

HOLLAND PARK SCHOOL | SELF EVALUATION FORM 2021-22

Updated 31/08/2021

QUALITY OF EDUCATION

GRADE: OUTSTANDING

Strengths

In 2020, Ofsted said of the school's curriculum 'Leaders have had a strong impact on developing the breadth and depth of the curriculum offer. A sense of social justice lies at the heart of the leaders' vision to provide an appropriately challenging and ambitious curriculum for all pupils. Leaders have thought very carefully about how they organise learning programmes for pupils from Year 7 to Year 11. They ensure that pupils have a wide range of options for as long as possible. As a result, almost all pupils achieve 11 GCSEs by the end of Year 11; this is well above the national average. The proportion of pupils who enter and achieve highly in the English Baccalaureate (EBacc) qualification is also well above the national average. Leaders' expectations are equally high for pupils of all abilities and backgrounds. They ensure that disadvantaged pupils and those with SEND receive the right levels of support and encouragement to enable them to achieve as well as their peers.'

Intent:

- The school's curriculum is broad, balanced and ambitious. It is designed to give all students, particularly disadvantaged students including students with SEND, the knowledge and cultural capital they need to succeed in life. The school has designed a bespoke curriculum that is based upon the National Curriculum but is tailored to suit to needs of our local context and student body.
- The curriculum is characterised by academic challenge, breadth, balance, coherence, relevance and appropriate sequencing of learning so that students can know more and do more over time.
- The school has exceptionally detailed Maps of Learning and Schemes of Work across all subject areas that evidence a coherently planned curriculum and one that is sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The KS3 curriculum is taught over 3 years in the core subjects (English, mathematics, science) and over 2 years in all other subjects. It is broad, encompassing creative as well as academically demanding content which prepares students well for study at KS4 and KS5.
- Progression through qualifications at KS4 is staggered over three years to enable access to a wide range of subjects and to support students' academic development whilst prioritising their mental wellbeing by decreasing pressure in Year 11.
- The curriculum is infused with opportunities to develop students' social, emotional, moral and spiritual education and this forms a significant strand of staff development. Cultural capital (the best that has been thought and said) is embedded in schemes of work in all subject areas and features significantly as part of PSHCE provision and assemblies.

- The curriculum is ambitious for all students; the school does not offer lower-ability students a reduced curriculum and all students are able to study a strong academic core of subjects, such as those offered by the EBacc.
- The academic curriculum is complemented by a wide range of extra-curricular opportunities that are designed to support students' individual interests and develop in students a range of skills that support students to become well-rounded, healthy citizens.

Implementation:

- Improving the quality of the curriculum, teaching, learning and assessment are at the core of our school improvement strategy. Leaders focus their time during the school day on improving the quality of teaching and learning by being a presence in lessons.
- Teachers teach within their specialisms and have an hour of subject time a week dedicated to improving the quality of teaching and learning in a subject-specific capacity. Where ECTs exist in a subject team, all mentors are trained to support their subject specific development needs as well as more general teaching and learning strategies.
- All subject teams are driven by '8 Principles of Pedagogy' that drive teaching strategy and provides a unity of approach within specialisms. These are published in subject handbooks and discussed in Subject Team meetings.
- Teachers are provided with individualised programmes of CPD to support their development at different stages of their careers.
- Teachers are trained to check students' understanding effectively and identify and correct misunderstandings immediately through oral feedback in lessons. Oracy and literacy are significant focal points in lessons; all students expect to be called upon to answer questions and all teachers are expected to model the high levels of literacy and oracy that is expected of students and therefore students articulate their thoughts confidently and clearly. In 2020, Ofsted said 'You and your staff set very high standards for how pupils communicate with each other and their teachers. Promoting pupils' ability to articulate clearly and develop their vocabulary and correct use of English is integral to the routine of the school. In lessons and other activities, staff check pupils' understanding of more complex terminology. They are quick to spot misconceptions and misuse of language, helpfully enabling pupils to refine their responses and improve the precision of their oracy skills'.
- Teachers' expectations are consistently high and behaviour for learning is outstanding. As a result, engagement in learning is also outstanding.
- Workbooks across all ages and subject areas demonstrate students' exceptional pride in their work. The consistency in workbooks across ability ranges demonstrates high standards and ambition for all. In 2020, Ofsted said 'Pupils are focused. There is a striking consistency in the high quality of their work across year groups and bands. Pupils, responding to their teachers' example, take pride in their work, demonstrating a high level of diligence and ambition. They value their education and the opportunities the school provides, enabling them to have a wide range of choices and to be well prepared for the next stages of their education'.

- Progression is clear in workbooks. Teachers provide developmental marking for students in accordance with policy and the quality of marking enables students to make progress, as evidenced in blue pen responses.
- All teachers begin lessons with a period of 'revisiting learning' to support students' fluency and help students to recall knowledge and skills that will support them in making progress in the current lesson. This supports students to develop understanding rather than memorise disconnected facts.
- Teachers understand the diverse methods of assessment and employ these effectively in lessons to support the identification of misconceptions to help students progress. Teachers employ: immediate oral feedback in lessons; peer and self-marking; online marking; workbook checks and developmental written feedback to assess the quality of learning and inform future planning. Teachers are trusted to use their judgement about the most appropriate methods of assessment and intervention to help inform targeted intervention to support future learning.
- Data collection is limited to once a year per year group and teachers are not required to write student reports. Central data submissions are used to identify students for intervention and support as well as to inform parents of student progress. Data is therefore used effectively to assist in teaching and learning.
- Independent study is set and monitored using Show My Homework and is used to develop independence and personal accountability.

Impact:

In 2019, the school's Progress 8 score was well above average at **0.7**

Holland Park School	National Average
86% of students were entered for the EBacc	40% of students were entered for the EBacc
66% of students achieved a grade 5 or above in English and maths	43% of students achieved a grade 5 or above in English and maths
Attainment 8 score was 61.13	Attainment 8 score was 46.69
The EBacc APS at our school was 5.86	The EBacc APS nationally was 4.07
% staying in education or employment: 93%	% staying in education or employment nationally: 94%

- The average number of key stage 4 qualifications students were entered for in 2019 was 8.
- The school entered students into 13 of the 17 available key stage 4 subject clusters in 2019.
- For the following EBacc subject(s), the average point score was in the highest 20% of schools nationally and the proportion of entries was at or above the national average: English literature (6.6), biology (7.2), French (6.1), Spanish (6.6), chemistry (7.2), history (6.2), English language (5.7), Latin (8.1), mathematics (5.6), physics (7.1).
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2019 was 86%.

- Science value added (0.6) was significantly above the national average and in the highest 20% of all schools in 2019.
- Languages value added (1.4) was significantly above the national average and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- Humanities value added (0.7) was significantly above the national average and in the highest 20% of all schools in 2019.
- The percentage achieving grade 4+ in science (86%) was in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- The percentage achieving grade 4+ in languages (88%) was in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- The percentage achieving grade 4+ in humanities (87%) was in the highest 20% of all schools in 2019.
- For the following subject(s) outside of the EBacc, the average point score was in the highest 20% of schools nationally and the proportion of entries was at or above the national average: music (6.8), art & design (6.1). The English element of Progress 8 (1.0) was significantly above the national average and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- The EBacc element of Progress 8 (0.9) was significantly above the national average and in the highest 20% of all schools in 2019.
- The open element of Progress 8 (0.6) was significantly above the national average and in the highest 20% of all schools in 2019.
- Overall, mathematics, EBacc and open Progress 8 has improved between 2018 and 2019.
- Overall Attainment 8 (61.1) was in the highest 20% of all schools in 2019.
- The English element of Attainment 8 (13.3) was in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- The mathematics element of Attainment 8 (11.0) was in the highest 20% of all schools in 2019.
- The EBacc element of Attainment 8 (18.6) was in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- The open element of Attainment 8 (18.2) was in the highest 20% of all schools in 2019.

Disadvantaged Students

Holland Park School	National Average for non-disadvantaged students
Progress 8 score: 0.55	Progress 8 score: 0.13
Attainment 8 score: 51.8	Attainment 8 score: 50.3
82% of disadvantaged students were entered for the EBacc	44.5% of disadvantaged students were entered for the EBacc
50% achieved a grade 5 or above in English and maths	50% achieved a grade 5 or above in English and maths
EBacc average point score: 4.81	EBacc average point score: 4.43

Gender	Holland Park School		National Average	
	Male	Female	Male	Female
Progress 8	0.26	1.06	-0.27	0.22
Entering EBacc	82%	89%	34%	46%
Staying in education/ employment	89%	98%	93%	95%
Grade 5 or above in English and maths	65%	67%	43%	40%
Attainment 8	57.96	64.01	44.02	49.47
EBacc APS	5.55	6.14	3.84	4.32

SEN	Holland Park School		National Average	
	SEN EHCP	SEN Support	SEN EHCP	SEN Support
Progress 8	-1.08	0.11	-0.03	-0.03
Entering EBacc	75%	47%	40%	40%
Staying in education/ employment	88%		90%	
Grade 5 or above in English and maths	0%	24%	43%	43%
Attainment 8	35.44	39.60	46.69	46.69
EBacc APS	3.04	3.50	4.07	4.07

EAL	Holland Park School		National Average	
	EAL	Non-EAL	EAL	Non-EAL
Progress 8	0.88	0.43	-0.03	-0.03
Entering EBacc	88%	84%	40%	40%
Grade 5 or above in English and maths	68%	63%	43%	43%
Attainment 8	61.73	60.82	46.69	46.69
EBacc APS	5.94	5.79	4.07	4.07

Sixth Form Data

Attainment

- The average point score per entry in A level and the best 3 A levels was in the highest 20% in both 2018 and 2019.

Progress

- In 2019 the value-added was -0.3 (per DfE tables, below average); in 2018 it was +0.1 and in 2017 it was 0.0.
- In 2019, 5 subjects had a value added score significantly below the national average. These were: mathematics; chemistry; economics; history and psychology.
- In 2019 the value-added score was significantly below the national average and in the lowest 10% in A level and AS level for learners with prior attainment grades 4-6.
- In 2018, two subjects had value added scores significantly above the national average, these were English and Religious Studies.

Destinations

- 91% of students were in sustained education, employment or training.
- 0% were in Apprenticeships.
- 87% were in further education (compared to 77% nationally)
- 7% activity not captured (4% nationally)
- 3% destination not sustained (8% nationally).

Areas for development	<p>To further improve the quality of education at Holland Park School the school will prioritise:</p> <ol style="list-style-type: none">1. Refine teachers' responses to reading age data gathered and embedding the promotion of reading in lesson across all subject teams and beyond lessons, in order that the gaps created by school disruption are closed.2. Further increase the opportunities for focus on the development of subject knowledge in Subject Time, to enhance achievement of the most able students even further.3. Embed subject specific 'principles of pedagogy' as part of staff CPD, to refine expertise and make staff development increasingly subject-specific.4. Strengthen the effectiveness of 'revisiting learning' so that it consistently promotes fluency and support students' recall of past content, to respond to gaps in long term learning as a result of the pandemic.5. Reinforce the quality and challenge of Independent Study, particularly in the Sixth Form, to promote greater independence and personal organisation.6. Evaluate the effectiveness of adaptations made to the curriculum in Subject Teams in response to the pandemic and respond as necessary to ensure the curriculum remains accessible to all and is considerate of students' different starting points.
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BEHAVIOUR AND ATTITUDES

GRADE: OUTSTANDING

Strengths

'Students' behaviour is exemplary. Their superb attitudes to learning permeate all lessons and play a key part in their outstanding progress. They feel utterly safe and nurtured. The academy shows excellent practice in the way it safeguards and promotes their well-being'. **Ofsted**

2014

1. Holland Park School has high expectations of students' behaviour and conduct. These expectations are understood by all staff and are applied consistently and fairly. In 2020 Ofsted stated: 'You ensure that staff receive regular training and are clear on your high expectations of pupils' conduct. This helps to ensure a consistent response to managing behaviour. Pupils and staff know what is expected of them. Pupils conduct themselves very calmly and sensibly around the school and in lessons...They said that behaviour is typically as we have seen it during the inspection.'
2. Students understand expectations; their behaviour is positive and their conduct is exemplary in and outside of lessons. They are committed to their learning, are resilient to setbacks and take pride in their achievements. In 2014 Ofsted stated: 'Students take ultimate responsibility for their own behaviour and understand fully how good or better behaviour impacts on their learning. This results in the outstanding progress made by all students...students' pride and self-esteem are demonstrated in their excellent conduct. They wear their uniform very smartly, rarely drop litter, speak with each other and with adults with consummate respect, and display good, often perfect, manners at all times'.
3. Bullying is not tolerated by staff; instances of bullying, which are limited, are dealt with quickly and effectively and are not allowed to spread. Specific staff are trained to support conflict resolution meetings and to reintegrate students quickly and effectively. In 2020 Ofsted stated: 'You and your staff do not tolerate bullying. Serious incidents of poor behaviour, including bullying, are rare. Pupils are confident that staff deal with any instances effectively and quickly. Incidents involving aggression or inappropriate language are dealt with swiftly.'
4. Attendance is very good across all groups of students. Instances of persistent absence are limited and managed well by the school. In 2020 Ofsted stated 'Pupils are punctual to school and to lessons. Attendance rates are high for all pupils'.

5. There have been 48 fixed term exclusions in 2020-2021. This represents a fall of over 50% of fixed term exclusions when compared to 2018-19 (the last time the school was open for a full year).

Gender: 35 male; 13 female	Ethnicity: 7 White British, 6 Moroccan, 6 Black African, 5 other mixed, 4 refused, 3 White and any other Asian, 3 White Eastern European, 2 Albanian, 2 Arab, 2 Black Caribbean, 2 White and Black Caribbean, 1 Asian and any other ethnic group, 1 Iranian, 1 Kosovan, 1 Other Black, 1 White and any other ethnic group, 1 Yemeni
Pupil Premium: 12; Non Pupil-Premium: 36	Exclusion Code: 13 PP, 13 DB, 8 VA, 5 PA, 4 SM, 2 PA, 2 VP, 1 DM
SEN: 11; Non-SEN: 37	Religion: 19 Muslim, 17 Christian, 10 no religion, 1 other religion, 1 refused
EHCP: 6; Non-EHCP: 42	

6. The school uses internal exclusions appropriately and has well-established procedures for ensuring reintegration and managing students' behaviour on return. In 2020, Ofsted said: 'In recent years, no pupil has been permanently excluded. Fixed-term and internal exclusions are used appropriately. Leaders, including governors, scrutinise carefully the reason for pupils leaving the school. They are inclusive and focus strongly on supporting all pupils to achieve their best. There is no evidence that off-rolling is the basis for any pupil leaving the school'.
7. Students are safe in school and feel safe in school. In 2020 and in 2014, safeguarding was judged 'effective' by Ofsted. In 2020 Ofsted also said that 'well-organised record keeping shows that leaders take any safeguarding concerns very seriously' and commented that 'leaders have a strong awareness of local risks and safeguarding incidents, and ensure that school staff respond to them effectively. Leaders regularly review and develop their safeguarding procedures so that pupils receive the right support when needed. For example, you recognised the need to develop staff expertise, and opportunities available in school, to promote and support pupils' mental health'.

	<ol style="list-style-type: none"> 8. The school utilises external agencies appropriately and effectively to ensure the safety on its students. In 2020, Ofsted commented: 'Leaders liaise efficiently and regularly with a range of outside agencies, including the local authority, to ensure that safeguarding policy and practice in the school are effective.' 9. Parent views consistently support the decisions made by school. A Parent Leadership Team work closely with the school to test out areas of policy, and there is widespread and vocal support for the quality of provision made for students.
<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Post-Covid, continue to develop initiatives to improve already impressive attendance and punctuality rates by deploying the Student Support team, the Resilience Coordinator and the Registrar's Team, to work intensively with targeted students. 2. Extend further the provision for students in developing resilience and positive mental health. 3. Better promote the Sixth Form mental health provision available to students and involve the student body in mental health awareness through the creation of Wellbeing Ambassadors.

PERSONAL DEVELOPMENT

GRADE: OUTSTANDING

Strengths

1. The school's curriculum extends beyond the academic and encompasses a comprehensive PSHCE programme delivered through an effective tutoring system. PSHCE provision has been designed with the PSHCE Association to develop students' character, understanding of the world around them and their health and well-being.
2. Assemblies are significant events that focus on students' spiritual, moral, social and cultural development through dedicated themes.
3. A vertical tutoring system is in place from Year 7 -11 that fosters strong relationships between year groups, develops peer-to-peer support networks and assists with transitions between Key Stages. The vertical GCSE system also assists in this regard.
4. Aspects of the curriculum seek to focus on students' character development, such as a focus on 'Narnian Virtues' in Year 7 English.
5. There are ample opportunities for students to engage in debate and discussion; students listen to each other and understand that the classroom is a place for the sharing and shaping of ideas and opinions.
6. Leaders are conscious of how the curriculum can shape students' development, including independence, personal organisation, creativity, resilience and confidence. Leaders have worked with Subject Teams to identify opportunities in the curriculum and outlined pedagogical strategies to develop such qualities in the classroom. For example, an emphasis was placed on 'flipped learning' for independent study to place responsibility on students to come to lessons prepared to learn.
7. A dedicated Resilience Coordinator is employed by the school to assist both individual students identified by leaders and teachers as requiring support with their self-confidence and vulnerable groups of students to build their self-esteem and resilience in the face of difficulties.

8. Pre-Covid, the school increased its extra-curricular provision notably to ensure a diverse range of opportunities were available to students to meet their individual interests. The school successfully developed its monitoring of this provision to ensure the vast majority of students engaged in extra-curricular activities. For example, participation in the Duke of Edinburgh is an impressively popular and flourishing aspect of school. The school has also engaged with other external organisations, such as World Challenge to develop students' character by leading expeditions abroad. Ofsted in 2020 reported 'Leaders provide pupils with very rich and diverse extra-curricular opportunities. This has a strong impact on pupils' personal development, and in particular, their character development and resilience.'
9. During Covid, the Leadership Team designed and ran a range of online opportunities to encourage students to continue to build their range of skills, keep students healthy and expose them to a wide range of opportunities. This included sharing links to online theatre and plays, creating interview programmes with actors and writers, virtual choirs and exercise competitions and classes, baking and cooking competitions, tidying/organisation games.
10. There is a clear focus across the curriculum on opportunities for students to focus on SMSC themes and British values, through schemes of work, teachers' planning and delivery of such moments in lessons and the weekly focus of PSHCE/tutoring sessions. In 2020, Ofsted reported 'You place top priority on providing pupils with opportunities for their spiritual, moral, social and cultural development that they might not be able to gain other than at school. School leaders work hard to ensure that parents and pupils are engaged with the offer and see its value' and in 2014 'Students' spiritual, moral, social and cultural development is outstanding because of a relentless drive to educate and care for the whole child'.
11. PSHCE and assemblies offer plentiful opportunities for students to encounter the best of what has been thought, said and created and therefore purposefully seeks to develop educated citizens who possess cultural capital. In 2014, Ofsted said 'leaders are determined to produce rounded, highly educated young people who will become superb employees and employers'.
12. Students are conscious of their safety and can identify risks to their wellbeing both online and offline. They know how to limit such risks and what to do if they are exposed to risks.
13. Students know how to maintain a healthy lifestyle through dedicated sessions delivered through PSHCE, and nutrition and fitness lie at the heart of the compulsory PE curriculum. Students have ample opportunities to focus on their physical fitness through a wide range of extracurricular sporting and fitness clubs.
14. Social justice lies at the heart of the school ethos; students understand and value diversity. This is evident across the school but specifically in RE and English, both of which address power, tolerance, respect, social injustice and how to combat this.
15. Students work collaboratively across age groups to discuss matters that are significant to young people. The curriculum over a five year period addresses the full range of the PSHCE Association's curriculum. Students are frequently brought into age related groups to discuss material that is pertinent to them, and tutors are trained in coordinating a discussion that is appropriate for all.

Areas for development	<ol style="list-style-type: none">1. Extend collaboration with different stakeholders in working towards strengthening our offering in relation to the Gatsby Benchmarks.2. Post Covid-19, reinvigorate the school's extra-curricular provision and record individual participation.3. Post Covid-19, use CPD to train teachers to address key strands of students' character education through the curriculum (resilience, confidence, oracy and literacy, personal organisation, independent thought).4. Post Covid-19, further prioritise mental health and self-confidence in PSHCE and further promote the work of our resilience coordinator, particularly with the Sixth Form.5. Increase the scope of the Student Leadership Team's responsibility and impact, particularly in relation to promoting student voice.
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LEADERSHIP AND MANAGEMENT

GRADE: OUTSTANDING

Strengths

1. Leaders are driven, ambitious and clear in their vision for the school and highly committed to providing the highest quality education for students. Strong leadership has ensured that high-quality education has been maintained over the course of the pandemic.
2. The quality of education is the highest priority of all school leaders. School leaders are a visible presence around the school building and in classrooms; monitoring and improving the quality of teaching and learning is the focus of their work.
3. Leaders focus on the curriculum and what and how students learn to ensure the curriculum is constantly fit for purpose and meets students' needs. In 2020 Ofsted said 'Leaders have had a strong impact on developing the breadth and depth of the curriculum offer. A sense of social justice lies at the heart of the leaders' vision to provide an appropriately challenging and ambitious curriculum for all pupils.'
4. Evaluation of teaching and student achievement results in swift action; staff underperformance is quickly identified and colleagues are supported to refine their practice to improve outcomes for students. In 2020 Ofsted said 'Senior leaders have a strong presence around the school. We spoke to many members of staff and received written comments from many others. Wholeheartedly they expressed their respect for the school leaders' professionalism, expertise and empathy'
5. The school supports the development of subject level pedagogy and subject knowledge through comprehensive involvement in the PTI. All new staff are invited to participate in subject knowledge courses and most subject leaders either hold or are working towards the PTI badge for recognition of their work in developing the school's curriculum.
6. Leaders successfully support teachers and monitor student achievement to ensure all students successfully complete their programmes of study. This applies to students from all groups, particularly those with SEND, Pupil Premium or from disadvantaged backgrounds.
7. Leaders engage with all stakeholders through surveys regularly to identify and improve aspects of the school's practice. The school offers fortnightly parent newsletters, a weekly staff development publication, regular website updates and communicates with students through plasma screens visible throughout the school and through tutor time.
8. The school holds the platinum award from Investors in People, recognising the leaders' successful engagement with, and development of, the school community.

	<ol style="list-style-type: none"> 9. The school has a strong culture of safeguarding; all staff know what signs of concern to look out for and who to report concerns to. Leadership effectively identify students who may need early help, secure support for them when needed and manage safe recruitment. In 2020 Ofsted said 'Leaders have a strong awareness of local risks and safeguarding incidents, and ensure that school staff respond to them effectively. Leaders regularly review and develop their safeguarding procedures so that pupils receive the right support when needed.' 10. Leaders have a sophisticated understanding of work-life balance and recognise that all colleagues require freedom to work in a way that best suits their needs. Leaders seek to address this by offering clarity of expectations and commitments for the academic year, reducing the use of email and offering flexibility with working patterns. In 2020, Ofsted commented '[staff] are appreciative of your acknowledgement of different styles of working and the flexible approach in which staff can manage their workload. They value your clear guidance on leaders' expectations over time, enabling them to plan their work accordingly'. 11. Governors have a sound understanding of the regulatory frameworks under which schools work, and challenge leaders robustly, to ensure a strategic pathway that is in the interests of all students.
<p>Areas for development</p>	<ol style="list-style-type: none"> 1. Monitor the impact of strategies implemented in relation to staff welfare and wellbeing, through surveys and response to such. 2. Monitor the effective implementation and impact of the ECT programme in school. 3. Reengage the wider community in community activity, and draw on external speakers and resources, as we build back a programme of extracurricular towards pre-pandemic levels. 4. Embed opportunities and strategies to facilitate collaborative planning as part of CPD to reduce teacher workload and facilitate the dissemination and prioritisation of subject knowledge.

QUALITY OF SIXTH-FORM PROVISION
GRADE | OUTSTANDING

Strengths

1. The programmes of study on offer to students in the Sixth Form are ambitious, meet students' needs and support students to move on to the next age of their education.
2. Students' programmes of study are appropriate to their ambitions; courses of study are tailored to meet individual needs and students receive frequent guidance about their progress. In 2014 Ofsted said: 'Sixth form study programmes are very well matched to all learners. The range of qualifications available is tailored precisely to each individual student'.
3. Maps of Learning ensure that students study the intended curriculum a curriculum that is ambitious, scholarly and prepares them for university study..
4. The monitoring of teaching and learning enables timely and effective individualised intervention with students to support their progress.
5. Teachers model subject-specific language and place an emphasis on oracy in the classroom. This ensures that teachers identify misconceptions and address them immediately.
6. Teachers use assessment effectively both formatively during lessons (through questioning) and through written assessments. This is used by teachers to address different starting points, to check understanding and ensure that students can apply skills and knowledge fluently.
7. The conduct of Sixth Form students is exemplary; students are punctual, self-sufficient and have strong attendance. The ethos of the Sixth Form is characterised by drive and ambition. Students want to succeed and so students are focused and committed. In 2014 Ofsted said: 'Sixth form students model exceptional attitudes and behaviour. They exemplify tolerance, decency and mutual respect. They know how to stay safe and understand their responsibilities to younger students'.
8. The overwhelming majority of students progress on to higher education. Students are supported effectively in their applications and provided with realistic, unbiased guidance to help them to make informed decisions about their next steps.
9. Students in the Sixth Form have a fulsome PSHCE programme, inclusive of sex and relationship education.
10. Students feel safe; bullying and harassment are not tolerated by staff or students and issues are dealt with swiftly and effectively.

Areas for
development

Key Priorities

1. Develop the careers guidance and experience programme available to Sixth Form students so that all students select appropriate yet ambitious pathways.
2. Work alongside teachers of A Level to refine their subject knowledge to achieve greater consistency of A Level teaching.
3. Improve the programme of independent study, enhancing the activities on offer and resources available, so that students can take ownership of their own study and boost their performance.