



THE JOHN WARNER SCHOOL



4/4/2017

School Self-Evaluation

The John Warner School is part of The Hoddesdon School Trust. This document is a summary of the school's self-evaluation following extensive and on-going analysis of both quantitative and qualitative data from external and internal sources. The judgements are based on the 2016 Ofsted Inspection Framework.

The John Warner School

SCHOOL SELF-EVALUATION

SECTION A: INFORMATION ABOUT THE SCHOOL

Overall effectiveness – Good

Evidence that supports this judgement:

- Outcomes for pupils, in terms of the majority of key performance indicators (KPIs), is **good** (Section C)
- The effectiveness of 16-19 study programmes is **good** (Section D)
- The quality of teaching, learning and assessment is **good** (Section E)
- Personal development, behavior and welfare is **good** (Section F)
- The strong leadership of the school ensures that: areas of underperformance are addressed, with rigour, to secure rapid improvement; deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development; and safeguarding is effective (Section G)

Context of the school

| Characteristic | Figure | Quintile | Trend |
|------------------------|--------|----------|------------|
| On roll | 1242 | 60-80 | Stable |
| FSM eligible | 20.2 | 20-40 | Increasing |
| Minority ethnic | 13.3 | 40-60 | Increasing |
| % EAL | 5.8 | 40-60 | Increasing |
| % SEND | 5.5 | 0-20 | Declining |
| % Statement/EHC | 0.6 | 0-20 | Stable |
| % Stability | 97.3 | 80-100 | Stable |
| Deprivation | 0.15 | 20-40 | Stable |

Source: RAISEonline 2016

Other information

- The school converted to academy status in 2011 and joined The Hoddesdon School Trust in 2016
- The last section 5 Ofsted inspection was in January 2014 where the school was judged as 'good'
- Areas of development identified in the last inspection have been largely addressed (section B)

SECTION B: PROGRESS SINCE LAST INSPECTION

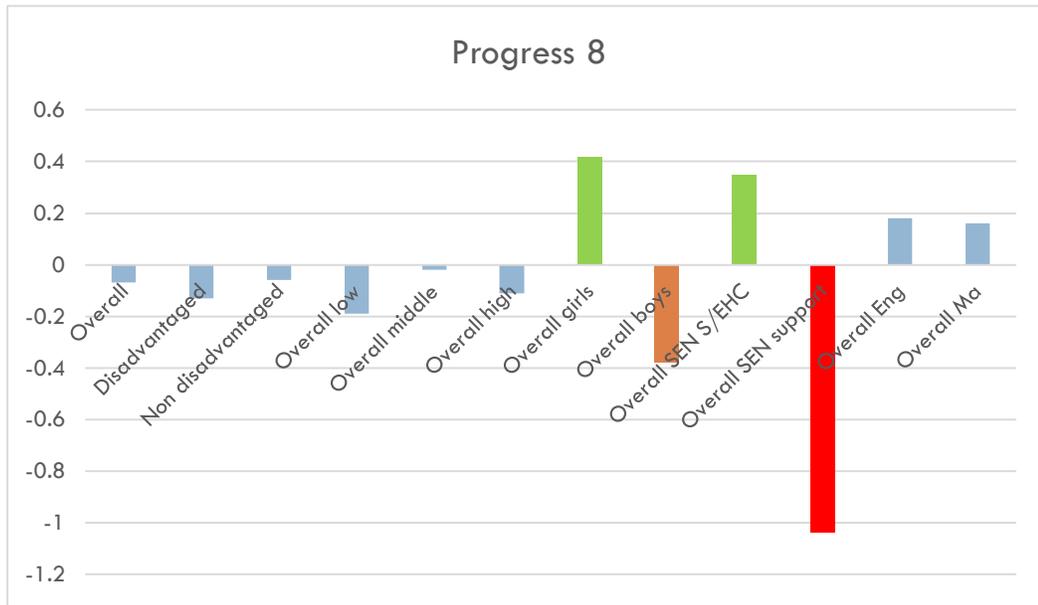
| Area of development | Impact statement |
|---|--|
| Achievement is not outstanding with slow progress in science | In 2016 core science achieved 68% A*-C (compared to 53% nationally), additional science achieved 60% (same as national average), biology, chemistry and physics were all above national average. Achievement at KS4 is outstanding in many areas. RAISEonline (Nov 2016) showed progress in science was 0.1 with disadvantaged pupils scoring 0.3. |
| Proportion of students making good progress in mathematics was well below national average in 2013 | In 2016 81% of GCSE mathematics students achieved A*-C, 20% above national average. 75% of the cohort made 3 or more levels of progress and 37% made 4 or more levels of progress. RAISEonline (November 2016) showed progress in mathematics to be 0.2 with disadvantaged pupils scoring 0.0. |
| Pupil Premium students attained ½ GCSE grade below peers | In 2016 PP students achieved 52% A*CEM (compared to 65% non-PP), 26% EBacc (compared to 20% non-PP) and -0.1 Progress 8 (compared to 0.2 non-PP). RAISEonline (November 2016) showed attainment 8 for all pupils was 50.01 and 47.09 for disadvantaged pupils, less than ½ grade below their peers. |
| Sixth Form requires improvement because not enough progress is made at AS and A Level | Average Point per Student (APS) has increased to 821 in 2016 compared to 762 in 2015 and 745 in 2014 (see table 8 of SEF Data Pack). AS results in 2016 were grade 2 using Alps monitoring. Progress in certain A Level subjects still requires improvement (Alps grade 7 in 2016). |
| Some work set is too easy, especially for most-able | Curriculum remodelling means that students now choose their KS4 options in year 8 for first teaching in year 9. This change, along with the changes made to KS4 and KS5 qualifications, has resulted in new schemes of work across all years. Challenge has been at the forefront of many of these changes with a strong emphasis and focus on academic rigor. |
| Small number of teachers rush their lessons | The quality of teaching is a constant source of focus in the school. Learning walks, book scrutiny, lesson observations, CPD and faculty reviews all focus on the quality of lessons. Observations have moved away from graded judgements, except when assessing for threshold and post-threshold teaching, to explore greater opportunities for development. |
| Marking doesn't always indicate how students need to improve | Rigorous work scrutiny occurs at a number of levels. Senior leaders carry out weekly reviews of the quality of marking and assessment. Marking is a focus for learning walks and lesson observations. Faculty review processes examine the quality of marking and assessment. |
| Sixth Form teaching does not always spend enough time helping students gain essential knowledge, understanding and study skills | Four-weekly interim assessments have been introduced and embedded which help to structure regular feedback on progress in relation to Alps target grades and subject-specific aims and objectives. Generic feedback forms create a sense of consistency of approach. |
| Low attendance in the Sixth Form | Significant improvements in the attendance of sixth form students with a 10% increase since 2014. Attendance in the sixth form is now at 95%, in-line with the rest of the school. |
| Development plans do not always focus sharply enough on quantifying how actions will raise students' achievements | Quality Improvement Plan (QIP) identifies success criteria, which are closely aligned to student achievement and include milestones for ongoing review. |

SECTION C: OUTCOMES FOR STUDENTS (GOOD)

We judge outcomes to be good at the school. At key stage 4 there is strong evidence of performance that is above national average and/or improving including for disadvantaged pupils. The Progress 8 and Ebacc measures are not sufficiently above national average for an outstanding grade. Boys performed less well than girls in year 11 in 2016 and pupils with SEND (K) also performed less well. The humanities subjects of history and geography and languages at key stage 4 perform less well than the other Ebacc subjects, although the sciences have seen improvements. At key stage 5 the average point score per student is now well above national average. Achievement in a number of A Level subjects remains below national average

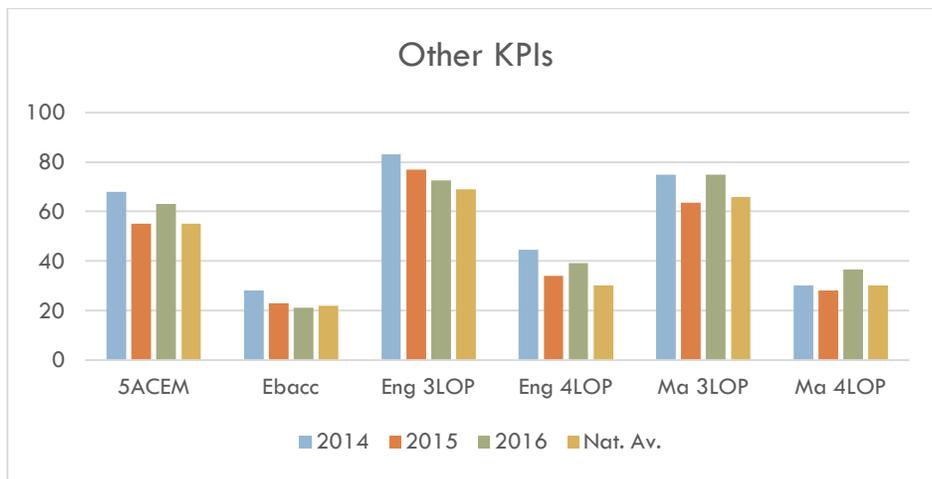
Key Performance Indicators

“Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, from average starting points.” (Ofsted 2016 Handbook)



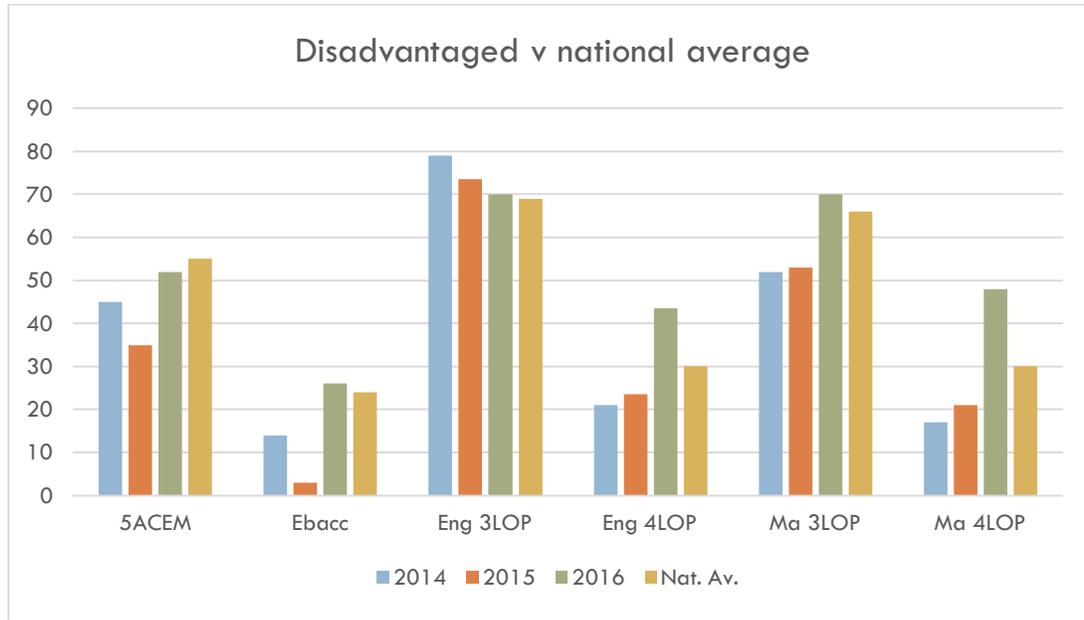
In 2016 Progress 8 measures were not significantly below average for any prior attainment group. The 12 students within the group SEN Support performed below average. This group was disproportionately made up of boys (9 boys, 3 girls), 2 of whom completed their studies in alternative provision. Girls overall outperformed boys overall.

In other KPIs the school performs consistently or increasingly above national average.

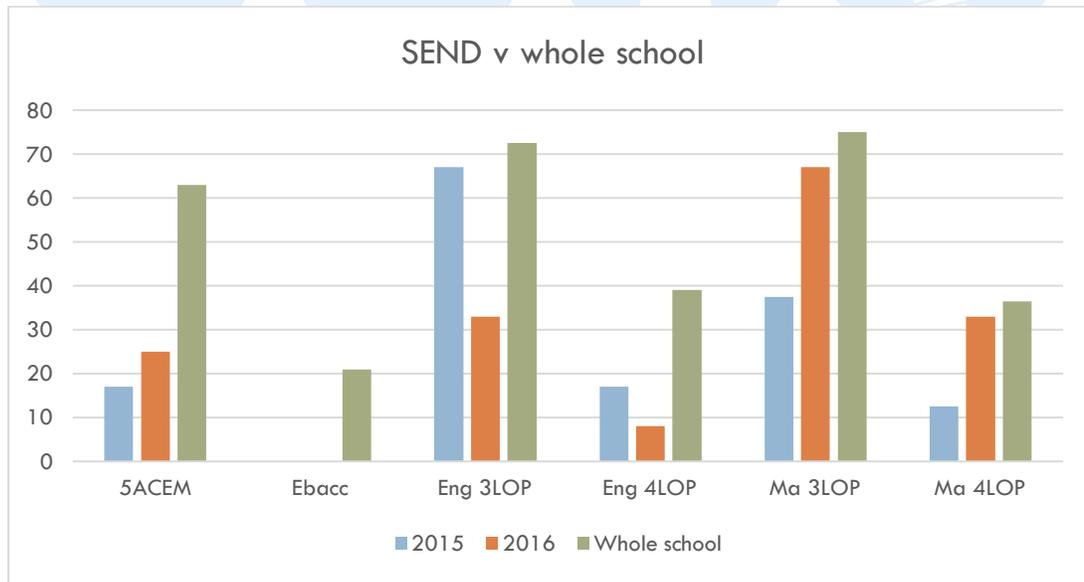


Disadvantaged and SEND

“The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.” (Ofsted 2016 Handbook)



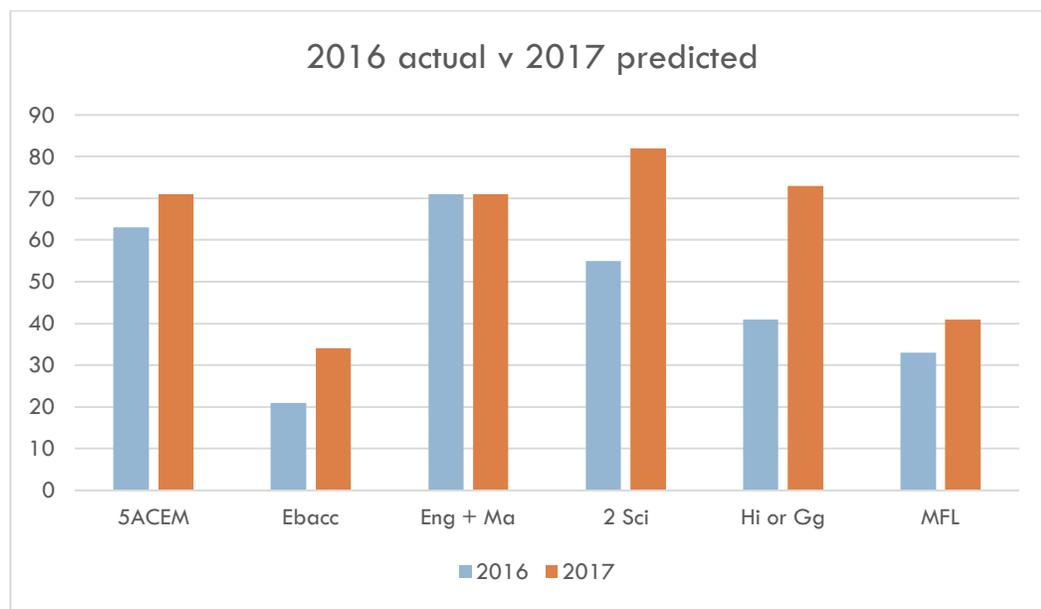
The gap between disadvantaged pupils and all pupils nationally is narrowing or non-existent. Disadvantaged pupils in 2016 performed particularly well across the key performance indicators.



An in-school gap exists between the performance of SEND pupils compared to all pupils. Between 2015 and 2016 (earlier comparisons are not viable following significant changes to identifying SEND pupils) the gap narrowed in mathematics but widened in English.

Current pupils

“Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, from average starting points.” (Ofsted 2016 Handbook)



Improvements are expected across the board in 2017 based on the most recent predictions. The performance of pupils in English and mathematics is less easy to predict due to the uncertainties surrounding the new GCSE qualifications. Disadvantaged and SEND pupils are also expected to improve on 2016 performance. While Progress 8 measures are difficult to predict, it is thought that the likely figure overall will be 0.1 (-0.01 for disadvantaged and -0.1 for SEND). Attainment 8 is likely to rise from 50 to 55 (49 for disadvantaged and 38 for SEND).

Progress of current pupils years 7-11 in English and mathematics

| | Below target | In-line with target | Above target | Unknown |
|---------------------|--------------|---------------------|--------------|---------|
| Year 7 English | 24 | 188 | 9 | 2 |
| Year 7 mathematics | 45 | 172 | 4 | 1 |
| Year 8 English | 65 | 120 | 23 | 3 |
| Year 8 mathematics | 77 | 104 | 27 | 3 |
| Year 9 English | 42 | 94 | 72 | 0 |
| Year 9 mathematics | 108 | 92 | 8 | 0 |
| Year 10 English | 55 | 77 | 56 | 0 |
| Year 10 mathematics | 133 | 36 | 17 | 2 |
| Year 11 English | 77 | 74 | 40 | 1 |
| Year 11 mathematics | 118 | 58 | 16 | 0 |

Source: Go4Schools (04/04/17) expressed a % projected to achieve target level this year

SECTION D: EFFECTIVENESS OF 16-19 STUDY PROGRAMMES (GOOD)

We judge 16-19 study programmes at the school to be good with some features that require improvement. The sixth form is well organised and makes a significant contribution to the positive ethos of the school. Learners in the sixth form are smart, have good attendance and enjoy access to a broad post-16 curriculum and some excellent facilities. Improvements in the progress of some A Level qualifications has been slow.

Post-16 outcomes (requires improvement)

“Progress on level 3 qualifications in terms of value added is not above average or improving across most subjects.” (Ofsted 2016 Handbook)

| | 2014 | 2015 | 2016 | 2017 (predicted) |
|------------------------------------|-------|-------|-------|---------------------|
| APS/entry | 210 | 212 | 219 | 220 |
| APS/student | 745 | 762 | 821 | 820 |
| %A*-B | 51 | 47 | 50 | 62 |
| %A*-E | 97 | 98 | 98 | 98 |
| % achieving | 61 | 62 | 62 | 65 |
| School VA (Alps) | | | 7 | 5 |
| School VA score (academic) | -0.11 | -0.17 | -0.34 | 0.0 |
| School VA score (applied) | 0.21 | -0.11 | -0.46 | 0.0 |
| School VA (academic disadvantaged) | -0.12 | -0.18 | -0.35 | |
| School VA (applied disadvantaged) | 0.02 | 0.00 | -0.48 | |

There has been a notable increase in the APS/entry and APS/student over the last three years. Academic value added scores are consistently strong in English Literature (3-year trend 0.25, 0.39 and 0.03), history (0.30, -0.09 and 0.03), sociology (0.15, 0.15 and -0.23) and French (0.02, 0.04 and 0.32). Academic value added scores are below average in mathematics (-0.05, -0.20 and -0.36), physics (-0.34, -0.42 and -0.38), biology (0.08, -0.25 and -0.65), geography (-0.02, -0.27 and -0.43) and psychology (-0.11, -0.32 and -0.84). Applied value added scores were above national average in 2016 in BTEC science (0.23), BTEC acting (0.63) but below in finance (-0.67), BTEC business studies (-0.60) and BTEC ICT (-0.81).

Leadership and management (good)

“Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners’ retention, progress and skill development.” (Ofsted 2016 Handbook)

Impact of recent initiatives:

- Two heads of sixth form have distinctive roles ensuring clarity of responsibility, communication and accountability
- Attendance measures such as thumb-recognition have improved attendance from 89% in 2014 to 95% in 2016
- Effective tracking of student progress through 4 weekly interim assessments and mock examinations
- High quality impartial advice and guidance through the ‘Futures Days’ means students progress onto higher level courses or employment (2016 destinations of 121 students: 83 university; 5 art foundation; 21 employment; 10 apprenticeships and 2 gap years).

SECTION E: QUALITY OF TEACHING, LEARNING AND ASSESSMENT (GOOD)

“Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking [and] give feedback in line with the school’s assessment policy” (Ofsted 2016 Handbook)

We judge the quality of teaching, learning and assessment in the school to be good. Lesson observations, learning walks, work scrutiny and student, parent and staff voice all provide evidence of an abundance of excellent practice, with much that is outstanding. Professional development at the school is well established with significant opportunities for teaching staff to explore opportunities to improve their practice both internally and externally.

Key aspects of TLA

The school is currently undertaking a full review of its policies and practices following the adoption of five core values (respect, aspiration, endeavour, participation and creativity). We anticipate that new procedures will be in place for September 2017 for all aspects of teaching, learning and assessment.

Our current policies and practice have the following characteristics:

- The school uses a constructivist approach to lesson planning based on the 5Es (Engage, Explore, Explain, Extend and Evaluate)
- Lesson observation data shows that teachers’ standards are being met consistently across the school with many examples of outstanding and good practice evident in many different areas across the school
- The development of subject specific knowledge, subject-related thinking and other subject skills alongside the development of a range of learning attributes and key/cross-curricular skills is promoted through a well-planned curriculum that is responsive to the needs of the learner and the progress and attainment of different groups
- Regular learning walks and lesson observations show a calm, purposeful and engaging learning environment
- There is a broad range of expertise amongst the school’s teaching and support staff that covers both the academic and developmental needs of pupils

Impact of recent initiatives:

- The introduction of a new Professional Learning Programme has been implemented offering staff significant choice in the professional learning opportunities they can access
- Quality Partners (members of SLT) have joined with Heads of Faculty to conduct faculty reviews which examine all aspects of teaching, learning and assessment through faculty-driven lesson observations, surveys, book scrutiny and learning walks
- Consultation with staff has informed the current review of all aspects of teaching, learning and assessment practice which will be fully implemented for September 2017

SECTION F: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (GOOD)

We judge personal development, behaviour and welfare in the school to be good. This is a well-ordered school where relationships are almost wholly positive across the community. Students are polite and confident in the school and have a positive attitude towards their learning. Exclusion rates (both permanent and fixed term) are below national average and reflect the effective procedures that are in place in the school to deal with any barriers to learning. Pupils feel safe, know who to talk to and are given significant guidance on matters relating to their spiritual, moral, social and cultural development.

Key aspects of PDBW

The school is currently undertaking a full review of its policies and practices following the adoption of five core values (respect, aspiration, endeavour, participation and creativity). We anticipate that new procedures will be in place for September 2017 for all aspects of personal development, behaviour and welfare.

Our current policies and practice have the following characteristics:

- Equality and diversity is valued and supported at the school through the curriculum (explicitly through the Lifelong Learning programme), pastoral interventions, opportunities for personalizing provision and support services (internal and external) available for vulnerable students
- Lesson observation data shows that pupils have a positive attitude to learning and are taught in calm, purposeful and engaging learning environments
- The school has very simple rules that were developed by the pupils themselves, as such, many the pupils in the school are courteous and relate to each other in a very positive way. Where it is identified that this is a concern the school's rewards and sanctions policy is in place along with restorative measures of working with outside agencies to ensure that when pupils' behaviour and conduct is a concern, it is addressed
- High quality, impartial careers guidance is available throughout the school and is especially strong during the options and pathways processes in years 9, 11 and 12/13. The successful Futures Day model, that has been running in the sixth form, is now being extended into lower years to provide consistent quality of provision and clarity of message
- The provision of SMSC through the lifelong learning programme (which concisely covers the core elements of PSHE, Citizenship, British Values, and SRE) has greatly improved the quality of our pupil's holistic development
- Overall absence is around national average (5.1% in 2015-16). In 2015-16 attendance figures were below national average for persistent absence with 12.0% PA (10% or more absence) compared to a national average of 12.4%. In 2015-16 pupils on FSM had a slightly higher PA rate (23.4%) than FSM pupils nationally (21.6%). Those with SEND (K) had a lower PA rate (18%) compared to SEND (K) pupils nationally (21.2%)
- Exclusions, both fixed term and permanent, are consistently below national average. This includes disadvantaged students, although students with SEN support in 2015 had a higher proportion of fixed term exclusions compared to SEN support nationally

Impact of recent initiatives:

- The introduction of new attendance monitoring systems following consultation with Herts Local Authority Attendance Consultants
- Consultation with staff has informed the current review of all aspects of personal development, behaviour and welfare practice which will be fully implemented for September 2017

SECTION G: LEADERSHIP AND MANAGEMENT (GOOD)

We judge leadership and management at the school to be good with many outstanding features. The school is ambitious, reflected in the vision, 'committed to excellence'. The local governing body (LGB) and trustees of The Hoddesdon School Trust are well informed and active in holding the headteacher and senior leaders to account, maintaining oversight of the financial and legal requirements of the school and offering advice and monitoring in regards to improvement planning and self-evaluation. Leadership opportunities exist throughout the school from our experienced Senior Leadership Team (SLT), numerous middle leadership roles as well as frequent channels for staff, student and parent views to be heard.

Key aspects of L&M

Our current policies and practice have the following characteristics:

- Leaders in the school set high expectations of pupils and staff demonstrated in the articulation and sharing of a clear vision ('committed to excellence') and through the frequent monitoring of lessons by learning walks and observations and the scrutiny of pupils' work at both a whole-school and faculty level
- Self-evaluation is accurate and comprehensive drawing on evidence from all faculty areas, senior leadership, governors, pupils and parents. Self-evaluation is continuous with senior leaders and governors frequently reviewing progress against measurable targets. The views of parents are collected from the annual Kirkland Rowell survey and through other formal and informal channels. Student voice is a strong feature of the school with an active and representative student council. Pupils also have a chance to express their views through the annual Kirkland Rowell survey.
- Performance management improves teaching. Staff are accountable for the progress of pupils in the classes they teach and identify targets that feed directly into CPD planning and whole school improvement planning. Staff share ideas on teaching, learning and assessment through well-managed CPD opportunities that draw on internal, local and national expertise. As a result, staff feel that CPD is valued
- Each head of faculty and head of school works directly with an SLT Quality Partner. These partnerships manage and lead faculty and pastoral scrutiny, including regular work scrutiny, learning walks, lesson observations, staff and student surveys, self-evaluation and planning
- Safeguarding is effective with robust procedures in place. The single central record is maintained by the school bursar and this, along with all aspects of safeguarding, is overseen by an assistant headteacher who is also the designated senior practitioner
- Governors hold senior leaders to account. The local governing body has a clear focus on all aspects of standards and curriculum (including safeguarding), while the MAT board of trustees focus on resources, finance and premises and personnel. Governors and trustees maintain contact outside of these meetings through school visits and frequent communication with senior leaders
- The school has a broad and balanced curriculum that meets the needs of our pupils and learners. All aspects of education: humanities, linguistic, mathematical, scientific, technical, social, physical and artistic learning are catered for at all three key stages with flexibility and choice creating individualised pathways and study programmes. The core British values and SMSC aspects of learning are promoted through our extensive Lifelong Learning programme that covers all related curricular and extra-curricular activities

Impact of recent initiatives:

- Following our most recent Investor in People visit in July 2017, the school is acting on advice to explore values that can be shared across the school and can form the basis of management capabilities – the values (respect, aspiration, endeavour, creativity and participation) have been adopted across the MAT and are driving a series of key school improvement initiatives
- The creation of a Multi-Academy Trust in September 2016 has generated significant opportunities for cross phase projects
- A focus on disadvantaged pupils through, for example, the 'Narrowing the Gap' committee, has contributed to positive outcomes for this group in 2016