

Yateley School

SELF EVALUATION 2022

YATELEY SCHOOL | GU46 6NW

Introduction and Context:

We believe that Yateley School is a GOOD School.

Yateley School aims to be an exemplary provider of secondary comprehensive education for young people within the Hart and Rushmoor area of Hampshire. It is a place where our values and ambition permeate through the school and people feel valued and safe and where we all make a positive contribution to one another's learning. As a school we have a collective determination around a widely discussed and shared [vision](#) and focus to raise standards and improve student progress for all. Our mission is captured within the within the following phrase, which underpins all of our planning. *"To be the school of choice with exceptional progress for all, expert teaching and a curriculum fit for the future. Our school will be confident and happy with outstanding attitudes to learning"* **LEARNING TOGETHER—EMPOWERED FOR LIFE**

Yateley School is a larger than average 11-18 Community comprehensive school within Hart District Council, which is a semi-rural area with relatively high levels of employment and relatively low levels of deprivation. We are at the heart of our community (nursery to adult) and are a well-used and highly regarded community resource. The school has long had a focus on Arts and Design specialism and this is an area of excellent practice and provision.

Yateley School is maintained within Hampshire County Council with no current move towards academy status in order to safeguard educational improvement and provide financial security. Funding is received from the Local Authority (Hampshire LA ranked 153/155 lowest in terms of funding per pupil). This has had a cumulative effect on the budget. This had been compounded by falling roll in recent years. As a result of much improved local reputation and secure outcomes, this decline in numbers has been stemmed and 2019, 2020 and 2021 have seen a significant upturn in intake. Over a protracted period of time, this will rectify the legacy financial difficulties and support school improvement planning. Much of the Headteacher's focus, that of the SBM and the Governing body has been in working towards a balanced in-year budget (achieved in 2020-21 and 2021-22) and in then reducing the structural deficit. This has necessitated two full and ongoing reviews of both teaching and support staff posts, which included redundancies as well as natural wastage, and a continued vigilance on the need for potential further restructuring. Current uncertainty about staff pay awards and utility costs have the capacity to unsettle this recovery.

Senior leadership in the school is stable and experienced — the Headteacher was appointed shortly before the last full inspection and in a subsequent restructuring exercise, two Deputy Head posts were established; DHT Curriculum & Progress and DHT Culture, which commenced in September 2019. The foci have been: clear self-evaluation, precise improvement planning, prudent financial management and community outreach. An in-house focus on consistency and high-quality teaching and learning has been highly evident and noted in HIAS monitoring. Ofsted judged the school good in January 2018 (with an outstanding Sixth Form) and this has been the springboard for substantial ongoing change, especially notable in a revisiting and remodelling of all aspects of the curriculum and a relentless focus on developing the culture and values of the school. Positive parent-view and stakeholder survey ratings and a strong presence on local social media substantiate the determined efforts by the school to raise standards and community perceptions.

Staff recruitment and retention is typically challenging in an area of high cost and poor transport infrastructure (parts of neighbouring Surrey and all of Bracknell Forest offer outer London fringe allowance). In addition, a secondary school opened in the vicinity reducing the pool of pupils. The Yateley Sixth Form provision is atypical in Hampshire and faces highly competitive post 16 provision in the area, especially from large Sixth Form colleges. We judge that the Sixth Form provision and the programmes of study are outstanding and are held under regular review to provide curriculum breadth, value for money and inclusiveness.

Curriculum and Timetable. As of September 2022, the Yateley timetable is made up of 4 x 75-minute periods each day, with a daily tutor time made up of 25 minutes. This follows extensive consultation and a review of lesson length and curriculum design following the Covid-19 pandemic. The curriculum in Key Stage 3 follows a broad range of subjects and is 3 years in duration. GCSE options are selected in Year 9, where diversity and choice promoted are with a four-option choice for KS4 (Y10-Y11). In KS3, after an initial settling in period, we run a timetable model based on two blocks each made up of 3 or more mixed ability tutor groups. The Arts, Technology and Humanities are taught in mixed ability groups, whereas Maths, Science and Languages are set within two blocks). English is partially set. Setting continues in core subjects at KS4. We work to offer a broad and appropriately balanced curriculum at KS4 and ensure a facilitating Progress 8 curriculum for all learners. This is supplemented by a comprehensive programme of PSHE, tutor time and a wide range of extracurricular opportunities. This range and breadth of subjects is widened still further at KS5 with a range of courses designed to fit the needs of all learners. There is further recognition and accreditation through Arts Mark, Design Mark, Sports Mark and Investors in Careers. The 2018 Ofsted *report noted that* *"the curriculum is broad and balanced"* and *"offers pupils the opportunity to study a wide range of subjects to suit their interests and aspirations. Creative, technical and performing arts are particularly strong"* and *"pupils are supported and guided well to ensure that they follow appropriate courses for their ability"* This is complemented further by extra-curricular provision which provides a wide range of experiences across many areas, significant sporting success at district and county level. Arts continue to thrive with high participation rates in all areas. Continue to enhance our curriculum offer with a wide range of trips, visits and other events. *"The extensive range of extra-curricular opportunities are highly valued by pupils."* and *"[the extracurricular activities] help pupils to develop their skills further beyond the taught curriculum"*. Ofsted 2018.

Latterly Hampshire LA in their 2022 monitoring inspection report commented that “middle leaders demonstrated that departments are already prepared for the autumn term and felt empowered by the opportunities to reflect on the purpose and implementation of the curriculum.”

The parent profile demonstrates a higher-than-average level of higher education and graduate professions. Significant numbers are self-employed. Historically Yateley had been the school of choice in the area and enjoyed strong outcomes. A sudden decline in results in summer 2014 was followed by a Requires Improvement judgment in 2015, (previous inspections 2003, 2008, 2010, 2014 (interim assessment) graded school as good). The full Inspection of January 2018 grade the school as Good. However, the September intake 2018 (current Year 11) was the lowest on record – from a year group who’d selected the school at a time when there was no substantive Headteacher and the school was in RI. Further pressure on numbers had been felt from the arrival of a generously funded new-starter academy just across the county border in Wokingham, less than 5 miles away. Enormous effort has gone into recruitment activities with Year 5 & 6 to capitalise on the school’s improved rating and to attract new recruits. To return to previous intakes the school needs to recruit approximately 142% of catchment (based on current typical numbers in the four feeder primary schools where numbers are also lower and declining). Current NOR (September 2022) is a strong indicator of the improvement made in the last 4 years (Year 7 – 239; Year 8 – 222; Year 9 – 200; Year 10 – 211; Year 11 – 158; Total incl. VIth Form - 1251).

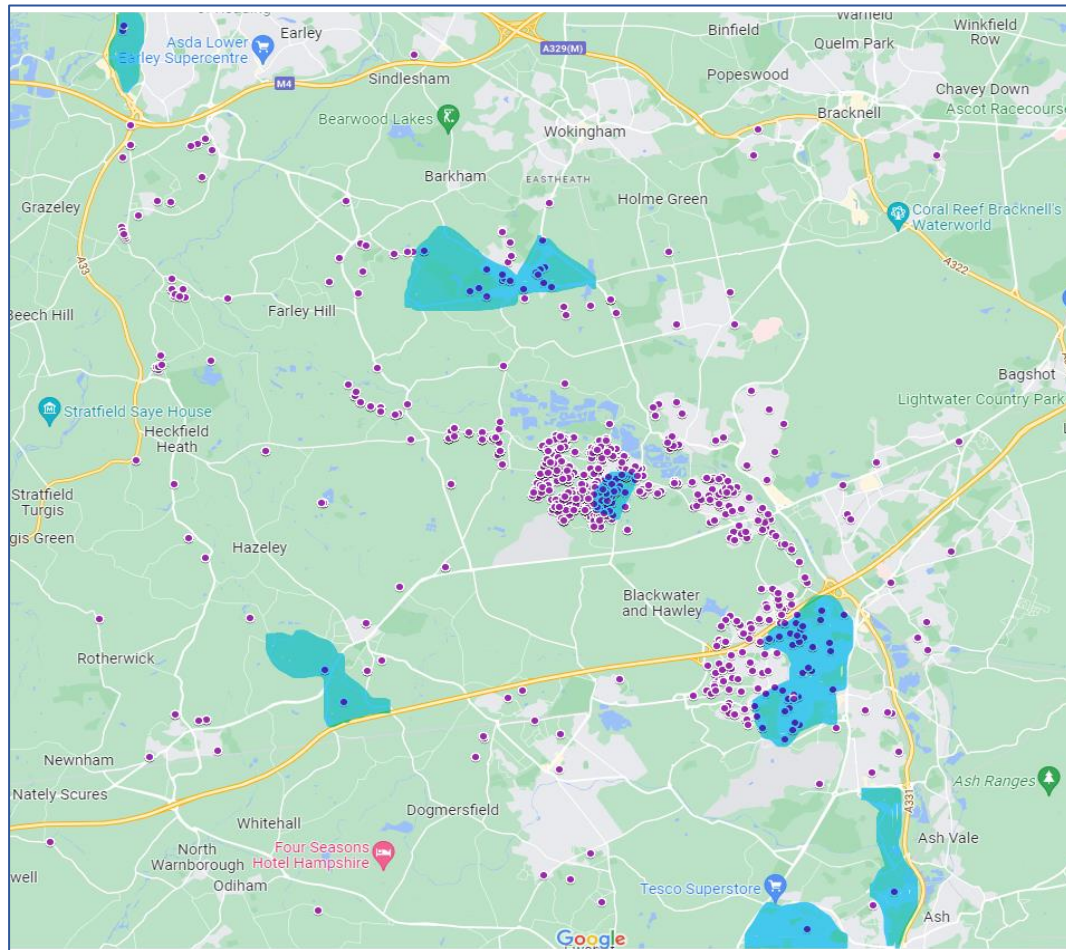
The percentage of school stability at 93% (national 92.2% - 2022 DfE data) lies within the middle of the 80/100th percentile indicating historic stability, although this masks a considerable degree of movement which had affected Years 9, 10 and 11 due to a new academy opener in the vicinity and historic reputational concerns. Although corrected in Year 10 and below, this has impacted on school finances and to an extent on staffing and curriculum decisions. The proportion of FSM students is 12.46% (Sept-22 data) within the 20th/40th percentile and below the National average. The percentage of pupils with SEN EHCP is 0.5% which places us at below the national average of 4%. However, the percentage of students receiving SEN support is 17.4% (Sept-22 data) which places us in the 60th/80th percentile and higher than the national average of 12.6% and Hampshire average of 11.9% (based on 2022 [data](#)).

Summary Data: (data correct from SIMS as at 23-Sept-22)

	Current Year 7	Current Year 8	Current Year 9	Current Year 10	Current Year 11
Y11 in:	GCSE in 2027	GCSE in 2026	GCSE in 2025	GCSE in 2024	GCSE in 2023
Cohort Size:	↑ 239	↑ 222	↑ 200	↑ 211	↑ 158
KS2 Average Score	106 (SATS)	101.5 (CAT4)	101.1 (CAT4)	103 (SATS)	106 (SATS)
Low % / # / KS2 Avg	Not published at Sept-22	17% / 36 / 83.5	19% / 28 / 82.6	30% / 63 / 95	25% / 39 / 97
Middle % / # / KS2 Avg	Not published at Sept-22	58% / 121 / 100.1	66% / 122 / 100.6	37% / 77 / 104	35% / 55 / 105
High % / # / KS2 Avg	Not published at Sept-22	24% / 50 / 117.7	19% / 35 / 117.8	33% / 70 / 109	40% / 62 / 112
SEND %	11%	17%	18%	24%	18%
PP%	15%	11%	14%	11%	13%
EAL%	5%	9%	5%	8%	7%
<i>Please note: CAT4 generated FFT targets have been used for Y8 and Y9 because of COVID-cancelled KS2 SATS.</i>					

Student Population Context

The catchment area of Yateley School falls within the 20% least deprived areas of the country, however as the local area map below clearly demonstrates based on 2019 data within the IDACI index, there are pockets of deprivation that students from within the 12.5% most deprived nationally live. Approx. 7% of total students now attending Yateley school are from areas of deprivation identified in the 37.5% most deprived LSOAs, (lower layer super output areas for each post code). Deprivation funding to schools is allocated through the Pupil led factors within the budget shares, this recognises and captures the true breadth and challenges of the student body rather more accurately than reliance solely on data for those in receipt of the free school meals through the pupil premium funding stream.



Map Legend

- Distribution of student population attending Yateley School
- Areas of Deprivation identified as pupils in the 37.5% most deprived LSOAs

A curriculum fit for the future:

Evaluative Summary

Curriculum Intent

We will deliver a broad and engaging curriculum offer that is ambitious for our learners throughout their Yateley journey. Learning at Yateley School is logically sequenced – with purposeful assessment and impactful feedback – that supports everyone to progress rapidly.
Our students make good progress and achieve their full potential.

Yateley School has maintained a long standing commitment to a three-year key stage 3. This approach allows our students to explore areas of interest and capture their passions before moving through a GCSE Options process in Year 9 (for delivery starting in Y10). Throughout key stage 3 we meet all current statutory guidance including the national curriculum, elements of PSHE/citizenship and SMSC, in addition to consistently reviewing and implementing any future national guidance.
We have constructed a curriculum that is ambitious; designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Our school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Curriculum Implementation

Our teachers have excellent knowledge of the subjects and courses that they teach. Our leaders provide effective support for those teaching outside their main areas of expertise.

Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. Over the course of study, our teaching is designed to help pupils to remember long term the content they’ve been taught and to integrate new knowledge into larger ideas.

Our leaders understand the limitations of assessment and don’t use assessment and progress data in a way that creates unnecessary burdens on staff or pupils.

Evidence base

- Curriculum policy 2021-2024
- Curriculum structure (adopted in September 2022)
- Increased Ebacc delivery model from September 2022 at KS3.
- Promotion of the Ebacc
- IDSR
- Analyse School Performance (ASP)
- Internal assessment data (SISRA/FFT) and data dashboards across key stages
- Learning Journeys across all year groups, shared with parents and students
- Key Stage on a page (in all subjects at all Key Stages)
- Year 9 Options booklet
- Internal assessment data
- Individual curriculum plans and schemes of work.
- Yateley School Learning journey
- Extensive extracurricular offer (see learning journeys)
- Careers, trips and visits and the Arts.
- Character education, PSHE and SMSC embedded into plans
- Careers and Next Steps guidance
- Monitoring and evaluating provision: evidence of the impact the current curriculum has on pupils

Evidence base

- Department and House reviews (2021-22) and department action plans.
- Key Area reviews
- Staff training and development plans
- Sticky Learning implementation through dept meetings, INSET and learning walks.
- Paired learning walks and subsequent whole-school training outcomes
- Collaborative CPL coaching model and performance management targets
- Work scrutiny in Key Area reviews and Department Meetings
- Feedback from staff training
- Interleaving and assessment evidenced in schemes of work and student work.
- Department progress dashboards at Key Stage 4
- Tutor dashboards and tutor support

Successful Practice

- A broad and balanced curriculum featuring a 3-year Key Stage 3 and open option choice, four options at Key Stage 4.
- GCSE Results over time
- PSHE/RSE elements delivered in tutor time as well as a timetabled individual subject in its own right (increasing to Year 7 to 11 from Sep 2022)
- Enhanced provision for creative, technical and performing Arts subjects
- Wide range of extra-curricular activities across many subjects
- Teachers have strong subject knowledge as evidenced by learning walks and lesson observations
- Reading is prioritised to allow pupils to access the full curriculum offer. Assessment and reporting of reading ages and subsequent interventions.
- Presentation of our curriculum for all stakeholders.
- Strong governance and detailed reporting of progress and ongoing priorities.
- Aligning Year 9 Option choices with the EBacc at the heart of our curriculum, in line with the Department for Education’s ambition

Areas for Further Development

- Curriculum reform (Sept-22): 75 minute lessons have presented challenges for some departments, especially those with a practical nature such as Food Technology. Staff feedback survey planned for mid 2023 once change is embedded.
- KS3/KS4 careers guidance to be fully embedded and evaluated over time.

<p>Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</p>	<ul style="list-style-type: none"> • Structured intervention support opportunities through period 7 • Assessment policy: evidence of continuous assessment, assessment for learning and the impact this has on pupils' performance • Work scrutiny: evidence of assessment for learning • Marking and feedback policy: evidence of assessment for learning embedded into feedback 	<ul style="list-style-type: none"> • Offering an appropriate vocational offer that is both rigorous, academically beneficial and affordable. • Visibility and actions based on tenacity, growth mindset and independence via KS3 reporting are not always clear to students. • Disadvantaged attainment continues to be lower than non-disadvantaged peers. Multiple strategies have been implemented but very few have had the desired impact in improving student attainment.
<p>Curriculum Impact</p> <p>Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in our results from national tests (P8 at +0.14) and examinations that meet government expectations, or in the qualifications obtained. Pupils' work across the curriculum is of good quality.</p>	<p>Evidence Base</p> <ul style="list-style-type: none"> • School data compared with local and national: evidence of sustained and continuous improved • Evidence of high expectations and high-quality work in books across the school • Lesson observations and paired learning walks: evidence of coaching, intervention and support for teachers • Performance management: evidence of coaching, intervention and support for teachers 	
<p>2022 LLPR:</p>	<p><i>Leaders have conducted a wide scale review into curriculum organisation. This has involved a review of curriculum models from schools across the county. From September lessons will decrease from the current 100 minutes in duration to 75 minutes. There will also be increased curriculum time for core subjects and EBacc subjects to bring their weighted time more in line with other schools in Hampshire.</i></p>	
<p>2022 LLPR:</p>	<p><i>Assessment and feedback promotes excellent progress in all subjects, especially Year 10. The school has created an environment to encourage ambitious, tenacious, curious learners who ask questions, engage in lessons, solve problems and think critically.</i></p>	
<p>2020 LLPR:</p>	<p><i>"The heads of department work across subjects and seek to learn more about the way different aspects are taught to improve the school's performance. Leaders describe an increased challenge where all staff are working hard to address the changing curriculum together. Challenge and stretch have been a focus and continue to develop in all subjects. This was observed in many classes during the learning walk where students were seen to challenge themselves and teachers set interesting tasks to stretch and engage students more deeply."</i></p>	
<p>2018 Ofsted:</p>	<p><i>"...the curriculum is broad and balanced" and "offers pupils the opportunity to study a wide range of subjects to suite their interests and aspirations. Creative, technical and performing arts are particularly strong" and "pupils are supported and guided well to ensure that they follow appropriate courses for their ability"</i></p>	
<p>Contextual Self-Evaluation</p>		
<p>2021: The student group who met with the Challenge Partner reflected challenge and stretch in their curriculum areas, higher grade modelling and use of learning resources. They value their teachers, take pride in their work and are clear about how they have improved learning as a result of regular and consistent feedback with time to adjust their responses.</p>		
<p>2019: Significant changes were made to the curriculum model for 2019-20 to take account of student needs, government requirements, growing budget deficit, positive student outcomes and sustainability concerning staffing. Changes included: a small increase in teaching time for core subjects, a reduction in the number of courses run in the KS4 options (whilst retaining the breadth and balance), significantly reducing the number of classes in KS4 by increasing class</p>		

size and deployment of groups in the timetable. Parent feedback continues to inform the school's prioritisation of the Ebacc (Parents' Survey Feedback – Options Evening 2020).

Extra-curricular provision

Provides a wide range of experiences across many areas, significant sporting success at district and county level. Arts continue to thrive with high participation rates in all areas. We have a rich extra-curricula offer and continue to enhance our curriculum offer with a wide range of trips, visits and other events.

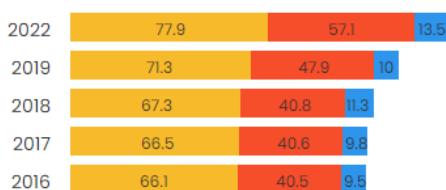
2018 Ofsted: "The extensive range of extra-curricular opportunities are highly valued by pupils." and "(the extracurricular activities) helps pupils to develop their skills further beyond the taught curriculum".

Curriculum Impact: Student Outcomes (no reference is made to CAGS/TAGs in 2020 or 2021)

Self Evaluation: GOOD

Evaluative Summary

Progress 8: 2016 P8 score was +0.12. 2017 P8 score was +0.00. 2018 P8 score was -0.12 and 2019 P8 score was -0.07. Provisional for 2022 is +0.14.



Basics Measure: There have been five-year significant rising trends in the 5xGCSEs with English and Maths measure:

	2016	2017	2018	2019	2022
5x 4-9 with E+M:	66.1%	66.5%	67.3%	71.3	77.9
5x 5-9 with E+M:	40.5%	40.6%	40.8%	47.9	57.9
5x 7-9 with E+M:	9.5%	9.8%	11.3%	10%	13.5

Attainment 8: Our 2022 A8 score was 52.4, **up +4.5**. Our 2019 A8 score was 47.9, up +1.3 (from 46.6 in 2018). The comparisons (to 2019) are: English at **10.91** (2019 – 9.98), Maths at **10.45** (2018 - 9.65), Ebacc at **15.25** (2019 - 13.69) and Open at **15.81** (2019 – 14.53).

English: 90.2% of students gained 4-9 in English Lit/Lang qualification in 2022 **up 8%** from the 82.2% of students in 2018. Deliberate practice via English Skill Ups has had demonstrable impact.

	2016	2017	2018	2019	2022
English 4-9:	86.1%	71.9%	79.2%	82.2%	90.2%
Maths 4-9:	82.9%	78.5%	76.7%	83%	85.9%

Achievement of groups:

2022: Disadvantaged P8 at -0.97 (English -1.19, Maths -0.76, Ebacc -0.63, Open -0.68).
2019: Disadvantaged P8 at -0.57 (English -0.58, Maths -0.27, Ebacc -0.80, Open -1.18).
2018: Disadvantaged P8 at -0.69 (English -0.85, Maths -0.46, Ebacc -0.74, Open -0.69).

Ofsted View (2018)

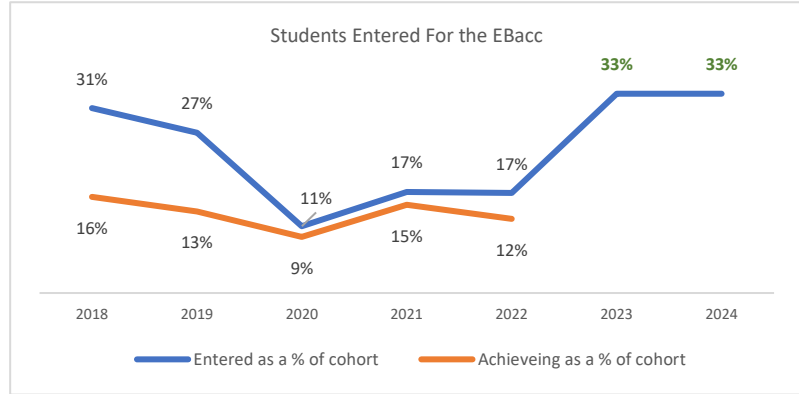
- Leaders consistently hold staff to account for outcomes. This has led to a sharper focus on improvement so that outcomes are now good.
- More than 85% of parents and carers who responded to Parent View feel that they receive valuable information about their children's progress.

Successful Practice

- High prior attaining students had underperformed in P8 for several years and were a whole-school CPL and performance management focus in 2021-22. They achieved a P8 score of +0.19 (a +0.61 uplift from 2019)
- 5-year improved attainment across almost all measures coming as a result of relentless T+L focus in meetings/INSET
- SISRA analysis of data provides focus on progress and attainment across the school. KS4 department dashboards and department development plans are embedded across school and have high impact whilst reducing workload for teachers/HODs.
- GCSE exam preparation and "week ahead" structures for Y11 examination practice is very well received with high attendance to support sessions.
- Period 7 continues to prove an effective afterschool intervention strategy for students. P7 attendance for 2021-22 was 89% amongst all Y11 students. P7 is our unpaid voluntary intervention opportunity for all teachers/students to connect.
- Support for low-attaining pupils, especially in English and Maths on entry in Year 7 as part of Year 7 Access group based on weakest 15 pupils who catch up through deployment of specialist KS2 teacher and HLTAs.
- Full mock exam series, Walking Talking Mocks, Maths, English and Science Skill-up is in place for 2022-23 cohort having boasted strong impact for E+M in 2022.

2022: 29 x HPA P8 at +0.19	2019: HPA P8 at -0.42	(2018: -0.32)
2022: 98 x MPA P8 at +0.20	2019: MPA P8 at +0.20	(2018: +0.07)
2022: 26 x LPA P8 at +0.02	2019: LPA P8 at -0.23	(2018: +0.03)
2022: 20x SEN K P8 at -0.29	2019: SEN K P8 at -1.2	(2018: -0.39)
2022: 1x SEN E P8 at -1.33	2019: SEN E P8 at 0.0	(2018: +0.08)

E-Baccalaureate



E-Baccalaureate uptake strategies have begun to have significant impact. Despite COVID and presenting our Y9 Options offer online for two years, we have stressed the importance of considering the E-bacc as a suite of qualifications, especially as we maintain our breadth through four options. Because of the growth/ improvement in MFL delivery (our main prohibitor of greater E-bacc numbers) we now offer three languages at KS4 and we are also looking to extend this to KS5.

Areas for Further Development

- Persistent absence of disadvantaged students continues to hold back teaching and learning having the desired impact.
- Disadvantaged attainment significantly below peers despite continuing as a department and performance management focus across all teaching staff. This remains in place in 2022-23 Performance Management with an increased scrutiny at “named” pupil-level performance.
- KS3 Analysis at whole school level focuses on growth-mindset and areas for development/strengths. In addition to this we provide an ‘end of KS4’ target band. This is to be reviewed across the school in 2023 as parental feedback has been mixed.

Evaluative Summary

Culture of teaching and learning

At Yateley school we are 4 years into a plan for incremental change in our approach to teaching and learning. We have a shared language around teaching and learning with clear expectations lead by staff at all levels, ensuring progress for all. There is clear and consistent line management within departments and SLT, focusing on key drivers at specific times in the academic year. Correct practice for specialist teams is determined by these teams in consultation with SLT line leads supporting success for all stakeholders, whilst embracing different approaches to key foci.

Training and staff development

INSET is used to develop practice in a blend between whole school priorities and personalised development aims. This leads to a cohesive programme where time is used effectively. We make use of evidence-based sources, providing access to materials for personal development. This is supported by a programme of learning walks which allows teachers the chance to observe and reflect on each other's practice as well as their own. Sharing of good practice both within and from other providers is fundamental to the development of teaching and learning at Yateley. This is supported through a variety of means. Our departments are represented at local area networks including as chair. We have re-established the Deputy Heads' Forum in our area, out of which the ECT Networking events also occur. All of these collaborative fora encourage the sharing, discovering and implementing best practice within and without our setting.

Shifts in practice

Deliberate practice is well embedded within KS4 and KS5, using INSET and performance management targets to support this, with students having a clear understanding of the purpose and benefit of this approach to self-study and class/homework. This is now being developed at KS3 in all subject areas. Paired learning walks support our 'open door' approach to teaching and learning with low stake supportive discussions with colleagues about teaching and learning occurring regularly throughout the year. Personalised feedback is given with praise and next steps advice on small changes that will have big impact. Colleagues from SEND, the cover team and governors have taken part in these learning walks with LSA's giving teaching staff feedback on strategies with SEND. Key area reviews have been completed using a challenge model to support and test approaches to the curriculum, teaching and learning and progress within each department. Thus, embedding the expectations around success for all at all levels.

Students are challenged in year 11 through 1:1 academic mentoring with SLT. From the same starting point students who were part of the excellence programme increased their P8 score compared to students who were not on the programme, hence the decision to roll the programme out to all of year 11 (2022-23)

Successful Practice

Culture of teaching and learning

- Leaders work with a relentless focus to secure high-quality teaching, good attainment and progress for all students. HIAS 2020
- Staff refer to 'a refreshing care for staff and students' at the school; they value the opportunities they have been given to research and talk about teaching. The culture of sharing best practice ensure that conversations are focused on teaching and learning, and actions taken have direct impact on students. HIAS 2020
- Teachers feel they are listened to and there is much evidence that any school improvement approach is forensically examined by leaders and well planned before implementation. HIAS 2022

Training and staff development

- Learning walks with swift follow up continue to address areas that fall below expectation which evidences improving standards and reducing variability. HIAS 2019
- There has been much development in the use of feedback across the curriculum. Innovative staff INSET events such as a 'teachmeet' focused on feedback has facilitated the sharing of good practice, enabling middle leaders to work with their teams to implement effective strategies. HIAS 2022

Shifts in practice

- The heads of department work across subjects and seek to learn more about the way different aspects are taught to improve the school's performance. HIAS 2020
- Strengths are celebrated, next steps identified, and feedback given in a timely and efficient way. Next steps feed into targeted coaching and are linked to performance management; teachers are encouraged to refine and polish their areas for improvement. In talking to staff about this process, it is evident that they welcome this level of professional interest in their performance. HIAS 2020
- The ongoing programme of INSET is led by the SEND team who work closely with experts such as guidance from the educational physiologist. HIAS 2022
- Since September 2021 a senior leader has briefly met with one hundred and eight students six times. The conversations focus on how the pupil is prioritising and organising revision and has given the leader a significant insight into the needs of the year group and further support needed such as an afterschool revision support programme for vulnerable students. HIAS 2022

Planning for the future

We have strong links and provision for local ITT providers – directly supporting four institutions. Last year 16 trainees undertook at least one placement here. Their training is supported by a team of excellent mentors and a programme of professional studies delivered by colleagues within the school. We directly recruited three of these and assisted the recruitment of another. Additionally, we provide some professional studies for the local consortium. This year, we are supporting two of our non-teaching staff to earn QTS. We currently have nine ECTs at Yateley. The six who were here last year all successfully completed their assessment points, again supported by a team of excellent mentors.

Feedback and assessment

We are moving towards a feedforward approach across the school, with the pace of the change being led by the departmental areas. There are areas of excellence within the school that have feedforward fully embedded and all key stages and areas where this is developing alongside curriculum change. The knowledge rich curriculum is supported through low stakes quizzing that revisit prior knowledge regularly supporting in depth understanding of the facts at all key stages. Students are challenged and supported in year 11 through 1:1 academic mentoring with a single member of SLT.

Collaboration and change

Teachers are reflective and proactive in improving their practice and supporting the school in new initiatives, for example 36 out of 69 staff volunteered to be part of the literacy programme with 6 colleagues leading on a strand within the school. This has resulted in the review and establishment of the reading programme for year 7-9, development of low stakes quizzing and the adaptations of interventions within the accelerated learning centre. Oracy training and INSET is underway to support the development of academic subject specific discussion again this is linked into the principles of better practice that underpin the core approach to teaching and learning throughout the school. After a school wide offer of support in undertaking and completing the challenge of NPQs developing their leadership, 6 colleagues have chosen to do this.

Involvement of all stakeholders

We are an inclusive staff who believe everyone within the school can and should support teaching and learning. To support this and empower colleagues all staff have been invited to take part in paired learning walks giving feedback to colleagues at all levels. An expectation of all TLR holders is that they will actively engage with colleagues in discussion around teaching and learning on a regular basis with key area reviews and paired learning walks an obvious vehicle for this. Governors are invited to and do oversee the process

Feedback and assessment

- The introduction of a 'feed forward' strategy is expected to increase the impact of marking on student progress and develop student understanding of the exam criteria as well as having a positive impact on the reduction of staff workload. HIAS 2021
- The student group who met with the Challenge Partner reflected challenge and stretch in their curriculum areas, higher grade modelling and use of learning resources. They value their teachers, take pride in their work and are clear about how they have improved learning as a result of regular and consistent feedback with time to adjust their responses. HIAS 2020
- The marking and feedback policy has been individually interpreted and applied by each subject area enabling departments to reflect on strategies that have the most impact with students. HIAS 2022
- Feedback is regular, expected and well received and engaged with by students. HIAS 2022

Collaboration and change

- All SLT share leaders' deep passion to drive improvement for students, leading the professional development programme that has created a positive culture of support for staff. Based on a set of key principles and clear expectations against teacher standards, they have established a robust system of regular learning walks that are carried out by leaders and peers. HIAS 2020

Involvement of all stakeholders

- All SLT share leaders' deep passion to drive improvement for students, leading the professional development programme that has created a positive culture of support for staff. Based on a set of key principles and clear expectations against teacher standards, they have established a robust system of regular learning walks that are carried out by leaders and peers. HIAS 2020

allowing clear scrutiny and understanding of the approach to teaching and learning. Overview of these initiatives is shared regularly with governors in a teaching and learning update.

Focus on the ‘need’

We support students in key groups by planning lessons ‘around the need’. Staff are supported with this by training provided by LSAs, on Pathological demand avoidance, ADHD (lead by 2 staff with ADHD), Speech language and communication and Anxiety. These training areas were identified by the EP alongside the SENDCo and SLT, based on the profile of the students and the training needs of the staff within the school. Departments continue to stretch and challenge students of all abilities using internal assessment data and the reflection on performance in external examinations. Best practice within the school uses question level analysis that is shared with students to inform teaching and learning.

Covid mitigation strategies and the improvements in practice as a result

During the COVID pandemic there was a clear plan for online learning focused on the principle of IF, interaction and feedback. Lessons were taught using the MS Teams platform, alongside a variety of online tools that allowed staff to monitor student engagement and activity. If students did not attend lessons or complete work staff recorded this using the school MIS software and contacted parents. If there were concerns around students not engaging with online learning these students were then contacted by the pastoral team and then supported to access this into school. A single email account monitored by one member of SLT was set up for queries regarding online learning allowing for quick resolution of any issues be that technical or otherwise. The school wide approach to technology using BYOD mitigated the impact of online learning significantly

This simple approach with significant staff training embedded ensured students at the school received a first rate offer of online learning. There have been considerable ‘COVID keeps’ within the school, devices are used as a tool supplement learning where appropriate. In March 2020 there was a school virtual ‘teachmeet’ to share best practice from the lockdown.

COVID catch up initially focused on the national tutoring programme with significant use of this to support students who were identified as having gaps in knowledge. At the end of 2021 the use of this was reviewed and as a result we brought intervention in house for core subjects, with the setting up of the accelerated learning centre. Specialist HLTAs work with small groups of students based on needs identified by heads of core and their teaching teams to close gaps in student knowledge

The review of the year was very positive with 82% of KS3 and 67% of KS4 students making progress after ALC intervention

DfE funding given 2021-22	Hours intervention with SEND/PP	Total pupils seen	Cost per hour (based on SEND/PP numbers)
£14782.50	884	413	£16.72

Focus on the ‘need’

- Challenge and stretch have been a focus and continue to develop in all subjects. This was observed in many classes during the learning walk where students were seen to challenge themselves and teachers set interesting tasks to stretch and engage students more deeply. HIAS 2020
- There is much evidence of a comprehensive and sound understanding of the teacher’s role in class in supporting students. The SENCo is a strong practitioner who works closely with the Local Authority and has reviewed approaches since the pandemic to sharpen expectations and provision and to ensure all staff understand their role. Regular communication between and across all staff has been a successful driver in securing high quality provision for SEND students. HIAS 2022

Covid mitigation strategies and the improvements in practice as a result

- Expectations for virtual learning were made clear through a series of non - negotiables produced in January 2021, software and individual support led to consistency of practice across the school. HIAS 2021

Summary

Teaching and learning is underpinned throughout the school using consistent language to develop best practice and ensure the best outcomes for all students. TLR holders and SLT are relentless in their approach to improve practice within the school using simple and consistent strategies and language. A coherent plan to drive up standards is in place with clear next steps for the short and long term.

Areas for Further Development

Full integration of the teaching and learning strategy across the school. Linking the driving forces for improving teaching and learning together to create a wider picture.
Transition from a feedback to a feedforward approach.
Further work is needed to ensure that high quality teaching and learning impacts the progress of PP students in lessons; accelerating their progress relative to their peers.

Behaviour and attitudes

Evaluative Summary-

Behaviour

Yateley School has high expectations of its students and staff behaviour at all times which is evident in the common understanding and consistency of student's positive behaviour, attitudes and respect towards each other and their learning (supported by staff consistently following the school's guidelines and procedures). The behaviour policy and principles continue to be focused on creating a positive learning environment which builds positive behaviour, values, relationships and restoration (Ready, Respectful, Safe), celebrating success and a structured and effective sanction/consequence procedure. This continues to drive a reduction in poor behaviour in the school and community. The focus is on immediacy of action and restoration work between staff and students. When it comes to poor behaviour (especially around safeguarding aspects) the school has the view that *'it could and does happen here'* and it is not tolerated with poor behaviour, bullying and safeguarding matters being dealt with quickly and effectively.

A detailed weekly threshold report for all staff allows everyone to monitor and know the behaviour for all students (and compared to their peers), suitable actions put into place and clear staff accountability.

In 2021/22, 8% of the cohort reached the internal behaviour threshold of level 1 to 8 (Tutor through to SLT). Of that, 7.1% were Tutor level, 0.8% were Head of House level and 0.15% were SLT level. 29.9% of the cohort had zero behaviour points for the whole year. A quarter of the behaviours logged were for low level behaviour demonstrating that the school records and acts to ensure that this type of behaviour is not tolerated.

Figures show a reduction in poor behaviour in the school and a culture that poor behaviour is not acceptable. Development going forward is on the consistency of delivery, accountability and restoration work.

2022 LLPR: *'Management of behaviour and attendance is strong.'*

2022 LLPR: *'High expectations for students pervade all aspects of school life.'*

2022 LLPR: *'Leadership and management of both attendance and behaviour is an asset to the school and ensures collaboration through high expectations for teachers and support staff to work together and communicate effectively.'*

2021 LLPR: *'Behaviour and attitudes to learning are strong.'*

2021 LLPR: *'All displayed positive attitudes to learning, they were keen to engage and showed resilience when learning was more challenging. Relationships are respectful and students are comfortable asking questions to check understanding or when they do not understand.'*

2020 LLPR: *'students feel very happy and safe in school, celebrations and sanctions are balanced well'*

2018 Ofsted: *'Pupils invariably behave well in lessons and around the school site, having respect both for each other and for adults alike.'*

Parent survey in 2022 produced the following responses:

- My child is happy at this school = 98.18%
- The school makes sure its pupils are well behaved = 92.72%
- The school has high expectations of my child = 95.90%

Successful Practice

- All developments and changes are undertaken with input and buy in from staff, parents and student voice/committees.
- Behaviour policy simplified and focused on positive values (RRS), simplified sanctions (daily after school and SLT detentions lead by staff), positive awards, immediacy of actions and restoration conversations.
- Reflection centre and behaviour manager in place to ensure internal exclusions and planned removals are purposeful (learning and reflection) and reduce external exclusions.
- Increase in written and verbal communication to parents and students around attendance and punctuality concerns and improvements.
- Working closely with Hampshire Attendance team for high profile cases.
- Using FFT Aspire we can compare our attendance on a weekly basis compared to national figures.
- Consistent visibility and sharing of attendance and behaviour data to all staff with clear reminders of the school focus areas (PP and FSM especially).
- Accountability (line management) of tutors and HoH to address and tackle poor student attendance and behaviour as well as praising success and improvement.
- Performance Management for HoH includes a focus on their houses behaviour and attendance figures to meet the schools' targets and improvement on previous year.
- Addressing concerns of poor attendance and behaviour during KS2 to KS3 transition process (transition manager, HoH and SLT).
- Detailed SEND and PP information provided to all staff (student profiles, case conferences and information bulletins). This is also evident in class data sheets, subject and house development plans, etc.
- Detailed data provided to all staff weekly via threshold reports with a focus on individual student behaviour, attendance and achievements for actions (including summary and pattern information).
- Monitoring the use of the reflection centre and school sanction system to ensure student patterns and repeat issues are addressed.
- Parent survey conducted on school life and then suitable actions taken.

Areas for Further Development

- Stakeholder survey to be conducted in 2022/23 to review all aspects of the school (which will include behaviour and attendance).
- Embedding of RRS behaviour values, consistency in the delivery of the policy, accountability and restoration work (to include a focus of rewarding students that show the positive values in school).

Attendance

The school continues to have high expectations for student attendance as demonstrated in our own internal aspirational target of 96% attendance for the cohort in an academic year and 10% or less of students to be classified as persistently absent. These aspirations and expectations remained high even during the pandemic (which were monitored on a weekly basis by the LA and commented on how effective and impactful we were in ensuring all key worker and vulnerable students attended provision and for those that could not, safeguarding checks were put in place by the pastoral team). All students are monitored closely as individuals for attendance and punctuality.

A detailed weekly threshold report for all staff allows everyone to monitor and know the attendance for all students (including patterns over time for individuals) and suitable actions put into place and clear staff accountability. We have regular communication and action for attendance concerns as well as praise to parents and students. Working alongside Hampshire, the school policy and guidelines have been updated to ensure clarity when it comes to steps to take for poor student attendance and support and guidance for parents.

The school's attendance for 2021/22 compared to FFT Aspire national figures is:

- Absence = School **+1.9%**, Female **+1.5%**, Male **+2.3%**, Yr7 **+1.2%**, Yr8 **+0.9%**, Yr9 **+1.6%**, Yr10 **+2.9%**, Yr11 **+2.9%**, FSM6 **-1.3%**, non-FSM6 **+1.1%**, SEND Support **+2.7%**, SEND EHCP **+7.3%**, non-SEND **+1.8%**
- Persistent absence = school **+6%**, Yr7 **+6%**, Yr8 **+2%**, Yr9 **+4%**, Yr10 **+9%**, Yr11 **+11%**

Although our overall attendance and procedures are strong (especially during the pandemic, compared to national data and a vast improvement in areas like SEND), we must continue to focus on improving our attendance and persistent absence (including GAPS) for disadvantaged (mainly PP and FSM) students. Looking into a resource like an EWO to do daily home visits would support this.

2022 LLPR: 'Attendance and the range of strategies to support attendance is worthy of dissemination.'

2022 LLPR: 'This is a school who successfully evaluates the work and interventions to support improved attendance which has stayed above national trends for the academic year.'

2021 LLPR: 'Heads of House followed up attendance and well-being issues, engaging parents and students in 1:1 sessions where required'

2020 LLPR: 'Attendance is regularly reported to Governors. Leaders have set a target of whole school attendance at 96% and good progress is being made towards this. Groups and intervention strategies are identified and actioned for all pupil groups. Tracking is rigorous and distributed from the tutor upwards.'

2018 Ofsted: 'Attendance is above average.', 'Some disadvantaged pupils do not attend school frequently enough. This hinders their progress.', 'The attendance of pupils making use of alternative provision has improved and they are now better engaged in their learning.', 'Although improving, leaders are aware that there is more work to do in this area before levels of attendance of disadvantaged pupils are good.'

Exclusions

Exclusion figures for 2021/22 show that 1 student was issued a permanent exclusion; 38 students had fixed term external exclusions/suspensions (total of 97 days) with 30 students only having the one incident; 55 students had internal exclusions (total of 81 days) with 41 only having the one incident. This demonstrates that exclusions and suspensions are used appropriately and effectively.

The school's permanent exclusion rate compared to national (as per the DfE) is **+0.01%** while the suspension rate is **+2.82%**.

- Increase of CCTV system in the school to further support monitoring of any poor behaviour
- Tutor time programme built around education on safeguarding and behaviour aspects (child on child, sexual harassment, vaping, etc). This is then supported in PSHE/RSE and other subject areas where possible.
- Continued focus on the attendance of disadvantaged, in particular PP and FSM students.
- Resource for supporting and getting disadvantaged students into school (for example an EWO to do daily home visits)
- Reducing the exclusion figures further, especially for disadvantaged students.
- Parent workshops (KS2, 3 and 4) around support and guidance for attendance and behaviour.
- HoH line management of tutors (attendance and behaviour)
- Use of the stakeholder's yearly surveys to further drive school development
- Pupil Premium 3-year strategy statement to focus on the wider issues of attendance and behaviour.

Exclusions are issued for serious breaches of policy and to ensure that all stakeholders understand the importance of our high behaviour standards and expectations. Examples of behaviour types for exclusions and suspensions are vaping, child on child abuse, swearing/rude towards staff, sexual harassment, racism, safety of others, persistent defiance. The reflection centre continues to reduce our suspension figures by housing the internal exclusions and planned removals. These allow a focus on students completing their academic work while also having a period of time and work on reflection of their poor behaviour choices.

2022 LLPR: *Leaders state that the introduction of the reflection centre and restorative conversations are having a positive impact on behaviour as evidence by the minimal repeat use of the centre. '*

2021 LLPR: *'There is a tangible dedication by the team to the work carried out in the Centre and a pride in the difference they make. Staff described the process of referral into, provision within and restorative work that takes place before students leave the Centre. The work has a positive impact on many pupils who are able to return to class learning with confidence'*

2020 LLPR: *'there is good use of the pupil premium budget to support students, and this has resulted in a reduction in exclusions.'*

Evaluative Summary

Celebrating achievement

The school provides high quality pastoral support which enables students to achieve and succeed and then allows these successes to be celebrated as publicly as possible. We have a clear achievement and rewards policy in the school (alongside student voice) which publicly and fairly rewards and recognises student’s hard work and positive attitudes using house points as a measure.

For 2021/22 95.2% of the cohort had 50 or more house points in the year meaning that they met one of more of the house point threshold awards. The breakdown was 50HP Tutor = 95.2%; 150HP Bronze = 72.6%; 250HP Silver = 43.4%; 350HP Gold = 19.0%; 450HP Half Colours = 7.2%; 550HP Full Colours = 2.2%; 650HP+ Headteacher = 0.6%

We hold celebrations events (Year 9 Graduation, Year 11 Final Assembly, Year 7 to 10 Awards Evening, Final Awards Assembly of the Year). Weekly and termly we publish and communicate student achievements to the wider community (parent newsletter, TV displays within the school).

We are currently looking at the further development of the visibility of student success and achievement using a colour lanyard system for students, newly design pin badges for house points and leadership roles and committee reps and also role of honour boards in public areas of the school.

2022 LLPR: *‘Students across all three panels confidently shared examples of how they are encouraged to take pride in achievements and to be resilient to setbacks with much emphasis on the feedback they receive in class as key to this.’*

Tutor time, SMSC and Cross Curriculum Links and Delivery

The school’s curriculum extends to allow students to have a broader development in all areas. There is a detailed programme of study for Tutor Time and Assemblies which follow national focus events and themes (all focused around SMSC topics), a newly focused area around safeguarding education for all, careers in Year 10, academic development in Year 11, literacy development in Year 7 to 9. The tutor time program is also closely linked in with the new PSHE/RSE SoW for Year 7 to 11.

Various topics within SMSC are covered in other curriculum areas for example RS, History, etc and therefore are embedded across the school and not just delivered in the pastoral program.

Tutor time has allowed tutors to take ownership of working with students and acting around attendance, behaviour and achievements. This was made easier via the Tutor Data Dashboards. This allows the tutor to have a fundamental part in supporting student development in the school and community.

2020 LLPR: *‘The tutor role has been enhanced over the last year with tutor data dashboards enabling tutors to focus on key issues and target the needs of individuals.’*

2018 Ofsted: *‘In addition to the comprehensive PSHE education programme, pupils gain valuable understanding from assemblies.’*

PSHE/RSE

The school prepares students for life in modern Britain and enhances their personal development in extreme detail via the new PSHE/RSE SoW. The PSHE/RSE curriculum is now delivered to Years 7 to 11 as a standalone subject. SoW have been re-written to ensure all areas of the DfE PSHE curriculum are covered. The PSHE/RSE learning journey clearly shows how the relevant material and content are covered within the 5-year journey (and are linked into the Tutor Time SoW). The newly

Successful Practice

- Successful and clear rewards system (includes certificates, letters home, award events in assemblies and evenings, bulletins, etc).
- Successful celebration events held (which now connect to the values of RRS and ACT – Year 7 to 10 Celebration Evening).
- Residential and educational trips and experiences to support student cultural education and personal development.
- Tutor Data Dashboards created giving tutors and HoH all the data on their tutees in a clear and easy to use way.
- New HOD for PSHE/RSE who is developing the dedicated PSHE/RSE department and curriculum taught to Year 7 to 11 (linking into tutor time), ensuring a spiralling curriculum and year groups being clear on their PSHE/RSE learning journey.
- Theme of the week (linked to SMSC) used for tutor time and assembly focus
- Audit of how PSHE/RSE/Safeguarding/SMSC topics are covered in numerous departments.
- Strong house events in dance, drama, music and sport which have high participation from all year groups.
- 4 focused student committee groups each having a specific focus and development area within the school (with senior student leadership, all student representation and clear development plans and yearly achievable goals – all connect to school improvement)
- Equality creed and charter which is signed and understood by all tutor groups.
- Biannual staff, parents and student surveys conducted on Mental Health and Wellbeing with positive actions taken following results.
- Interviews conducted with staff about wellbeing and work/life balance. Report produced for stakeholders and changes made in response. Changes communicated and shared.
- New SLT lead focused on student and staff mental health and wellbeing
- Mental health staff lead in the school trained by Anna Freud.
- Mental health first aid trained staff.
- Dedicated careers advice and guidance in school for all KS4 and KS5 students.
- Implementation of Unifrog between Year 8-13 including CV building, apprenticeships, teambuilding, leadership etc.
- Strong implementation of Gatsby Benchmarks 1-5 and 7-8 (see below for benchmark 6)
- We deliver an annual Careers Fair in school that boasts over 50 providers from industry and education. Attendance to the fair is very strong across all year groups with attendance averaging 75%+
- Dedicated Careers lead in school

appointed HoD used to be a HoH and therefore, can understand the connection between PSHE/RSE and Tutor Time delivery. PSHE/RSE audits were completed with all subjects to see where various topics are embedded across the curriculum with some areas showing real strength. We have also ensured that the SoW is tailored around what is suitable for the local community by taking the students viewpoints (which resulted in the lesson topics around sexual harassment) and also keeping all parents informed of what their child will be covering.

2022 LLPR: *'The current work around enhancing the PSHE and RSE programme for 2022/23 builds upon the success of the existing subject delivery. It is extensive, detailed and relates to the agreed learning journey involving a personal growth focus linked to attitude, assembly, tutor time along with curriculum integration. This has been well thought and mapped out across the school involving student voice in ranking specific themes to ensure local contextualisation.'*

2018 Ofsted: *'The schools work to promote pupils' personal development and welfare is good.'*, *'An informative PSHE education programme encourages pupils to value other's diversity positively. Pupils are well informed about mental and physical health issues through PSHE lessons.'*, *'Pupils appreciate the house system and the sense of belonging. They particularly value the strong support they receive from their pastoral leaders, and the fact that they are known as individuals in a large school.'*

Mental Health and Well Being

We have a Senior Mental Health Lead on SLT as well as a team of mental health first aiders all working alongside our pastoral team. Digital surveys are carried out biannually with staff, students and parents. One to one interviews have been carried out with staff. The findings of these led to changes in practice, which have been shared using the "you said... we did..." format. Student wellbeing has been separated from behaviour management more explicitly with four Assistant Heads of Houses doing both roles being split into separate Behaviour Manager, Transition Manager and two Assistant Heads of House. The Well Being Centre is also physically and deliberately separate from the reflection centre. Student led focus groups on Inclusion and Well Being managed by 6th Formers are providing excellent peer to peer support as well. In the light of a disrupted primary experience due to Covid we ran successful summer schools in 2021 and 2022 with students joining us in the new academic year. These were run supporting both academic progress and social/wellbeing skills.

The new PSHE and Tutor Time curriculum include self-management, stress management and time management as tools to help maintain good mental health. The weekly bulletins include tips on maintaining sound mental health and wellbeing in line with weekly themes.

Career's guidance

We have a supportive careers advice service within the school along with a targeted tutor programme and work experience. Details of the offer we have are:

- Careers adviser - Tracy Bailey, EBP South. Meeting KS4 and KS5 students every Tuesday.
- Planned and audited components across the curriculum (March 2022)
- Real life employer encounters within curriculum areas (March 2022)
- Annual Careers and Futures Fair - over 50 different providers from industry and education
- Unifrog rolled out across Y8-13
- Y10 twice weekly careers tutor programme using Unifrog
- Assemblies - real life employer encounters (Army), Apprenticeship programmes (ASK Apprenticeships), further education (Southampton Solent University), Unifrog and Careers Programme for Y9-11,
- Link with Enterprise M3
- Published policy statement setting out arrangements for provider access and ensure that it is followed
- Programme of study on school website
- Compass is regularly updated on Gatsby Benchmarks

- Surpass requirements of the Baker Clause through our provider access with high levels of encounters across all required year groups

Areas for Further Development

- Continued review of how we can increase the visibility of student achievement and success (lanyards, badges, boards of honour, etc).
- Monitoring the developed PSHE/RSE SOW and delivery which now includes assessments, learning journeys, etc
- Monitoring the delivery of the new tutor time programme which include safeguarding education, SMSC, reading, careers, student skills, etc.
- Ensure that the student committees continue to have whole school impact with clear development plans and achievable goals (along with a high number of student representation in each group from all years).
- Audit the educational background of our parents and the aspirations they have for their children to allow us to tailor and run support and information workshops for the parents.
- Further growth of more education trips and experience for our students, and where possible those which are accessible to more disadvantaged students and families.
- Embed the use of the transition flightpath which supports students with Learning, Social and Practical skills (including resilience)
- A continued integration of the SMHL into the pastoral team, including liaison with DH is improving.
- Student welfare is well cared for and recorded by the pastoral team, but this includes all mental health concerns alongside all other concerns and interactions.

Careers

- Gatsby Benchmark 6: Re-implementing Y10 work experience (which was terminated over COVID affected years). Due to restart in July 2023 for whole cohort.
- Careers encountered in curriculum areas are not yet fully monitored across all subjects (despite multiple encounters taking place in most subject areas in the school)

Extra curriculum, community and student voice

The school provides a wide range of opportunities to nurture, develop and stretch student talents and interests which also allows them to become confident, resilient and independent (all following the school values of Ready Respectful Safe and Ambitious Curious Tenacious).

We have a strong extra curriculum provision in the school (sports, dance, drama and music as well as within the four school houses). We are also looking to grow this into other subject areas and interests. We hold numerous shows and events throughout the year which are well attended by the local community and we also attend community events as a school.

The school promotes equality of opportunity and diversity with its inclusive nature and community. All tutor groups have an equality creed which was created by the student body and we expect all students to sign, acknowledge, understand and abide by. We are also open to students coming forward with ideas for focused and events and days (like the Culture Day planned for 2022/23 where students will have stands of information through a week at free time educating others on their backgrounds, religions, faiths, beliefs, etc).

We have run various educational and personal development trips for all year groups within the school (and we have really encouraged these especially after the pandemic where these could not happen). Some of these include:

- Camps International trips which are focused on students organising fundraising events to raise the money to attend ethical journeys, trips and experiences that have a positive impact on themselves and the local communities around the world.
- Poland trip to visit the concentration camps and learn about the impacts of the world wars
- Old Bailey trip to learn about laws, crimes and the justice system
- And many more...

Student voice and their views are a fundamental part of the school's success and future development. We have four dedicated and focused committees (Anti Bullying, Student Voice, Welfare & Wellbeing, Inclusivity & Diversity). All committees meet regularly and are led by the senior students with staff support. Committees have representatives from all year groups in the school and each committee has clear development plans with one achievable goal within the academic year (all with the view for improved school development). Feedback from the committees has been that the students feel valued and listened to and do play a part in Yateley School journey. The committees have also had their part to play in the creation of the schools Safe Space which allows students to attend and talk about any concerns they might have.

We are also developing the role of mentors with more senior students being used a mentor for students in Year 7 to 11, whether this be academic support or more overall personal development and support.

2022 LLPR: *'Student voice satisfaction surveys are high and student leadership is a key strength of the entire school.'*

2022 LLPR: *'Students at all key stages described the part they play in the wider life of the school and how they feel their voices are not only heard but valued.'*

2022 LLPR: *'6th form student leaders chair four committees such as inclusivity and diversity having established these groups for their desire to have a formal forum to discuss issues affecting their community and plan for events to raise awareness and support.'*

2022 LLPR: *'Pupils in key stages 4 and 5 described their job to be role models to younger students and key stage 3 students shared their excitement to reach the upper school and become future role models.'*

2021 LLPR: *'Both talked passionately about engaging other students in choosing which charities they will support this year and how they have developed an action plan to address this. They are also clear about the importance of mental health post lockdown and the need for interactivity between the school and 6th form to create a school family.'*

2021 LLPR: *'Summer school will include pupils from Year 7 as well as the new intake (current Year 6). With 300 students attending in total, a rich and exciting range of activities have been planned by the team in addition to subject learning, counselling and dog therapy.'*

Parent survey in 2022 produced the following responses:

- My child can take part in clubs and activities at this school = 95%
- The school supports my child's wider personal development = 89.09%

Safeguarding

Self Evaluation: **GOOD**

Evaluative Summary

Safeguarding

We have a culture of safeguarding where it is understood that *'it does or could happen here'*, but it is not tolerated and is dealt with accordingly. There are concise, clear and consistently detailed measures and procedures in place ensuring that students and staff feel safe at the school at all times. Staff and students are aware of how to report concerns and who to speak to (and they know that they will be heard and any reports and concerns addressed). We always seek out to ensure we identify students who may need help or are at risk from the various aspects of the safeguarding and child protection criteria (abuse, neglect, exploitation, etc). Once identified we work to ensure that the relevant and suitable support and actions are put into place (which can include co-ordinating and leading with other professional agencies).

We have 4 DSLs trained in the school (3 x SLT and our Transition Manager) all of which attend their yearly refresh training. All 4 Heads of House are trained for attending CP conferences and making high level CP decisions. The main school student and staff case register is regularly updated and reviewed with the pastoral team. Two members of staff (one on SLT) are responsible for the single central record and ensuring all relevant checks are correct and complete. We also ensure that there is always one member of all interview panels that is trained for safer recruitment. We have in person whole staff safeguarding, child protection and Prevent training yearly from Hampshire LA lead trainers. This training is then refresh mid-year in the school by the DSL (drawing attention to particular focus areas).

We use the standard Hampshire CP and safeguarding policy guidance and internal audit templates to ensure consistency. We ensure that our Prevent training and resources are meeting the expectations required.

We have recently moved to using CPOMS within the school to move away from the previous internal logging system. We can already see the huge potential and benefits from using CPOMS to transfer of data, reporting and a wider access to report and monitor concerns.

As well as staff training and a culture of reporting, we have a high focus on the safeguarding education for our students. We are ensuring that the majority of safeguarding topics and aspects from KCSiE are covered within the safeguarding sessions in the tutor time programme, PSHE/RSE SoW and also embedded and repeated in various other subjects (for example online safety in the Computing SoW).

2022 LLPR: *'Safeguarding systems are robust with clear responsibilities and communication between the safeguarding team. It is also wedded to the school community through proactive support for students in aspects of safeguarding such as peer on peer abuse.'*

2022 LLPR: *'The school has a clear agenda for enhancing safeguarding education to all students via the tutor time programme which is then being embedded across subjects in the school and particularly in PSHE.'*

2020 LLPR: *'External advice is sought frequently; early intervention is deployed appropriately, and all students have a trusted adult they can go to.'*

2018 Ofsted: *'Safeguarding is highly effective, and staff understand their role in keeping children safe. Pupils enjoy school, feel safe and know how to keep themselves safe.'*

Parent survey in 2022 produced the following responses:

- My child feels safe at this school = 97.72%

Successful Practice

- Visible information on our main school website for all stakeholders.
- 4 trained DSLs in the school (including the Headteacher) with all 4 HoH being training for CP conference meeting attendance. All 4 HoH are also trained as DT for LAC students.
- In person Hampshire LA led all staff training on safeguarding child protection and prevent due to staff feedback that they wanted in person training and not on line (used to be HAYS).
- DSL midyear refresh training to all staff around safeguarding and especially a focus on child on child abuse.
- Tracker to monitor staff completing any training and also reading and understanding the relevant school policies (using the Hampshire templates) for safeguarding, child protection, prevent and KCSiE Part 1.
- DSL tracking system to monitor live and closed CP/CIN cases which is now transitioning over to CPOMS.
- Staff and students are very proactive in reporting any concerns they see which the relevant staff then investigate and actions in a timely manner.
- Student committees and their focus aims and values.
- Close working relationship with Rowhill and Hampshire ISS to support students completing their GCSEs in alternative education provision where they might have faced exclusion in remained in main school provision.
- Learning journeys created for all year groups showing not just the academic studies in each year but the personal development and safeguarding education that will be covered.
- Internal tracking systems for students not studying the normal range and education provision (which is updated regularly and shared with Hampshire ISS).
- Being part of the Managed Move panel with local secondaries to support students staying in mainstream and reducing exclusions.
- It's Not Ok Day hosted in October 2022 to continue raising awareness in the school and community that child on child abuse is not OK.

Areas for Further Development

- Increase in the CCTV system to support student and staff safety.
- Further development of CPOMS usage and understanding in the school (increased users in the staff body, detailed reporting and record keeping).
- continued midyear refresh training to all staff.
- Stakeholder survey to be conducted in 2022/23 to review all aspects of the school (which will include safeguarding).
- Monitoring of the new Tutor Time safeguarding programme (covering all aspects of KCSiE) and its effectiveness and impact. This also applies to the new PSHE/RSE SoW.

Alternative provision

We work closely with Hampshire ISS in ensuring that relevant students have suitable alternative provision where required. This provision is closely monitored and reviewed by SLT and HoH. We have a strong working relationship with Rowhill School (for behaviour and medical related alternative provision). Our internal tracking records clearly make relevant staff aware of any students not studying a full mainstream provision and the reasons why (which is shared with Hampshire ISS). We also have students accessing E-Learning (Place2Learn, Academy 21, Kings Interhigh).

Both DHT (SLT members) in the school take responsibility for any students accessing alternative provision which covers progress, attendance, behaviour and safeguarding.

Our plan going forward is to investigate into finding out as many suitable alternative providers as possible so that the school has a menu of options for those students where a full range of GCSE subjects is not suitable.

We are a member of a Managed Move committee with other local secondary schools allowing us to work with other local schools to reduce exclusion cases and alternative provision and provide students with other education paths.

2022 LLPR: 'Deputy Head group investigating links with suitable alternative provision providers.'

2021 LLPR: 'Safeguarding practice around students who are on part-time timetables or dual registered provision is strong.'

2021 LLPR: 'The Deputy Headteacher for Culture (DHTC), gave a comprehensive account of how students are safeguarded when receiving part-time education, when dual rolled and the extent to which pupils are monitored by the Heads of House and other key staff. The school uses a range of partner providers for alternative provision and the DHTC aims to visit these each half term to review student progress and suitability of provision; during lockdown visits have been made virtually.'

2021 LLPR: 'Safeguarding practice is a key consideration before and during placements and students are carefully monitored and supported by a skilled team'.

- Further research into a menu of alternative provisions that meet all requirements for educations and safeguarding.
- Further impact of the student committees on school development (by each having a WIG which is achievable).

Evaluative Summary

- School leaders have a relentless focus on school improvement and high expectations for students pervade all aspects of school life. The leadership team embraces continued monitoring and evaluation and staff have commented on the strong communication, respect, and positive relationships of the senior team. HIAS 2022
- The leadership of teaching, learning and assessment is strong. Ofsted 2018
- Systems for monitoring the quality of teaching and learning and holding staff to account, are very strong. Ofsted 2018
- School leaders, especially senior leaders, are passionate about their work, clear about the strategy for further improvement and driven to deliver for every student. HIAS 2021
- Governors, Leaders and the wider school community have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. HIAS 2021

There is an ambitious [vision for education](#) underpinning the entire school community which followed broad stakeholder consultation. The vision is widely shared and thoroughly understood. It is translated through learning values of Ambitious, Curious and Tenacious and Behavioural values of Ready, Respectful and Safe

Inclusive culture – destinations data

Students complete their programmes of study and progress to the next stages of the education or training

Post Sixth Form - Destinations Data (2022): Students staying in employment or education: 93%; Students going to HE: 89%; Students to top 1/3 HE institutions: 31%; Students staying in employment: 7%; **Students not in education/employment: 0%**; Students in Apprenticeships: 5%.

Post 16 school leavers 2022. Students staying in employment or education: 99.38%, of which Students attending Yateley School Sixth Form: 58.4%; Students going to college (other): 40.98% (of whom 14% on apprenticeships); Students not in education/employment: 0.62%

Pupil Premium Funding: [Pupil Premium Funding Statement 2021-22](#), [Pupil Premium strategy statement 2022-23](#)

Governance. There is a healthy balance on the Governing body with long standing and highly qualified experience. Governors come from a variety of professional backgrounds and complement the school’s needs ably. They understand their role and carry it out effectively. They have ensured that there is a clear, comprehensive and widely shared vision. School resources have been well managed and although the school has managed a long-standing deficit, this has been managed relentlessly such that all efficiencies have been undertaken and benchmarks met. The local authority has approved the budget and notwithstanding external factors the school will carry a surplus by 2025.

Performance Management & Continuing Professional Development

Performance management has been significantly overhauled through the 2021-22 and 2022-23 rounds. This came from a drive to ensure it was more robust to scrutiny and more transparently fair and inclusive to staff. Guidance on what is required at each stage has been produced and shared along with streamlining of support documents. 2020-21 cycle these were optional and advisory, 2021-22 cycle they have been required for all staff moving into or up the Upper Pay Scale. The next step is to extend the challenge within target setting for staff who are either not looking or not in a position to change pay point – again to ensure transparency and fairness.

Successful Practice

- Continuous drive from the SLT to drive up standards and setting high expectations. “The headteacher has a clear vision for the school. He has ... the trust and confidence of the whole school and has injected renewed energy and ambition at all levels” Ofsted 2018
- Shared [vision](#) for curriculum, teaching and learning
- Thorough embedding of the learning values of ACT (Ambitious, Curious, Tenacious)
- Thorough embedding of the cultural values of RRS (Ready, Respectful, Safe)
- Ensuring measurable steps have been taken to improve the quality of teaching in English at KS4 (Ofsted) – cross referenced by a quality assurance visit from an Ofsted inspector in October 2022
- Relentless focus on the attainment and attendance of disadvantaged students – Ofsted action point
- Systematic sharing of best/outstanding practice within the school and across all departments (Ofsted)
- Clear and simplified lines of accountability and line management
- Safeguarding practice (yearly evidence of staff reading and understand policies as well as HAYS online training)
- Data dashboards, SIMS behaviour and achievements reports – centrally processed and shared with staff in digestible and actionable format. Actions checked in line management
- CPD – middle leaders improved (moderation of T&L, program of leadership development.). An active, research led approach to professional learning
- Leadership and active engagement with district and LA groups; HT chairing district Heads’, DHT chairing Deputies’ group and chairing of other panel groups
- Wide and proactive engagement with external agencies and HIAS to develop whole school priorities and cast external eye on progress
- Development and widening of links with training providers e.g. 2 new SCITTS since 2021
- Proactive development of middle leaders within the school, including NPQ programmes 2022-23 for 7 members of teaching staff
- HIAS Visits (School Improvement Partner) – from medium to low risk
- Strong governance in line with NGA guidance. Carefully planned annual scrutiny and accountability – full reporting to FGB with robust minuted challenge
- A broad and balanced curriculum – following wholesale revision and rebalancing prior to 2022-23 academic year
- Year on year improvements to transition and the KS3 curriculum

CPD has gone through change from 2018, when a hub research-based model was first trialled. Staff were required to take part in groups focussing on accelerating progress, disadvantaged pupils, boys' performance, STEM, outstanding teaching, transition, wellbeing, behaviour and growth mindset. Directed INSET time was used for staff to work collaboratively on each of these areas. The best of these hubs were very good; the behaviour hub in particular led to a whole school change in behaviour policy. They succeeded in establishing a collaborative working approach to key areas of school improvement. In order to improve consistency, this was refined further in 2019 with a reduction in the number of different groups to allow each continuing group to focus more deeply and have more teachers to work together. Again, the best of these produced some excellent work.

The disruption from COVID-19 cause the hubs to become inactive. After return the literacy experts continued to research and train other staff on what they have found, again feeding into our literacy policy.

With the appointment of a new member to SLT in charge of staff development and training a new programme was built. INSET includes provision for teachers and support staff, wherever possible this comes from development needs identified centrally. For the 2022 2023 academic year a curriculum of INSET was build and published for the whole year. Staff can now identify what they are focussing on and why, linked to an ongoing programme of study. Five meeting slots have been dedicated to coaching time for teachers to support each other with their practice. This is guided along the themes of the whole school INSET and has been supported with a "how to coach" session as well as resources of things to implement in the classroom. ...(training) *focuses on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. HIAS 2022*

For staff looking to build their career we have supported them onto and through NPQs, with one staff member completing theirs in November 2022, two more starting in September 2022 and three more starting in January 2023. We have also supported non-teaching staff in their transition to teaching roles in the school. We continue to support ECTs (currently ten) into the profession. Our work with ITT providers helps new teachers into the profession as well as supporting existing staff develop their mentoring and management skills. Of the 16 trainees we hosted last year, two withdrew through illness and fourteen qualified of which we have hired four. This demonstrates our willingness to work with new professionals and that they are keen to continue working with us.

Staff Wellbeing - Leaders in school widely engage with staff and take account of the pressures put upon them. Within a culture that is routinely attuned to the workload and wellbeing challenges to staff, significant steps have been taken [Examples 2021-22](#), to help manage workload and promote improved wellbeing. We routinely survey staff to elicit and act upon feedback ([survey November 2022](#))

HIAS2022: "Teachers feel they are listened to and there is much evidence that any school improvement approach is forensically examined by leaders and well planned before implementation."

HIAS 2022: "The school's focus on managing staff workload and their wellbeing as a key factor in improving provision and the school's health is a key part of the school and valued by all."

HIAS 2022: "staff feel supported and are positive about being part of Yateley School."

- Enhanced provision for creative, technical and performing Arts subjects
- Wide range of extra- curricular activities
- Subject specialist teachers with strong subject knowledge
- Staff and student recruitment a strength despite adverse local demographic circumstances
- Budget management a marked strength and LA approval of budget
- Performance management connected to school SIP, guidance framework, and linked to teachers' standards and wider professional effectiveness
- Widening stakeholder awareness of school SIP priorities
- Continue work on ensuring there is consistent practice across all middle leaders
- Further consistency of paper trail evidence of meetings and actions (consistent agenda items to focus on T&L, attendance, disadvantaged, behaviour, etc.).
- Engaging futures – careers and development

Areas for Further Development

Address issues of diversity in the workforce

Seek to create a more representative leadership team

Career development through regional secondment

Increase uptake of specialist bespoke training

16-19 Study Programmes: Outstanding (1)

Self Evaluation: OUTSTANDING

Context

Yateley is surrounded by other increasingly selective sixth form colleges but remains an inclusive sixth form offering a wide variety of subjects including level 2 options. **Student entry requirements are deliberately lower than other local colleges for equivalent courses as benefitting our ethos supported by both A Level and L3 BTEC options: to the benefit of all including disadvantaged students.** Locally, competition for students is strong but we have seen a 10.4% increase in students since 2018. Yateley's parental population has low numbers of graduates: we consider destinations to be a primary focus.

Ofsted judged the Sixth Form to be Outstanding in January 18.

	Y12	Y13
NQR	117	99
GCSE point score	5.3	5.42

Evaluative Summary

Outstanding VA achieved at each phase: A Level, AS and BTEC. Disadvantaged VA high.

Successful Practice

Teaching & learning: A Level lessons are taught exclusively by subject specialists whose knowledge is outstanding. The expertise is evidenced by the searching questions teachers ask to deepen pupils' learning and provide challenge, and teachers' clear explanations.

Processes introduced for underperforming departments: biology, psychology and history - improvement since 2016 resultant. Methodology expanded to other subjects.

"Teaching in the sixth form is invariably very strong and often exemplary." Ofsted 2018

Tutorial programme & mentoring: Wide ranging tutorial programme including social & emotional factors: stress, time management, money skills, staying safe online. A clear focus on VESPA. All students receive additional one-to-one mentoring sessions with their tutors. Sixth Form funded counsellor to support students with greater need.

"Students are prepared extremely well, both with their applications to university and for entering into modern apprenticeships" Ofsted 18

"Students are proud to be part of the sixth form and take an active role in supporting other pupils. For example, they enjoy the opportunities to lead extra-curricular activities for younger pupils" Hampshire LLPR 2022

Careers guidance: Balanced guidance given to groups and individuals. Unifrog used to support students' options selections. Equal focus on UCAS and Apprenticeships. Including visits from employers, apprenticeship linked colleges and universities. *"Careers information and guidance are significant strengths." Ofsted 2018*

Student leadership: Senior students lead lower school student council groups & represent students at FGB meetings.

"Students are proud to be part of the sixth form and take an active role in supporting other pupils." Ofsted 18

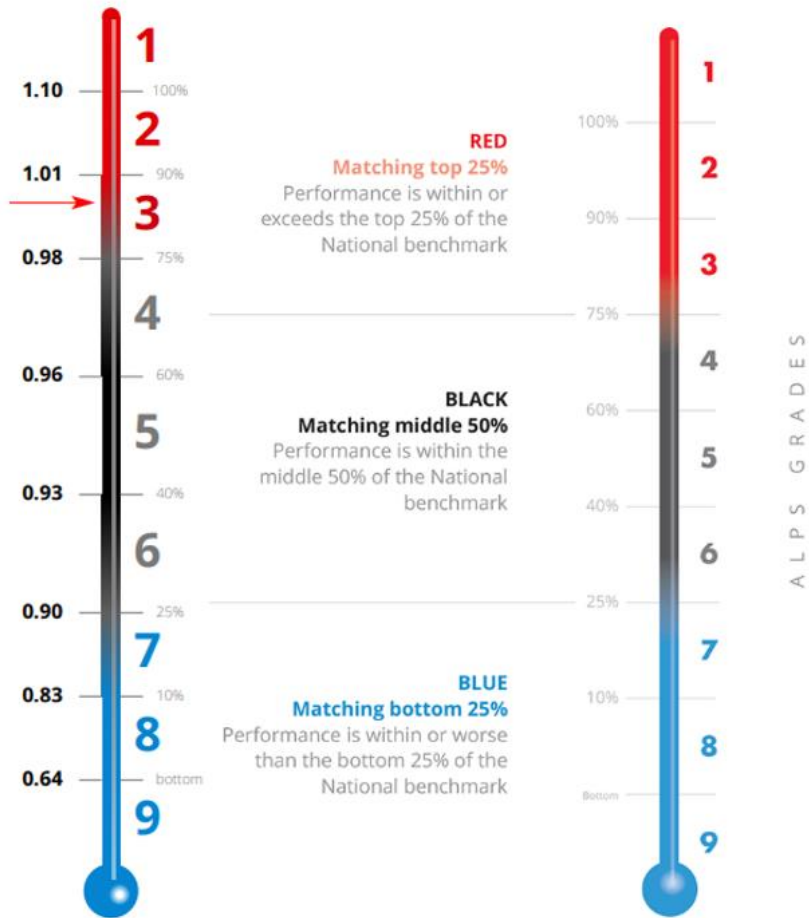
"Sixth Form provision is strong and increased numbers on roll reflect the high quality provision in offer. Leadership is forward thinking such as through current investigations into changing qualifications and subjects on offer" Hampshire LLPR 2022

Student voice satisfaction surveys are high and student leadership is a key strength of the entire school. One Year 12 student stated: *"For every student in this school there is every opportunity to make a difference"* Hampshire LLPR 2022.

Student support & safety: A culture of safeguarding is promoted through staff training (Prevent), student events (Safe Drive Stay Alive), visiting speakers (alcohol, health, financial management, attitudes to road safety, and management of online presence) and a comprehensive tutorial programme. Tolerance and inclusivity are valued and promoted.

"Students know how to keep themselves safe and regularly attend school." Ofsted 2018

Parental engagement: New Sixth Form Parents' evening in September, Parents UCAS evening and Parent's Student Finance Evening all keep parents informed. Regular newsletter updates. Parents contacted directly by Tutors about concerns. Attendance concerns raised with parents and student.



Areas for Further Development

Subjects: Continued review of post-16 curriculum offer to improve the match to Yateley learners' needs.

"Leaders are reflective about the curriculum they offer to students and ensure that it meets their individual needs." Ofsted 2018

Teaching & learning: continued development of T&L practice to ensure consistency.

ALPS blue subjects: Ensure no ALevel blue subjects by 2023



Recruitment: Recruitment improved to 60% staying at Yateley Sixth Form. Increase numbers of external students to above 10%.

Destinations: Boost number of students entering higher level apprenticeships.

Student Value Added: A Level ALPS Grade 3: top 25%. Grading based on average GCSE score using ALPS methodology.

L3VA scores*: Academic: 0.24 (sig+) Applied* Disadvantaged Academic: 0.59 (sig +) Disadvantaged Applied general *

	2022		2019		2018		2017	
	Yateley	National*	Yateley	National*	Yateley	National	Yateley	National
A*-B	60.6	TBC	53.2	52.9	49.1	53.2	46.7	53.2
A*-E	98.8	TBC	98.2	97.9	97.8	97.7	98.1	97.9

<p>Destinations*: Students staying in employment or education: 93% (National TBC) Students going to HE: 89% (National: TBC) Students to top 1/3 HE institutions: 31% (national TBC) Students staying in employment: 27% (National TBC) Students not in education/employment: 0% (National TBC) Students in Apprenticeships: 5% (National TBC)</p> <p>English and Maths GCSE retakes well above national averages 2016-2019. 2022 results were: English: 100% pass rate  Maths: 71% pass rate </p> <p>*Data is referring to 2019 using national exams. No reference has been made to CAGS for 2020 or 2021</p>	
<p>Ofsted View (2018)</p> <ul style="list-style-type: none"> • Teaching is a particular strength in the sixth form. This leads to students deepening their knowledge and understanding. • Leaders are highly ambitious for students in the sixth form. This is communicated to and understood well by students and staff alike, leading to a culture of high expectations in the sixth form. • Outcomes for students in the sixth form are now well above the national average for students studying A-level courses, including disadvantaged students. • Students are proud to be part of the sixth form and take an active role in supporting other pupils. For example, they enjoy the opportunities to lead extra-curricular activities for younger pupils. 	