



School information
Deputy Headteacher position
October 2017

It is very difficult to describe the Johnston on paper. People often have pre-conceived ideas about us. I believe that we are a caring and inclusive school, which has high standards and where both students and staff work hard to reach their potential. I believe that our school is very special, and that school leaders and governors work hard so that our staff feel valued and that coming to work is a (generally) pleasurable experience. I believe that we do our best to put students at the centre of our work – certainly our systems and procedures are designed so that we focus on student need rather than curriculum constraint. However, I am also aware that it is in coming to visit the school that you can decide whether I am correct or not in these beliefs. Speaking to students and staff will confirm my opinions, or otherwise.

The following information will nonetheless be of interest to prospective candidates.

1 School plan

1.1 Core Values

Academic excellence is our first priority. We work so that all our young people have the best education we can provide. We want Johnstonians to be confident and articulate, self-motivated and determined to succeed. We want them to enjoy and value learning for itself, not just as the means to an end.

Taking our responsibility as public servants very seriously, we seek to offer the benefits and advantages that confer success and prosperity by imparting knowledge and habits of mind to last a lifetime. We do not close doors to any child, but enable them all to have access to powerful knowledge and deep subject learning and useful skills. We educate our young people with excellence and equity so that they may feel at ease in the world, ready for hard work and global citizenship.

A commitment to **social justice** characterises this local authority comprehensive school. We work so that background is irrelevant to achievement and that aspiration is not limited by circumstance of birth. We want Johnstonians to be reflective, inquiring, tolerant, positive and respectful of the needs of others. We give opportunities for leadership and active citizenship.

We expect Johnstonians to have the highest standards of behaviour and we aim for our school to be a just and happy community so that our students understand how each person may be of service to society. Adults and young people alike share an ethic of hard work and public service. We want to be central to the life of Durham City and an educational force in the life of the communities we serve.

The **global future** we seek for our young people is one where their curriculum and learning equips them with the knowledge and skills to compete globally. We want Johnstonians to take their place among the best.

We are committed to a curriculum built on the concepts and knowledge which will open all the doors in the world to our young people. The learning of languages enables global community cohesion, international understanding and equality of opportunity: it is central to our purpose

1.2 Strategic priorities 2014-2018

Strategic priority one	Further improve provision and outcomes for students whose circumstances make them potentially vulnerable (specifically, SEND and PP students).
Strategic priority two	Improve motivation and commitment of 'our rising stars'; those who, across time, lose motivation and make slower progress as a result.
Strategic priority three	Ensure that the formal and informal curriculum match the needs of the students and external examination changes.
Strategic priority four	Develop more robust links between the school and our parents, our community and our alumni.
Strategic priority five	Develop the effectiveness of our staff, by developing skills to match the curriculum, succession planning, and formalising the sharing of good practice.

1.3 Example actions (2016-2017)

Strategic priority one	Further improve provision and outcomes for students whose circumstances make them potentially vulnerable (specifically, SEND and PP students).
------------------------	--

Action	Where we are now	Where we want to be
1.1 The safety and academic progress of students that may benefit from a partial timetable to be secured.	Systems to support performance are in place, but need developing and embedding further.	+0.5 in P8 and no sub-groups underperforming. Fewer 'outlying students' impacting on P8.
1.2 Mental health programme and provision to be comprehensive and mapped.	An increasing number of students citing mental health issues and less LA support.	A support and prevention programme to be in place and beginning to have a positive impact.
1.3 Case studies linked to Brandon Primary school to be completed and research disseminated.	Some information about PP students available from monitoring activity now in the cycle.	Information from provision at primary schools to inform new programmes / policy at the Johnston.
1.4 Changes to the Student Support Centre (SSC) to be considered and staffing reviewed across the academic year.	Well-functioning provision. Flexi-school and internal FTE system to be folded into the SSC.	Fewer FTEs, fewer repeat offenders, strong outcomes for students in flexi-school, no PXs.
1.5 Gaps in LA provision for student support to be identified and school provision to extend to support the most vulnerable students.	Provision which supports those with particular needs is decreasing in size and quality yet increasing in price.	Strong pastoral and academic outcomes for all students, including those who are more vulnerable.
1.6 Access database to be populated so PP finances, provision and impact can be monitored. Possibility of provision mapping for PP students to be researched.	A clear understanding of the performance of PP students, but a less secure understanding of what works for PP students across the curriculum on a day to day, week by week basis.	The ability to clearly identify how we have used PP finance to support students and the ability to clearly establish a correlation between finance, provision and impact.
1.7 CLA tracking and support to be formalised and dovetail with LA processes and protocols.	Requirements on the school for paperwork linked to CLA have increased.	CLA students are cared for pastorally, make progress academically, and the school remains compliant with external requirements.

1.8 Fully embed CP procedures and training within the pastoral system	CP procedures lie with DHT	Wider coverage and understanding of these issues.
---	----------------------------	---

Strategic priority four	Develop more robust links between the school and our parents, our community and our alumni.
-------------------------	---

Action	Where we are now	Where we want to be
4.1 The culture festival to be reviewed in order to maximise outputs and reduce workload.	Successful festival in 2015.	The brand is developed and continues annually to enhance the curriculum.
4.2 Preparations are in place should we need to form a multi-academy trust	Successful LA comprehensive school.	Serving our community to the best of our ability within the constraints of national changes.
4.3 KCSIE, CSE, Prevent and equalities strategies to be shared with parents and the school community.	National changes to support student welfare and fight extremism.	Compliance, and positive impact on individual students.
4.4 Celebrations evenings to be reviewed and rewards process to be evaluated.	Celebrations events well-liked by the community, and rewards system becoming embedded.	Yet further improvement in celebrations events, and smooth running of successful rewards system.
4.5 Alumni network to be further developed: begin to use the time (teaching support), talents (professional support) and finances (sponsorship) to make both efficiency savings and to develop the curriculum.	Some contact with alumni and parents. Sometimes our networks are an underused resource.	Friends, parents and alumni network established. Database of supporters created and used when needed.
4.6 Durham Johnston Educational Foundation to be fully functioning.	New system of governance being embedded.	Students in Durham city know about the foundation. A successful system is in place which supports students financially to develop as individuals.
4.7 All positions in the structure of the governing body to be filled, and development programme in place.	Some members coming to the end of their terms, some positions vacant, training to be audited.	Governing body complete, and new members up-to-speed with roles and responsibilities.
4.8 Use of the building by the community to increase.	Several links with the community and steady additional income.	Greater level of additional income to support provision.

Under each of these actions is a specific SMART plan which is RAG rated three times across the academic year.

2 Leadership team

For information the structure of the senior team is currently as follows:

Leadership Group	Headteacher	ISR 33-39			
	Deputy Heads	ISR 19-23		ISR 19-23	
	Assistant Heads	ISR 13-17 Teaching, learning, QA	ISR 13-17 Pastoral	ISR 13-17 Sixth form	Vacant ISR 13-17

The Director of Resources is also a member of the leadership group.

We operate an extended leadership team also. We have six **senior teachers** who with the leadership team make up the XLG. These posts are for two years and align to the school plan (currently in Year 4 of 4).

Senior teacher	Area of interest and responsibility
1	Students on partial timetables at KS4. This ensures that pupils who do not feel able to access the full curriculum are tracked and their progress monitored. Typically this has been those students with health issues.
2	Vocational qualifications (BTEC) and the development of non-GCSE pathways.
3	Student behaviours and organization. Specifically, we will work with some of our more difficult girls and develop programmes to keep them focused.
4	Developing the role of the tutor. This continues as we work to develop year group specific programmes dovetailing with the Guidance department and the specific needs of the year group.
5	Curriculum mapping and development of mental health programmes across the school.
6	Sixth form development (house system, attendance processes, 'Inspire to Aspire', support departments in the move to linearity).

For interest the following meetings occur each week:

1. Deputies' meeting. HT and the DHTs meet twice across the week to discuss any emerging issues in the day to day running of the school. Standing items include: any requests that require cover (except for leave of absence); requests for educational visits; agenda for LG and XLG meetings.
2. Leadership group. HT, DHT, AHTs meet once during the week. Standing items include: SIMS; IT issues; staffing issues; HT in-tray. Larger items discussed this term have been: behavior management development on SIMS; implications on the building of nine form entry; KS4 course requests from individual departments.
3. Extended leadership team. All members of the leadership group plus senior teachers (above). Standing items include: ins and outs and impact on lunch and break duty; contents of the Friday bulletin; student issues; termly diary; assembly rota; HT weekly report. Strategic items discussed so far this year include:
 - School plan 2017-2018
 - Celebrations events and the house system
 - School self-evaluation and pupil premium
 - The appointment process – is there anything we can improve?
 - Y11 interventions

3 Performance

Some performance data from this academic year are shared with you here:

Key Stage 4 (some text taken from open evening information)

You will be aware that national measures changed for 2017 performance tables, not least due to the changing of grading for GCSE examinations. We are historically a high attaining school and initial comparisons with local schools and 'similar' schools regionally indicate that this has remained the case.

Measure	2017	Comment
Number of students	241	
Basics (passes in English and maths at C / 4)	76%	National average equivalent 2016 was 59%
Basics (strong pass in English and maths, grade 5)	58%	FFT estimated Durham LA average would be 35%
English and maths at A / grade 7	24%	One quarter of students attained grade A equivalent in both English and maths
EBACC (strong pass)	33%	National in 2016 for standard pass was 23%, strong pass is grade 5 / B equivalent
Pupil premium basics at C/4	59%	Pupil premium attainment was in line with all pupils nationally (2016 data)
Pupil premium basics at strong pass, grade 5	37%	Pupil premium attainment looks to be in line with all pupils nationally (indicative data)

In 2016 progress 8 (progress across eight defined subjects) was positive, but not statistically so. Destination data was stronger than the national, with no students leaving without plans for employment or further study.

In 2017 progress 8 was average. Within this, progress in English was significantly positive, and progress in mathematics significantly positive. Progress in EBACC was a concern to us. Progress in open buckets, we believe, was depressed due to our school only offering formal GCSEs; no students sat ECDL, for example. A shadow analysis using qualifications other than those sat, puts progress in the open buckets as positive (i.e. if the whole cohort sat ECDL rather than the open buckets containing Literature and business studies, for example). We know that the 'green' in this table is estimated.

All students	2017	National*
On roll	240	
KS2 APS	5.02	
Attainment 8	52.15	
Basics (standard)	75%	58%
Basics (strong)	58%	35%
EBACC	34%	24%
Progress 8	-0.01	0
English P8	0.26	0
Maths P8	0.17	0
EBACC P8	-0.16	0
Open P8	-0.15	0
*National figures from 2016		

What does all of this mean?

The data set for 2017 indicates the following:

- The standards reached by the Year 11 cohort were above average, and often significantly so.
- The percentage of students passing English and mathematics was well above average. We await national statistics to see exactly how strong the performance of our students was. At a standard pass (equivalent to Grade C), this was 76% versus a national last year of 58%.
- The performance of 'disadvantaged' students (a term used by government), is reaching the national average for all students. In 2017 their attainment in English and mathematics was at or above the national average for all students in 2016. That is to say, the gap is was closed, or any 'differences in attainment had diminished'.
- Our school website has comprehensive information about rates of progress for all groups of students in 2016, as required by the DfE. We publish more information than is required.
<http://www.durhamjohnston.org.uk/information/performance>
- We know progress in EBACC needs to improve.
- We know that the progress of some disadvantaged pupils needs to improve. We know that outliers had an impact on this subgroup this year. We know that current Year 11 has far fewer outliers than that in 2017. This plus regulations as to the content of open buckets nationally will improve some areas of progress in our opinion. Nonetheless, we also have our eye on some areas of the curriculum.

Subject performance at Key Stage 4

The following were pass rates for each subject. Clearly, these are influenced, to a certain extent, on the numbers of students following the courses, and their ability on entry. National figures are from 2016.

Subject	A* - A %		A* - C %		Entries Number
	School	National	School	National	
Art	55.9	20	85.3	75	34
Art: Photography	22.9	20	82.9	78	35
Biology	36.9	41	86.9	91	122
Business Studies	26.5	16	79.6	63	49
Chemistry	40.5	42	93.4	91	121
Computer Studies/Science	30.6	19	88.9	59	36
Electronic Products	50	10	90	53	10
French	28.3	20	90	68	60
Geography	39.5	22	74.1	64	81
German	64.7	21	100	73	17
History	33.3	27	72.4	67	123
Information Technology	50	19	100	66	10
Latin	100	71	100	93	10
Mandarin	100		100		8
Music	70	26	100	72	20
Performing Arts	0	20	92.9	70	14
Physics	39.7	41	90.1	91	121
Religious Education	39	28	79.7	71	187
Resistant Materials	0	10	68.4	53	19
Spanish	35.5	25	77.4	69	31
Sport Science and PE	37.8	17	86.5	68	37
Textiles	66.7	25	100	71	6

Headline figures at Key Stage 5

Performance at Key Stage 5 remains outstanding. The school has an exceptional reputation within the region for provision and outcomes at A level. The following are raw data, and these mask excellent progress measures for students in 2017. Information about school performance is published on the website once it is available to the school. Performance at A*-A is phenomenal, and represents outstanding progress in addition to strong attainment.

We see ourselves as an 11-18 school. Students who work hard, and meet our entry requirements will definitely be offered a place at our sixth form.

Year 13	Actual	National
		2016
Number of students	187	
A level subject grades A*-A	44%	22%
A level subject grades A*-B	77%	56%
AAB in 2 facilitating subjects	33%	15%
AAB in 3 facilitating subjects	23%	6%

4 Financial statement

The school has worked hard to navigate through difficult funding decisions. A three-pronged approach has ensured that any projected deficit has disappeared, although, like all schools we are pressed financially. We have increased student numbers, make efficiency savings where possible, and made some limited difficult curriculum decisions. We are now focussing on IT refresh. Prospective candidates can be assured that the school has no financial issues of concern above those of all schools nationally.

On the issue of academisation, it is also of note to prospective candidates, that although we have been in discussion with like-minded schools about multi-academy trusts, this is to future proof our position should we be required to move in this direction. There are currently no plans (and limited appetite) for moving quickly in this direction. We are a school that values its links with the community and the local authority.

5 Information shared for all posts

5.1 Introducing Durham Johnston

Durham Johnston is a long-established, highly successful and much respected comprehensive school serving 1500 young people from Durham City and the surrounding villages. Our school was founded in 1901 as a mixed grammar school and took on its current form in 1979 from the amalgamation of the grammar school and two secondary modern schools. After 30 years a spilt site school our new building opened in April 2009. The admission number for Year 7 is 232. Our prestigious sixth form draws from a much wider area and has approximately 340 students. About 65% of our own year 11 students stay with us into years 12 and 13. Before deregulation we were a Language College with full International Status and a High Performing Specialist School with further specialisms in Leadership and work with Gifted and Talented students.

5.2 How we serve our young people

Each young person is based in a form, with a tutor, and looked after by a Head of Year too. We have two Deputy Heads and three Assistant Heads. The Leadership Group are responsible for the curriculum and pastoral structures, the 6th Form, pastoral provision, and the quality of teaching. Our Business Manager is also on the team, together with some middle leaders who are supporting the strategic priorities of the school over the coming years.

In Year 7 our young people study in mixed ability classes for everything except mathematics and English and from Year 8 onwards we set in most subjects. Our curriculum is broad and includes art, English, French, geography, history, mathematics, music, PSE, physical education, ethics and philosophy (RE), science, technology and computing for all students. Students also study Latin, German, Spanish or Mandarin from Year 8. The school operates a 25-period timetable and lessons last for one hour.

The Key Stage 4 curriculum currently includes core subjects and three pathways for option choices. The core subjects are English (language and literature), mathematics, science (separate or dual), PSE (including Careers), RE and PE. The first of the three options is from the EBACC list. Options B and C are a free choice (with the final Progress 8 subject being either RE, literature, or the third science). We use GCSE specifications from all the examination boards. We offer a range of vocational options also.

In the sixth form we offer a range of GCE A level qualifications in art, biology, business studies, chemistry, economics, English literature, English language, French, further mathematics, geography, German, history, information technology, media studies, mathematics, music, physical education, physics, politics, religious studies and sociology. The comprehensive list is on the website. Students take four subjects in Year 12, most dropping to three in year 13, although some students keep four.

We try to make sure that our young people have an ICT award, and we also offer languages, and a choice of sport or community service to extend the range of options offered to sixth formers. Most of our sixth form go on to university, with many going to highly competitive courses and a large cohort – usually about 15% - to Oxford, Cambridge, medicine or veterinary courses.

5.3 What's it like to work at Durham Johnston?

We have a strong teaching and support staff team and a very wide range of extra-curricular activities. We work well with our partner primary schools, trying to develop coherence and continuity in the 3-19 curriculum. We work closely with the other schools in central Durham. We have strong links with local industry.

The performances of our music department are of a very high standard and our sports teams are very successful regionally and nationally. Our carol service is held in Durham cathedral: a marvellous event!

Like other schools we use staff committees and working parties to consult, develop and plan for Johnston's growth. Staff are active on committees of the governing body. We encourage colleagues to pursue active professional development throughout their careers, and we enjoy our training time together. We are a friendly staff and nearly 100 teachers are enabled by our excellent support staff.

Durham Johnston has a very good reputation well beyond our neighbourhood. We are a high attaining school, and our students make excellent progress from their starting points. Our A-level results are among the best in the country. Our GCSE results in 2016 were strong. 77% of students attaining the basics, and very high levels of progress in English and maths (using legacy measures). At A2 Level 49% of grades were A and A*. We are equally committed to those students whose situations could make them more vulnerable; the percentage of 'pupil premium' students attaining 5 grades A*C with English and mathematics is well above the national for similar students, and we are working hard to support the achievement of these students. Even a cursory glance at our website or the performance tables would indicate how high achievement is here at the Johnston.

We are regularly written up in the press as one of the top highest achieving comprehensive schools in England at A Level. We are highly ranked nationally for entry to highly competitive university courses. We blow our own trumpet when we can; our innovation and performance are emphasised through a good profile in the media. Better still, most of our young people and their parents have a very positive attitude towards their education and the opportunities that this school offers them. We have had two outstanding Ofsted judgments over the past years, including one in January 2015.

5.4 Is Johnston right for you?

Durham Johnston is an extraordinary school and we need staff who understand that. We are one of the very few genuine comprehensive schools in Britain, with young people from a very wide range of backgrounds and abilities, although many of our students arrive above average in English and mathematics. All our staff need to have the skills to work with the wide range of abilities, and to be equally at home with those who are struggling to learn as with some of the best young minds in the country. Working here is sometimes exhausting, but it is always rewarding.

We want to appoint people who are committed to their jobs and prepared to throw themselves into school life. We want people to join us who know that a teacher's responsibility extends well beyond the walls of a classroom, who will play an active role in department teams and other staff groups and who will make good working relationships with young people, leading them to the highest standards of achievement. We need support staff who facilitate this and help us to improve our standards of service.

We are proud of our traditional ethos at Johnston, and we celebrate stability and reliable excellence. We know that it is in the maintenance of a happy, orderly and successful community built upon classroom excellence, long-term commitment and strong personal relationships that we root our success. We are a dynamic, improving school.

We take education very seriously at Johnston. We expect students to strive for the highest standards and grow into good citizens. Our school plan commits us to academic excellence and social justice and we believe that what we offer gives all our young people a fair opportunity to compete with those for whom privilege has been purchased. We seek to transform lives through learning.

Michael Wardle

Headteacher

October 2017