



# School Evaluation Form

September 2017

The Misbourne continues to be a Good School:

*"A culture of ambition permeates the school; students are at the heart of everything the school does"*

Ofsted



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## School Context

The Misbourne is a larger than average, non-selective Upper School with 981 students on roll, of whom 140 are in the Sixth Form. The school converted to a standalone Academy on 1 January 2018. The school is a Good school (Ofsted 2013 and 2017) and has identified a clear vision to move it to Outstanding involving working groups of students, staff, parents and governors. The school has established a five year strategic vision plan (2014 – 2019) which has involved input from students, staff, governors and parents. The vision is based on student leadership and moving towards a Teaching School. The strap line for the school is “to develop tomorrow’s leaders today” and is based around four key themes of Securing Success, Student Leadership, Staff Leadership and Innovation. The vision has been translated into the School Action Plan and is monitored regularly by the Governing Body and the Senior Leadership Team.

Our vision is aspirational, focussing on securing high student outcomes, innovation, student and staff leadership, all moving towards accreditation of teaching school status. We have a relentless focus on teaching and learning and we have a developmental culture and climate based upon action based research and continuous evaluation and a passion and drive to be even better, leading to improved student outcomes. “Leadership of teaching and learning is exemplary” (Ofsted) and has been further enhanced by the appointment of an additional Assistant Headteacher (2016) with a teaching and learning portfolio, to work alongside the Deputy Headteacher. Coaching and mentoring within the school is a strength and the intimate professional knowledge of our staff coupled with close monitoring and tracking reflects the high standards expected. This is a no compromise culture of our expectations working towards a ‘high challenge, low threat’ environment. The school has very strong links to the local teaching school, Astra Alliance, as well as Cannons High School in Harrow, another outstanding teaching school. Over the year the Headteacher used his leadership experience to support and lead a large secondary school in Aylesbury out of Special Measures. We adopt a bespoke professional learning approach embracing a Professional Learning Community (PLC) programme which is teacher led focusing on individual staff rather than one size fits all approach. Professional learning is regularly evaluated and amended accordingly.

The school currently has five SLE’s who have gained accreditation. In 2016, a Pedagogy Leader Group was established with identified areas of focus in line with the School Action Plan (SAP), within Teaching and Learning. This has created much interest and this year there are six projects involving research and development. Each pedagogy leader leads a Professional Learning Community (PLC) with a key teaching and learning theme. Two of our CLs are Visiting Tutors for the Astra Teaching School Alliance

Student leadership is developing and the school’s strap line is ‘to develop tomorrow’s leaders today’. An increasing number of students achieve leadership awards which are validated. As well as this, there are other leadership opportunities such as Duke of Edinburgh, Sports Leaders, Sixth Form Leaders, House Leaders. The School votes for Head Boy and Head Girl.

The 2017 GCSE results indicated that 62% of students achieved 5+ A\*-C including English and Mathematics. This is an increase of 4% on previous years despite the introduction of the new, harder GCSEs. 82% of students achieved a standard pass in English and 66% strong pass, both of these were significantly above the national (64.9% standard, 48% strong). 77% of students achieved a standard pass in mathematics which was also well above the national (68.9%) with 42.6% achieving a strong pass which was below the national (48.1%). Attainment 8 at 44.1 was just below the

national but if our outliers were removed, the result is well above national. However compared to similar schools, we were 2 points above national.

There is a context to be understood when looking at the progress students made from their Key Stage 2 starting points. 140 of the 149 students were included in the progress 8 score, with the top 141 students (95%) registering a score of +0.03.

The top 106 students registered a score of +0.29 indicating that 80% of the year group achieved a third of a grade higher than national expectation across the eligible subjects. The impact of our guided choices programme and the changes we have made to our curriculum mean that only 7 students did not meet the requirement for 8 subjects registering for Progress 8. 13 subjects recorded a positive progress 8 score and the overall subject progress 8 was -0.04.

Students' APS at the start of Year 12 is below national. Prior attainment for A level students is only based on their GCSEs and against grade distribution confirm above national for C and B grades but below for grades A and A\*, whereas for Applied general, students are below national at C grade but achieve higher by being above national for grades A and B. This places the overall results as just below national in the 4<sup>th</sup> quintile.

In Year 13, 72% of students achieved A\*-C, 44% A\*-B, 21% A\*-A and 99.5% A\*-E grades.

The sixth form retake programme for English and Mathematics continues to be a success with a 100% pass rate in English and only 1 student failing to achieve a C in maths. Good and better teaching at GCSE means that no students need to resit English although a small group remain for maths. Evaluation from Ofsted (2017) of the sixth form confirms good progress.

Prior attainment of students in terms of KS2 APS is in line or just below national. On average other than Year 9 each year group comprises 30% higher learners, 55% middle and 15% lower learners. In Year 9, 54% are higher, 38% middle and 9% lower learners. The proportion of students who are not secondary ready is on average 18%. Reading ages on entry over the past three years identify 1 in 12 students enter the school with a RA of below 9 years. We have determined that our Most Able (MA) are APS 5b on entry which is now correct to a percentile score of 110. This results in a range from 6% - 15% across the school. In the Sixth Form MA are predicted to achieve the equivalent of 3 A grades ABB or better. Disadvantaged students (Pupil Premium – PP) are well supported through quality first teaching and overseen by our interventions co-ordinator. There are 108 students in this category with an average 12% of a year group. There is a good gender balance except in Year 9 where there are 59% males to 41% females.

The proportion of disabled students and those with Special Educational Needs is below national. The main needs are behavioural, emotional and social difficulties, moderate learning and specific learning difficulties. The School has its own ARP (Additional Resource Provision) for up to six students and redesignated BESD to CID in May 2016. Students with SEN statement and SEND Support are below the national average. There are currently 17 students with statements and 60 SEN support.

Although the large majority of students are from white British heritage (77%), the school is a diverse community and includes students from a range of minority ethnic groups, the largest being Pakistani at 8%. This is below the national figure for minority ethnic groups and School staff reflect our diverse school intake.

The proportion of students who speak English as an additional language is below average, few are at the early stage of learning the language. Students whose first language is not English is below national, there are an increasing number of students entering the school in this group. Currently there are 78 EAL students of which three are classified as BIC.

Student stability rates are closely in line with national and the school deprivation indicator is well below national. The school is below average for fixed term and permanent exclusions. Attendance over the past three years has moved from near the national to national. However, in 2016 an increase in the number of Persistent Absences resulting in Attendance dipping. Over the course of the year this has fluctuated and the Education Welfare Officer has been involved in a number of cases of Persistent Absence. This will be a priority over the next academic year. PA's are below national and PA's for our FSM students are below national and attendance is currently at national.

The school has a well-established and good size Sixth Form centre where approximately 50% of students continue into Year 12. Retention rates in to Year 13 are above national. Prior attainment based on APS is below the national but results are good and above the national average. Value added is positive. There are no NEETS All of our Year 12 students study 3 Academic/Vocational levels (Level 3) and continue into Year 13 with at least 3 Academic/Vocational subjects.

All students have identified flight paths for every subject based on APS on entry. At KS3, the expectation is that students make focussed expectations. At KS4, students are expected to meet/exceed subject targets which are higher than the national. Sixth Form targets are based on L3VA expectations. The school conducts four data trawls each year as well as one parent consultation evening and rigorously monitors every student's progress. Any student not meeting expectations has an intervention plan put into place. The school is moving to a 3 year KS4 in September 2018.

The school catchment areas consists of twelve primary schools and a further twenty primary schools outside of this send students to The Misbourne. 30% of students travel to school on public transport (bus, train, taxi), 30% by car, a further 22% car share, 18% walk, and the remainder cycle.

It is an increasingly popular school which draws upon students with more advantaged backgrounds than average. The school serves the small village of Great Missenden and the surrounding villages but also draws from the towns of Amersham, Chesham and High Wycombe. Students from these areas tend to come from more mixed socio-economic households. The School's AN is 180 and is oversubscribed

The school has an established programme of working with its main feeder schools to help with transition for Year 5 and Year 6 students. Over the past few years, students from these schools have experienced a range of lessons such as science practicals, music, drama, technology and art. This has strengthened our relationship with these schools and we will continue to develop this aspect with a wider range of feeder schools over the forthcoming year.

The Headteacher has been in post since June 2011 and the SLT comprises the Headteacher, one Deputy Headteacher, four Assistant Headteachers, Head of Sixth Form and one Business Manager. The team is part of the agreed TLR structure introduced in the Autumn term 2011, reviewed in 2015, which includes curriculum leaders and 5 Heads of Year as well as co-ordinators of careers, PD, literacy, student leadership and DofE.

The Governing Body plays an important role in monitoring school improvement and holding the school to account. Although the school has recovered well since being removed from Special Measures in 2012 and is now consistently Good (Ofsted 2017) the numbers on roll are below our numbers in Year 11 but oversubscribed in Years 7 – 10. This has made staffing more difficult.

A programme of professional learning for aspiring Middle Leaders led by the Deputy Head teacher and an outstanding Curriculum Leader is in place to allow staff to develop in preparation for the next stage in their career. Standards in teaching and learning have improved strongly over the last 2 years. Students' Attitude to Learning is consistently good. Student voice is developing well and we have a vibrant student voice. The newly introduced staff wellbeing committee is enriching communication between staff and SLT. Parents complete questionnaires after each parents evening and responses are analysed to provide hard data for school improvement. The school has a new £3 million teaching block of eight classrooms, large café and a state of the art Sixth Form facilities which opened September 2015. All students are taught their English lessons here and benefit from outstanding facilities. We continue to try to improve our facilities and the local authority are currently conducting a feasibility study into a new sports centre and MUGA.

The school has an Enterprise Advisor (EA) and has strong links with the business community through various pathways to help our students focus on their next steps such as work experience placements during KS3 – 5 of varying durations. Careers advice and guidance is well co-ordinated and delivered by the school aided by the Connexions service. Our Year 9 students receive careers advice in advance of their GCSE options from leaders within our business community. This is then followed by an in depth Careers Day involving a variety of workshops e.g. interview techniques and a Careers Fair attended by numerous local and national businesses and careers stalls. At KS4 and 5, students requiring further careers advice meet with our Connexions Advisor to help them focus more upon their career route. A large number of students visit universities and the school has strong links with a number of universities. As a result of this collaborative careers and business community approach, the schools NEET rate has continued to be zero. The Headteacher is a member of the Thames Local Enterprise Partnership Skills Board.

**95% of all parents would recommend The Misbourne to other parents (Evidence: parental questionnaires)**

### **ACHIEVEMENT OF STUDENTS**

In a number of areas the comparison between 2016 and 2017 is not valid due to the introduction of the new GCSEs in English language, literature and maths that have a grading system of 9 to 1. This also impacts on the scoring system for example, an A\* is now worth 8.5 points compared to 8.0 in 2017 it was 8.0 in 2016, an F is now 1.5 points, 2.0 in 2016. English and Mathematics attainment is now indicated by those students achieving a standard (9 to 4) pass and those attaining a strong (9 to 5) pass.

The 2017 GCSE results indicated that 62% of students achieved 5+ A\*-C including English and Mathematics. This is an increase of 4% on previous years despite the introduction of the new, harder GCSEs. 82% of students achieved a standard pass in English and 66% strong pass, both of these were significantly above the national (64.9% standard, 48% strong). 77% of students achieved a standard pass in mathematics which was also well above the national (68.9%) with 42.6% achieving a strong pass which was below the national (48.1%). A key factor here was the tiered entry where more students were entered for foundation and not higher. This has now been reviewed. Our Basics was 69.6% of students achieving a standard pass in English and mathematics which was an increase of 9% compared to the previous year. 35.1% achieved a strong pass. English grade 4 to 9 passes of 82% is 6% higher than the previous year and mathematics at 77% is 10% higher. The focus on

teaching and learning in science led to a 12% improvement in A\*-C in two sciences. Although Science improved, it is still not representative of the quality of teaching but a factor here is that the entire year cohort are entered for the examinations. In humanities an increase of 2% to 64% A\*-C, and, MFL by 17% to 88%. In other subjects, 17 out of 28 were above national at A\* - C (9 to 4). Our lower and middle learners achieved well but our higher attainers need even greater focus. Attainment 8 at 44.1 was just below the national; but if our outliers were removed, the result is well above national. However compared to similar schools, we were 2 points above national. However there is still a gender and disadvantaged gap. The grade 4 English and Maths achievement of 68% was 4.1% above national. Attainment in both English and Mathematics confirmed meeting or exceeding national for all, low and middle learners but below for higher and disadvantaged learners. This is an area of focus. However, progress by all groups in English was consistently good particularly with middle learners moving up to the 24 percentile and higher learners up to 41<sup>st</sup> percentile. Middle learners progressed at Ebacc P8 and languages VA.

There is still a gap overall between those who grow up in disadvantaged situations and those that do not, although the general trend for those in disadvantaged situations follows the trend for all other students.

There is a context to be understood when looking at the progress students made from their Key Stage 2 starting points. 140 of the 149 students were included in the progress 8 score, with the top 141 students (95%) registering a score of +0.03.

The top 106 students registered a score of +0.29 indicating that 80% of the year group achieved a third of a grade higher than national expectation across the eligible subjects. The impact of our guided choices programme and the changes we have made to our curriculum mean that only 7 students did not meet the requirement for 8 subjects registering for Progress 8. 13 subjects recorded a positive progress 8 score and the overall subject progress 8 was -0.04. Disadvantaged students (15) scored -0.81, SEND students (3) +0.42 and higher ability student -0.39. These students remain our focus for the coming year. However, when we include our 7 outliers who represent 5% of the cohort our Progress 8 score drops from +0.03 to -0.22. We cannot compare this to 2016.

This year group saw unusually high mobility over the five years (7 – 11), resulting in 70% only of the year group attending for the duration. APS fluctuated from below to just above national but the changing face of the group was a key factor in overall results.

Our priorities this year will continue to be on higher learners, including the most able, those in disadvantaged situations and the gender gap. As well as this, in all years the expectation will be for all subjects to exceed the national standard pass (4 to 9) by 10%.

### **ACHIEVEMENT IN SIXTH FORM**

In addition to the changes at GCSE a significant number of the new level 3 courses were examined for the first time this summer so comparison with 2016 will not give an entirely accurate picture of performance in the sixth form.

Students' APS at the start of Year 12 is below national. Prior attainment for A level students is only based on their GCSEs and against grade distribution confirm above national for C and B grades but below for grades A and A\*, whereas for Applied general, students are below national at C grade but achieve higher by being above national for grades A and B. This places the overall results as just below national in the 4<sup>th</sup> quintile.

In Year 13, 72% of students achieved A\*-C, 44% A\*-B, 21% A\*-A and 99.5% A\*-E grades. In academic subjects the APS per entry was 31.2 (C from 167 entries), in applied general subjects 50.0 (D\* from 5 entries) and 43.1 in technical level subjects (D\*- from 16 entries). Out of 22 level 3 courses, 21 exceeded the national for A\* - E, 8 exceeded national A\* - C, and 7 for A\*-B. Of our level 3 courses, 19 were academic and 2 applied general and 1 technical; three students completed an EPQ. The L3VA (value added) scores for 2017 (based on 2016 data) were -0.26 for A level subjects and +1.11 for applied general subjects and +0.36 for technical subjects.

The sixth form retake programme for English and Mathematics continues to be a success with a 100% pass rate in English and only 1 student failing to achieve a C in maths. Good and better teaching at GCSE means that no students need to resit English although a small group remain for maths. Evaluation from Ofsted (2017) of the sixth form confirms good progress. This focus has led to high attainment, with the majority of subjects reaching the national A\*-C despite the lower than national starting point of our students at the end of Key Stage 4. Our priority will be on A\*/A grades, our Most Able and at least reaching the national A\*-C in all subjects. The Right choices programme continues to be successful. Students that remain a concern in subjects will continue to be monitored and receive support to ensure success.

<b><u>Current Key Outcomes</u></b>	<b><u>Evaluation of current Strengths &amp; areas for development</u></b> <b>(consider individuals as well as teams)</b>
<ul style="list-style-type: none"> <li>• Attitudes to Learning are consistently high. "Pupil....were overwhelmingly positive about the school and many describe it as like a 'family'. [Pupils] know what to do to improve their work and are eager to do well " - Ofsted 2017</li> <li>• Students are confident, self-assured learners with high aspirations. Their excellent attitudes to learning have a strong, positive impact on their learning. They are proud of the achievements and of their school. "Pupils have very positive attitudes to learning and cooperate fully with their teachers and classmates" – Ofsted 2017.</li> <li>• Detailed Head of Year vision plans have been further enhanced to feed into overarching pastoral vision. "You put the needs of pupils at the heart of everything the school does" – Ofsted 2017.</li> <li>• HoY Action Plans address the learning and development needs of their students so that they are ready for the next stage of their education. "All pupils progress to the next stage in their education....you ensure that there is no complacency within the school" – Ofsted 2017.</li> <li>• A programme of form time events, a co-ordinated programme of assemblies to promote and embed school vision and values, including Fundamental British Values has been established. This has ensured that the culture of the school reflects fundamental British values – Assembly rota for 2016-2017;</li> <li>• A co-ordinated approach to school assemblies to address fundamental principles and issues within a school and</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Evidence – Data Trawls 1-4 2016-2017 and Ofsted 2017</li> <li>• Evidence – Data Trawls 1-4 2016-2017 and Ofsted 2017</li> <li>• Students contribute to their own learning (Evidence - lesson reviews, staff evaluations, learning walks and parental appreciations.</li> <li>• Head of Year plans reflect overview of year group aspirations (Evidence – Head of Year plans)</li> <li>• As above.</li> <li>• The co-ordination of pastoral time for all year groups to enable students to fully understand, embrace and reflect the school's community ethos interlinked with British Values (Evidence –assembly rota, assemblies and student appreciations).</li> <li>• Personal Development lessons and pastoral time have been scrutinised to reflect the main themes of the school community ethos (Evidence – Personal</li> </ul>



**School Self Evaluation Cycle**
**Date: September 2017**
**Personal Development, Behaviour and Welfare:**

<p>community context has been further developed. “A comprehensive and well-structured programme of activities delivered through lessons, tutor time and assemblies supports pupils’ personal development and welfare” – Ofsted 2017</p> <ul style="list-style-type: none"> <li>• Students recognise the common shared values and behaviours attributed to life in Britain and are able to play a positive, active role in our communities. “[Students] are friendly, polite, courteous and conduct themselves exceptionally well in lessons and around the school”; “[The] Misbourne is a harmonious school where everyone pulls together to do their best” – Ofsted 2017.</li> <li>• 95% of students have achieved ATL good or better</li> <li>• Parental views continue to be taken into consideration using questionnaires. “A strong culture of working in partnership prevails” – Ofsted 2017 and online Parent View comments 2016-2017.</li> <li>• Staff views have been taken into consideration using questionnaires by Wellbeing Group. “[The school has] high expectations and believe strongly in empowering staff” – Ofsted 2017.</li> <li>• A cohesive and co-ordinated Personal Development programme has been embedded, ensuring that Personal Development learning addresses pertinent and contemporary themes. “Understanding cyberbullying is a particular focus of personal development lessons and pupils ....had a good understanding of how to keep themselves safe online” – Ofsted 2017.</li> <li>• The use of Behaviour Manager in SIMs and the student planner to track instances of LLD and other negative behaviours has ensured more consistency of lesson routines (including Form Time) and expectations of students as they move around the</li> </ul>	<p>Development schemes and overview).</p> <ul style="list-style-type: none"> <li>• Students work with other community stakeholders through visits and trips (Evidence School Calendar Events 2016-2017, Curriculum Area trips and Charity fundraising).</li> <li>• Data from RCA (Evidence from Data trawls 1-4).</li> <li>• Parent View Ofsted Data (Evidence Ofsted Parent View 2016-2017).</li> <li>• Reports from The Wellbeing Group throughout the school year (Evidence Staff Briefings and Staff Bulletin).</li> <li>• Personal Development schemes of work have been further developed to reflect current issues facing students enabling students to be able to become proactive in their lives (Evidence Personal Development Schemes of Work).</li> <li>• Behaviour Manager is being used in SIMS by staff to ensure consistent expectations are evidenced (Evidence – Behaviour Manager report).</li> </ul>
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**School Self Evaluation Cycle**
**Date: September 2017**
**Personal Development, Behaviour and Welfare:**

school site. "Pupils particularly appreciate the clear and consistently applied systems which ensure that the environment is very calm and orderly" – Ofsted 2017.

- Training has been provided to further enhance staff understanding of PREVENT and Mental Health issues within Buckinghamshire. "A strong culture of safeguarding and pastoral care permeates the school" – Ofsted 2017.
- Increase parental e-safety awareness through piloting links to school and county partnerships. Parents increase their awareness of e-safety in order to ensure that their child(ren) is (are) safe as far as possible.
- Student safety awareness has been raised through termly assemblies (RU Safe) and County workshops/initiatives – relating to Mental Health - Assembly rota 2016-2017 and initiatives with RU Safe. "Pupils feel safe and strongly value the support they receive" – Ofsted 2017.
- Staff report safeguarding issues to the Safeguarding Team and are aware of the latest County foci. "Staff receive regular safeguarding training and have a very good understanding of the risk factors to be alert to" – Ofsted 2017.
- The school's open culture has actively promoted all aspects of students' welfare. Students are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. "Staff monitor pupils' welfare very carefully. When necessary, safeguarding referrals are made in a timely manner and actions are followed up rigorously and relentlessly....The curriculum prepares pupils well for managing their own safety in their current and future lives" - Ofsted 2017.

- All staff receive regular training to enhance their understanding of issues facing students and staff. A focus on Mental Health and Prevent has been a priority in 2016-2017 (Evidence safeguarding training, safeguarding briefings and staff bulletin).
- Parental safeguarding workshop pilot March 2017 with RU Safe and Thames Valley Police). The first in the County to be organised by a school.
- Increased safety awareness of students to develop a culture of feeling safe in and out of school. Evidenced through Chelsea's Choice, RU Safe and Addaction workshops with vulnerable students. Training on Mental Health for Staff and Sixth Form. Assemblies on Mental Health for all year groups.
- Staff are aware of the Escalation Process and act on the guidelines provided. Evidenced through Annual Safeguarding Report 2016-2017, safeguarding training attended by the school's safeguarding team with feedback to staff through staff training, safeguarding briefings and staff bulletin.
- A community approach to safeguarding has been established reflecting the ethos of 'Everyone's responsibility'. Evidenced by External referral Form on school website, Annual Safeguarding Report 2016-2017, staff training, staff briefings and staff bulletin.

**School Self Evaluation Cycle**
**Date: September 2017**
**Personal Development, Behaviour and Welfare:**

- The school has developed an active partnership with former students in the workplace and the wider business community. Successful role models and business contacts have enhanced careers provision helping students in their 'next steps' decision-making. "A particular strength...is the quality of careers information and guidance provided to pupils. All pupils progress to the next stage in their education, training or employment" – Ofsted 2017..

- A widespread and successful Career action plan has been actioned during 2016-2017. Students and staff are more informed of the potential to realise aspirations. Evidence also through Careers Action Plan, the Careers Networking Group and Careers events throughout 2016-2017, for example, Y11 Careers Day and the Careers Fair Spring 2017

**Areas of Development:**

To continue to develop key areas of:

- Consistently review the effectiveness of revised ATL and rewards procedures. Focus on rewards as the main theme to encourage all to embrace the school's aspirational learning culture.
- Student behaviour in "unstructured times" reflects that demonstrated in lessons
- Students' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Incidences of low-level disruption are extremely rare.
- New behaviour protocols followed consistently by all staff and students. Staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- To reduce the number of students who attend <95% and to address ensure that tracking and intervention is put in place for any student at risk of falling below 90%
- Further develop effective interventions, which are reviewed regularly, focussing on ensuring no groups of students are disadvantaged by low attendance particularly PP/SEN/High Achieving/Variety of ethnic groups
- Further improve punctuality to school through use of the "Late Gate" and tracking in student planners and on SIM.
- The attendance of students with previous attendance issues meet/exceed target grades following interventions.
- Parents of a small minority of pupils who are not in regular contact with the

**School Self Evaluation Cycle**
**Date: September 2017**
**Personal Development, Behaviour and Welfare:**

	school feel supported to attend key events in the school calendar and support their child with the school in partnership.
<p style="text-align: center;"><b><u>Future Targets (Outcomes)</u></b></p> <ul style="list-style-type: none"> <li>• Students' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Incidences of low-level disruption are extremely rare.</li> <li>• Co-ordinate programme builds competencies of confidence, public speaking and resilience leading to an effective student voice.</li> <li>• Students' value their education and rarely miss a day of school.</li> <li>• Increased focus and interventions lead to improved punctuality at start of day.</li> <li>• 80%+ of students agree (or better) with each relevant section of the questionnaire reflecting their pride in themselves, their school and their achievements.</li> <li>• 80%+ Staff agree (or better) that they are also proud of the school's achievements in each relevant area of the questionnaire.</li> <li>• 80%+ Parents agree (or better) that they are also proud of the school's achievements in each relevant area of questionnaire</li> </ul>	<p style="text-align: center;"><b><u>Current Key Actions Taken To Improve</u></b></p> <ul style="list-style-type: none"> <li>• New behaviour procedures are embedded across the school and that a greater emphasis on identifying and rewarding positive behaviour is established.</li> <li>• Further improve communication between all staff regarding sanctions and rewards through the student planner.</li> <li>• Students feel they are consistently rewarded as demonstrated new behaviour plan and participation in celebration evenings.</li> <li>• SIMS used consistently by all staff.</li> <li>• Ensure outstanding standards of uniform by all students through zero tolerance</li> <li>• Student Voice Questionnaire in Spring of year to ascertain student views. Results shared with SLT, staff, students and Governors. Trends analysed and actions taken.</li> <li>• Improve attendance targets across all years groups and for all PLASC groups through pastoral interventions and parent partnerships.</li> </ul>

## PARTNERSHIPS AND RESOURCING– SEPTEMBER 2017

### Current Key Outcomes

- ITT/SD provision led by AHT T&L is excellent as evidenced through SCITT feedback and trainee evaluations.
- We were unsuccessful with a bid with Canons for funding to support us in the move towards a teaching school application. We have been in on going talks and are a central partner in the Canons Alliance. We have been exploring some key development areas.
  - a) Misbourne to promote CPTSA through BASH and other local links in Bucks. Canons have devised a partnership agreement and The Misbourne will gain financial input for any partners we bring on board.
  - b) SLE recruitment through CPTSA – currently promoting the process and hope to secure some applicants in the next 6 months.
  - c) The Misbourne to develop a leadership programme led by Robert – Getting Good and Staying Good. Robert is drafting ideas for a 5 session programme. This will be aimed at aspiring and new headteachers.
  - d) Robert/Adele have been invited to propose ways in which they could contribute to the leadership of the 2020 Leadership Programme. Currently have 4 colleagues who have asked to attend this programme.
  - e) Appreciative Inquiry – Rachel & Adele being trained by Simon Newton in this process. Computer Science AI facilitated in the last year and about to embark on a project in MFL. The internal work will prepare us to then work across another school and offer this as a service.
  - f) Harrow First for training – some issues with salaried route and funding. We have offered to host a second placement at The Misbourne.
- Year 7 full capacity with 181 students.

### Evaluation of current Strengths & areas for development

(consider individuals as well as teams)

#### **Strengths**

- Focus on researching best practice in outstanding schools and worked with teachers in developing bespoke programmes( Evidence – Teaching School links)
- Bespoke professional learning programme – Professional Learning Communities 2016-17 has high staff buy in and facilitated by teachers. (Evidence - Staff evaluations after each session)
- Leading on Professional Studies Programme for link teaching school (Evidence trainee feedback, ASTRA teaching video)
- The school has been awarded Bronze Award from the Teacher Development Trust.
- Increased number of SLEs successfully appointed (Evidence - Maths, Professional Development, Art, Literacy and History) and are supporting other local schools.
- SLE deployment – MNI in Art at William Ramsay, SLE deployment – RAP asked to be on the delivery team for NPQML with Astra and SLE deployment – MGU as Maths Tutor for Astra SCITT.
- Successful hosting of trainees leading to improved recruitment
- Successful completion of NQT year for 4 staff
- Leading Professional Studies for Astra
- RAP/ABT on the ASTRA SCITT Steering Group
- The school had a full Health & Safety audit in April 2016 and achieved an excellent grading and continues to review systems and processes on a regular basis with Governors.

- Transition has been steadily improving over the last 4 years and the relationships that have been built with some of the key feeder schools has drastically improved and sessions prior to transition are beginning to take place.
- Transition visits that took place last year were purposeful and detailed information was generated from these visits, this was then shared with the appropriate parties to ensure that (wherever possible) staff at the Misbourne were aware of academic and pastoral needs before students entered the school.
- Transition day and evening were successful with many parents commenting on the positive nature of our school and the relationship that staff created with students from the outset
- The 2016-2017 cohort had an attitude to learning that was above the school target suggesting that the interventions that were taking place were purposeful and generally effective.
- The school has worked hard to balance the budget with increased year on year costs.
- The school re-decoration programme and site maintenance now in place continues to improve the facilities in the school.
- A surplus of just over £390k was carried forward into 2017/2018. The initial draft budget for 2017/18 showed an in year deficit of £280k and after a full review of the curriculum areas, staff and resources the school managed to reduce this to £52k. Following the quarter 2 review we now project a surplus of approx. £400k at the end of 2017/2018. This recovery of the in-year deficit is through changes to the management of IT in the school, SEN income being higher than predicted and a refund of the de-delegation/standard funds monies claimed by County.
- We currently have one vacancy in Science which is being covered by long term supply. Apart from this the school is in a good position with all departments at a full complement of staffing. We have extended the interim Acting Headteacher in post until the end of next Academic year. Recently there have been changes to the SLT, with the Headteacher focusing on strategic

- We've developed a good working relationship with the Enterprise company – they have supported many of my requests for help
- The Careers guidance programme is well established
- OFSTED acknowledgement

### **Areas of Development**

To continue to secure greater progress through:

- Improvements to the school site continue to bring all teaching areas to a good standard for teaching and learning. A re-decoration programme is in place and two further curriculum areas should be completed this year, with new carpets as well if the budget allows. The final phase of the fire door replacement will also take place this year, which came up in the fire risk assessment – this will be funded from DFCG monies.
- Capacity for mentoring
- Capacity to allow SLE deployment
- Capacity of venue for hosting Professional Studies if the cohort size continues to increase
- Explore Assessment Only Route of training for specific .

<p>items for the school three days a week and the Deputy Headteacher stepping up in an Acting Headteacher role on the operational side.</p> <ul style="list-style-type: none"> <li>• One teacher is currently on maternity leave (from Sept 17 and due to return in the summer term of 2018) and cover for their absence is an NQT teacher for the year.</li> <li>• We have a database of around 300 businesses / universities which we have used in the past to support a number of careers events covering: <ul style="list-style-type: none"> <li>○ The careers fair</li> <li>○ Mock interviews</li> <li>○ Talks</li> <li>○ Workshops</li> <li>○ Careers in the Curriculum</li> </ul> </li> <li>• We have a new STEM ambassador to help us develop a more cohesive STEM programme</li> <li>• LEP / Enterprise Company supporting employer – school links</li> <li>• Bucks Skills Network – I chair – meet 3 times a year to share good practice</li> <li>• Connexions – providing careers support for our students.</li> <li>• Universities raising student aspirations – trips</li> <li>• Bucks New Uni – Year 9 Passport Day (40 students)</li> <li>• Oxford Brookes – Year 10 Passport Day (40 students)</li> <li>• Reading University – Year 11 Aim Higher Day (10 students)</li> <li>• Oxford University – Year 11 Most able (14 students)</li> </ul>	
<p style="text-align: center;"><b><u>Future Targets (Outcomes)</u></b></p> <ul style="list-style-type: none"> <li>• To develop closer working partnerships with primary and feeder schools to improve transition.</li> <li>• To work with parents and external agencies to promote outstanding attendance.</li> <li>• To enhance our careers information advice and guidance, so</li> </ul>	<p style="text-align: center;"><b><u>Current Key Actions Taken To Improve</u></b></p> <ul style="list-style-type: none"> <li>• Develop the role of the Partnerships and Resourcing grassroots team with strategic plans to help focus on further developing the key objectives for partnerships and resourcing</li> <li>• A Transition event held for local head teachers to engage and work more closely with them.</li> <li>• Subject specific lessons offered to local feeder schools using out staff and student leaders to support.</li> </ul>

as to raise aspirations even further so all can flourish.

- To convert to an academy and continue to develop our school to school support and improvement work.
- To establish a Teaching School as part of the Canons High School Alliance.

- To follow up the proposals with work with Canons.
- To explore greater links with other local schools and identify needs which we can support with.
- With a predicted in year deficit of some £150k in 2018/19 further reviews and plans will need to take place in terms of the long term strategy of the school and how these can be met.
- The planned conversion date of 1st January 2018 to an academy is on track and remains the key action for the year with a number of reviews of policy and procedure required following conversion.
- The new sports hall and MUGA continues to be a focus for the year. Currently we are awaiting further information from the Local Authority with regards to the tendering of the sports hall project. The fundraising team are continuing to work on raising funds for a MUGA, with bids in with Sports England and the Football Association. The Finance Manager is also working on a bid with Aviva for funding for this project.
- With the new IT support contract now in place a key action is for the ICT strategy team to complete a strategic plan for moving IT forwards within the school.
- Further reviews will take place as the predicted surplus in the following two years is not as healthy so measures are being taken to ensure costs of staffing and premises are closely monitored. This is due to lower numbers in the current KS4 and KS5 and increases costs to support staff pensions, apprentice levy introduced and the full impact of some staffing expansion in the last two years in the teaching area to cover increased numbers in new year's joining and the modern foreign language expansion that is needed to meet EBAC targets. Additionally the school will have increased costs as an academy, which are currently being reviewed.
- Technologies are being reviewed to ensure the school is continuing to support student learning in the 21st century and a project group has been set up to take forward the strategy for ICT. A new support contract is now in place for IT and a baseline report has been produced from which it is clear the school need to upgrade the infrastructure as a first action. This project is some £30k and therefore as there is not the budget to complete this works within the budget share, it has been agreed to use the remaining DFCG funding and parental donations to complete this project.
- A particular focus continues to be the feasibility and funding study being



	<p>completed for the development of sports facilities (a new sports hall and MUGA) due to the poor condition of the current sports hall. Funding applications are now being made to support a full sized MUGA and we await the outcome of planning for the new Sports Hall from Bucks County Council.</p> <ul style="list-style-type: none"> <li>• To improve attendance, the attendance officer meets regularly with the Heads of Year to keep on top of students who have low attendance and sending out letters and phone calls home when students are not improving</li> <li>• AHT Inclusion and Attendance Officer working together to work with parents more about holiday leave and making parents aware that we will be working with county to fine parents</li> <li>• Working to develop Careers within the Curriculum so that students make the link between studies and the world of work - aim for every curriculum area to have at least one business support their lessons this year.</li> <li>• A Russell Group trip for Most Able students in Year 11</li> <li>• Mentor program established (with Alex Esland) but should be a full procedure detailing <ul style="list-style-type: none"> <li>who receives mentoring / coaching (year group / most able / disaffected / PP et</li> <li>○ referral process</li> <li>○ who delivers the mentoring / coaching (external agencies / community links)</li> <li>○ Details of the program i.e. not just a random chat</li> </ul> </li> <li>• Use START software to target specific careers advice. E.g. an architect has offered to come in to school – we can now see who is interested in the profession.</li> </ul>

## TEACHING AND LEARNING – SEPTEMBER 2017

### Current Key Outcomes

- ‘Teaching at The Misbourne is consistently good across the school’ – Ofsted 2017
- Targets set for students are aspirational.
- Progress in external exams in most subjects is good. Progress and attainment is outstanding in the majority of vocational subjects.
- Leadership of T&L is “exemplary” and has a good understanding of T&L across the school – Ofsted 2013 and 2017
- ‘Leaders have focused relentlessly on improving the quality of teaching’ -Ofsted 2017
- ‘Students make good progress as a result of good teaching and support.’ - Ofsted 2017
- ITT/SD provision led by AHT T&L is excellent as evidenced through SCITT feedback and trainee evaluations.
- Quality of teaching of all curriculum leaders is strong and they model good practice both within and across curriculum areas.
- Lesson review programme is focused on development and reflection. Teacher feedback through evaluations and staff survey is positive.
- All lesson reviews are paired, led by subject specialists
- High levels of accountability for all teachers through rigorous performance development
- Behaviour is at least very good in lessons and ATL is high across all year groups.
- ‘Pupils have very positive attitudes to learning’ – Ofsted 2017
- Bespoke marking and feedback procedures in place and marking and feedback is of a high quality across the school (evidence marking reviews).
- ‘The feedback which teachers provide is effective in moving pupils on in their learning’ – Ofsted 2017

### Evaluation of current Strengths & areas for development

(consider individuals as well as teams)

#### **Strengths**

- “Exemplary” leadership of T&L (Evidence - Ofsted 2013 and 2017)
- Attainment in 17/28 subjects was above national at A\*-C.
- Progress in English and Maths was above national and English was significantly above.
- In the sixth form, 8/23 subjects were above national for A\*-C and 7/23 for A\*-B.
- Thorough understanding at individual, curriculum, and SLT level of teacher strengths and areas for development (evidence- lesson reviews, curriculum leader analysis)
- Subject knowledge of staff (evidence lesson reviews and Performance Development Reviews)
- Staff/student relationships are excellent (Evidence – lesson reviews, learning walks, Ofsted, BLT review)
- Strong focus on professional learning across the school through developmental lesson reviews and the use of Performance Development (Appraisal) (Evidence – lesson reviews, Performance Development, staff evaluations)
- Focus on researching best practice in outstanding schools and worked with teachers in developing bespoke programmes( Evidence – Teaching School links)
- Bespoke professional learning programme – Professional Learning Communities 2016-17 has high staff buy in and facilitated by teachers. (Evidence - Staff evaluations after each session)
- ‘Staff make good use of regular opportunities to share good practice’ – Ofsted 2017
- Leading on Professional Studies Programme for link teaching school (Evidence trainee feedback, ASTRA teaching video)
- The school has been awarded Bronze Award from the Teacher Development Trust.

<ul style="list-style-type: none"> <li>• Students regularly use S.I.R. (Success, Improvement, Response and Reflection) and DIRT curriculum areas to review and improve their work.</li> <li>• Good practice is shared and there is a focus on formative teacher comments and student dialogue.</li> <li>• Students know their grades or flightpaths and they tell us that they know how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Line management meeting time calendared for all staff with positive impacts being seen (evidence – lesson reviews, minutes, staff surveys)</li> <li>• Two middle leader attended external leadership course and will be feeding to back and sharing good practice. Two more middle leaders will be completing this course in 2017-18.</li> <li>• NQT and Schools Direct Provision is excellent (feedback from SCITT and teacher evaluations). Mentoring of new teachers is excellent and mentoring for 2<sup>nd</sup> and 3<sup>rd</sup> Year teachers is in place and having a positive impact. Staff feel supported and some have taken on additional leadership responsibilities. (Evidence-staff feedback).</li> <li>• ‘Staff feel well supported and are determined to deliver high quality teaching for the benefit of the students’ – Ofsted 2017</li> <li>• Ped Leader Programme successfully concluded and this group is subsumed into the new grassroots team.</li> <li>• A new Homework Procedure has been devised as a Ped project to be piloted in 2017-18.</li> <li>• Curriculum Areas have engaged in Appreciative Inquiry to explore excellent practice in other schools to inform development.</li> <li>• Two middle leaders have been appointed as Challenge Leaders to begin an NPQSL qualification and lead on a whole school Most Able strategy.</li> <li>• Increased number of SLEs successfully appointed (Evidence - Maths, Professional Development, Art, Literacy and History).</li> <li>• Rigorous Performance Development Reviews all link to teaching and learning and professional development.</li> <li>• ‘The curriculum prepares young people well ‘ Ofsted 2017</li> </ul> <p><b>Areas of Development</b></p> <p>To continue to secure greater progress through:</p> <ul style="list-style-type: none"> <li>• A greater learning culture for students to further develop a thirst for knowledge and a love of learning</li> <li>• Explore the notion of a knowledge based curriculum with the grassroots team.</li> <li>• CLs to analyse each round of lesson reviews and ensure appropriate coaching and professional learning is in place to support colleagues.</li> </ul>
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	<ul style="list-style-type: none"> <li>• After external exams, identify curriculum areas and teachers that require further support with T&amp;L to impact on greater student progress.</li> <li>• Further develop the sharing of good practice through more bespoke professional learning and use of SLEs.</li> <li>• Stretching the most able at all Key Stages through coaching, lesson reviews and professional learning including a PLC Teaching to The Top</li> <li>• Continuing to develop the quality of student responses to teacher comments through the literacy coordinator.</li> <li>• Improving the quality of homework so as to deepen students' knowledge and learning with the use of knowledge organisers.</li> <li>• Develop an even greater link between Performance Development and professional learning linking to improved teaching and learning and student outcomes.</li> </ul>
<p><b><u>Future Targets (Outcomes)</u></b></p> <ul style="list-style-type: none"> <li>• To embed a teaching and learning culture which is embedded across the whole school community and impacts on positive learning outcomes (link to school vision)</li> <li>• To embed a Misbourne pedagogy, based on well-evidenced research, effective practice and informed thinking, leading to even more inspirational teaching</li> <li>• To instil a mastery of knowledge through personalisation, iterative testing, feedback and assessment</li> <li>• To review the curriculum offer at all key stages (including cross-curricular provision) to ensure a curriculum that is fit for purpose and meets the needs of all students</li> <li>• All this results in school targets of 80% meet and 40% exceed target (national plus 10%) at KS4.</li> <li>• 6th form: 0.3 of a grade increase and National A*-C in all subjects</li> <li>• High quality recruitment and retention of staff becomes the norm</li> </ul>	<p><b><u>Current Key Actions Taken To Improve</u></b></p> <ul style="list-style-type: none"> <li>• Embed The Misbourne Pedagogy and Core teaching techniques with a focus on stretching and challenging all learners.</li> <li>• Further develop the use of calendared line management meeting time for all teachers with a focus on pedagogy, leadership, professional learning and marking and assessment.</li> <li>• Teacher e-portfolios to record professional learning and monitor impact and next steps. Greater accountability for teachers.</li> <li>• Flexi PLC programme to be established alongside bespoke CPD provision</li> <li>• Develop the role of the grassroots team with strategic plans to help focus on further developing the key areas for whole school development of teaching and learning with an action research based approach.</li> <li>• To further develop pedagogy, leadership recruitment and retention and support leadership succession planning through greater links and involvement with ASTRA Alliance and Canons School Teaching Alliance.</li> <li>• 1:1 meetings with all CLs following competition of SEF to identify areas for development in T&amp;L and strategies to support</li> <li>• Curriculum areas to establish a twin school to conduct appreciative enquiry with a Most Able focus.</li> <li>• To work with the pastoral team to establish and embed a greater learning culture in each year group.</li> </ul>

