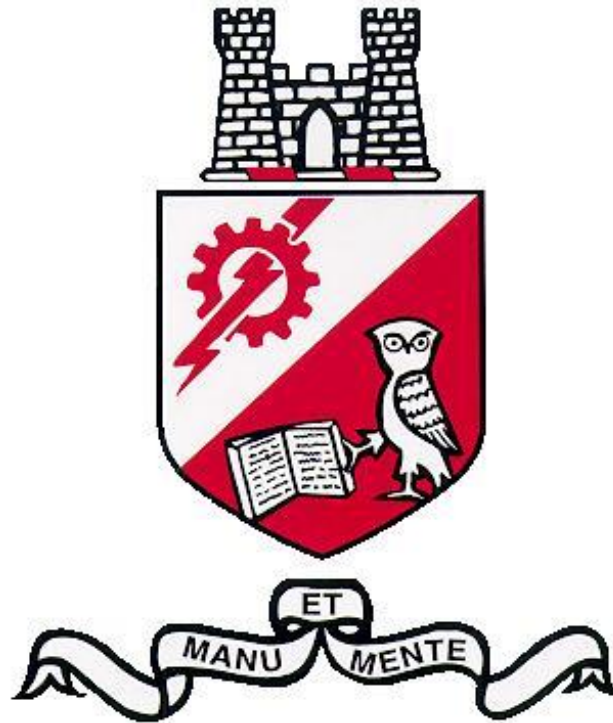


# West Hatch High School



## Self Evaluation 2016-17

Update Spring 2017

Please note, this is an evaluative document that should be read in association with the School Development

School Context	Last revision date: 11/1/17	Author: Mr D Leonard
<p><b>Pupils</b>  <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</i></p>	<p>West Hatch is a successful oversubscribed Secondary Academy. In 2015, the school changed its admission policy to that of a Priority Admissions Area rather than an admissions criteria based on nearness to the school. As a result In 2017 the school had 589 applicants for 189 yr7 places of which 193 were first preference. This is an increase on 2016. In 2016, 420 applications were made for the Sixth Form of which 137 were internal students and 283 were external. 77% of internal students who applied were enrolled in September and 23% of external students. This is an increase on 2015 where 62% of internal students who had applied enrolled and 12% of externals. As a result Year 12 has 159 students enrolled, an increase of 46 on last year. The School currently has 1220 pupils on roll of which 932 are in Key Stage 3/4. In 2015/16 81 mid-year applications were made of which 41 were offered places. The school has changed significantly regarding intake over the last 5 years. In 2010, the school had 72.7% WBRI ethnicity group. This has decreased to 61.4% in 2015 with minority ethnic groups increasing from 25.7 in 2010 to 38.6% in 2015. The number of FSM eligible pupils also increased from 19.2 in 2012 – 23.7 in 2015. The percentage of pupils from Redbridge is increasing with 61% in current year 7 vs 60% in Year 8 and 56% in Year 9. In terms of other characteristics, we currently have 2 Looked after children on roll. SEND support pupils are below the national picture, with 2% pupils on EHC plans vs 1.8 national. Prior attainment in most years is at the National average although last year's 11 were below the national (27 vs 27.5). In all year groups the % middle ability band is significantly above the national average.</p>	
<p><b>Staffing</b>  <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover.</i></p>	<p>The school currently has 72.3 full time equivalent teaching staff of which 23 are part time. 28 staff members left the school last year of which 10 were teaching staff. Of teaching staff, 4 are NQT's. 2 of whom trained at the school last year. In September the newly appointed Head of MFL failed to arrive at the school. The school has covered the HoD role internally and appointed long term supply to teach the curriculum. We have also had one English teacher with Visa problems and are covering her internally. There are 3 teaching staff currently on maternity leave with 3 more due to leave the school by October half term. There are 96 support staff, 14 of which have 37 hour contracts. Sixth form staffing has increased in 2016 with development posts for yr12 and yr13 Heads of Year.</p> <p>In 2015/16 there were 428 periods of absence by teaching staff and 702 by support staff. This includes long term illnesses of which 5 teaching staff accounted for 180 days and 6 long term support staff absentees accounted for 429 days. This is in comparison to 2014/15 with 415 days absence for teaching and 636 for support staff.</p>	
<p><b>Curriculum and Timetable</b>  <i>Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a <b>brief</b> summary of your curriculum here, including extra-curricular and non-standard provision.</i></p>	<p>In 2015 the school moved to a new KS3 curriculum having disbanded the previous banding system as we felt it limited progress. There are now two halves of a year. In Maths these halves are set based on ability, in all other subjects they are mixed ability groups, with one most able group on each side of the year to help push the top end. In year 7 these groups are created after October half term, using teacher assessment, Key stage 2 and CATs data. We have 1 Booster group in yr7 using catch up money, which reduces in number over the course of Year 7. Pupils who have a low reading age in year 7 and 8 are required to attend school at 08:15 daily for a bespoke phonics course. This year both Year 8 and 9 pupils will be selecting their GCSE options. Year 8 will therefore study a three year KS4 curriculum. At Key stage 4 there are 2 halves of the year. Pupils are set within English, Maths and Science and taught in mixed ability groups in all other subjects. KS4 – English, Maths – 4 hr; Science – 6hr; all other subjects 2 hours per week.</p> <p>At Key Stage 5, the majority of pupils study 3 A level subjects with our mid - most able taking 4 + the extended project. We also provide a range of vocational qualifications. All A Levels/equivalents are given 4 hours per week. PSEC and RS are studied within form time each week by all pupils and age specific drop down days are provided for each year group over the course of the academic year.</p>	
<p><b>Other features</b>  <i>Any other features which affect your school but which are largely outside your control.</i></p>	<p>In June 2013 the school moved to a House System with all pupils yr7-11 being placed in mixed forms, with separate yr 12/13 groups in Houses.</p> <p>The School was awarded High Performing Specialist School status in 2006, 2009 and 2010. We are holders of The School's Curriculum Award, two School Achievement Awards, the National Healthy Schools Award, Investors in People, Sports Mark and the Heart Beat Award. In addition, we also received The Green Flag – Eco Schools Award, Growing our own Leaders Award, IT Academy Microsoft Programme School and The International Schools Award. We hold the national eSafety Aware Award and have also been awarded the national "EPPA Award" which is recognition for Outstanding Partnerships with Parents and families and the wider community. We offer every student access to a vast array of enrichment and extra-curricular activities for example visits to Indian, China, Sri Lanka and the World Challenge to Ecuador, Brazil and Ghana. Sporting trips to Dubai, America, Canada and Spain along with field trips to France take place as well as many more closer to home. In 2015 the school went to Kenya and Tanzania with Camps International, with a Borneo trip planned for 2016.</p>	

1 Leadership & Management		D Overall 1234 +/- : 2	Last revision date: 11/1/17	G. Author: Mr D Leonard
<b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)	<ul style="list-style-type: none"> <li>• Effective use of performance management to hold staff to account for pupil progress and as a result consistent improvement in outcomes for pupils.</li> <li>• Developing a culture of learning and development among staff so that they continuously evaluate their own practice.</li> <li>• Broad and balanced curriculum that meets the needs of all learners at all key stages.</li> <li>• High expectation of pupil and staff behaviour.</li> <li>• Governance is a strength of the school, holding senior leaders to account for all aspects of school performance.</li> <li>• Safeguarding is at the heart of the school and pupils are constantly reminded of how to keep themselves safe and what to do if they are not.</li> </ul>			
<b>C. Even Better....</b> To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> <li>• <i>Ensure that the rigour with which staff are held to account leads to outstanding outcomes for all groups of pupils every year.</i></li> <li>• <i>Continue to Use performance management effectively, ensure consistency in terms of teaching and learning and achievement across all subject areas and key stages.</i></li> <li>• <i>Ensure that programmes are put in place that remove the individual barriers to learning for disadvantaged pupils so that they perform at least as well as others nationally.</i></li> <li>• <i>Continue to develop awareness across the school of the dangers of radicalisation and extremism.</i></li> <li>• <i>Maintain the standards of safeguarding across the school, keeping it consistently high on the agenda.</i></li> </ul>			
Sub-criterion	A. Key phrases from the Criteria	B. Main strengths and areas for development		
Impact on outcomes; pupils' progress	The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. Progress is rising across the curriculum, including in English and mathematics. Leaders and governors are ambitious for all pupils and promote improvement effectively.	The school has, over a significant period of time, been uncompromising in its pursuit of outstanding outcomes for all pupils at all Key Stages. Through forensic analysis of data and intervention, pupils have over time performed significantly above the national average, and where issues have arisen, swift and decisive actions are taken by senior leaders to address underperformance; this is supported through challenge by the Governing Body. Outcomes at both GCSE and A Level improved significantly this year and the progress that pupils make at KS3 is now impacting upon results at KS4 and 5. As a result of strong leadership at post 16, 6 subjects moved from blue to red Alps grades with 8 subjects at GCSE improving significantly at A*-C as a result of interventions. Progress in all year groups is positive and the school has constantly reviews performance putting in place strategies to address any areas across the school that require additional support.		
Impact on teaching and learning PM and PD	Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school and staff reflect on, debate the way they teach and take risks.	The school uses performance Management effectively to hold staff to account for their performance. Thorough scrutiny of progress over time is completed before allowing any member of staff to progress up the pay scale. This has impacted positively on results over time. CPD is at the core of teaching and learning in the school. All teachers are set specific PMR targets based on their individual teaching needs and quality assurance procedures enable the senior team to both analyse the S & W of teaching and learning and put in place swift interventions to address areas of concern. Teachers share good practice at specifically planned meetings and CPD events, and lead practitioners disseminate good practice across the school, supporting those teachers who require it.		
Curriculum	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, the humanities, social, physical and artistic learning. Pupils' SMSC development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	The school's curriculum is a key strength. All pupils are able to progress onto courses that provide them with future opportunities. There are clear progressions routes from GCSE to post 16 study with a wide range of high quality academic and vocational subjects on offer which can be taken exclusively or mixed to meet the needs of all learners. The school has significantly increased its mixed offer and year on year more students have opting to study a mixed curriculum a post 16. The school has remained true to its ethos and values ensuring a broad and balanced curriculum to meet the needs of all learners. All pupils have access to the range of subjects at KS3 and are encouraged to take a broad range of subjects at KS4. SMSC is at the heart of the school and teachers regularly take opportunities to explore topics within lessons across the curriculum. There is also dedicated time every week where pupils explore citizenship and SMSC and religious education as mixed year forms. Pupils at West Hatch are considerate and accepting of those that are different to them and diversity is celebrated across the school, preparing pupils effectively for the world around them. The school promotes mastery across all key stages to ensure		

		pupils have a deeper understanding and can apply their knowledge in different situations. Rigorous mark schemes and internal moderation support all teachers in assessing pupils appropriately and in turn giving detailed and effective feedback.
<b>Self-evaluation</b>	Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff.	West Hatch is a reflective school. The school completes the Keele survey with parents, pupils and staff every two years and asks parents for their views via surveys at parents evening. Teachers are required to complete Keep, grow, change pupil surveys and HoDs do so across departments each term. There is a thriving pupil, parents and staff voice who each meet half termly and parents are asked for their views at each parent evening. Groups of pupils are met regularly by senior staff to explore their experiences at West Hatch and actions are taken to address areas of concern. Every year the senior team organise a school improvement day where all staff are invited to give their views and plan for school improvement.
<b>Expectations, culture and behaviour</b>	Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school	The school leadership, including governors constantly evaluate the processes in place to address low level disruption and ensure that all pupils are able to make progress in an environment that supports, not hinders their learning. The school systematically challenges poor behaviour and the pupils and parents are fully aware of the expectations of their behaviour inside and outside of the school gates. Led by the Headteacher and supported by Governors, the senior team have the highest possible expectations of the pupils and work tirelessly to support the staff in upholding them inside and outside of the classroom. Pupils show positive attitudes to learning in lessons; they persevere and have high aspirations for their future.
<b>Governance</b>	Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including PP and SEN funding. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	Governors hold the senior team to account for the schools performance. They are both supportive and challenging in equal measures, ensuring that the school continues to thrive. Governors give generously of their time and many link with specific aspects of the school to ensure they are fully aware of the schools progress towards its targets. Governors use triangulation activities to test assertions made with the schools own self evaluation. As a result of Governor support and challenge, results have improved and sustained over time at Key Sage 3 and 4 and 5. Governors hold the school to account for its use of funding, both PPG, catch-up and SEND, which has resulted in improvements in pupils achievement.
<b>Promotion of equality of opportunity</b>	Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	The school is extremely rich for the diverse nature of its pupil cohort. As a result pupils are used to being in the company of pupils from a range of backgrounds. Instances of racism and discriminatory behaviour are rare. Leaders across the school not only regularly promote diversity and anti-discrimination through assemblies and conversations with individual pupils, staff and parents as well as through the curriculum, but also act immediately and effectively where any form of discrimination or bullying behaviour is observed. Drop down days and a comprehensive PSEC programme during form time ensure that equality is at the heart of the school.
<b>Protection from radicalisation and extremist views</b>	Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.	All staff have had radicalisation and extremism training. There are regular updates throughout the year. Pupils receive information through assemblies, PSEC sessions and in form time. We have an anonymous drop box for concerns. Training for all governors has taken place. There is a Child Protection board in staff room with regular updates on issues. New software has been purchased that scans for any key words used that are of concern and the DSO acts swiftly in conjunction with the PREVENT team wherever concerns arise.
<b>Safeguarding and care</b>	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan	The school is a safe environment where pupils and staff are able to thrive. There are significant opportunities for pupils to be heard across the school. Pupils can seek support from support and teaching staff, prefects and other pupils within Houses; pupils know where to go to get help and regularly do so. Through assemblies, PSEC and across the curriculum pupils are told about the schools expectations as well as what they need to look out for in keeping themselves and others safe. All staff are trained annually and any new member of staff to the school is swiftly trained on all aspects of safeguarding. Any updates are fed through to staff through briefings and CPD events. Policies are reviewed and updated annually and readily available via the school website or in the school. There is a designated Governor who also reviews policies annually and meets the Designated Safeguarding Officer 1/2 termly. Every interview has a member of staff who is safer recruitment trained and the school maintains a single central register. Key staff have excellent relationships with multi agencies across both of our borders.

2 Outcomes for pupils		D. Overall 1234 +/- : 2	Last revision date: 11/1/17	G. Author: Mr D Leonard
<b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)	<ul style="list-style-type: none"> <li>2016 school GCSE results improved significantly from the previous year with the school achieving a P8 score of 0.01 with an upper CI of 0.17,</li> <li>In English, 84% of pupils achieved expected progress, an increase of 20% on 2015 with 34 exceeding EP,</li> <li>Girls' p8 was above the national average at all prior attainment levels and they performed particularly well in English.</li> <li>English attainment rose from 71% in 2015 - 86% in 2016,</li> <li>60% of pupils eligible for the Ebacc suite of subjects achieved the threshold,</li> <li>In 2016 55% of disadvantaged pupils achieved English and maths combined A*-C grades. This is a 17% increase on results on 2015.</li> <li>81% of disadvantaged pupils made expected progress in English (56% in 2015) which is 7% above the 2015 national average for other pupils,</li> <li>40% and 51% of high attaining PP pupils in English and maths respectively achieved greater than expected progress,</li> <li>As a result of intervention, Business, Media, Textiles, Core Science and English Literature improved significantly at A*-C.</li> <li>Triple Science, Art, Child development, RS and PE also performed extremely well with over 85% of pupils achieving A*-C in each of these subjects.</li> <li>Literacy is developing well across the curriculum and those who are eligible for catch up funding are making progress.</li> <li>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.</li> </ul>			
	<b>C. Even Better....</b> To reach the next grade or to continue to be outstanding we need to impact upon: <ul style="list-style-type: none"> <li>Focus on the progress of pupils with SEND, particularly those receiving SEN support,</li> <li>Ensure more pupils achieve the A*-A grades at GCSE across the curriculum,</li> <li>Focus on the progress of lower ability boys,</li> <li>Ensure low prior attaining and pupils are at least in line with national figures for examination entry.</li> <li>Ensure middle prior attaining disadvantaged pupils achieve at least in line with their peers nationally.</li> <li>Early intervention for disadvantaged pupils to limit numbers on alternative education,</li> <li>In school variation, particularly in BTEC ICT, Music and Science, GCSE Computing, Geography and languages. Economics, Business and Drama have improved but continue to require support.</li> <li>Focus on progression routes for disadvantaged pupils to increase % staying in education or training.</li> </ul>			
Sub-criterion	A. Key phrases from the Criteria	B. Main strengths and areas for development		
<b>Pupils' progress</b>	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, considering their different starting points.	In 2016 GCSE outcomes improved from the previous year with the school achieving a P8 score of 0.01 with an upper CI of 0.17. Middle and high prior attainers performed at least in line with their peers nationally. Girls' p8 was above the national average at all prior attainment levels. Boys were broadly in line for middle and high attainers but the progress of lower ability and of pupils with SEND are a focus for the school. Pupils in English performed extremely well, with all pupils being significantly above the national and most notably middle ability pupils and girls being 0.30 and 0.45 above national averages respectively. Pupils were also above the national average for p8 in mathematics for all levels of prior attainment. Progress in the Ebacc element was in line with national for middle and more able pupils, with low prior attainers progress being hindered by a lower than average Ebacc subject update which is being addressed by the school. Progress 8 for the open element was also broadly in line with the national average for all groups of pupils. Of the Ebacc pillars, Science performed extremely well with 73% of pupils achieving at least two science grade and a VA of 0.43 (sig +). Both boys and girls were sig plus. 81% of the cohort took humanities and 51% a language, with progress in both broadly in line with national averages. 69% of pupils attained the English and mathematics threshold, 7% above the national figure with 27% attaining the Ebacc, 3% above the national figure. When looking at the progress of pupils in KS3, in 2016 77% of yr7 pupils made at least expected progress in English and 85% in maths, with 86% and 79% doing so in Year 8.		

<b>Disadvantaged pupils' achievement</b>	In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.	In 2016 55% of disadvantaged pupils achieved English and maths combined A*-C grades. This is a 17% increase on results in 2015 however the difference between disadvantaged and others is -18.9% (-33% 2015). 81% of disadvantaged pupils made expected progress in English (56% in 2015). 69% disadvantaged pupils made EP in maths (64% 2015). The progress of disadvantaged pupils remains a concern for the school despite improvements with middle ability disadvantaged pupils the key group for the school; low and high prior attaining disadvantaged pupils having made progress broadly in line with non-disadvantaged pupils nationally in 2016. In both English and maths disadvantaged pupils performed broadly in line with others nationally from different starting points. The progress of middle ability disadvantaged pupils within the Ebacc and open element is an area identified for improvement by the school. A significant amount of middle ability disadvantaged pupils were placed on alternative education programmes in 2016 which impacted significantly on average entry and in turn pupils progress. The school is aware of this issue and has put in place provision to address it in the future.
<b>Subject progress</b>	Pupils' progress is above average or improving across most subject areas.	With a P8 score of 0.01, pupils generally performed well across the curriculum. 73% subjects achieved A*-C grades above national average with 6 doing significantly so. 14 subjects were above the national at A*-A with 3 significantly, although this remains an area for development by the school. As a result of strong leadership, subjects highlighted in last year's SEF made significant progress with Business improving from 53-70%, Media 61-84%, Textiles from 33-70% Core Science from 59-83% and English Literature from 51-84% A*-C grades. Vocational subjects also improved significantly with Dance 64-83%, Sport 71-96% Travel and Tourism 38-65% A*-C grades. German performed poorly in 2016 despite significant intervention and as a result has been removed from the curriculum. Triple Science, Art, Child development, RS and PE also performed extremely well with over 85% of pupils achieving A*-C in each of these subjects.
<b>Skills – RWCM<sup>1</sup> across the curriculum</b>	Pupils read widely and often, with fluency and comprehension appropriate to their age.	The school has a clear plan for literacy development across the curriculum. Pupils in year 7-9 complete 'drop everything and read' each week and the school uses accelerated reader and subsequent mentoring to address concerns. Those who enter the school and are not secondary ready get additional support opportunities through a designated curriculum and those with particular needs within reading have intense intervention every morning put in place. All assessments across the school have spelling, punctuation and grammar (SPAG) criteria and feedback regularly focusses on SPAG through pink pen marking. Mathematics is explored, where appropriate across the school. Both are planned within department SOW's and specific literacy CPD is led by the English team within department training sessions. The school has two literacy coordinators who lead a staged programme for all pupils who require reading support and are developing literacy skills and training across the school.
<b>Attainment</b>	The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.	69% of pupils achieved the English and maths threshold in 2016 in comparison to 61% in 2015 with a cohort of pupils who had a significantly lower starting point (27 APS) that any other year group over the last 5 years and indeed currently within school; all of who are above 28.5 APS. By removing those pupils who were on alternative education that figure increases to 73%. English attainment rose from 71% - 86% in '16 and maths reduced from 74-72% with more stringent exam thresholds. 60% of all entries achieved the EBACC suite of subjects (27% of the cohort) and 19% of all grades were A*/A against 20.5% nationally. Attainment 8 was broadly in line with the national average for all prior attainment groups as is was the attainment of both genders.
<b>Progression</b>	Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.	The school employs a full time designated careers and guidance officer who meets with a very high proportion of pupils across all year groups. The curriculum is set up for pupils to progress, with a range of vocational opportunities as well academic qualifications on offer. The schools sixth form offers opportunities for most learners to progress into post 16 study with around 60% of pupils staying on. We also offer training opportunities alongside academic study for a small number of pupils. Throughout all year groups pupils receive advice and guidance via the schools PSEC programme in form time and through drop down days. The school also offers advice and guidance in year 9 and 11 through individual meetings with senior staff to discuss various career and study options. In 2014 destination data shows that 90% of all and 82% disadvantaged pupils were sustained in education, employment or training; these are in line with the national average.

<b>Quality of Teaching, learning and assessment</b>		<b>D. Overall 1234 +/- : 2</b>	<b>Last revision date: 11/1/17</b>	<b>G. Author: Mr D Leonard</b>
<b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)		<ul style="list-style-type: none"> <li>The quality of teaching across the school is good with much of it outstanding. Pupils achieve well as a result.</li> <li>Where staff are not regularly teaching good lessons, there are clear and structured support processes that are put in place swiftly to improve practice.</li> <li>Teachers have high expectations of student's behaviour, attitudes to learning and achievement. In the most effective lessons they are quick to alleviate misconceptions and ensure pupils make progress in lessons. This is supported by high quality questioning across the school.</li> <li>Incisive feedback is used so that pupils know how to improve. In some areas there is outstanding practice that is being disseminated across the school.</li> <li>Teachers are reflective and work together to share good practice within and across departments.</li> <li>Assessment is embedded across the school and teachers are able to use their knowledge of the pupils to plan to meet their needs.</li> <li>Staff are quick to challenge stereotypes and derogatory language inside and outside the classroom; this is supported by an extensive PSEC programme.</li> </ul>		
<b>C. Even Betters....</b> To reach the next grade or to continue to be outstanding we need to:		<ul style="list-style-type: none"> <li><i>Continue to build resilience in learners so they persevere in their learning.</i></li> <li><i>Embed the schools new marking and feedback policy to ensure pupils are reflective and improve their work as a result of feedback.</i></li> <li><i>Ensuring all teachers use AFL effectively to help reshape tasks and plan consistently to challenge the more able.</i></li> <li><i>Literacy must continue to be improved across the curriculum, ensuring pupils are confident in using effective spelling and grammar in all subject areas.</i></li> <li><i>Ensure feedback following assessments and regular marking consistently impacts upon the progress of pupils over time.</i></li> <li><i>Continue to reduce pupils who persistently fail to complete homework.</i></li> </ul>		
<b>Sub-criterion</b>	<b>A. Key phrases from the Criteria</b>	<b>B. Main strengths and areas for development</b>		
<b>Learning</b>	Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	School monitoring shows that pupils attitude to learning across all subject area is good and that they are keen to improve. In lessons pupils are keen to contribute and not afraid to get things wrong. Teachers marking and feedback supports pupils in understanding where they have gone wrong and pupil's responses show they are able to reflect upon feedback and improve as a result. Teachers plan to give pupils time to reflect on feedback and address any issues that have arisen. Weekly learning walks and termly monitoring processes show that teachers are able to plan effectively to meet the needs of the range of learners in their classes, setting work that challenges them rather than merely differentiating by outcome.		
<b>Teachers' expectations</b>	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	The schools behaviour management processes have a significant impact upon how well pupils focus on their learning in lessons. Teachers have high expectations of pupils in terms of both behaviour and achievement and regularly challenge them both inside and outside of lessons. The vast majority of pupils try hard and take pride in their work, particularly with regards to half termly assessments and PPE's. Teacher's use the schools 4 non negotiables to ensure that no time is wasted in lessons, that they can adapt lessons to meet the pupils needs and that higher attaining pupils are challenged within their learning. They use rewards effectively to ensure pupils are praised for the work they do. Half termly department awards contribute to this.		
<b>Teachers' expertise, planning and strategies</b>	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively identify pupils' common misconceptions and act to ensure they are corrected.	Through the schools monitoring programmes we have identified that the overall quality of teaching in school is good with outstanding practice seen across the school. Teachers plan lessons effectively to engage pupil's interest and use other adults to support pupils learning. Where teaching is most successful, teachers use AFL extremely effectively to understand and address pupil's misconceptions and rapid progress is often seen across the range of subject areas. Teachers regularly observe each other and sharing good practice procedures ensure that teachers constantly reflect on their practice. Questioning is a strength of the school and informs teacher's ability to set the right work and regularly gauge understanding throughout lessons.		



<b>Equality and diversity</b>	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.	The school has zero tolerance on any derogatory language in and outside of lessons. Conduct slips are given to any pupil who is heard expressing themselves inappropriately around the school and within lessons staff log such behaviour. This is then followed up by senior staff. PSEC and assemblies contribute to pupils understanding of what is appropriate and acceptable and the school has done a great deal of work in developing an ethos of consideration and respect for others.
<b>Teaching of RWCM<sup>3</sup></b>	Teachers develop pupils' RWCM well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.	The school has a clear plan for literacy development across the curriculum. Departments are supported by the English team to plan lessons that develop pupil's literacy. All assessments across the school have a common spelling, punctuation and grammar criteria and feedback regularly focusses on SPAG. Mathematics is explored, where appropriate across the school. Both are planned within department SOW's.
<b>Assessment</b>	Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	Assessment is embedded across the school. Teachers assess pupils through thorough questioning, peer and self-assessment regularly and half termly assessments ensure that pupils and staff are aware of where they are and how to improve. Following formal assessment points, detailed and incisive feedback is provided and pupils are given tasks that support them in closing the loop so that the teacher can see they have utilised the feedback and improved as a result. Departments use personal learning checklists when feeding back to pupils to ensure they know what pupils can and cannot do, and therefore plan to address any misconceptions within their teaching.
<b>Marking, homework, reports to parents</b>	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.	The school has introduced a new marking policy for 2016. Teachers set regular homework and this is monitored by middle and senior leaders. Pupils regularly complete their homework, and should they not or it not be to a sufficient standard, are detained after school. Persistent offenders receive further sanctions. With regards to evidence of impact, there were 472 less homework logs last academic year, an 18% decrease on the previous year which hadn't started the new system until October half term. 50% less pupils received 15 or more logs over the year. We use an online system called Show my homework to ensure pupils and parents know what is expected of them and when it is due to be handed in. HoD's and teachers state that the new system has had a significant impact on both the quality and expectation of homework being completed. The school reports to parents every half term with progress data. Parents are given guidance through school information evenings at the start of the school year, through regular Headteachers newsletters and parent's evenings. The school is in regular contact with parents, particularly where their behaviour or progress is not as it should be.



3 Personal development, behaviour and welfare		D Overall 1234 +/- : 2	Last revision date: 11/1/17	G. Author: Mr D Leonard
<b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)		<ul style="list-style-type: none"> <li>Staff are clear on their expectations within the classroom and school systems are used consistently across the school.</li> <li>As a result of these systems, behaviour in lessons is good as is student's attitudes to learning.</li> <li>Pupils are punctual to lessons and have respect for the school and its grounds.</li> <li>Pupil's attitudes to one another are positive and have been further developed by the introduction of the House system.</li> <li>SMSC and citizenship are a real strength of the school, West Hatch is outstanding in preparing pupils for life beyond school.</li> <li>Pupils know how to keep themselves safe and healthy and are given clear and impartial advice and guidance to support them in their future careers.</li> </ul>		
<b>C. Even Better....</b> To reach the next grade or to continue to be outstanding we need to:		<ul style="list-style-type: none"> <li><i>Raise pupil's aspirations to further increase pupils focus, engagement and thirst for knowledge. Focus praise on effort over outcome to develop pupil's mind-set.</i></li> <li><i>Continue to ensure pupils develop the values necessary to be successful in modern Britain.</i></li> <li><i>Continue to reduce Fixed Term Exclusions, particularly for pupils who receive FSM and those with EAL.</i></li> <li><i>Further explore opportunities to develop esafety, ensuring pupils know how to keep themselves safe online and how to use social media appropriately.</i></li> <li><i>Ensure pupils attend school every day and that persistent absence is rare and dealt with effectively and efficiently, specifically attendance and PA for FSM pupils,</i></li> <li><i>Impact positively upon the minority of pupils who hinder others progress by regularly disrupting the learning environment.</i></li> </ul>		
Sub-criterion	A. Key phrases from the Criteria	B. Main strengths and areas for development		
<b>Engagement in Learning</b>	Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils are punctual and prepared for lessons.	Learning walks and observation data shows pupils to be engaged and on task in the majority of lessons. Pupils participate in lessons fully and as a result make good progress. Behaviour data shows a decrease in logs from disruptive behaviour in the classroom with a 35% reduction in logs in comparison to the same period in 2015. SLT are on duty throughout the day and see clear evidence, which is also witnessed in regular learning walks that pupils are typically challenged, keen to learn, engaged in lessons and making good progress. <i>AFD: raise pupils' aspirations to further increase focus and engagement in their learning. Focus praise on effort over outcome to develop pupil's mind-set.</i>		
<b>Citizenship and SMSC</b>	Pupils' SMSC development equips them to be thoughtful, caring and active citizens in school and in wider society.	This is a strength of the school from weekly programmes and drop down days aimed at specific year groups. The school invests a great deal in preparing our pupils for life outside of school and developing responsible citizens is one of the schools core values. <i>AFD: continue to ensure pupils develop the values necessary to be successful in modern Britain.</i>		
<b>Behaviour</b>	Pupils conduct themselves well throughout the day, including at lunchtimes. The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption	The school has now embedded its processes for dealing with low level disruption and as a result there has been a significant reduction in the instances of poor behaviour inside of lessons. Behaviour around the school has also significantly improved and there has been a 43% reduction in fixed term exclusions (FTE) from 2014 data. Staff challenge pupils and hold them to account for their behaviour, utilising the schools systems consistently and effectively. Some pupils fail to respond to intervention and the school has clear systems in place to escalate the schools response to these pupils working alongside parents and with outside agencies where appropriate. <i>AFD: continue to reduce FTE, particularly for pupils who receive FSM and those with EAL.</i>		
<b>Pupils' attitudes</b>	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	Pupils are considerate of each other and are able to discuss complex concepts in lessons and around the school without fear. Teachers use a range of teaching styles in lessons to ensure that all pupils contribute and have an opportunity to work on their own, in pairs or in groups.		
<b>Safety and mutual support</b>	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times.	Safeguarding is a strength of the school. Through regular assemblies, PSEC sessions and drop down days pupils are made aware of what is expected of them and what they can do if they need help. The school invests heavily in its pastoral system to		

	They understand how to keep themselves and others safe in different situations and settings. Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.	ensure all pupils have the opportunity to be heard. All aspects of the safeguarding processes are thoroughly and consistently applied. Pupils are regularly made aware of the dangers of esafety and how to keep themselves safe online. The Head of ICT is CEOP trained. Pupils and staff are regularly kept up to date as to the dangers that may be facing them with regards to safeguarding. Staff are updated annually regarding safeguarding and it is kept consistently high on the schools agenda.
<b>Bullying</b>	Pupils work hard with the school to prevent all forms of bullying behaviour and/or use of derogatory or aggressive language.	Bullying is rare and where it is identified, it is dealt with swiftly and effectively. Pupils are aware of what they should do if they are being bullied or see someone being bullied. The House system has dramatically improved the schools sense of community and ensures older pupils look out for younger, vulnerable pupils. <i>AFD: continue to work with the pupils on understanding the impact bullying can have on other pupils and what they should do if they either witness or are subjected to any form of bullying or harassment.</i>
<b>Attendance</b>	Pupils value their education and rarely miss a day at school. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.	The percentage of pupils who are absent from reduced last year along with the percentage of persistent absentees which has been significantly below the national average for 4 years. Pupils enjoy attending school and have good attendance as a result. The school has excellent procedures in place for dealing with those who are absent regularly over time. <i>AFD: to continue to improve attendance and reduce instance of poor attendance over time. To specifically improve attendance and PA for pupils receiving FSM.</i>
<b>Health and well-being</b>	Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being	West Hatch is a 'healthy school' and provides both guidance for pupils on being healthy and high quality healthy options at lunch and break. PSEC, PE, Science, Food Technology all contribute to supporting this. Pupils are regularly taught how to stay safe and clear of exploitation and the school is swift to investigate any instances where pupils are not keeping themselves safe.
<b>Guidance</b>	High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations.	The school employs a full time designated careers and guidance officer who meets with a very high proportion of pupils across all year groups. The curriculum is set up for pupils to progress, with a range of vocational and alternative opportunities as well academic qualifications on offer. Throughout all year groups pupils receive advice and guidance via the schools PSEC programme in form time and through drop down days. The school also offers advice and guidance in year 9 and 11 through individual meetings with senior staff to discuss various career and study options

<b>5 16-19 Provision</b>		<b>D. Overall 1234 +/- : 2</b>	<b>Last revision date: 11/1/17</b>	<b>G. Author: Mr D Leonard</b>
<b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)	<ul style="list-style-type: none"> <li>Results at KS5 have improved over time and are continuing to do so. 58% of students achieved A*-B grades at A2, increasing by 5.4% on 2015, an 8.4% increase on 2014. 86% achieved A*-C, a 5% increase on 2015 outcomes.</li> <li>Value added for academic subjects has improved considerable over time and is now in line with national figures.</li> <li>Teaching is good and often outstanding. Teachers use imaginative and engaging teaching strategies; students want to succeed.</li> <li>In Departments and at whole school level, intervention strategies are used with underperforming students to offer support for improvements.</li> <li>Individual Learning Plans enable the school to track all students as individuals and design a unique programme of study.</li> <li>A wide range of enrichment opportunities are available to students as well as high quality, impartial careers advice and coordinated HE support.</li> <li>Pastoral care is a core strength of the 6<sup>th</sup> Form and students are able to access leadership roles within the House system that support their development.</li> </ul>			
<b>C. Even Better....</b> To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> <li>Ensure all groups of students continue to make progress at least in line with their peers nationally from similar starting points.</li> <li>Continue Improve rates of retention between AS-A2.</li> <li>Continue to reduce in school variation particularly with regards to A Level subjects.</li> <li>Support departments in planning for new A Level curricular and examinations with the vocational suite of subjects.</li> <li>Reduce in school variation specifically for: Business and Economics, Computer Science, Geography, Maths, Media and at AS Spanish, Sociology.</li> <li>Raise performance and aspirations of students to achieve top grades.</li> <li>Improve outcomes for Applied General qualifications: specifically Business Studies and Sport.</li> <li>Develop committed team of tutors who are confident in the specific skills required for working with sixth form students.</li> <li>Further improve attendance and punctuality to lessons.</li> </ul>			
<b>Sub-criterion</b>	<b>A. Key phrases from the Criteria</b>	<b>B. Main strengths and areas for development</b>		
<b>Leadership</b>	Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them well for future employment.	The 6 <sup>th</sup> Form leadership team have improved provision and outcomes rapidly. For the second consecutive year, academic outcomes have improved across all headline figures for both Year 12 and Year 13 with the percentage of pupils achieving A*-B grades at A2 Level increasing by 5.4% on 2015, an 8.4% increase on 2014. . All students are met with on a one to one basis each term to complete their Individualised Learning Plan (ILP). Impact(ful) meetings with HODs have enabled the leadership to monitor quality of learning, assessment, retention and skill development. Challenging underperformance from our senior leader to drive improvements will be key to our continued success. The Assistant Headteacher for KS5 is also involved in whole school 'Quality Assurance' days and focuses on KS5 lesson observations and performs specific post 16 learning walks at least each half term. Link Governors support and challenge leaders as we pursue excellence. Our Head Boy and Girl, as well as the newly formed 'Junior Leadership team,' model effective leadership to their peers and feed into a dialogue with the 6 <sup>th</sup> Form Team about teaching, learning, progress and skill development. Our pastoral programme responds to student needs and diverse interests from independent learning, to safe driving, to CV building and future employment opportunities.		
<b>Retention and Progression</b>	The great majority of learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	The great majority of our learners complete their study programmes achieving their core learning aims; a number of students left during the year in 2015/16 to take up apprentice opportunities. In 2015, 71% of our students moved on to university with 18% gaining employment and 5 % an apprenticeship. In 2014 only 50% of the cohort began a university course. These figures are above national average. Our ALPs progression rate (AS-A2) improved from a rating of 7 in 2014 to a 6 in 2015 and 4 in 2016 which indicates solid progression rates. Our threshold C grade entry into Y13 sets a high bar for progression but the data reflects that students are engaging with the entry criteria for Y13 and outcomes are improving as a result.		

<b>Student outcomes</b>	<p>The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.</p>	<p>In 2016, 100% of A2 students participating in courses at West Hatch achieved A*-E with 86% achieving A*-C, 58% A*-B and 28.4% A*-A. This was a 1.4% increase at A*/A, an 8.4% increase at A*-B and a 15.8% increase at A*-C on 2014. The ALPS score for A Level study improved once again to a 4 having been a 5 in 2015 and 7 in 2014, '13 and '12. The AS ALPS also rose to its highest level with the Yr12 achieving an ALPS 2 from 5 in 2013-15. The academic VA score for the school has improved from -0.24 in 2014 to -0.01 in 2016 (–non sig). AS VA improved from -0.21 in 2014 to -0.05 in '16. These results show a significant impact being made following the restructuring of the Sixth Form team and laser sharp interventions and tracking of students. Value added scores for Applied general qualifications declined in 2016, having previously been a strength of the school. The school has taken swift action to address this area of concern. Current data shows improvements for Computer Science and Business Studies while Maths, Media and Geography are yet to make sufficient progress towards their targets at A2.</p> <p>Each under achieving student is met and mentored by a member of the 6<sup>th</sup> Form leadership Team or Tutor Team who monitor performance until improvements are made. 100% of pupils achieved the threshold within their English resit in Year 12. 50% of subjects at AS increased their ALPS score in 2016, with 65% either maintaining or improving ALPS scores at A2.</p>
<b>Teaching, learning and assessment</b>	<p>Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes.</p> <p>Learners who fall behind are helped to catch up and the most able are stretched.</p>	<p>Teachers within the 6<sup>th</sup> Form show high levels of performance both in terms of knowledge and craft. Within lessons and over time students make good progress as a result of the teaching. The ALPS Red teaching and learning grade maintained at a 5 rating, having improved from a 7 in 2014 and the blue teaching and learning ALPS indicated improved from a 6 (2015) to a 4 (2016). These two indicators show that there are a higher proportion of outstanding/excellent departments than in the 2015 results, and that less departments graded as satisfactory or poor. English Lit/Lang, Film Studies, History, PE and CACHE all achieved an ALPS grading of 1-3 in 2016. 69% subjects improved the progress made by students in comparison to previous years, with 2 of those who did not, remaining above the 0 threshold. A Post-16 Leadership Forum and Teaching and Learning Group has been established to improve and promote teaching and learning at KS5 this year which should begin to disseminate effective practice throughout the year which is especially important with the new linear examinations in place..</p>
<b>Guidance</b>	<p>High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future.</p>	<p>There is a full time designated Careers advisor who works closely with the 6<sup>th</sup> Form, organises companies to come in and speak further and supports students with their CV's/applications. Our Deputy Head of Sixth Form also has CIAG qualifications and can support/guide students and discusses options with them during ILP meetings. Students often self-refer or are referred with individual meetings set up to discuss their future post-16. The HE Coordinator is another discreet role which focuses on those students applying to university. He is also working with our G+T students to secure Oxbridge Shadowing Scheme places and Russel Group summer school places. Year 12 Parents are invited to a Parent's Information Evening at the beginning of the year. The 6<sup>th</sup> Form Team also take part in a Transition day for Y11 when each student has an interview and their post-16 choices discussed. High ability students are also invited to an Aspirations Evening with specialist advice and guidance.</p>
<b>Pupils' attitudes</b>	<p>Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.</p>	<p>Through tailored pathways, students develop employability skills with vocational courses offering a range of work experiences throughout the course. All students follow a one week work shadowing experience in Year 12 relevant to their future interests or study programme. Tutor time and the KS5 PSEC Programme enable us to deliver high quality, non-qualification activities as diverse as independent study skills, to safe driving, to sexual health and university expenditure. Leadership roles are offered that support students in developing as a person. Head Boy and Head Girl are central to life in the school and are key figure head posts that students strive to achieve. The 6<sup>th</sup> Form Leadership Team support them in their duties. Each year, Year 12 have a Team Building day to encourage friendships, working with others and resilience. We also begin to equip them with independent learning skills in Year 12 with an external educational company running 2 workshops over the course of the year for all students.</p>
<b>Safeguarding</b>	<p>Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They know how to stay safe and healthy and contribute to wider society and life in Britain.</p>	<p>The school has 4 senior staff trained in child protection with one designated officer. The 6<sup>th</sup> Form Team work closely with these personnel if any issues arise and pass along information in line with statutory requirements. Our Individual Learning Programme, tutor time and pastoral care reinforce messages of being caring and respectful citizens with responsibility for keeping themselves and others safe and healthy. Our curriculums, assemblies and drop down days regularly promote safe practices. We do refer students to our on-site school councillor if necessary and often get self-referrals too.</p>

6 Overall Effectiveness		D. Overall 1234 +/- : 2	Last revision date: 11/1/17	G. Author: Mr D Leonard
Sub-criterion	Grade	B. Brief summary of main strengths and areas for development <sup>2</sup>		
Leadership and management	2	<ul style="list-style-type: none"> <li>Effective use of performance management to hold staff to account for pupil progress and as a result consistent improvement in outcomes for pupils.</li> <li>Developing a culture of learning and development among staff so that they continuously evaluate their own practice.</li> <li>Broad and balanced curriculum that meets the needs of all learners at all key stages.</li> <li>High expectation of pupil and staff behaviour.</li> <li>Governance is a strength of the school, holding senior leaders to account for all aspects of school performance.</li> <li>Safeguarding is at the heart of the school and pupils are constantly reminded of how to keep themselves safe and what to do if they are not.</li> </ul>		
		<ul style="list-style-type: none"> <li><i>Ensure that the rigour with which staff are held to account leads to outstanding outcomes for all groups of pupils every year.</i></li> <li><i>Using performance management effectively, ensure consistency in terms of teaching and learning and achievement across all subject areas and key stages.</i></li> <li><i>Ensure that programmes are put in place that remove the individual barriers to learning for disadvantaged pupils so that they perform at least as well as others nationally.</i></li> <li><i>Continue to develop awareness across the school of the dangers of radicalisation and extremism.</i></li> <li><i>Maintain the standards of safeguarding across the school, keeping it consistently high on the agenda.</i></li> </ul>		
Quality of teaching, learning and assessment	2	<ul style="list-style-type: none"> <li>The quality of teaching across the school is good with much of it outstanding. Pupils achieve well as a result.</li> <li>Where staff are not regularly teaching good lessons, there are clear and structured support processes that are put in place swiftly to improve practice.</li> <li>Teachers have high expectations of student's behaviour, attitudes to learning and achievement. In the most effective lessons they are quick to alleviate misconceptions and ensure pupils make progress in lessons. This is supported by high quality questioning across the school.</li> <li>Incisive feedback is used so that pupils know how to improve. In some areas there is outstanding practice that is being disseminated across the school.</li> <li>Teachers are reflective and work together to share good practice within and across departments.</li> <li>Assessment is embedded across the school and teachers are able to use their knowledge of the pupils to plan to meet their needs.</li> <li>Staff are quick to challenge stereotypes and derogatory language inside and outside the classroom; this is supported by an extensive PSEC programme.</li> </ul>		
		<ul style="list-style-type: none"> <li><i>Continue to build resilience in learners so they persevere in their learning.</i></li> <li><i>Embed the schools new marking and feedback policy to ensure pupils are reflective and improve their work as a result of feedback.</i></li> <li><i>Ensuring all teachers use AFL effectively to help reshape tasks and plan consistently to challenge the more able.</i></li> <li><i>Literacy must continue to be improved across the curriculum, ensuring pupils are confident in using effective spelling and grammar in all subject areas.</i></li> <li><i>Ensure feedback following assessments and regular marking consistently impacts upon the progress of pupils over time.</i></li> <li><i>Continue to reduce pupils who persistently fail to complete homework.</i></li> </ul>		
Outcomes for pupils	2	<ul style="list-style-type: none"> <li>2016 school GCSE results improved significantly from the previous year with the school achieving a P8 score of 0.01 with an upper CI of 0.17,</li> <li>In English, 84% of pupils achieved expected progress, an increase of 20% on 2015 with 34 exceeding EP,</li> <li>Girls' p8 was above the national average at all prior attainment levels and they performed particularly well in English.</li> <li>English attainment rose from 71% in 2015 - 86% in 2016,</li> <li>60% of pupils eligible for the Ebacc suite of subjects achieved the threshold,</li> <li>In 2016 55% of disadvantaged pupils achieved English and maths combined A*-C grades. This is a 17% increase on results on 2015.</li> <li>81% of disadvantaged pupils made expected progress in English (56% in 2015) which is 7% above the 2015 national average for other pupils,</li> <li>40% and 51% of high attaining PP pupils in English and maths respectively achieved greater than expected progress,</li> <li>As a result of intervention, Business, Media, Textiles, Core Science and English Literature improved significantly at A*-C.</li> <li>Triple Science, Art, Child development, RS and PE also performed extremely well with over 85% of pupils achieving A*-C in each of these subjects.</li> <li>Literacy is developing well across the curriculum and those who are eligible for catch up funding are making progress.</li> <li>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.</li> </ul>		

<b>Outcomes for pupils</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Focus on the progress of pupils with SEND, particularly those receiving SEN support,</li> <li>• Ensure more pupils achieve the A*-A grades at GCSE across the curriculum,</li> <li>• Focus on the progress of lower ability boys,</li> <li>• Ensure low prior attaining and pupils are at least in line with national figures for examination entry.</li> <li>• Ensure middle prior attaining disadvantaged pupils achieve at least in line with their peers nationally.</li> <li>• Early intervention for disadvantaged pupils to limit numbers on alternative education,</li> <li>• In school variation, particularly in BTEC ICT, Music and Science, GCSE Computing, Geography and languages. Economics, Business and Drama have improved but continue to require support.</li> <li>• Focus on progression routes for disadvantaged pupils to increase % staying in education or training.</li> </ul>
<b>Personal development, behaviour and welfare</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Staff are clear on their expectations within the classroom and school systems are used consistently across the school.</li> <li>• As a result of these systems, behaviour in lessons is good as is student's attitudes to learning.</li> <li>• Pupils are punctual to lessons and have respect for the school and its grounds.</li> <li>• Pupil's attitudes to one another are positive and have been further developed by the introduction of the House system.</li> <li>• SMSC and citizenship are a real strength of the school, West Hatch is outstanding in preparing pupils for life beyond school.</li> <li>• Pupils know how to keep themselves safe and healthy and are given clear and impartial advice and guidance to support them in their future careers.</li> </ul>
<b>16-19</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Raise pupil's aspirations to further increase pupils focus, engagement and thirst for knowledge. Focus praise on effort over outcome to develop pupil's mind-set.</li> <li>• Continue to ensure pupils develop the values necessary to be successful in modern Britain.</li> <li>• Continue to reduce Fixed Term Exclusions, particularly for pupils who receive FSM and those with EAL.</li> <li>• Further explore opportunities to develop esafety, ensuring pupils know how to keep themselves safe online and how to use social media appropriately.</li> <li>• Ensure pupils attend school every day and that persistent absence is rare and dealt with effectively and efficiently, specifically attendance and PA for FSM pupils,</li> <li>• Impact positively upon the minority of pupils who hinder others progress by regularly disrupting the learning environment.</li> </ul>
		<ul style="list-style-type: none"> <li>• Results at KS5 have improved over time and are continuing to do so. 58% of students achieved A*-B grades at A2, increasing by 5.4% on 2015, an 8.4% increase on 2014. 86% achieved A*-C, a 5% increase on 2015 outcomes.</li> <li>• Value added for academic subjects has improved considerable over time and is now in line with national figures.</li> <li>• Teaching is good and often outstanding. Teachers use imaginative and engaging teaching strategies; students want to succeed.</li> <li>• In Departments and at whole school level, intervention strategies are used with underperforming students to offer support for improvements.</li> <li>• Individual Learning Plans enable the school to track all students as individuals and design a unique programme of study.</li> <li>• A wide range of enrichment opportunities are available to students as well as high quality, impartial careers advice and coordinated HE support.</li> <li>• Pastoral care is a core strength of the 6<sup>th</sup> Form and students are able to access leadership roles within the House system that support their development.</li> </ul>
		<ul style="list-style-type: none"> <li>• Ensure all groups of students continue to make progress at least in line with their peers nationally from similar starting points.</li> <li>• Continue Improve rates of retention between AS-A2.</li> <li>• Continue to reduce in school variation particularly with regards to A Level subjects.</li> <li>• Support departments in planning for new A Level curricular and examinations with the vocational suite of subjects.</li> <li>• Reduce in school variation specifically for: Business and Economics, Computer Science, Geography, Maths, Media and at AS Spanish, Sociology.</li> <li>• Raise performance and aspirations of students to achieve top grades.</li> <li>• Improve outcomes for Applied General qualifications: specifically Business Studies and Sport.</li> <li>• Develop committed team of tutors who are confident in the specific skills required for working with sixth form students.</li> <li>• Further improve attendance and punctuality to lessons.</li> </ul>