



**MORPETH
SCHOOL
SEF
2022-23**



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 prior attainment. However, we have a significantly higher than average proportion of pupils with EHC plans. Whilst typically this figure has held at around 90 across the whole school with some pupils having extremely high levels of need, in our current Year 7 cohort, we have 22 pupils with EHC plans and a further four in process. A significant proportion of our pupils face considerable financial disadvantage with Bethnal Green having one of the highest concentrations of child poverty in the country.

Our School Development Plan reflects our commitment to securing success for all our pupils through a consistent and sustained focus on inclusive practice in its widest sense, encompassing pedagogy and curriculum, the principles and provision for supporting pupils' wellbeing, and in developing pupils' social and cultural capital. That success is manifested in progression to excellent routes beyond school with typically 50% of our Year 13 cohort going on to Russell Group / 1994 Group / Top 20 universities in the past three years. 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.

Covid:

From March 2020 to July 2020, we moved to setting all work online via Show My Homework. In the first instance this was a fairly transmissive model of learning i.e. PowerPoints / worksheets / text books posted home, but through that time, staff were developing expertise and increasingly experimenting with recorded lessons and 'live' lessons. By the end of that period, almost all staff had delivered at least one live lesson via Zoom or Google Classroom. Heads of Department reviewed the curriculum to ensure that the focus was on what was accessible for pupils. However, since we operate a one-year GCSE model for options subjects we also made the decision to 'roll over' to our new timetable in April so that pupils were more engaged and motivated in their new subjects at KS4 and would have additional time on subject content. Heads of Department were constantly evaluating their curriculum to identify where gaps in learning may have been arising and were reshaping their curriculum in response. Teaching Assistants began to provide additional support for identified pupils via Zoom or by phone.

Every family and pupil was phoned at least weekly by their tutor or a member of support staff. This was recorded on a database so that contact could be tracked and interventions put in place if needed. Vulnerable pupils were contacted on a more regular basis. Where pupils didn't appear to be engaging with remote learning which was our measure of attendance, we had an escalation system through tutors, Heads of Year, the attendance team and the AWA. Where we couldn't make contact with a family, we engaged our School Police Officer to conduct a home visit. This proved invaluable in identifying and addressing some crisis situations. We were very successful in targeting those vulnerable pupils the majority of whom attended our 'day' school which grew to over 130 pupils at times (significantly higher than other schools in the local area) and also included many of our SEND pupils with the highest levels of need.

We also developed our practice at this time recognising the additional risks to pupils. We implemented a new system for tracking a range of criteria by which pupils might be regarded as vulnerable e.g. a bereavement or serious illness in the family, lower than average attendance, difficulty in accessing learning.

We continued to support our Year 11 and Year 13 students with study materials, wellbeing and careers support.

In September 2020, we were conscious of the potential for further disruption. Heads of Department were asked to review their curriculum, working in three week 'sprints' so that we had the flexibility to move online if we needed to at any point. Staff training in the use of Google Classroom continued throughout the Autumn term to ensure all colleagues could teach remotely. Our explicit aim from the start was that were we required to move learning online, we would replicate the school day. By November, we had audited IT requirements for all pupils and provided laptops and internet access for all those who required them.

Cognisant of the likelihood of additional but unknown wellbeing needs arising at this time, we also lengthened registration time in the morning so that tutors had more opportunity to address issues with their tutor groups, tying this in closely to our CPSHE provision.

From January 2021 to March 2021, we moved learning online. This mirrored the normal school day in terms of registration and lesson times, and all lessons were taught live online. We modified this slightly based on feedback from staff, pupils and families – shortening registrations, using a mixture of live lessons, recordings and independent work within a single lesson – but retaining the expectation of live contact during every lesson. Directed time was used throughout this period to focus on the pedagogy of remote learning and to ensure high-quality learning for pupils. This was typically characterised by collaborative planning, modelling of strategies in meetings and impressive sharing of practice across the teaching staff. We ensured that those newest to the profession – NQTs and recently qualified teachers – were able to observe other colleagues and to learn from them but this was also a feature of practice within departments. Pupil attendance to lessons was very strong because of the quality of experience, but where pupils weren't engaging as well as we'd have liked, we were again escalating concerns and the AWA, SENCO and SLT conducted a number of home visits.

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.**

Since that point, we have worked as a whole school on developing curriculum thinking and understanding to strengthen teaching even further. Departments have reviewed their curriculum to ensure that KS3 builds on pupils' prior learning and is challenging and coherent, preparing pupils effectively for further learning at KS4 and sixth form. This ensures that time is used very effectively in lessons.

Similarly, we have long had a strong focus on pedagogy, engaging with research and working specifically on areas such as oracy, feedback and marking, cognitive load and knowledge retrieval. This has been consolidated into the 'Morpeth 10' – key principles for teaching & learning. Through a cycle of 'Subject Teach Meets', departments now use this as a foundation to draw together these

strands and to work collaboratively on developing practice, while recognising the distinct nature of different subjects.

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' from which departments have developed their own policies to fit the specific needs of their curriculum areas. We are now reviewing this again to encompass the changes to practice through the development of online learning.



Summary of Overall Effectiveness

- We are clear that the way to keep improving the experience of pupils at Morpeth is to develop the quality of teaching and learning rooted within a strong understanding of the curriculum, and to develop our systems and practice to support the wellbeing and progress of all our pupils. We understand the latter within its widest sense in terms of our responsibility to be fully inclusive. This has influenced our work on ethos and behaviour with all school staff such that we provide a safe and nurturing environment whilst actively tackling discrimination and ensuring equity.
- 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 is innovative and responsive. We firmly believe that it is one that serves our pupils best, delivering as it does breadth, flexibility and rigour. The vast majority of pupils study a language and History or Geography but, in addition, have a wide range of other subjects to choose from; our creative subjects are thriving at KS4. The destinations of our pupils post-Morpeth are hugely impressive and testament to the breadth and richness of their education with us.
- As a leadership team – both at middle and senior level – we are continually reflective and always looking to improve our provision. We are proactive in engaging with pupil, staff and parental voice. Leaders are extremely effective within their roles and in supporting colleagues.
- In our response to the challenges of the pandemic we have prioritised pupil and staff wellbeing whilst also ensuring we retained high expectations of pupils' learning.

Areas for development:

- Priorities identified in our School Development Plan (see attached)



Quality of Education

Curriculum Intent:

Our curriculum model is unique, innovative and dynamic but it is, in some ways, non-traditional. It is therefore one that we have reviewed consistently since its implementation to ensure that it always serves our pupils' best interests. What makes it unique is our ambition for our pupils. At KS3, the offer is broad and balanced. At KS4, it has the Ebacc at the core (typically 80% of pupils are entered for EBacc subjects) with six options for all pupils thereby also enabling breadth and flexibility. At KS5, there is a similarly broad offer. For our pupils, many of whom face the highest levels of deprivation in the country, it is important that they have the richest curriculum on offer.

- The curriculum provides an appropriate, challenging pathway for all students irrespective of their starting points. Our intention is that all of our SEND pupils access the mainstream curriculum. For those with exceptionally high levels of need, we have a small tailored offer of ASDAN and BTEC Level 1 courses.
- The curriculum supports social mobility; the curriculum and the assessment of students' learning are predicated on a growth mind-set and that all students should aspire to excellence.
- The curriculum offer serves students' interests in terms of breadth, balance, rigour and choice and is not a reductive response to external demands.
- There are key skills that are explicitly taught across the curriculum and key stages. These skills are valuable in their own right but also essential for students to be successful in their learning at Morpeth and beyond. These are embodied in our Learning Dispositions (organisation and participation) and in our focus on oracy and metacognition ('Morpeth 10').
- The offer at Key Stage Four and the 6th form enables students to choose as broad a range of subjects as possible.
- Examined courses provide the rigour and credibility that enable students to make positive choices at 16 and 18.
- The Key Stage Three curriculum has a distinct identity of its own and is not reduced to being the servant of Key Stage Four. The National Curriculum provides the starting point for the development of an engaging and aspirational offer across all subjects.
- The rationale for the KS4 curriculum specifically is that:
 - It is aspirational and rigorous; 23 out of the 25 accredited courses are GCSE qualifications.
 - It is inclusive; students are able to create their own individualised pathway through an offer of over 30 different courses. These include a number of pathway courses typically taken by about 70% of pupils in Year 9 which reflect a traditional Year 9

curriculum with a 'humanities' element incorporating history, geography and RS combined with an optional element such as art, computing, DT...

- It offers breadth; the vast majority of students will follow an 'Ebacc plus' curriculum. This provides the benefits of studying the Ebacc subjects suggested by research from the Sutton Trust and UCL whilst also allowing students to pursue their interests and ensure a greater breadth of learning up to the age of 16.
- Heads of Department and postholders are responsible for developing the curriculum within their subject areas. Colleagues have engaged with reading and research around effective curriculum planning and plan to ensure learning is coherently sequenced to develop pupils' knowledge and understanding.
- Our Geography department has been engaged over the past two years with a borough curriculum project working on cross-phase curriculum development with Christine Counsell and Liz Taylor. This has been co-ordinated by an Assistant Headteacher at Morpeth.

Curriculum Implementation:

- Teaching and learning across the curriculum is shaped and informed by effective evidence-based teaching and learning strategies that support equally success in examinations and learning for its own sake. We have crystallised the key strands that we see as fundamental to effective learning into 'The Morpeth 10'. We have a Teaching & Learning padlet of resources and research on the staff shared drive to support this.
- However, we recognise that the most effective implementation of the curriculum requires the development of subject-specific pedagogy. Feeling confident that colleagues have a secure understanding of the generic pedagogical strategies, we have shifted now to 'Subject Teach Meets' as a forum for professional development whereby subject teams meet on a regular basis to explore precisely how to make the teaching of one aspect of the curriculum more effective.
- We prioritise time for collaborative departmental planning in our directed time calendar, including and in addition to, Subject Teach Meets.
- For non-specialist teachers of a subject, there is support from Heads of Department through clear medium-term plans and collaborative planning.
- New teachers of sixth form subjects are allocated subject knowledge enhancement time. All teachers are supported in attending subject-specific external INSET.
- Teaching & learning strategies are modelled in all professional development sessions such as whole staff and middle leader meetings. We have a teaching & learning focus at fortnightly staff briefings and a half-termly Teaching & Learning Bulletin.
- There was extensive training in 2020-21 and 2021-22 on the use of technology to support remote learning and on effective pedagogy in this context, much of it drawing on TLAC blogs and on the Ofsted research published Spring '21. We are continuing to explore and develop this area with all teaching staff to ensure we capitalise on our new-found expertise, are using technology efficiently and effectively to enhance pupils' independent learning.
- Reading is a strong focus across KS3. We use whole cohort interventions such as Accelerated Reader and class reading during registrations, and individual interventions focusing on both

decoding and comprehension delivered through our Academic Coaches and the SEND department. Pupils are identified for interventions through baseline data from CATs and reading tests. The library is extremely popular, well-resourced and well-used.

- Prior to the pandemic, we had done a lot of reading and thinking about curriculum at senior leader, middle leader and teaching staff level, as well as sharing that thinking with governors. During the pandemic, departments responded flexibly and impressively to changing needs to ensure continuity of learning wherever possible. In the words of the Ofsted Inspectors in their visit in October 2020, it was 'a privilege' to hear colleagues' thinking.

Curriculum Impact:

Pupils achieve well at Morpeth. Our KS4 key performance measures in 2019 were adversely affected by our curriculum model because pupils were carrying legacy GCSEs taken in MFL in Year 9. If these were counted, our P8 score would have been 0.3 and above national average, and our EBacc entry would have been 50%. EBacc entry in 2022 was 86%

KS4 2022:

- All groups of pupils at Morpeth, except for those with EHC plans, achieved above the national average for all pupils. Our pupils with EHC plans achieved approximately 0.4 higher in P8 scores than EHC pupils nationally. Our disadvantaged pupils achieved above the national average for non-disadvantaged pupils.
- Low, Mid and High prior attainment groups all performed above national average for progress.

Sixth form 2022:

- Destinations data is consistently strong. 44% of students this year went to Russell Group / 1994 Group / Top 20 universities and 11% outside of London (both above Local Authority averages).

Ongoing internal self-evaluation of the curriculum is conducted in the following ways:

- Subject Teach Meets – departments use pupil interviews, staff interviews, lesson observations and pupil work to evaluate the impact of the focus for the meet. This has had a direct impact on the immediate quality of teaching e.g. the clarity of explanations in ICT/Computing; the use of modelling in DT, developing problem-solving skills in KS4 Maths.
- Curriculum Reviews – Heads of Department conduct a focused review of one aspect of their curriculum alongside their line manager and another Head of Department. These typically include lesson observations, work studies and pupil and staff interviews.
- Last year, Year 7 pupils were interviewed during their first half-term to gauge their experience of the taught curriculum. Their feedback was very positive. They were enjoying lessons and felt challenged and supported.
- Year 11s were interviewed following their mock exams. They felt well-prepared by teachers and had a clear sense of how their learning had been structured and supported within subjects. They recognised that their homework effectively scaffolded their revision and were confident about how to develop their learning further independently.

Areas for development:

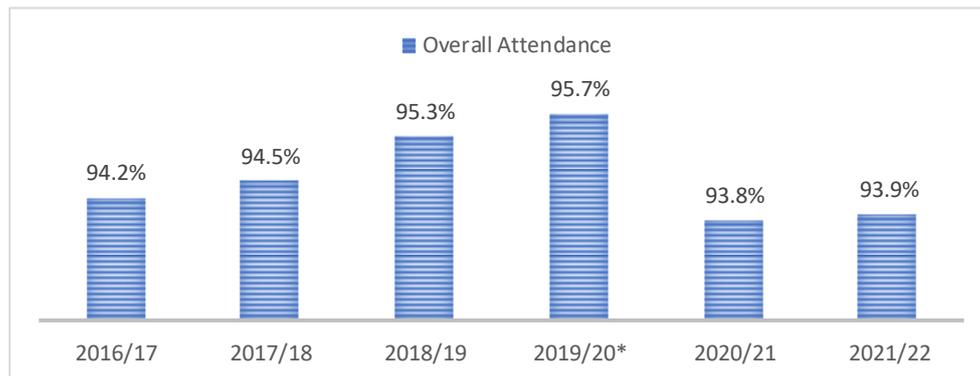
- Continuing to review and refine departmental curriculum thinking across KS3 to KS5 to ensure good progress for all pupils i.e. that pupils know and can remember more.



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, typically averaging 90 across the school, and these pupils are fully integrated in the life of the school. We have 23 EHC plans in our new Year 7, a significantly higher number than usual because we are seen as the school of choice for parents of children with SEND in the local area.
- We consider ourselves to be an inclusive school, understanding this in the widest sense of the word and recognising the challenges that it brings. As a whole staff, we have embarked upon becoming trauma-informed in our practice so that we aim to respond compassionately to behaviours within a framework of clear systems and high expectations. The aim is to reduce exclusion from learning. There has been significant and ongoing training for all staff.
- This approach to responding to behaviour ensures that we are not discriminating against pupils with SEND / SEMH since we are accounting for contextual factors.
- Suspensions over past years (even allowing for the pandemic) had shown a downward trend:
 - 2017/18: 114 (302 days)
 - 2018/19: 87 (146.5 days)
 - 2019/20: 32 (45.5 days)
 - 2020/21: 18 (37 days)
 - 2021/22: 90However, last year, suspensions increased. In line with other schools locally and nationally we have experienced some challenging behaviours which we believe arise from pupils' experiences during lockdown and include increased inappropriate and abusive use of social media and increased mental health issues.
- Pupils are reminded of our expectations around behaviour regularly both explicitly – through registrations, assemblies, 'door posters', CPSHE and the curriculum – and implicitly through how behaviour incidents are followed up. 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 have extended this in recent years:
 - 2 full-time Place2Be counsellors
 - The Student Development Suite including behaviour mentors, mental health first aiders, SEMH practitioners – offer a range of programmes including: workshops addressing discriminatory behaviour; positive thinking to address anxiety; 'Managing Myself'; 'Recognising Risks'; body image; assertiveness group; anger management.
 - The House – our onsite / off-site provision - short-term bespoke programmes e.g. 6 – 8 weeks for pupils who are struggling to access the mainstream curriculum e.g. school refusers, and for pupils with significant behavioural issues at risk of exclusion.
- Attendance had been improving incrementally over recent years with the obvious exception of 2020-21 where we maintained rates above the national average. Last year we were still significantly above national average but have not yet returned to pre-pandemic levels. We

have a team of 2 ½ attendance officers, additional attendance support for sixth form and a full-time AWA. The team have a strong picture of attendance, current issues and strategies for addressing them.



- 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. This is part of the MITA (Maximising Impact of Teaching Assistants) strategy for using Teaching Assistants to provide support for those pupils with EHC plans but to avoid a ‘velcro’ model of support.
- Feedback from new staff and exit interviews for those staff moving on, suggest that staff feel very well supported in addressing behaviour with pupils.
- 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.
- Patterns in behaviour are analysed and whole school, group-based or individual responses developed. For example, where homework is identified as an issue for a year group, this is then followed up by the HOY and tutors.
- We have been concerned in light of the Everyone’s Invited website / Ofsted Review of Sexual Abuse in schools, the Black Lives Matter movement and the reporting of homophobic / transphobic language within school, about how we can tackle discrimination as a school. This is a priority on our SDP but work started in 2021 when we conducted surveys and focus groups with pupils and staff and shared the findings. This has led to the ongoing development of systems and practice including: revised uniform policy; revised recruitment procedures; review of lunchtimes; further pupil focus groups and whole school surveys; analysis of SIMs points; increase in CPSHE time in registrations; input from Steering Group / Morpeth Anti-Racist Educators / LGBTQ+ Alliance / Better World Society; increase provision of SDS interventions in response to discriminatory behaviour; review of the curriculum; work to support the practice of midday supervisors; appointing a Parent Liaison officer to work with Somali families; CPSHE training for all teachers; staff discussion on how to best respond to incidents of discrimination; opportunities for reading and discussion in directed time. We recently reviewed the data on incidents of discriminatory behaviour in comparison with this point last year which showed that teachers are recording more and follow-up is more consistent. We have also looked for opportunities to celebrate our community including a Cultures Week and Summer Fayre.

Areas for development:

- Reduce persistent absence.
- Continued work on tackling discriminatory language

- Improve communication with all stakeholders in response to behaviour incidents
- Further develop our trauma-informed and bias-informed practice



Personal Development

- 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 provision is a huge strength of the school. It is delivered by tutors in a fortnightly lesson and in a weekly registration. It is very well-planned and resourced, with training given, so that teachers feel confident in tackling difficult or controversial issues with their tutor groups. Equality and diversity are promoted through the content of the curriculum which covers compulsory content but is also responsive to issues as they arise.
- In 2020-21, to enable more time to focus on pupils' wellbeing in response to the pandemic, we extended morning registrations to 25 minutes daily. Year groups have planned activities during registrations to promote reading, understanding of current affairs and community cohesion.
- We run high profile 'events' to support inclusion and develop understanding such as Cultures Week, Black History Month, Anti-Bullying Week...
- We develop, with pupils and staff, carefully considered responses and opportunities for discussion around controversial issues e.g. crises in Palestine and Afghanistan. Our approach has been praised by the Local Authority.
- The learning attributes of organisation and participation are reinforced in lessons – teachers report on them – and in our expectations of pupils 'beyond the curriculum'. Heads of Year and tutors actively promote them.
- 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; Year 7 Geography trips; Year 8 camping residential; 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 offer free instrumental tuition to all pupils across all years with a team of 8 peripatetic music teachers.
- 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 teach our pupils to be actively engaged in wider community and global issues. There is an expectation that all sixth formers will complete some volunteering in and beyond the school. 25 of our Year 13s were enrolled on the D of E programme for which they will complete significantly more. Our Eco Council co-ordinated and led a range of activities to make Morpeth the second school nationally to declare a climate emergency and to initiate the installation of solar panels. The Pride Alliance and Better World Group (sixth form) have led much of our work around tackling discrimination. Pupil groups have also led awareness-raising campaigns recently for the crisis in Palestine, in Afghanistan and know that they have a voice in responding to issues in the media.
- We have reconstructed our Student Leadership Team following the pandemic and they will be engaged in identifying key issues for the student body but there are also opportunities for

pupils to engage in school community projects, social impact and awareness group, charities and campaigns.

- 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 / 1994 Group / Top 20 universities (44%) 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. Further study and discussion throughout Year 11 is facilitated by regular sessions in registrations.
- 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:

- Re-establishing and expanding our extra-curricular offer
- Tackling discriminatory language



Leadership & Management

Progress since the last inspection has been strong. Examination results and progress at KS4 in 2019 were above national average. Although performance table figures appear to suggest that only 4% of pupils had been entered for EBacc subjects, the actual figure for that cohort was 50%. Due to our curriculum model, pupils had taken the legacy GCSEs in MFL in Year 9. For last year's Year 11 cohort, our EBACC entry figure is 86% although again, these figures won't appear in the performance tables because pupils were entered in for their MFL subjects in 2020.

Pupils progress to excellent destinations. Other strengths, such as in behaviour, have been maintained. The school has maintained its 'outstanding' provision noted at the previous inspection and we believe the school to be outstanding against the criteria for the Education Inspection Framework. The morale of staff is high (although there is residual fatigue in the system following the last year and a half). 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 on both achievement and progress therefore there are 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 line management of Years 7 – 11 by the Deputy Headteacher ensures clarity and consistency in systems and practice across the year groups.
- A strong training programme for all staff – teaching and support staff – helps to create a clear ethos and shared practice in responding to behaviours and tackling discrimination.
- The core entitlement programme requires all pupils to participate in extra-curricular activities designed to build social and cultural capital.

Expectations are set through the School Development Plan which has two overarching areas of focus: curriculum and teaching & learning, and ethos, behaviour and inclusion. This 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 priorities and planning for directed time. Aware that sustaining momentum is a challenge for all organisations, we have adopted the EEF model of 'implementation plans' for the SLT which has supported a sharper focus on implementing changes, driving improvements and building consistency.

Just as 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.

We understand staff wellbeing to be rooted in strong leadership which builds the right environment for colleagues to feel valued and heard, to have a sense of ownership and a degree of autonomy in their work, and to have the opportunity to be challenged and developed. We recognise that this means leadership at all levels and so have been working on this much more explicitly, providing a range of forums for staff voice and opportunities and space for leaders to reflect. We use an annual Welbee survey to explore staff perceptions in six key areas of work design that, if not properly managed, are associated with poor health, lower productivity and increased accident and sickness absence rates. Last year this enabled us to focus work with one group of staff where there was a perceived lack of clarity around role. We also use Teacher Tapp surveys half-termly with staff enabling us to probe key areas such as professional development or SEND provision and therefore identify tweaks to be made and to benchmark responses against other schools. The discretionary effort from staff is a significant feature of Morpeth.

The curriculum is highly ambitious, reflecting and exceeding the ambition of the National Curriculum, and provides excellent opportunities for social, moral and cultural (SMSC) development. SMSC 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 ensures that all statutory requirements are met and vulnerable pupils protected. Actions are taken swiftly to follow up on child protection issues. However, we also believe that the quality of relationships in the school is fundamental to our safeguarding of pupils – pupils feel that they have an adult that they can trust in the school. External organisations that we work with such as Place2Be recognise that our relatively high number of referrals is testament to those relationships.

A significant proportion (currently 45%) of our pupils are eligible for pupil premium but a high proportion of the rest of the school population also face factors of deprivation. This informs our approach to all aspects of their education, from academic attainment to personal development. We feel that our pupils deserve the rich and broad curriculum we offer alongside a wide range of opportunities to develop social and cultural capital provided by teachers who recognise that 'good teaching for all is particularly significant for disadvantaged pupils' (EEF).

We have taken a markedly open and proactive approach to the issue of sexual abuse and harassment in schools, ensuring we address this specifically but also having a broad focus to include all forms of discrimination. As a school we have engaged with the data (from pupil and staff surveys and interviews) and with testimonies so that we have a clear, if uncomfortable, sense of the reality. We have then addressed this through training for all staff (teaching and support), using data to identify patterns and engaging pupils through assemblies, registrations, CPSHE and targeted workshops. We continue to monitor issues via pupil, parent and staff surveys and focus groups.

The overwhelming majority of parents are highly satisfied with the education and support their child receives. Communication with families has improved considerably over the past couple of years e.g. regular parent surveys, weekly headteacher letters, half-termly praise bulletins, Head of Year surgeries, Parent Information Evenings and regular, focused coffee mornings. The work put in during lockdowns and prior to returning to school has paid off in terms of parents' support for the school and very tangibly in terms of pupil attendance.

Governors are supportive of the vision of the school leaders but provide strong strategic challenge. They have been actively engaged in discussions about the curriculum and our focus on tackling discrimination so that their engagement with staff and pupils is well-informed. Our safeguarding and SEND leads are well-qualified and visit the school regularly to scrutinise provision. They have also been actively involved in developing and reviewing policies.

Tower Hamlets has very good alternative and off-site provision. 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 provide opportunities for leaders at all levels to learn from best practice beyond Morpeth.
- To support staff wellbeing and retention through a strategic approach to consultation and communication.
- To implement revised processes for staff professional development reviews



16-19 Study Programmes

- We have retained a broad curriculum into the sixth form (24 Level 3 courses plus EPQ and Core Maths) to ensure that students are choosing the subjects that they want to study rather than from a narrower 'facilitating' offer. This is a continuation of the richness and breadth of offer at KS4 which ensures that our students then have an excellent choice of destinations on leaving us. Our combination of Level 3 BTEC courses and A Levels ensures that our offer is relevant, inclusive and offers progression from KS4. Our guidance, and therefore retention, of students is strong.
- We have prioritised teachers developing their subject expertise over recent years to ensure we are enabling students to access the top grades. There is a programme of support in place for those colleagues new to A Level or BTEC teaching which has included collaborative planning and observation of colleagues.
- Departments have a strong online offer e.g. Padlets or Google Classroom so that students can easily access learning resources. Student focus groups e.g. A*-A and LPA have given very positive feedback about how this has supported knowledge recall and revision. For example, in Maths a post-mock exam personalised Padlet is offered to students to support improvement.
- We have a cohort of ex-students who work as Alumni Tutors and provide tutoring in specific subjects. These students have followed the same course and specification at school, and are pursuing the subject at university so are well-placed to support students. The identification of those needing support and the focus for sessions is managed by departments. This mentoring has benefited both HPA and LPA students in the past year.
- We have a strong tutorial programme, encompassing support for academic progress, careers and CPHSE. Within this is a programme supporting the development of academic writing. Our Academic Writing Coach has worked alongside departments to embed this into schemes of work resulting in a marked improvement in students' responses. Support for organisation is offered via the tutorial programme, using aspects of the VESPA model: Folder review shows evidence of VESPA impact through organisation of work. Student voice regularly informs the shape and direction of tutor time; either through formal student leadership team meetings or feedback forms sent to students. Consistency across tutor groups is supported via the centralisation of all tutor time, CPHSE and extracurricular resources on the Sixth Form padlet:

The screenshot displays the 'Morpeth 6th Form Padlet' interface, which is a digital noticeboard for students. It features a grid of colorful cards and images. Key sections include:

- Year 13 Tutor time Activities:** Cards for TED Talks (19.11.21), Anti-Bullying Assembly (1.11.21), and a 'Welcome Back!' message.
- Year 12 Tutor time Activities:** Cards for Literacy (23.09.21), Nominations, and Option Change Reminders (Friday 24 Sept. @ 3:30pm Wessex).
- Opportunities:** Cards for the Duke of Edinburgh Award (Silver), Volunteering Opportunity (Year 12s needed Wednesday 15.09.21), and The Amos Bursary.
- 6th Form Notices:** Cards for the 23.09.21 Young Mayor for Tower Hamlets and the 20.09.21 Sixth Form.
- YEAR 12 CPHSHE lessons:** Cards for Tutor Time Activity (10.11.21 Google Form), Case Study (03.11.21 Case Study- Marcus Rashford), and Gen Z (Changing our World).
- YEAR 13 CPHSHE lessons:** Cards for Registration time (Wed. Am 17.11.21) and Registration (Wednesday 22.09.21 AM Reg. The Language we use).
- Whole School CPSE:** Cards for Form time registration (Monday or Tuesday AM you can!) and Form time registration (03.11.21 Form Time registration).

- The development of students' personal and social skills is a further strength of the Sixth Form. We have an established extra-curricular programme which includes: Duke of Edinburgh award, the Better World Society (a forum for students to address anti-racism, anti-homophobia and anti-sexism) as well as a good assortment of additional clubs, ranging from netball to computer graphics. The programme includes the opportunity for all students to hear an external speaker every half term. The speakers, and the topics covered, are requested by the students themselves. For example, last year students had input from speakers focused on the situation in Palestine and Israel as well as the dangers of far-right extremism. All Year 12 students currently participate in a volunteering project, with the aim of connecting to the local community. Students demonstrate excellent independent learning skills during Supervised Study sessions, the ethos of which is further supported in registration time.
- A level progress is in line with national averages despite the high number of disadvantaged pupils in the sixth form. BTEC students have traditionally performed well above national average.
- The guidance that students receive for progression to next steps is strong 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 although these opportunities have diminished recently. Destination data is excellent and we provide ongoing support for students with the aim of minimising potential dropout.

Final Destinations

	2017		2018		2019		2020		2021		2022	
University	117	80%	116	76%	140	81%	160	88%	118	87%	133	76%
Apprenticeship	6	4%	5	3%	6	3%	4	2%	2	1%	2	1%
School Leaver Programme	2	1%	0	0%	0	0%	0	0%	0	0%	0	0%
Further Education	2	1%	4	3%	6	3%	2	1%	1	1%	2	1%
Resitting Exams	5	3%	6	4%	2	1%	1	1%	0	0%	0	0%
Work	2	1%	13	8%	6	3%	4	2%	2	1%	8	4%
Gap Year	3	2%	2	1%	6	3%	3	2%	7	4%	2	1%
Unknown	3	2%	1	1%	4	2%	5	3%	2	1%	9	5%
Job Seeking	6	4%	4	3%	2	1%	3	2%	4	2%	15	8%
Other	1	1%	2	1%	0	0%	0	0%	0	0%	5	3%
Total number of leavers	147		153		172		182		136		176	

University Location

	2017		2018		2019		2020		2021		2022	
Outside of London	22	18.80%	16	13.79%	20	14.29%	18	11%	42	36%	15	11%
In London	95	81.20%	100	86.21%	120	85.71%	141	88%	77	65%	118	89%
	117		116		140		160		118		133	

University type / ranking

	2017		2018		2019		2020		2021		2022	
Russell / 1994 Group University / Top 20	44	37.61%	31	26.50%	65	46.43%	80	50%	66	56%	59	44%
Other University	73	62.39%	85	72.65%	75	53.57%	80	50%	52	44%	74	56%
	117		117		140		160		118		133	

Sample of destinations this year (ranked 'Top 20')

Provider name	Course placed
University of Cambridge	Law
SOAS University of London	Economics (BSc)
Imperial College London	Mathematics
University of Exeter	Law with Business
UCL (University College London)	History
Queen Mary University of London	Comparative Literature
University of Reading	Architecture
King's College London, University of London	International Development
King's College London, University of London	History
SOAS University of London	LLB Law
Queen Mary University of London	Accounting and Management
SOAS University of London	Economics (BA)
SOAS University of London	LLB Law
Queen Mary University of London	Liberal Arts
Cardiff University	English Language
Queen Mary University of London	Aerospace Engineering with Industrial Experience
Queen Mary University of London	History
SOAS University of London	International Relations
Queen Mary University of London	History
King's College London, University of London	Midwifery with Registration as a Midwife
SOAS University of London	Business, Management, Economics & Law with Foundation Year
Queen Mary University of London	Business with Law
Queen Mary University of London	Neuroscience
SOAS University of London	Economics (BSc)
King's College London, University of London	Midwifery with Registration as a Midwife

Areas for development:

- Continuing to review and refine departmental curriculum thinking to ensure good progress for all.
- Reducing absence through further development of specific attendance support at sixth form.