

Kingdown School

Self-Evaluation Summary Document 2016-17

Context

Kingdown is a modern school with a traditional perspective and we are truly, proudly and enthusiastically comprehensive. We aim for every student to be happy, to enjoy school and to be challenged so that they “believe, aspire and achieve”. The values of: friendship, respect, excellence, determination, inspiration, courage and equality underpin all that we do. My vision for Kingdown is through the eyes of Sam:

“Hello, I am Sam. I am five years old. I am the future.

You and I both want me to be a success in the world, which I will enter as an adult and which I will be responsible for.

*In future days, I will admire you for being able to look forward with me and to help me define what I need to learn. **My world is very different from the one you have grown up in.”***

Richard A Beare

We aim to be the secondary school of first choice for every local child, for the whole of their school career. There are currently 1600 students on roll and as well as the data on key groups in Raiseonline, we have:

- 13% army or ex-army children
- A large number of students from out of our local area, for example, in Year 7, 29% of students are from out of our local area, 62% of whom start in our top sets.

The key actions from our previous Ofsted Inspection in July 2013:

Increase the proportion of outstanding teaching and further accelerate students’ progress in all lessons by:

- *making sure that all students act on the helpful advice and feedback given to them by most teachers; this is now securely good with some outstanding practice across the school*
- *ensuring that all teachers make use of questioning in lessons which gets students to think deeply and give full answers; this is good across the school and in all curriculum areas there are teachers who use questioning techniques superbly.*
- *making sure that all teachers expect the very best from all their students, especially the more able; this is very strong through-out the school.*

Key strengths:

- Leadership and management are very strong at all levels; there is a relentless drive to continually improve
- A very good 2016 Raise on line report. An outstanding KS4 Raise online report in 2014 and 2015. A very good report in 2013.
- Three years of very good GCSE results. Consistently sound A2 results, with significant improvement this year.
- Significantly positive Progress 8 scores in 2015 (+0.22) and 2016 (+0.3, top 18% of schools nationally). Alps teaching and learning indicator ALPS 3.
- KS3 provision and outcomes are very strong
- Level 3 Value Added (academic) +0.03 in 2016, a sharp increase from the -0.09 in 2015. A further improvement to +0.10 is expected in 2017. Level 3 Value Added (applied) is +0.58 and is Sig +. Our ALPS T score is 4.

- Teaching and learning is very strong across the school, see internal reviews and weekly reports.
- Our new assessment policy is becoming embedded in all curriculum areas; students talk confidently of “T grades” (Trajectory)
- Marking and feedback are used effectively across the school and help students to make strong progress
- Attendance figures are very strong.
- The House System creates a real sense of belonging in a very large comprehensive school, and, develops student aspiration and leadership skills
- There is excellent behaviour management across the school
- A very flexible and adaptable alternative provision programme for our most challenging and vulnerable students is engaging the vast majority of students
- We have a very strong internal CPD programme, highly valued by staff, and, driving the improvement in teaching and learning
- Our ethos and culture strongly supports British values
- Stakeholders are strongly supportive of the school
- Senior leaders are driving school improvement in other schools in The Acorn Education Trust

Key areas for improvement

- Progress of middle ability students. This is a key target for the school and is the focus of our teaching and learning reviews, lesson drop –ins and CPD.
- KS4 English – progress for the disadvantaged students
Current data shows significant improvement for this group of students following careful analysis of student needs (including a successful trial of single-gender teaching), and the effective application of a range of student-centred interventions
- KS4 FSM v non-FSM outcomes
This has remained a significant priority for the school through the continuing promotion of quality first teaching, by using regular and accurate tracking and monitoring approaches, and through the application of a range of student-focused initiatives.
- KS4 SEN v non-SEN outcomes
The impact of a more rigorous approach to academic monitoring, tracking and intervention is strengthening outcomes for these students. There is still much work to be done and needs to remain a key focus for the school moving forward.
- Attendance for SEN students and persistent absence for FSM and SEN students.
We are working with all relevant families and agencies to improve the attendance of this group of students
- Ensure 100% of all teaching is typically good or better
Taking all data into account (self - evaluations, class outcomes and work scanning), 92% of teaching is good or better.

Sara Edwards
December 2016