend and present ideas or suggestions, on ways the school could be improved, at the Butterfly Meetings, which are held once a half term. A Suggestions Box is also available in the Staff Room, for those more reserved staff members to share their thoughts and ideas, anonymously if wished. The School Council are also active in driving school improvement.

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

The school does not 'game' the system, we do not either off-role pupils or 'lose' pupils. Permanent exclusion is a last resort. We work closely with parents to support all pupils, to enable them to succeed at Hastings.

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 to ensure that the appropriate action takes place. The recent addition of CPOMS has enabled staff concerns to be handled swiftly and effectively. We take safeguarding extremely seriously and conducted an external safeguarding review in early 2022 from the local authority safeguarding leads.

As these strategies and improvements are further embedded we expect this area to move to outstanding.