

Kingsway Park High School – Self Evaluation Summary Jan 2022:

Self Evaluation is complex at the moment; what we usually evaluate is different and schools have had to adjust all their practice. What is good now is good in the context of the pandemic, and what is RI now is also not necessarily typical. All areas are Good using best fit methods though in some we have work to do to make this secure, and the new framework and all will be securely Good for Sept 2022, assuming post-pandemic operations remain more typical.			
	During Pandemic / Pandemic related or contextualised - Likely / Best Fit	January 2022	By Autumn 2022
Leadership and Management	RI/Good – adaptation during pandemic good, resilience and actions effective in terms of community need and reactivity.	Good	Good
The Quality of Education	RI Continuity of provision disrupted, time taken to get online offer consistent historic outcomes. Delay to the implementation of MTPs Planned assessment system delayed due to pandemic meaning no reliable data for 3+years at KS3 and interrupted at KS4.	>Good TL&A overhauled, KP method in place, routines and structure for assessing, tracking and intervening, MTPs in place and ready for 1st evaluation now that student assessment data can be used. Curriculum Model evolution underway – expansion of Language offer for 2022/3, KA provision, change to options offers and broader and more balanced KS3.	(August 2022) - Good Good
Behaviour and Attitudes	RI Contextually complex (lockdowns, bubble closures etc)	>Good Data, exclusions and systems Good. Low level disruption or disengagement for a minority/social time conduct improving. Building limitations being overcome with adjusted queueing/lunchtime routines.	Good
Personal Development	RI Contextually complex (lockdowns, bubble closures etc)	Good EPE within all curriculum, CEIAG, RE and statutory delivery through Vision, Tutor Time, assemblies, additionality through FSW, EMH lead, MUF support in place.	Good
Overall Effectiveness	RI	>Good	Good

LEADERSHIP & MANAGEMENT	<u>Suggested Grade</u> Good	The Quality of Education	<u>Suggested Grade</u> >Good	PP and Disadvantaged starting points 2019 data: Pupil Premium to Non Premium gap currently stands at PP approx. one quarter to one third of a grade behind at -0.58 in 2019. The progress gap has narrowed since 2017 but plateaued in 2019.
	Summary:		Outcomes:	

<p>Since the last inspection, outcomes have varied and there is no clear three-year upward trend though there are pockets of progress and strength, e.g. in outcomes for the least able, in some subjects and for INA students. Curriculum work developed pre-pandemic was stalled by a) pandemic adjustments and b) insecure line management chains & accountability systems with possible further insecurity as the change in leadership caused some uncertainty; a perfect storm.</p> <p>After 15 months in post, the headteacher has secured academisation, developed a range of new external partnerships to improve the culture, community offer and opportunities within the school and completed a whole school staffing review without detriment. The new structure focuses on achievement through T&L, the design and launch of a new assessment model, quality of provision, culture & climate, whilst also rationalising salaries. The senior leadership team has seen significant changes to remit in order to facilitate new line management structures for a renewed focus on the development of faculty accountability, TL&A, Culture and Climate. There is additional leadership capacity through the design of the middle leadership structure and the new data and accountability cycle through AHTs, CLs and teaching staff. Provision in SEND has been reviewed through Pioneers' Trust in 2021 and a new provision, Kingsway Avenue is in place (launched Sept 2022) with a marked improvement in the offer for SEND students; curriculum work during 2021-22 indicates capacity continues to grow (Ebacc review, plans for wider languages offer, specialist academies in place already)</p> <p>Curriculum/Pastoral curriculum model: <u>Intent</u> – in place at subject level for all. <u>Implementation</u> – adjusted for covid, re-implementation from summer 2021 post lockdown/Tags etc. <u>Impact</u> – outcomes 2022; pastoral data for tracking from 2021.</p> <p>Governance, while undergoing a transition into the new Altus model, remains precise in its challenge, allowed the new head the space to make changes and is now increasing its scrutiny of new practice, structures and progress as well as engaging with Altus.</p>	<p>In 2020 performance at key thresholds for students improved to a level higher than anticipated if exams had been delivered; robust internal moderation systems were put in place for 2021 that addressed this to a certain extent with attainment dropping slightly and progress showing that in context KPHS did not inflate to the extent of others.</p> <p>Both progress and attainment have broadly plateaued or wavered using examination year data with Maths the significantly limiting factor in all evaluations though.</p> <table border="1" data-bbox="813 395 1496 528"> <thead> <tr> <th></th> <th></th> <th>Progress</th> <th>Attainment</th> </tr> </thead> <tbody> <tr> <td>2019 -</td> <td>Exams</td> <td>-0.37</td> <td>38.9</td> </tr> <tr> <td>2020 -</td> <td>CAGs</td> <td>0.37*</td> <td>44.60</td> </tr> <tr> <td>2021 -</td> <td>CAGs</td> <td>-0.2*</td> <td>43.62</td> </tr> <tr> <td>Current Y11 Forecast</td> <td></td> <td></td> <td>42.61</td> </tr> </tbody> </table> <p>*Figures are based on an approximation across around a third of schools.</p> <p>The forecast A8 figure would be the highest KPHS outcome in an examined year</p> <p>Current Targets –2022 - A8 IRO 40-44</p> <p>Analysis of KPHS' last examined outcomes in the context of the other 33 schools in England with PP in our range, KS2 start points in our range and EAL proportion in our range indicates that we need to do better with the most able students (i.e. converting more grades 5-6 into 7+), and in subject terms, we need to do better in Maths.</p> <p>In-year progress -Years 7-10<i>Please note – a full review of the previous assessment model has taken place spring 2020-2021 and planning for a relative, QA'd and moderated curriculum linked model for 2021-22 is in place to address the inherent unreliability within system as it relates to KS3. This links Teaching, planning and assessment – first collection January 2022 has taken place.</i></p> <p>Assessment:KS3 model to role through with current Y9, taking the formative, design, review and tracking offer throughout the school.</p>			Progress	Attainment	2019 -	Exams	-0.37	38.9	2020 -	CAGs	0.37*	44.60	2021 -	CAGs	-0.2*	43.62	Current Y11 Forecast			42.61	<p>Gender – Boys lag behind girls and the WBR cohort underperforms against others as fits the national picture. New curriculum model for 2021-22 considers both factors and adjust KS3 and KS4 models to correct this.</p> <p>Implementation of a set/band system (indicating outcome ranges at KS4 that are linked to KS3 assessment bands, drawn from relative model) in place and covid bubbling supported this. Prevention of re-setting avoids PP slipping down the sets also.</p> <p>SEND Progress Pupils identified as receiving SEN do not yet make good progress. The picture is volatile in this cohort as it is small and skewed by particular need affecting sometimes 1 or 2 students; Kingsway Avenue implementation 2022 showing impact for this cohort.</p> <p>Teaching: The KP Method is in place and has routinised teaching, created sequencing model within lessons and linked to MTPs and generated clarity of purpose re EPE/careers links to all learning. LO data indicates high proportion of teaching is Good and new teachers adapt quickly with quality support to the KP method. Work scrutiny indicates good use of the KP method re routine, language for learning and increasing evidence of extended writing, pace, expectations, with depts using subject specific feedback policies but all using the green pen AfL policy.</p> <p>Curriculum: KS3 breadth in place since 2020; KS4 model overhauled for 2022 to include wider languages offer, wider options, specialised curriculum academies and tailored offer for SEND (those who would otherwise be in a specialist provision). Literacy Phase 1 implementation is in place with reading Catch up rolled out Jan 2022 (over 1/3 of all KS3 with reading ages below 11). Statutory offer through Tutor time, Vision in place, CEIAG delivered through lessons as well as traditional methods. Gatsby indicators show progress.</p>
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<p>Behaviour and Attitudes</p>	<p><u>Suggested Grade</u> >Good</p>	<p>Personal Development</p> <p><u>Suggested Grade</u> Good</p>	<p>External partnerships, mentoring, catch up offer: MUF offer a comprehensive mentoring an intervention provision and KPHS works with a range of partners for tailored support. See Catch up planning for soe of the specific interventions in an academic sense. Additional mentoring and small group intervention for social skills, wellbeing etc takes place through Nurture (located in KAve)</p>																			
<p>Summary: L&M: Significant improvement in the L&M with new appointment Sept 2020. AP Inclusion identifies overall strengths in relationships</p>	<p>Safety/Safeguarding and Mutual Support In general students feel safe – staff presence has increased during unstructured time after the initial pandemic limitations and</p>																					

<p>and inclusive ethos and overall need in increasing expectations of progress and outcomes requiring a shift in the definitions of “typically good” conduct. A comprehensive overhaul of the pastoral structure has taken place (e.g. appointing new Heads of Year to support YMs and link behaviours to progress) and in the design of the expected values of Kindness, Perseverance, etc. – for Sept 21</p> <p>Attendance: Attendance has historically been very good in respect of data though this masks some safeguarding complexities eg CME off-rolling too quickly and a culture of students attending school while unwell (with associated covid impacts during 2020-21) As of the 6th January 2022, attendance for Secondary Schools showed that KPHS was better than National Average in all year groups for all students, FSM and EHCP students.</p> <p>Classroom climate: The implementation of the “KP method” supports climate for learning and relationships are generally good; where T&L is good, relationship are exemplary. Conduct in lessons is generally stronger than outside lessons and a curriculum plan to relaunch Tutor Time and the “social curriculum” is in place to support this. Discriminatory behaviour and language is challenged.</p> <p>Social conduct: This is a key area for action post-pandemic; students have either been separated in bubbles reducing the opportunity to examine this fully, or were affected by the in/out nature of the prev. year leading to some immature social behaviours. Actions are in place to address – this remains the key challenge at this time.</p> <p>Behaviour data – shows reductions in exclusions; this to be fine-tuned now by cohort.</p> <p>High Needs: PEx and FTE data shows “below Av” target is achievable. There is good diagnosis of need and support for the most in need -the 9% of students whose data contributes to 60% of behaviour data overall are closely monitored by the pastoral team with a range of interventions implemented and reviewed regularly; including tailored alternative provision for some</p>	<p>separate lunchtimes reduce volume in social spaces. All staff receive required safeguarding training and regular updates, and students are supported in their understanding of how to keep safe through pastoral programmes and the Social Science curriculum which is comprehensive and linked to Tutor Time. Incidents of bullying are documented and there is a single clear process for reporting and recording information which staff are aware of. Students understand what bullying is/isn’t, its impact, the effects on well-being & student voice is a QA focus for 2022.</p> <p>Strength evident in the care for those with SEND including SEMH. PD is an area where practice has a baseline strength that secures the positive culture and generally warm and inclusive climate but needed a new start post pandemic and with the new leadership of the AP Inclusion and the headteacher), including in SEND to ensure warm relationships translate into quality provision and rapid progress. The safeguarding of complex cases is good, EMHWP provision is good.</p> <p>Statutory Curriculum Content, British Values, KPHS values, RE, RSE: Taught though a timetabled offer and Tutor time and Vision (Mondays P1, with a specific post-pandemic focus on form tutor relationships, re-establishing routines e.g., equipment etc and the phase 1 pf the Literacy development strategy), the statutory curriculum content is absorbed into the KPHS values model as well as explicit in its own right. This is supplemented by a strong Social Studies team and high uptake of GCSE subjects. An AHT leads on the construction and review of the offer which will be reviewed again as we move further through post-pandemic priorities. See example of assemblies on Middle East conflict for responsive content also. Specialist curriculum offers such as KA also allow for specific personalised curriculum planning.</p>	<p>Kingsway Avenue and INA: The Kingsway Avenue provision provides a bespoke model based on that of an SLD/MLD school and allows for fewer but stronger relationships and fewer teaching staff across whom to create very consistent delivery. It is new from Sept 2021 and has had significant impact already in terms of engagement, behaviour and attendance for some of our most vulnerable students. The cohort are both their own school and part of KPHS.</p> <p>INA provision provides bespoke and targeted support for those students arriving to KPHS with very little English and creates an intervention offer as well as a managed transition into the school. Data suggests INA students achieve well, in context – and external recognition of this offer through the LA is positive. INA students are not grouped with EAL generically as their specific needs are different to those with a degree of English fluency.</p> <p>CEIAG, Careers and progression; This is taught in layers, through all lessons (EPE lesson purpose), through Vision as part of statutory delivery and relevance by year group, and via interventions, assemblies, visits, contract with providers. It is a comprehensive offer and forms a central part of the vision we are building at KPHS, that education be purposeful and linked to future opportunities.</p> <p>Leadership of the area is new from Sept 22 but already establishing a school-wide focus.</p> <p>Pastoral, Community and Family Support: The Year team structure is supplemented by the various community roes in place, including highly staffed KS4 KAve, FSW and safeguarding/wellbeing teams meaning that families of KPHS receive comprehensive support. This area is a strength.</p>
<p>OVERALL EFFECTIVENESS/Summary</p>		<p>School Context:</p>
<p>Summary:</p> <ul style="list-style-type: none"> The school has the capacity to improve; leadership and management of the school are potentially Good and set to develop further, middle leadership in particular is on a rapid improvement trajectory 		<p>Originally created in 2007, it replaced 2 low achieving schools, moved to new site in 2011</p> <p>Setting:</p>

- Leaders use a continuous improvement model to identify areas of need and act quickly, this is already piloted in some curriculum areas as well
- **Outcomes 2020 were predicted to show improvement and again in 2021; achieving those targets in 2022 would secure outcomes at Good if other factors remain at least as good as now.**
- The curriculum model has been overhauled - deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being and there has been more time found for a wider KS3 curriculum model. A full content review focussing on appropriacy, relevance, breadth and depth and assessment models begun pre-pandemic re-launched during it and has been implemented September 2021. Its impact, with the improved teaching over time that will be evidenced by increased outcomes from 2022 onwards.
- The T&L review 2020-21 has led to an evolution of the KP method linked to the curriculum model, purpose and progress of all students and a fully enquiry-led CPL model.
- The new KS3 assessment system is in place and generating precise areas for intervention for leaders in terms of practice, intervention, assessment design and delivery – this is a significant catalyst for continuous improvement.
- The PD offer is comprehensive, including the structures around the child, the family and the group/cohort to facilitate a sense of belonging and security so that young people can thrive.

Key Areas for Action:

- The school still needs to do more to increase its influence and reach into areas of the community where prejudice or intolerance remains;
- The school still needs to ensure that the triangulation of the new Teaching, Assessment and Accountability systems results in improvement in outcomes;
- The consistency of outcomes and improvement trajectory in Maths is still a priority and;
- Phase 2 of Literacy development – writing grammatical and vocab work – still needs to be implemented
- The school still needs to ensure greater self-management from students at social times

System Leadership:

Headteacher chairs Inclusion Board for Rochdale LA, mentors 2 x senior leaders new in role in other schools and undertakes a governance role in a different borough; 3 s SLT members hold governance positions in other local schools. The Kingsway Park Children's Village is a new way of defining the role of a school in its community and the relationship between the two.

Students are placed into three roughly equal year bands on arrival. Forms are created from mixed ability and contextual parameters. In Y8 and Y9 students are set using existing data and internal data; in 2021-22 Y7 have remained in mixed ability forms to allow for reliable and consistent assessment post pandemic to take place.

Students

The social deprivation indicator (0.3) is in the highest quintile. The academy's local community is in the poorest 3% in Greater Manchester. Approximately 50% of students are Pupil Premium recipients, (from 44 – 52% across year groups). The school receives children from 15 of the 17 ethnic groups, the overall proportion of children from minority ethnic groups is much higher than the national average, and at 70% the proportion of EAL learners is also high.

The school population is less stable than the norm; there are regular new arrivals. A high proportion of arrivals speak little to no English.

Every year group is significantly below the national average on prior attainment in both English reading and writing and mathematics.

Most importantly, students at KPHS are vibrant, engaging, capable and in the vast majority of cases compliant and eager to learn.