



# MORPETH SCHOOL

SELF EVALUATION

2019-2020





CONTENTS	PAGE
Morpeth Context	3 - 4
Overall Effectiveness	5
The Quality of Education	6 - 7
Behaviour and Attitudes	8 – 9
Personal Development	10 – 11
Leadership and Management	12 – 13
Sixth Form Provision	14 – 15



## CONTEXT

Morpeth is an 11-18 co-educational comprehensive school located in Bethnal Green, East London. We have been graded 'outstanding' since 2007 and believe that we remain an outstanding school.

We are a community school and are proud that we fully reflect our community in terms of our intake with a representative ethnic mix. Tower Hamlets operates a banding system so that we are also fully comprehensive in terms of ability. However we have a significantly higher than average proportion of pupils with EHC plans – typically around 90 across the whole school - with some pupils having extremely high levels of need. Our strengths lie not only in our academic achievement and progress which, at KS4 has been above national average for several years now but also in our strong ethos. Our School Development Plan has only two areas of focus: developing teaching and learning and building social and cultural capital. We believe that it is our relentless drive to improve our pupils' experiences within both these areas that results in their progression to excellent routes beyond school with over 46% of our Year 13 cohort going on to Russell Group or 1994 Group universities last year. The quality of relationships within the school – between groups of pupils and between pupils and staff - is tangible evidence of our ethos in practice. As a result, our pupils enjoy their learning and are extremely proud of their school.

### Areas identified at last inspection:

The first area for development identified at our last inspection in May 2013 was:

- **Increase the amount of outstanding teaching by making sure teachers in Years 7 & 8 consistently make the best use of time in lessons to drive the students' learning forward.**

In terms of our KS3 provision, we used the removal of NC levels as an opportunity to review the curriculum and assessment model and to focus on improving the quality of teaching and learning. We have moved to a model which focuses only on pupils' progress from their starting points so that there is no 'glass ceiling' in the form of target grades / levels. The starting point for departments was what 'excellence' should look like for a Year 8 pupil in their subject and then to work back from there, effectively scaffolding the knowledge and skills required to enable all pupils to reach that point.

Since this was a significant change, we used our involvement in the Peer Review being conducted through our Teaching School Alliance (following the EDT model) to focus on the quality of teaching and learning at KS3 and how effectively our model had been embedded.

*"Teaching staff interviewed were extremely positive about the new assessment policy; they appreciate the strong focus on teaching and learning. They cited evidence of impact: pupils are now more able to discuss the strengths and weaknesses of their work with greater understanding than when levels were in use. The staff are committed to developing the policy further..."*

Morpeth Peer Review March 2017

Heads of Department are conducting a further review of the KS3 Curriculum during the year and will be monitoring provision through Departmental Peer Reviews, HOD / SLT observations and work studies.

Our revised Teaching and Learning Policy (2019) makes clear our shared minimum expectations for good practice across all key stages.



The second area for development was:

- **Bring all teachers' marking and feedback up to the quality of the best so that teachers provide students with clear guidance about how they can improve their work and check that advice is taken on board and used.**

Our marking policy has been under regular review since our last Ofsted, particularly in response to the report of the Independent Teacher Workload Review Group to ensure that it is 'meaningful, manageable and motivating' and, more recently, in response to much of the emerging research. During 2018-2019 we suspended our policy to enable colleagues to explore more effective practices such as whole class feedback, comparative marking and exit tickets. This has shaped our current whole-school 'Feedback & Marking Policy' (2019) from which departments have developed their own policies to fit the specific needs of their curriculum areas.





## Overall Effectiveness

- Over the past seven years, our School Development Plan has been driven by our key priorities:
  1. Development of the curriculum and teaching & learning;
  2. Developing the Morpeth Community through building social and cultural capital. These priorities are reflected in everything that we do.
- Morpeth continues to deliver an excellent education for its pupils both in terms of their academic attainment and progress and in their spiritual, moral, social and cultural development which is embedded in all we do. Safeguarding is effective; all staff take appropriate actions to identify pupils at risk, reporting concerns and supporting the needs of those pupils.
- Staff are well-looked after at Morpeth. We prioritise CPD whilst always working to manage workload expectations for staff. As a result, staff turnover is very low and staff are fully committed to the school.
- Our curriculum model whilst unconventional and one which might not currently serve us best in terms of performance measures, is, we firmly believe, one that serves our pupils best, delivering as it does breadth, flexibility and rigour. The vast majority of pupils will study a language and History or Geography but, in addition, will have a wide range of other subjects to choose from; our creative subjects are thriving at KS4.
- As a leadership team – both at middle and senior level – we are continually reflective and always looking to improve our provision.

### Areas for development:

- Priorities identified in our School Development Plan

### For 2019-20:

- Ongoing review of the curriculum and focus on developing teacher subject knowledge.
- Review and development of systems for behaviour and inclusion.





## Quality of Education

External and in-house progress data shows that the majority of pupils are making good or better progress. High expectations are established for all learners regardless of their starting point.

We have a clear whole school curriculum rationale which ensures that our pupils' experience is as broad as possible for as long as possible but is also aspirational, flexible and inclusive. Departments have the responsibility and autonomy to devise their curricula as appropriate to their subject, although we have key whole school strands embodied in our 'Teaching & Learning Expectations'. We prioritise the continuing professional development of all our staff in a number of ways:

- supporting attendance of subject-specific / exam board external INSET
- dedicating training days to high quality input and significant time for departmental development
- providing a range of high-quality professional courses including our new staff and NQT programmes, NPQML and NPQSL
- enabling the exploration and discussion of various areas of pedagogy, and action research through our directed time schedule
- ensuring a substantial proportion of directed time is used for collaborative planning
- modelling good practice in whole staff and middle leader meetings
- having a teaching & learning focus at weekly staff briefings

In response to linear exams we have been reviewing teaching and learning at Morpeth. Our Teaching & Learning Policy tries to capture much of the work we've been doing over the past years with a set of 'minimum expectations' (around oracy, literacy, knowledge retrieval and assessment) for all lessons which sit above extensive examples of practice and research. These are reinforced through staff briefings, in assemblies and with pupil-friendly fortnightly areas of focus on classroom doors, and are monitored through whole-school and departmental self-evaluation processes. We have reviewed our policy during the year in the light of ongoing work and engagement with research.

At the end of the academic year 2017/18, we suspended our marking and feedback policy in the light of current research into the most effective and efficient methods of feedback to best support pupil progress whilst being mindful of teacher workload. Departments trialled different strategies throughout last year and we now have revised whole school and departmental policies. This has been explicitly shared with pupils and parents and all departments are focusing on embedding those approaches this year.

This was the focus for much of our shared directed time throughout the year and for evaluation of our progress through our Peer Review within the Teaching School Alliance. Findings showed that staff have a stronger understanding of how feedback should inform planning, are more confident in using a range of strategies and that pupils are aware of, and positive about the changes taking place. We have reviewed our reporting practice so that we now report on learning attributes (organisation, participation and articulation) for all year groups. This has necessitated and enabled an enhanced focus on these areas across the curriculum and has increasingly informed interventions and the wider curriculum.

We provide a range of additional literacy and numeracy support, particularly targeted at, but not restricted to, pupils joining us with lower than average prior attainment.

Our library is an inspiring, effective and well-used creative hub within the school. The reading programme (Accelerated Reader) is embedded and is used to challenge, develop and monitor reading.

We conduct a thorough range of self-assessment activities to ensure that teaching and



learning is consistently of a high quality. Whole school learning walks and work studies, alongside Head of Department and SLT lesson observations, monitor the quality throughout the year, whilst Departmental Peer Reviews (incorporating observations, work studies and pupil interviews) enable a sharper focus on particular areas for enquiry or development within the department and have informed whole school development priorities. This year, all teaching staff will receive 1:1 coaching around their use of questioning and oracy strategies. Effective self-evaluation has enabled us to share effective practice and to provide support for departments and individuals.

#### Areas for development:

- Further focus on the construction of the curriculum and enhancement of subject knowledge within departments.
- Greater consistency within and across all departments.
- Embedding strategies to further improve the impact of teacher feedback.





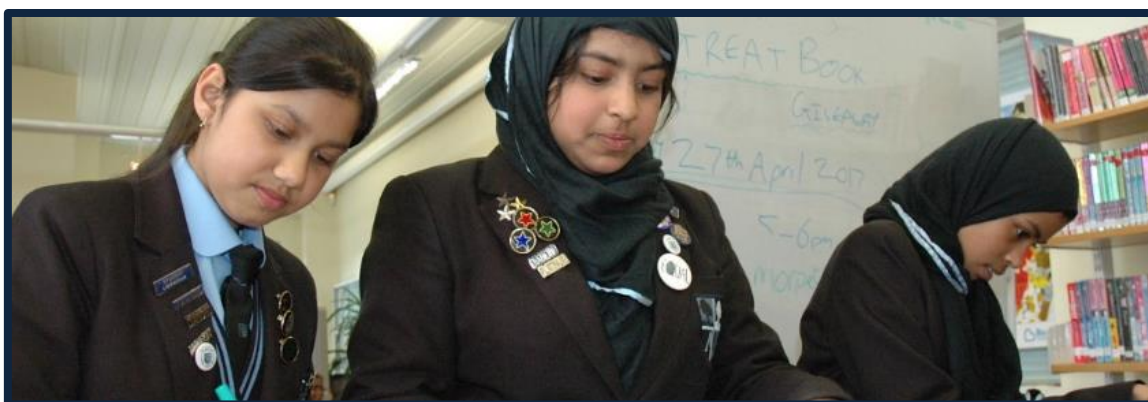
## Behaviour and Attitudes

- Pupils at Morpeth speak with exceptional pride about their school. The last Ofsted report, and many visitors since, have spoken about the quality of the relationships between pupils, and between pupils and staff, and the excellent attitudes to learning that are visible in lessons and around the school.
- We have an above average number of pupils with EHC plans, averaging 85 across the school, and these pupils are fully integrated in the life of the school.
- Whilst the vast majority of pupils behave extremely well and can be supported through our normal behaviour systems, we also have a number of pupils who can display some extreme behaviours. We have long had dedicated provision for these pupils but are reviewing and adapting this (see below).
- We attach a teaching assistant to every Year 7 and 8 class, who works with them throughout the day, to support the transition from primary school, to ensure all pupils are 'known', and to enable a quick response to any issues before they develop.
- We choose not to have an exhaustive list of 'dos and don'ts' but do have very clear expectations for pupil behaviour based on respect for one another. There is a conscious focus on ethos with staff and pupils – language is inclusive, approaches are caring and focussed and expectations are high. Pupils are reminded of these expectations regularly both explicitly – through registrations, assemblies, CPSHE and the curriculum – and implicitly through how behaviour incidents are followed up.
- Feedback from new staff and in exit interviews for those staff moving on, suggests that staff feel very well supported in addressing behaviour with pupils.
- Attendance is slightly above national average. We were disappointed in the drop in 2017/18 given that we have undergone a significant review of procedures to enable more rigorous interrogation of targeted groups. We continued to drive this as a priority and changed our staffing structure to enable a more systematic and consistent approach. Figures for 2018/19 showed significant improvement although there are still areas to address around persistent absence in particular. This is also linked to the high number of pupils with SEND within the school.
- Parent and pupil surveys suggest pupils and parents feel very confident about the way the school tackles issues including bullying and know how to report issues.
- Behaviour in lessons and around school is excellent. Pupils know that any issues that do occur will be followed-up thoroughly. Patterns in behaviour are analysed and whole school or group-based responses developed. For example, where concerns have been raised about the use of homophobic language, these have been explicitly addressed through assemblies and CPSHE, and in support for staff in how to address such instances.
- Fixed term exclusions fell last year from 122 to 57 and we have been consciously reducing the length of our exclusions.
- For 2019/20 we have significantly rethought our approach to increasing our inclusivity and reducing pupils' exclusion from learning, both internal and external. We are adopting a tiered approach, providing training for all staff (teaching and support) to develop an understanding of the impact of adverse childhood experiences on pupils' learning, and co-ordinating and extending our interventions to support mental health and wellbeing. We have invested in additional staffing to work proactively with pupils around issues such as sexual exploitation, managing anger, bereavement, building self-esteem. We are now exploring how we can maximise reach and access to these, and other, programmes to support more pupils and to reduce exclusions.



**Areas for development:**

- Improve the attendance of all groups of pupils and reduce persistent absence.
- Establish, embed and evaluate new systems for reporting and managing behaviour, and providing interventions through the Learning Support Unit.





## Personal Development

- The development of pupils' cultural and social capital has long been one of the twin foci of our school development plan, alongside the development of the curriculum & teaching & learning.
- We explicitly promote respect, responsibility and 'Morpeth values' through the taught CPSHE curriculum, through assemblies, registration time, and in all that we do. Our CPSHE programme is well-planned and resourced so that teachers feel confident in tackling difficult or controversial issues with their tutor groups. Equality and diversity is promoted through the content of the curriculum.
- The learning attributes of organisation, participation and articulacy are reinforced in lessons – teachers report on them – and in our expectations of pupils 'beyond the curriculum'. Heads of Year and tutors actively promoting them. Participation in extra-curricular activities is tracked so that some pupils can be targeted. The development of oracy has been a key focus both within lessons and more widely in registrations, CPSHE time and in extra-curricular activities and as a result pupils are able to discuss content and issues, often with a high degree of confidence and sensitivity. We have an extra-curricular oracy programme for each year group to support public speaking and debating.
- We recognise the value of extra-curricular opportunities in broadening pupils' experiences and growing confidence. We have a very good offer for all pupils which is heavily subsidised to encourage maximum participation. However, we identified that whilst some pupils took full advantage of all the opportunities on offer, others effectively opt out and this is particularly true of disadvantaged pupils. We have therefore moved to a core entitlement for all pupils which includes all Year 7s attending an outdoor activity centre at the start of the year for team- building activities; activity afternoons for KS3; Year 8 camping trip; Year 9 charity fundraising; Year 11 geography or history residential; Year 8 and Year 12 university visits (outside London). This is in addition to all the optional activities on offer.
- We teach our pupils to be actively engaged in wider community and global issues. For example, all sixth formers are expected to complete thirty hours of volunteering and our recently formed Eco Council co-ordinated and led a range of activities during Morpeth Climate Emergency Week.
- We are also looking at how we can embed this in the curriculum. For example, we have always provided free instrumental music tuition for all pupils. Whilst take-up was excellent, it was disproportionately the non-disadvantaged pupils who did so. As part of his review of the curriculum, the Head of Music has placed that additional tuition into lessons so that now all pupils learn two instruments – one classical, one rock/pop – and can take graded theory exams at the end of Year 7 and Year 8.
- Careers guidance is embedded across the key stages with additional specialist provision in KS4 and sixth form. The percentage of pupils progressing into further study at 16 is in line with local and national averages with the majority (typically over 60%) continuing into our own sixth form. At post-18, we have higher than average numbers going on to HEIs with continual improvement year on year. We have a higher than borough average number of students progressing to Russell Group universities and to universities outside of London.
- Religious literacy is crucial for students to understand the rich religious influences in Tower Hamlets, London and beyond. Religious Studies at Morpeth is designed to enrich students' understanding of core beliefs and teachings of the major faiths of our country. In addition to building religious literacy, lessons will encourage exploration of broad philosophical and ethical questions, develop critical thinking, and support students to examine, develop and articulate their own beliefs and

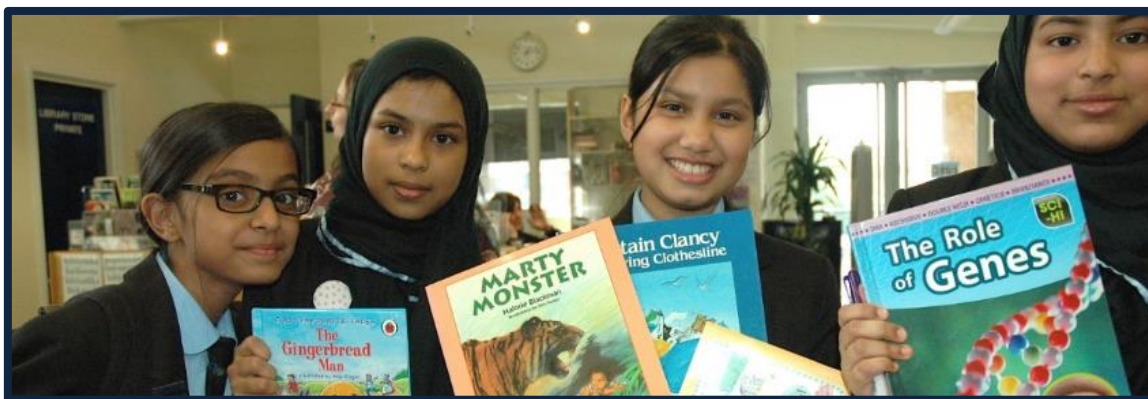


convictions (religious or otherwise). All pupils study Religious Studies until the end of Year 10 when all pupils take the GCSE.

- We are an inclusive and diverse school and celebrate this as a strength. Pupils are mixed by gender, ethnicity and prior attainment for almost all lessons and teachers use seating plans to support effective learning and co-operation.

#### Areas for development:

- Development of the RSEH curriculum to meet the new requirements.
- Review of the curriculum within each subject to ensure it is inclusive and addresses the diverse experiences of our pupils.





## Leadership & Management

Progress since the last inspection has been strong. Examination results improved again at GCSE last year. Other strengths, such as in behaviour, have been maintained. The school has maintained its 'outstanding' provision noted at the previous inspection. The morale of staff is very high. They are keen to improve and to try new approaches. Morpeth has an exceptionally strong Senior Leadership Team who have a continual drive for improvement. There is a very clear shared ethos across Governors, leaders at all levels, and teaching and support staff that has created a culture of high expectations for all pupils both in terms of academic progress and in developing their social and cultural capital.

For example:

- Focus for assessment at KS3 is purely on progress therefore no 'glass ceilings' and an expectation of excellence for all.
- Target grades are generated at KS4 but for teacher use only and are aspirational based on Alps top 25%.
- KS4 attainment is consistently above national average. Sixth formers progress to top apprenticeships, courses and universities.
- Systems for the strong line management of Heads of Department ensure a rigorous focus on the quality of education.
- The core entitlement programme requires all pupils to participate in extra-curricular activities designed to build social and cultural capital.
- All sixth formers are expected to participate in 30 hours of volunteering.
- We have a programme of 'oracy across the curriculum' in place; there is an expectation that all pupils will have presented speeches in a public forum and will have participated in debates on a number of occasions throughout their time at Morpeth.
- Commitment of time and resources to enrichment opportunities.

Expectations are set through the School Development Plan which has two overarching areas of focus - the development of teaching and learning, and building social and cultural capital – and which is the starting point with all staff in September and is revisited throughout the year and woven into directed time sessions. Departments and Year Teams consolidate these aims within their Departmental / Year Implementation Plans. Aware that sustaining momentum is a challenge for all organisations, we have adopted the EEF model of 'implementation plans' at whole school, departmental and year team level. This has supported a sharper focus on implementing changes, driving improvements and building consistency.

Perhaps more importantly, our vision is modelled in everything that the Senior Leadership Team do, from teaching exam classes to leading on teaching and learning, the organisation and delivery of whole staff training and relationships with pupils and staff. In the Headteacher's interviews with new staff, and exit interviews with those who move on, colleagues consistently talk about how well-supported they feel, how much they enjoy working at Morpeth compared to previous schools, and how valued they feel. Staff turnover is comparatively very low, typically below 10% year on year with a proportion of these being colleagues who are retiring. We were selected to participate in the TeachFirst 'Sustainable Successful Schools' research project on the basis of their assessment of staff wellbeing and on our academic results.

The curriculum fully meets requirements and provides excellent opportunities for social, moral and cultural (SMSC) development. It is woven through the curriculum, CPSHE, registrations, assemblies and extra-curricular opportunities.



Safeguarding has remained a high priority. It is successfully co-ordinated by an Assistant Headteacher who has ensured that all statutory requirements are met and vulnerable pupils protected. Actions are taken swiftly to follow up on child protection issues.

The vast majority of parents are highly satisfied with the education and support their child receives. We seek their views annually on a range of topics with typically over 95% of responses being positive.

Governors are supportive of the vision of the school leaders but provide strategic challenge. They have been actively engaged in discussions about the curriculum and our focus on behaviour and inclusion so that their engagement with staff and pupils is well-informed. Tower Hamlets has excellent alternative and off-site provision, all rated good or outstanding. However, we use these sparingly and only where they provide the best solution for a pupil. Liaison with the providers is strong so that we track pupil attendance and progress. The Local Authority also operate an effective FAP system amongst the schools. We have been praised for our success with incoming pupils who have predominantly adapted well having been given good support on transition.

#### **Areas for development:**

- To further develop the capacity of senior and middle leaders to improve the quality of teaching and learning within their year groups and curriculum areas, to challenge underachievement and to create greater consistency.





## 16-19 Study Programmes

- We have retained a broad curriculum into the sixth form to ensure that students are choosing the subjects that they want to study rather than from a narrower 'facilitating' offer. Our combination of Level 3 BTEC courses and A Levels ensures that our offer is relevant and inclusive; our guidance and therefore retention is improving.
- The engagement of the vast majority of students in their learning is impressive; they are attentive and keen to learn. Teachers are knowledgeable and confident in their subject and the exam specifications. (Learning Walk HLT – Nov 17)
- A level students are largely making progress in line with national averages. BTEC students have traditionally performed above national average. Although there was a drop last year with the new qualifications, this year students again made very strong progress.
- The guidance that students receive for progression to next steps is exceptional so that although university is the first choice for many, we have been working hard to ensure there are other high quality alternatives available to our students including School Leaver Programmes, apprenticeships, internships or work.

Progression figures:

Final Destinations	2016		2017		2018		2019	
University	86	74%	117	80%	116	76%	140	81%
Apprenticeship	3	3%	6	4%	5	3%	6	3%
School Leaver Programme	0	0%	2	1%	0	0%	0	0%
Further Education	2	2%	2	1%	4	3%	6	3%
Resitting Exams	6	5%	5	3%	6	4%	2	1%
Work	0	0%	2	1%	13	8%	4	2%
Gap Year	0	0%	3	2%	2	1%	6	3%
Unknown	0	0%	3	2%	1	1%	5	3%
Job Seeking	15	13%	6	4%	4	3%	3	2%
Other	5	4%	1	1%	2	1%	0	0%
	117		147		153		172	
University Location	2016		2017		2018		2019	
Outside of London	6	6.98%	22	18.80%	16	13.79%	20	14.29%
In London	80	93.02%	95	81.20%	100	86.21%	120	85.71%
	86		117		116		140	
University type / ranking	2016		2017		2018		2019	
Russell / 1994 Group University	25	29.07%	44	37.61%	31	26.50%	65	46.43%
Other University	61	70.93%	73	62.39%	85	72.65%	75	53.57%
	86		117		117		140	

- The development of students' personal and social skills is a strength of the sixth form. There is a wealth of enrichment opportunities co-ordinated through our Post-18 Transition Co-ordinator and Sixth Form Learning Manager including cultural and sporting activities in addition to experiences with universities and our business partners. All students participate in volunteering to support the local community and visit universities outside of London. Students demonstrate excellent independent learning skills during Supervised Study sessions.



- We have worked with Hackney Learning Trust over the last two years to support us in raising standards at sixth form. Each subject is now part of a network across Tower Hamlets and Hackney. We have had an increased focus on students' organisation (folders, notes, homework) and on participation in lessons as, through our reporting model, we have identified a strong correlation with performance. Learning walks and work studies this year suggest that teachers have higher expectations in terms of quantity and quality of work from students, and there is greater consistency in terms of a shared understanding of sixth form teaching.

#### **Areas for development:**

- To support the students with target grades of C in securing those grades or better through effective differentiation in the classroom.
- To ensure that students' subject knowledge is secure so that a greater proportion of teaching time can be spent on a more analytical and evaluative learning model.

