

Head Teacher's Self Evaluation Report to CEO and Performance and Standards Committee

SCHOOL	Rugby Free Secondary School	HEADTEACHER	Ms Samirah Roberts
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Reporting Period	Autumn Term	Spring Term	Summer Term
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SCHOOL CONTEXT		Pupil Numbers						
Pupil Roll	PAN	Y7	Y8	Y9	Y10	Y11	Y12	Total
812 (Y7-Y11) 67 (Y12) 879 (Total)	180 in each year group (900)	120 - Total 120 – Single Reg 0 – Main	167 - Total 167 – Single Reg 0 – Main	179 - Total 177 – Single Reg 2 – Main	171 - Total 167 – Single Reg 4 – Main	175 - Total 174 - Single Reg 1 – Main	67 - Total 67 - Single Reg 0 – Main	879 – Total 872 – Single Reg 7 – Main
Most Signification Ethnic Group		Males	Females	Pupil Premium	FSM	LAC	Young Carers	
White British		433 - Total 425 – Single Reg 4 – Main 4 - Dual	475 - Total 451 – Single Reg 3 – Main 3 - Dual	230	246	4	27	
		EAL	SEN	EHCP				
		219	159	18				

Context

- The school opened in September 2016 with a year group of 150 Year 7 pupils. We are now in our 5th year of operation and currently have 834 students on roll Year 7-11. We serve the local community in Rugby and beyond and accept students from across Warwickshire and Northamptonshire.
- We have a high proportion of SEN (26% compared to 15% locally) and 27% EAL students (an increase from 22% 2020) compared to 10% locally and high number of students with Social, Emotional and Mental Health needs, we currently have 65 children who are in receipt of external support including CIN,CP and Early Help.
- Significant number of students (currently at 25) will not count towards the results for cohort 2021, resulting in only 84.5% of students will be used for all school measures including EBacc Qualification and Progress 8 score. The reason for this is the large number of students who did not sit the KS2 SAT tests and our higher than average (locally) number of EAL students within the cohort and school.

- Information from the Department of Health has identified that students in Rugby have high levels of mental health issues, homelessness and poverty (over 200 admissions per 100,000 in Rugby are for self-harm, 10% of all households are experiencing fuel poverty, and 3% of the population are homeless or in priority need) when compared to the national average. We have therefore heavily invested in pastoral support and increased the number of DLS.
- The percentage of PP students is 25%, but internal information suggests that the level of deprivation is much higher and given that 18.8% of children under 16 living in a low income family, of which 14% are single parent low income families in Rugby means we are developing a strategy to support parents with the application process.

Partnerships

- We have recently joined the Lawrence Sherriff Teaching School Hub to support our programme of CPD in order to improve subject knowledge and joined the SWAN Alliance to support the development of our Middle and Senior Leaders. This partnership has allowed us to develop subject network links, have access to a plethora of specific and relevant external CPD, and to begin to build working relationships with other Sixth Form providers. This partnership enables us to select training sessions to further enhance and support our internal CPD practices, whilst allowing our staff to form partnerships with teaching staff at schools across Warwickshire and Northamptonshire.
- **RASH** - Rugby Associate of Head Teachers – This has provided the Senior Leadership Team with a network
- New Schools Network
- We have recently introduced Alps to track internal progress
- We have linked with **Coventry** and **Warwickshire Careers Hub** for networking events and sharing of good practice. The hub also support with Benchmark reviews and suggest routes of support to move them forward.
- **Prospects** support with Independent Careers Advice and Guidance interviews.
- BAM have continued to support with educational activities to the students, bringing activities into the classroom along with employees- particularly challenging gender stereotypes.
- We are a PiXL school for both Secondary and Sixth Form.

Quality of Education – Priority Manager Iain Green

QUALITY OF EDUCATION	Evaluation Summary
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INTENT:	The curriculum at RFSS allows teachers to deliver their subject content in depth allowing for the acquisition of knowledge and skills across all 13 subjects in Key Stage 3. The aim is to develop knowledge, skills and abilities to apply what they know and can do with increasing fluency and collaboration whilst developing their personal qualities reflected in our school values. All students follow the National Curriculum in both KS3 and KS4. All subject areas have reviewed and adapting their curriculum using a variety of contextual information such as the KS2 question level analysis, whilst using contextual data from Warwickshire County Council and Warwickshire PHE in order to ensure the curriculum fits the needs of our students and community. As a result, our Curriculum Intent fits this.
1.1 Knowledge and skills	
1.2 End points and sequencing	The curriculum at Rugby Free Secondary School is designed to give all students the acquisition of knowledge and skills and cultural capital they need to succeed in life. All students, follow the National Curriculum in both KS3 and KS4. At Key Stage 3 students study a total of 13 different subjects across years 7, 8 and half of year 9. At key stage 4 students' study between 9 and 10 subjects depending on their science pathway. Evidence from implementation plans and 5-year curriculum roadmap. A specific SEND and EAL curriculum is being developed to ensure that the learning needs of our most vulnerable students are being addressed. Subject Curriculums and sequences to be maintained and enhanced through an evaluation process to ensure improved cumulative sequencing. This will take into account Year 12 and Year 13, culminating in a 7-year curriculum roadmap.
1.3 Later life	
1.4 Addressing gaps	
1.5 Context (EAL/SEND)	
1.6 Broad and ambitious	<p>The English Baccalaureate (EBACC) is measured by the number of students eligible and the number of students who obtain the accountability measure. For the cohort 2021 (current Year 11) we have 16% of the cohort eligible, cohort 2022 we have 8%, cohort 2023 17% and the predictions for cohort 2024 is between 20 and 30% and for cohort 2025 (current Year 7) is between 40 and 50% eligible for the EBACC. This will put Rugby Free Secondary in line with the national average for eligibility for the EBACC, 40% in 2019. The rise in EBACC eligibility will be because of the new curriculum pathways introduced for cohorts 2024 and 2025.</p> <p>A 7-year Curriculum Roadmap has been developed across all subjects which build on the skills, key concepts and knowledge gaps outlined in Key Stage 2. These roadmaps develop in complexity year on year. Assessments have been developed which assess the knowledge, understanding and retention of these key concepts, with curriculum amendments and adaptations occurring throughout the year as a result of this. Evidence from work scrutiny, learning walks and curriculum implementation plans show that 'student's knowledge, and skills are developing over time, and that end points are assessed and responded to.' Personal Learning Checklists (PLCs), Knowledge Organisers and year group interventions are currently being developed to encourage students to take more ownership of their learning and understand what they need to be able to know more and remember more. Lesson sequencing and structures to be further developed with the introduction of the 'Free Threes' structure, outlining effective lesson and curriculum sequencing, based on research-led pedagogy and practice. Assessment processes will also be developed in order to enhance student understanding of K/U/S, and implement ownership of learning. In addition to this, A-Level curriculum roadmaps require Quality Assuring via the Head of Sixth Form, and external providers.</p> <p>Curriculum maps regularly review endpoints and the small steps that are required to meet these endpoints are reflected in Scheme of Learning Implementation plans. Evidence from Learning Walks and Lesson Observations show that 92% of staff undertake SET for Learning tasks that are linked to previous learning and aid recall and retrieval, so that 'pupils are helped to embed and use knowledge fluently.' Regular and consistent CPD around the significance of SET for Learning and long-term memory is calendared for September 2021 CPD Days, with bespoke CPD provided for NQTs and RQTs who are the staff who have had less understanding of its significance. Personal Learning Checklists and Small Step Learning Journeys are being developed to respond to the notion that students are not always fully aware of their assessment journey, and what this means for them. Assessment processes will be developed in order to enhance student understanding of</p>

	<p>K/U/S, and implement ownership of learning, which will include both pastoral and academic interventions for students following the closure of a data capture window.</p> <p>Curriculum intent and design takes into account our higher-than-average proportion of SEND (180 students) and EAL (230 students) students, with the design ensuring comparable breadth and ambition to those students who are not SEND or EAL. However, evidence from SEND Deep Dives, internal and external reviews, and progress data indicate that SEND students do not perform as well as their counterparts. Whilst differentiation in classrooms continues to be monitored against the set of SEND non-negotiables outlined to staff, a specific and bespoke SEND and EAL curriculum is being developed, along with new assessment systems that take into account smaller steps and progress.</p> <p>Ofsted Deep Dives in English, Maths, Design Technology, MFL, History, Geography and Sciences identified areas of strength and next steps for each of these subjects, and for the whole school. Evidence from Deep Dives in English, History and Design Technology confirmed that 'teachers in these subjects have good knowledge of the subjects they teach.' However, Deep Dives in Science, Maths and MFL in particular highlight that not all teachers 'check pupils' understanding systematically and provide clear, direct feedback.' The curriculum has been rewritten in Science to ensure that it is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills,' whilst in MFL work has been undertaken with those staff who do not 'present subject matter clearly'. The Quality Assurance calendar for the 2021-22 academic year is to offer a multi-faceted approach to QA, with SLT, DoL, HoY and external reviewers all part of this process. The QA calendar to be written in advance for the entire year, taking into account staff workload and wellbeing. In addition to this, CPD on systematically checking pupils' understanding will be a feature across the academic year, with Quality Assurance explicitly focused on this component.</p>
IMPLEMENTATION: 1.7 Subject knowledge 1.8 Misconceptions 1.9 Long term memory retention 2.0 Use of assessment 2.1 Students and parents involvement	<p>Most teachers 'present subject matter clearly', when delivering in a face-to-face manner. Evidence from Deep Dives, Learning walks, work scrutiny, internal and external reviews show that 73% of lessons typically 'check pupils' understanding systematically,' and can therefore address misconceptions accordingly. In the September 2021 QA windows, as well as new staff observations and Quality Assurance, 37 out of 51 teaching staff (73%) 'have good or better knowledge of the subjects and courses they teach and can apply this.' The introduction of research based bespoke CPD pathways for key staff who are not always typically secure in their teaching will ensure that these members of staff receive an even fuller, and even more varied package of support. For teachers who are typically secure, a collaboration with Lawrence Sheriff's Teaching Hub will allow RFSS staff to deliver CPD sessions to the partnership network, starting in November 2021 with a session at RFSS open for other schools to attend.</p> <p>There are still some inconsistencies with the quality of face-to-face teaching, although this variability reduced throughout the 2020-21 academic year due to the sharing of good practice, CPD and subject development training. This has continued in 2021-2022, with initial QA episodes highlight that new staff have improved the overall quality of implementation. Evidence from Learning walks, work scrutiny and Baseline SEFs internal show that 73% of lessons typically 'give work to students that is demanding and matches the aims of the curriculum' (up 11% from 62% in September 2021). NQTs and RQTs continue to be an area of focus for the school, with additional CPD and support provided through a bespoke CPD pathway – this will continue throughout the academic year and beyond, led by the T&L and NQT/RQT Leads. Calendared TALB meetings between key stakeholders such as DoL and SLT will discuss progress of key members of staff and next steps required, with the first of these being at the end of Half-Term 1.</p> <p>An assessment system has been developed to summatively assess 'how pupils have developed detailed knowledge and skills across their curriculum studies,' and how successfully this has been 'committed to long-term memory.' This system also takes into account staff and</p>

student workload and wellbeing and does not place '**unnecessary burdens**' on either group. **Evidence from staff and student voice led us to move to termly assessment data capture windows, as opposed to half-termly.** The assessment process has been rewritten to include pre and post assessment processes, with academic and pastoral interventions at the heart of this, so that those students who are '**not ready for their next stage**' receive appropriate interventions. Directors of Learning and teaching staff to have bespoke CPD delivered to them based on the practices and procedures, with their feedback influencing the final version of the assessment policy and protocols. This assessment system is to be used in the first Data Capture Window of the 2021-22 academic year, with the Post Assessment Intervention Plan being implemented accordingly.

All subject areas have reviewed and adapted their curriculum for 2021-22, as a consequence of the COVID-19 pandemic and existing learning gaps from 2020-21. Curriculum adaptations at regular intervals will continue in order to ensure that the curriculum continues to be '**planned and sequenced towards cumulatively sufficient knowledge.**' **Evidence from staff surveys, lesson drop ins, work and assessment scrutiny, and student voice led to 74% of lessons being in line with RFSS policy and EEF research. In total 192 lessons were quality assured during this time to ensure that staff were incorporating best practice into their online lessons. Curriculum interviews with DoL also shaped the curriculum offer at this point.** Subject Curriculums and sequences to be maintained and enhanced through an evaluation process to ensure improved cumulative sequencing. This will take into account Year 12 and Year 13, culminating in a 7-year curriculum roadmap. Within these amended curriculums, subject specific vocabulary and knowledge will be a focus, so that students can apply this terminology accurately during the implementation stage.

Whilst teaching is often '**designed to help pupils to remember long-term the content they have been taught and to integrate new knowledge into larger ideas,**' a significant area of focus is about ensuring that all students are resilient, self-regulating learners, and are equipped with strategies about how to learn, and understand how to accelerate their own learning. A plan is in place to ensure learning is discussed with all year groups on a consistent basis during tutor time and assemblies. Metacognition is now a key component of tutor time, but the effectiveness of the sessions require ascertaining via Student Voice.

Whilst teaching mostly allows for '**greater degrees of mastery and depth, through repetition and rehearsal,**' this is not something that has transferred to LPA students. **Evidence from Ofsted Deep Dives suggested that this was a particular concern in Mathematics.** As a consequence of this, Mathematics Subject CPD in HT1 will focus on this area. In addition to this, mastery and depth steps will be built in to flight paths and assessment processes, with CPD delivered to both staff and DoL in order to support this.

Quality of Education - Strategic Lead: Iain Greeen

Quality of Education Targets

1.1 Improve assessment across the school to improve reliability and impact on learning.

1.2 Ensure the curriculum offer meets the needs of all students with SEND
1.3 Improve teachers' understanding of how to assess and respond to what students know, understand and can do.
1.4 Improve teachers' ability to embed powerful knowledge and ensure it is learned and remembered
1.5 Increase opportunities for parents to implement strategies to improve learning
1.6 Continue to increase both support and challenge to ensure progress for all

Behaviour and Attitudes – Strategic Lead - Karen Grant

Behaviour and Attitudes	Self Evaluation Summary
Attitudes to learning 1.1 Motivation	<p>Students' attitude to their education is positive, with students showing commitment to their learning and having some of the tools to enable them to study effectively. Students take pride in their achievements. <i>The most recent Ofsted Parental survey showed that 86% of parents felt their child performs well at school and 89% of parents said their child was involved in extracurricular activities which shows levels of participation in school life.</i> We are supporting students to become more independent in their learning, currently 72% of students regularly check their Class Charts to monitor their homework and achievement points. 73% of students know how to achieve their next grade. We are piloting a meta cognition research project with selected students in year 8 and 10, results look promising. This is an area we will continue to improve on in the year ahead.</p> <p>We closely monitored students' attitude to learning during lockdown and introduced weekly awards for students showing high levels of commitment, targeting disadvantaged students. Students working remotely who lacked motivation were identified by SLT and the pastoral team who then ensured engagement was monitored and weekly welfare checks and home visits conducted. The roles and responsibilities of the pastoral team have been reviewed and adapted and additional provision has been made to support the identified students.</p>
Behaviour 1.2 Calm and Orderly, routines and expectations	<p>The school has high expectations for all students behaviour and conduct, which is applied consistently and fairly. <i>This is evident through the consistent use of class charts for both rewards and sanctions across all departments and year groups. The ratio of positive to negatives has consistently remained 95% to 5%.</i></p> <p>Low level disruption is not tolerated and we ensure that students behaviour does not disrupt lessons, this is monitored through Class Charts. The data suggests that main areas for concern are still some instances of low level disruption in lessons such as shouting out and students not meeting the basic classroom expectations. Whole Staff CPD on the symbiotic relationship between Relationships for Learning and Teaching and Learning was delivered as part of a staff training day prior to students returning at the start of the Summer Term. Behaviour is now being discussed daily and Class Charts data for the previous day discussed and actioned by the Pastoral Team ensuring any issues or positives are responded to effectively.</p>

	<p>Key behaviour headlines are shared weekly with staff during briefings. Results from the parent survey indicate that 83% of parents felt that the school ensures students are well behaved. 79% of students feel behaviour of students has improved in lessons and there has been an 8% increase in staff who feel behaviour is consistently managed within school, up to 82%. Where students are not meeting expectations set out in the Relationships for Learning policy pupils have been placed on the appropriate report, of which 60% of students passed their first report and only 4% of students required their report to be escalated more than once.</p> <p>As a school fixed-term and internal exclusions are used appropriately. 'students are reintegrated upon their return and restorative conversations are had. Fixed term exclusions have continued to decline although there have been a rise in physicality between a small group of students since returning to school post lockdown. We have addressed this through assemblies and PSHE lessons. We are also aware however that some SEND students and disadvantaged students have struggled to regulate their emotions and manage their behaviour. A range of interventions such as zones of regulation have been put in place to support this, the impact of such has been that only one student has more than one exclusion.</p>
1.3 Attendance data Punctuality data Remote data	<p>Attendance has continued to improve since 2019 however at times has been affected by the pandemic. There continues to be a gap in attendance between Disadvantaged and non disadvantaged and SEND and Non SEND students although this gap is reducing. Students' attendance has been good in the context of the pandemic and students mostly attend school on time and are punctual to lessons. Attendance has been in line with Warwickshire's average of 93% since reopening in April 2021</p> <p>We have recently updated our attendance policy and ensure this is applied consistently. To address issues with attendance, during the Spring term we implemented an attendance working group after identifying students in specific key groups that struggled to maintain the national expected attendance of 96%.</p> <p>This year we are implementing a reward system focused on those children with 100% attendance and improved attendance. This is having a positive impact on all students the number of students with 100% has improved by 6.1% and have also developed an attendance working group which review our intervention strategies and work with individual students and subgroups such as young carers.</p> <p>Punctuality is monitored by the attendance officer who signs in students that are late. They are given a late detention at breaktime and students who are persistently late are put onto a punctuality report and monitored by the Head of Year. If this does not improve, we contact home and targets are set. There are between 10 and 20 students late for school each day. 10 of which are due to issues with the new bus route and timetable. Discussions are being held with the council about this issue and recently been changed.</p>
Safeguarding 1.4 Peer on peer Feel safe 1.5 Students aware of Support	<p>We have a positive environment within school centred on our school values in which peer on peer abuse is not tolerated. Instances of aggression, discrimination and derogatory language are dealt with quickly and effectively. Bullying is treated as a safeguarding issue and investigated by DSL's. The PSHE programme includes a SoL for all year groups on various types of bullying, the impact of it and how to access support.</p> <p>91% of staff feel the school deals with cases of bullying effectively, up 10% from the previous survey. 92% of parents in their survey said they feel their child is safe at school. In the student survey, 27% of students said bullying doesn't occur in school, of the 73% of students who said it did occur 76% of those students felt that it had been dealt with effectively by staff in school.</p>

Feedback from student and parent surveys highlighted the fact that students are aware of how to access help, how to identify if bullying has occurred and feel that it had been dealt with appropriately. Although there has been a small number of incidents of peer-on-peer abuse, none of these incidents have become persistent, due to a number of interventions strategies including referrals to Safeline resulting in one-to-one support work with students. The relationships between pupils and staff reflect this positive and respectful culture where pupils feel safe and are safe.

Following the report from Ofsted into the review of peer-on-peer abuse and sexual violence and harassment We have reviewed our process and procedures and created a working group with members of the school community to develop an action plan to increase awareness across the school. **Since beginning this work there have been an increase in the number of incidents being reported by students and tailored interventions have been put in place to support perpetrators, victims and families. The impact of this work will continue to be monitored.**

Post Ofsted Targets

Improve the behaviour of pupils by ensuring that:

- Senior leaders formulate and implement a behaviour policy that is consistently applied by all staff and understood by pupils
- leaders do not accept standards of behaviour from pupils that disrupt learning or waste learning time
- staff have high expectations of pupils' behaviour and conduct in lessons.

Behaviour and Attitude Targets

1.1 To improve students awareness of how they learn and to improve their learning.

1.2 To maximise engagement within lessons and foster a love of learning

1.3 To improve the attendance of SEN and PP students

1.4 To improve the punctuality of students to school

1.5 To raise awareness of peer-on-peer abuse in the school and wider community

PERSONAL DEVELOPMENT – Priority Manager

PERSONAL DEVELOPMENT

Self Evaluation Summary

<p>1.1 SMSC and Fundamental British Values and equality of opportunity (FBV)</p>	<ul style="list-style-type: none"> Learning Walks and Quality Assurance episodes suggest that Personal Development (SET for Life) opportunities are evident within curriculum implementation. Evidence from the baselining across all subjects and teachers suggests that 'the school provides pupils with meaningful opportunities to understand how to be reasonable, respectful, active citizens, who contribute positively to society.' This has resulted in 73% of lessons visited showcasing SET for Life, with students actively aware of how this learning links to their next steps or the wider world. As a consequence, CPD on SET for Life will be regularly delivered in order to ensure its significance within the school, whilst Quality Assurance paperwork for Directors of Learning and Pastoral Leaders will explicitly refer to Personal Development components such as 'SET for Life.' <p>SMSC is closely mapped to the wider curriculum across the school, opportunities are identified in curriculum implementation plans and promoted in lessons and delivered during Tutor Time.</p> <ul style="list-style-type: none"> Students are encouraged to be reflective about their own beliefs and the beliefs of others both within lessons and through a range of enrichment opportunities such as. Equality club, Research club and Debate club. During which a variety of topical issues are discussed and regularly influence policy and practice. Calendared events are celebrated across the school and incorporated into the curriculum. Equality and Diversity of opportunity is promoted throughout the school. Areas of strength in our work are related to sexuality, gender and disability. We have high numbers of students open about their sexuality and gender and Learning Disabilities. We are currency working towards our Bronze champion award with Stonewall. <i>There has been an increase in the number of BAME students attending the school which provides a great opportunity to further celebrate our cultural and religious beliefs and is an area of focus for the year ahead.</i> We have identified that some students struggle to articulate what the benefits are of SMSC in both their own lives and the lives of others. We have therefore developed a Set for Life curriculum which includes 'Community' and 'Independent Living' and will enable all students to articulate the purpose of SMSC and British Values and understand how it relates to students' lives. This will be particularly beneficial for SEND students. The impact of this will be monitored thought the year.
<p>1.2 Citizenship</p>	<ul style="list-style-type: none"> Student leadership is an exciting area of development at RFSS. We have introduced a student leadership programme including a Year group council and recruited a team of Prefects who act as student ambassadors, taking on additional responsibility such as leading assemblies and supporting staff on duty. A variety of enrichment opportunities e.g. Eco club, gardening club also provide students to take responsibility for the world around them. Despite the pandemic, students have continued to be active members of the community supporting local care homes virtually. The Set for Life 'Community' curriculum also provides students with an opportunity to understand their role as active citizens both within school and in the wider world. <i>This year we will be introducing a Health and Safety committee in which students will have opportunity to promote how we can support each other in becoming more aware of hazards and risks.</i>

1.4 Character Education <ul style="list-style-type: none"> - Independence - Confidence - Resilience 	<ul style="list-style-type: none"> • Opportunities to develop positive attributes and dispositions are evident in all aspects of school life. The reward system, Tutor Programme, Assembly Programme and Attitude to learning are all based on the characteristics which were identified as characteristics which determine future success including: Motivation, Delayed Gratification, Self-Belief and High Aspirations and underpinned by our school values. • We will however be making more explicit the purpose of character education to students, parents and carers through our 'Set for Life Curriculum'.
1.5 Careers Guidance/ Vocational learning	<ul style="list-style-type: none"> • Careers education was highlighted as an area of strength in the 2019 Ofsted report who reported that 'All pupils receive effective, independent advice and guidance about future career paths. Pupils are well informed about their next steps' This has continued despite the challenges of the pandemic with all Year 11 students receiving impartial careers guidance interviews and mock interviews from a variety of employers. 74.6% of students feel the school provides me with information about next steps. We work closely with a variety of external agencies such as PUSH Education and a variety of Higher Education providers. Progress in this area is mapped through the Gatsby Framework. An analysis by compass highlights that progress against the Gatsby Benchmarks are above the national average. We are aware that students in Key Stage 3 would benefit from increased opportunities to engage with employers and opportunities due to the pandemic and we will therefore be launching Unifrog as a platform for all students to track their achievements and independently investigate future careers.
1.6 Health, Wellbeing and relationships	<ul style="list-style-type: none"> • Ensuring our children are safe and both physically and mentally healthy is a priority at RFSS. The percentage of young people with SEMH concerns in Rugby are above the national average and this is very much reflected within RFSS. We have a high number of students with SEMH difficulties and high numbers of vulnerable students. We address this using a variety of methods and interventions. PSHE is taught in bespoke lessons in Year 7-10 and as part of tutor time and drop down days in Year 11. • The programme is developing the concepts of healthy lifestyles and relationships along with British Values and becoming good citizens and is adapted based on the contextual needs of the students. • We regularly assess students' perception of their own wellbeing using Edukit which informs the PSHE and PSD curriculum. • We use a variety of external providers to support our curriculum such as our Safer Internet Day for Year 8 students. Student feedback highlighted that 92% of students said they "were more aware of the dangers of cyber-crime" 90% of students said they "were more aware of how to stay safe online and on social media. • The curriculum in place is reviewed regularly by Pastoral Leaders and the DSLs who meet regularly to discuss contextual safeguarding information and behaviour data which often leads to the adaptation of the PSHE scheme of learning and assembly programs and tutor activities to ensure our children's' needs are being met. One example of this is the increase in sexting in the community and sharp rise in students involved in county lines. The PSHE programme brought forward these units to address the immediate need and also involved the delivery of workshops by the police. • Students and families who are vulnerable are further supported with bespoke resources and one to one interventions. As a result in the rise of students being identified as vulnerable due to the pandemic we have increased group interventions to address areas of need such as friendships, anxiety and communication difficulties and are continuing to raise awareness about the relationships, particularly in relation to sexual harassment and consent. The impact to date has been positive with an increase in the number of students understanding of inappropriate sexual behaviour and an increase in reporting.

1.7 Talents and interest	<ul style="list-style-type: none"> We offer a wide variety of enrichment clubs. There are 66 opportunities for students to take advantage of over the course of the week, targeted at different year groups and specialisms. Some enrichment opportunities are targeted at students who are vulnerable such as young carers, students with high levels of SEND needs. The equalities club has been particularly active and have engaged with a wide variety of influential speakers and politicians regarding equality and diversity. Lockdown has made running enrichment groups more difficult as we manage the expectations of students to continuously be online throughout the day although some clubs have run such as equality club and sign language. Trips have not run this year due to covid. We have planned a DofE expedition with no camping as this is outside and low risk. We should see a full resumption of trips and visits including DofE activities over the coming months. We are aware that the tracking of enrichment could be improved in order to ensure that it is mapped to all areas of the curriculum and assessed for impact, this is an area for improvement in the coming year.
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Personal Development

Personal Development Targets

1.1 Raise student's awareness of the importance of personal develop through the launch of the Sef for Life curriculum.

1.1a Increase opportunities to celebrate cultural diversity

1.2 Increase students' opportunities to become active citizens.

1.3 Increase opportunities for students to explore their interests and learn about different jobs and careers.

1.4 Ensure the enrichment programme supports the taught and wider curriculum.

1.5 Improve outcomes for students with SEMH difficulties

1.6 Improve students understanding of sexual violence and harassment and how to access support.

1.7 Raise aspirations for students in Key Stage 3

Leadership and Management – Priority Manager S.Roberts

LEADERSHIP AND MANAGEMENT

Evaluation Summary

<p>1.1 Governance/oversight</p>	<ul style="list-style-type: none"> The local governing body has been replaced by a Sustainable Improvement Board and Parents and Carers Advisory board. Those responsible for governance understand their role and carry this out effectively. They ensure that there is a clear vision and strategy and regularly hold leaders to account for the quality of education or training. This was confirmed by Ofsted who noted that 'Members of the Sustainable Improvement Board, who are responsible for governance, hold leaders to account for the quality of education. They have gathered the views of parents and pupils about remote education. As a result, those responsible for governance have an accurate view of the quality of remote education. They have used this information to challenge school leaders about aspects of the remote learning offer. This challenge has led to improvements in pupils' remote education. For example, governors' questions have led school leaders to increase the opportunities for pupils to interact with their teachers when working remotely, (Feb, 2021)'. Each member of the SIB is linked to a strategic area and conducts several visits to quality assure the strategic area and ensures we fulfil statutory duties.
<p>1.2 High expectations</p>	<ul style="list-style-type: none"> Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. Leaders and Trustees set ambitious goals for all staff and students in all areas including: Aspirational, targets for, behaviour, attendance and standards, expectations and achievement. We have recently launched our RFSS values which promotes a culture of high expectations for all. They have been devised by staff, students and parents and have been chosen as the values which will help to overcome the biggest barriers to success. They are: Kindness, Collaboration, Curiosity, Respect, Resilience and Endeavour. This alongside our commitment to Relationships for Learning means that relationships are exemplary and at the heart of all we do. The most recent staff survey indicates that 100% of staff felt that the school has high expectations of all students at this school, an increase of 9%. 94% of students feel that school has high expectations of them.
<p>1.3 Safeguarding</p>	<ul style="list-style-type: none"> We have a strong culture of safeguarding with on average 80% of staff raising concerns each term. Weekly safeguarding briefings highlighted students who are vulnerable has engaged staff to remain vigilant and provide support A recent safeguarding audit took place by Adrian Over who confirmed that safeguarding is robust and clear safeguarding policies and procedures are in place and implemented consistently. As a result students feel safe and are aware of who they can turn to for support. Safeguarding during lockdown continued to be rigorous, staff delivered live lessons, all tutors completed a weekly welfare check. All concerns were reported on CPOMS. Any significant issues resulted in welfare checks completed by the pastoral team, and in some cases home visits were carried out. A student questionnaire was sent out to all students raising any mental health concerns, this highlighted a number of students struggling during lockdown and some students being invited into key worker school. In response to the COVID-19 lockdown students also had a Mental Health drop down day called 'Now & Beyond: Inside Out Day'. A specific group of students were invited to attend intervention based on bereavement, self-harm, social media, mental health, gambling, breathing space, self-confidence, change and transition. Additionally, parent workshops were held on social media, remote learning, anxiety and CSE. In preparation for the return of students the number of DSL's increased to provide appropriate capacity for an increase in Early Helps, CIN and CP cases.

	<ul style="list-style-type: none"> This year has been an increase in the number of students with Social, Emotional and Mental Health issues which has had an impact on student interactions, friendships and motivation. As a result we have increased the number of wave 2 (group intervention)s for students who require additional support, invested in targeted support for students with the highest level of need. We work closely with a wide variety of external agencies to provide curriculum support and targeted intervention. A weekly safeguarding blog has been developed to share information with members of the school community. Our response to the recent Ofsted report on sexual harassment, violence and peer on peer abuse has been swift and robust and involved all members of the school community. The early impact has shown an increase in students reporting incidents.
1.4 Consistency of teaching	<ul style="list-style-type: none"> There are still some inconsistencies with the quality of face-to-face teaching, although this variability has reduced throughout the 2020-21 academic year due to the sharing of good practice, CPD and subject development training. Evidence from Deep Dives, Learning walks, work scrutiny, internal and external reviews show that 71% of lessons typically 'give work to students that is demanding and matches the aims of the curriculum' (up from 62% in September 2021). NQTs and RQTs continue to be an area of focus for the school, with additional CPD and support provided through a bespoke CPD pathway – this will continue throughout the academic year and beyond, led by the T&L and NQT/RQT Leads. One area of focus is the newly launched ECF programme for NQTs and RQTs - "Schools are expected to deliver an induction period that is underpinned by the ECF." Work is ongoing with Lawrence Sherriff regarding RFSS joining their Teaching Hub, and moving away from the SWAN Alliance, due to geographical reasons, as well as reasons that allow us to work closer with more 'Outstanding' schools. In addition to this, two legacy staff are on support plans regarding their typical performance. These staff are monitored in accordance with their support plan targets, with leaders offering 'effective support' for these members of staff. Internal and External T&L Quality Assurance between HT1 and HT4 indicates that 73% of teaching staff are typically 'Secure' or better. This has been taken from SLT QA, DoL QA, Book Looks and Reviews. Further work is to be done on work scrutiny's. At present, there are two members of staff on Support Plans (April 2021). During this process, the staff member requiring support is on a plan devised by SLT that explicitly links to Teacher Standards. This is then monitored through Lesson Observations, LEW and other forms of QA such as student voice and work scrutiny. SLT QA for HT5 will focus on standards and expectations of T&L and Relationships for Learning, ensuring there is a correlation between the effectiveness of both facets.
1.5 CPD	<ul style="list-style-type: none"> Most teachers 'respond and adapt their teaching as necessary', which is supported by the CPD offer in which staff's subject and pedagogical knowledge is enhanced in order to support curriculum implementation. This is further supported by subject CPD sessions, led by Directors of Learning. Evidence from CPD evaluations show that 91% of staff feel that CPD is both supportive and beneficial to practice and pedagogy. Whilst bespoke CPD pathways have been introduced for staff at the beginning of the year, this was replaced with CPD which focused on remote learning. This is an area of focus for September 2021, as we look to re-launch this aspect of CPD, along with the provision for an Action Research Project. We are currently developing our Early Careers Framework offer and working closely with other providers to ensure the most appropriate programme is in place.

1.6 Wellbeing and Workload	<ul style="list-style-type: none"> Staff wellbeing is at the heart of all we do. Senior Leaders consider wellbeing and work load with all aspects of our work, in collaboration with staff a 'Wellbeing Commitment' has been devised which demonstrates how we ensure work load and wellbeing remain a priority. Regular staff feedback tells us that staff consistently report high levels of support for well-being issues. 77% of Leaders and Managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff. Wellbeing and workload issues are raised with Senior Leaders directly or via the wellbeing group and are dealt with swiftly, 98% of staff say 'Leaders and Managers are considerate of my well-being. Staff at RFSS are protected from bullying and harassment through the implementation of a variety of policies including the Whistle Blowing and Communication Policy. We have a dedicated HR officer to support staff and an external employee support programme.
1.7 Pupil Premium and catch up	<ul style="list-style-type: none"> As suggested by Ofsted in May 2019, a review of pupil premium spending took place and from it a series of action points were developed for the Spring and Summer terms and beyond. <p>Quality of Education</p> <ul style="list-style-type: none"> Both Ofsted and the recent review of how well disadvantaged students perform highlighted that students, especially LPA and MPA disadvantaged students regularly left work unfinished. As a result a series of strategies have been developed including guided time, in order to aid 'catch up' of missed work for all disadvantaged students. This will need to be carefully reviewed during periods of remote learning to ensure that students are able to have the time even while learning from home. Both parties also identified low levels of literacy in disadvantaged students and that little was done by staff to address this. Therefore we have developed and begun to put in place a rigorous action plan to address the literacy needs of all students but especially those who are disadvantaged. The 2019 Ofsted reported highlighted that staff did not have high enough aspirational for the disadvantaged students in their class. In order to change this way of thinking, all disadvantaged students will have a profile created to share with staff showing their aspirations and each member of staff will have to focus on 3 students per half term and raise their aspirations in their respective subject areas. While this has been slow to start, staff who have worked with students in this way say that they can easily see progress happening. Further to this, disadvantaged students will be a focal point in every faculty meetings where the focus three will be quality assured and where the progress and attainment of disadvantaged students will be monitored. Finally every faculty will have a target on their SEF relating to disadvantaged students to ensure that timely and impactful interventions take place to allow for progress and achievement of all students. Finally, in order to ensure that the curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, a strategic group has been developed who will develop and review strategies for timely and impactful interventions as well as perform student focused 'deep dives' <p>Personal Development</p> <ul style="list-style-type: none"> This has resulted in a PD pathway for students at RFSS with a focus on disadvantaged students Furthermore the academic enrichment on offer to students around careers particularly for the HPA PP students will be expanded to ensure that pathways to higher education and beyond are comprehensible for all students. A CEIAG advisor

	<p>is working one day a week seeing eight to ten Yr 11 students a session. PP, SEND and at risk students have been targeted first on the list that were not able to be seen during lockdown. 75% of year 11 cohort seen either virtually or face to face. Year 10 Vulnerable students have been identified and 10 will be seen before Christmas for an hour session.</p> <ul style="list-style-type: none"> Finally, the Ofsted report highlighted that the school's work to offer pastoral care promotes pupils' personal development. The support staff provide for the most vulnerable pupils is strong and in order to continue this success the identification of students with social and emotional needs will happen earlier and put in place appropriate intervention through the use of Edukit in order to ensure that they can learn more and remember more <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> Ofsted noted that pupils do not consistently or routinely display positive and self-assured attitudes to learning. As a result, they do not regularly show that they value their education. However a recent Pupil Premium review identified that students reported that there has been an improvement in students attitude to their learning however it also identified that although some students were no longer disruptive some students are passive and not completing the amount of work they are capable of. There will now be a heavy focus on meta cognition and independent learning. Attendance had been severely impacted by COVID in the summer term of 2020 however we have seen an improvement during the Autumn Term (92.5%). There remains a gap between PP and Non-PP students, but this is improving. PP attendance in Autumn 2019 was 86% and is now 89% however it is below the Non-PP attendance currently at 93%. All Pupil Premium students are currently being interviewed to assess the barriers to remote learning and reasons for a reduction in attendance. <p>Leadership and Management</p> <ul style="list-style-type: none"> An evidence-based strategy has recently been launched as disadvantaged students make mixed progress. Ofsted noted that current tracking of the effectiveness of intervention strategies lacks precision. As a result, intervention strategies are tracked and pupil premium lead will meet half termly with SIB advisor to review strategies and spending In order to ensure that the profiles of the most disadvantaged students were raised to all staff a series of CPD sessions have taken place. First, CPD has been delivered to staff to allow them to understand the context of the area and our students which 90% staff said that it had a huge impact on their planning. <p>CPD sessions showed staff the purpose and outcome of positive discrimination for PP students and how it was essential to ensure they are being rewarded more than their more advantaged peers. This will need monitoring and following up through the rest of the academic year.</p>
1.8 Equality and diversity.	<ul style="list-style-type: none"> RFSS has a diverse cohort who share the common belief that this should not only be celebrated, but also explored and debated. This ethos means that SMSC features in all aspects of school life. We have recently become an ambassador for Diversity Role Models who support and promote LGBTQ awareness. RFSS have also signed up for the Warwickshire Pride kitemark scheme We have developed a number of targets focused on equality and diversity, including focus on expanding the curriculum to include a more diverse curriculum and targets gaps in attendance and progress.
1.9 Partnerships and Collaboration	<ul style="list-style-type: none"> Leaders have worked tirelessly to improve communication with all stakeholders

	<ul style="list-style-type: none"> Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services We have developed a number of external partnerships to support the internal CPD programme, provide staff with the opportunity to network with other practitioners, and improve their subject knowledge. Initial feedback has been positive although we need to evaluate the impact more formally. One area for improvement has been parental engagement and communication, results from the recent parent view showed communication has significantly improved. We are however aware of a need to improve relationships with members of the SEND community and will be creating a SEND parents group. We have introduced a Parents and Carers Advisory Board who meet with Senior Leaders on a half termly basis to discuss school improvement priorities and address concerns raised by the wider parent body. They have helped to develop a new communications policy and design a new monthly newsletter. The PCAB have worked closely with senior leaders and developed a communication policy to set clear expectations for all stakeholders. We continue to improve on and evaluate this area of our work and intend to introduce monthly clinics for parents and carers to share concerns with PCAB and senior leaders.
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Leadership and Management

Leadership and Management Targets

1.2 Maintain an ambitious culture of high expectation, challenge and accountability.

1.3 Raise awareness of the impact of peer-on-peer abuse and sexual harassment and violence.

1.4 Continue to Improve the consistency of teaching across the school using the GTT

1.5 Ensure the CPD programme meets the needs of all staff including those within the ECF and GTT

1.6 Ensure staff wellbeing and workload continues to be a priority for Leaders.

1.7 To improve the effectiveness of the Pupil Premium Funding and Catch-up funding.

1.8 Increase opportunities to promote and celebrate equality and diversity across the school.

1.9 Continue to strengthen communication with staff and the wider school community.

