

Ursuline High School; SEF Summary October 2018

Contextual Information

- Ursuline High School is a Catholic voluntary aided comprehensive school for girls. The school is situated in the Merton Deanery in the Archdiocese of Southwark. It is maintained by Merton Local Authority.
- The school's Ursuline ethos is based on Serviam 'developing your gifts and talents for the benefit of others'.
- The school is a member of a national and international community of Ursuline schools. In Years 7-11 over 90% of students are catholic.
- The percentage of students from minority ethnic groups is well above the national average
- The proportion of disadvantaged students is a sizeable group of 18.1%. The school deprivation indicator is above national.
- There are currently **Looked After Students who are in the care of Hammersmith and Fulham.**
- **41% of students come from within Merton and 59% come from a wide area of south and west London admitting students from 70 different Primary schools in Yr 7**
- There are no students in alternative education at present.
- Ursuline co leads Teach Wimbledon [ITT Schools Direct Partnership] with Ricards Lodge High School, Merton LA and Roehampton University - a collaboration of 20 schools.
- The school has a long established and successful Sixthform with Wimbledon College and welcomes students from a range of faith backgrounds.
- Ursuline works in Partnership with St Philomena's High School focussing on sustaining the highest standards in both school. This is the Avila Learning Partnership
- Ursuline is a partner within the Merton Catholic Deanery ensuring smooth transition between Primary and Secondary.
- The Headteacher is as an NLE has worked with local Primary schools to secure their school improvement to good. She is supporting the SMSC provision at Sacred Heart and leading cluster of 8 schools on Mental Health provision on behalf of the South West Clinical Commissioning group

Improvement since last inspection

- To make our school even better we have increased the opportunities for students to take charge of their own learning
- Post 16 independent learning sessions have been embedded; wider reading and flipped learning has led to accelerated progress in certain subjects
 - 1:1 digital learning throughout the whole school has led to greater collaboration in learning and more independent learning
 - Student learning conferences has improved student metacognition of learning and led to increased empowerment in achieving successful outcomes

Overall effectiveness is outstanding

- The quality of teaching, learning and assessment is outstanding
- Outcomes are outstanding at KS4 and KS5
- The school's wide-ranging promotion of students' spiritual, moral, social and cultural development and their physical well-being enables students to thrive and develop as fully rounded happy young people ready for their next stage of learning
- The culture of safeguarding and compliance throughout the school ensures all students are kept safe

Leadership and Management is outstanding

- All Leaders and Governors have worked and continue to work to sustain a culture with the highest aspirations where every girl is expected to succeed. Relationships are professional and caring with a culture of both support and challenge
- There is an outstanding Senior Leadership team who understand strategy are experts in their areas and who know how to drive forward and implement school priorities
- All school members are focused on attaining the highest rates of progress and attainment for every student. This is exemplified though the vision of leaders, systems leadership, staffing structure, resource allocation, accountability, appraisal, Professional development systems, Governor reports and visits, SLT and middle leader meetings and strong collaboration with parents
- The school secures outstanding progress for its SEND, more able students and disadvantaged students which is much higher than nationals and higher against non-disadvantaged as a result of its values and mission. 2017 was an exception for disadvantaged students in Mathematics at KS4. School leaders and staff understand why and have the appropriate strategy in place to close the gap for 2018
- High Prior Attaining students and Disadvantaged students securing achievement and progress results which are significantly higher than nationals.

Disadvantaged Students secure results which are above non-disadvantaged nationally on all performance measures as a result of its values and mission. The progress of High Prior attaining Disadvantaged Students is positive predicted at +0.38 in 2018. Outcomes for SEND students would indicate Good Progress rather than outstanding at the end of KS4

- Governors and Senior leaders have an accurate self-evaluation of the strengths and areas of development of the school exemplified in areas they have highlighted to improve and the impact they have had. The school listens and seeks to improve what it does with every opportunity
- Outcomes and monitoring both internally and from external reviews verify that the quality of curriculum, teaching, learning and assessment is outstanding.
- Action research programmes by staff over the last 3 years are developing a culture in taking risks and trying out new ways to develop the impact of teaching
- Students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work and ethos. This is evidenced in the huge and exciting range of opportunities students engage in. Participation rates are high as a result of monitoring of participation data
- The school community does not accept prejudiced behaviour and all members of the community subscribe to this. The ethos of the school is deeply embedded in the policies and procedures and management of any discriminatory behaviour.
- Equal opportunity for girls is a high priority and can be seen through our conferences for girls, careers provision, learning conferences and destinations
- Our safeguarding team are forensic in their approach ensuring the wellbeing of all students through multiagency work. Staff engage in robust high quality training and are confident in referring and seeking advice as well as challenging fellow professionals to ensure student's well being
- The school community is focussed on protecting students from radicalisation and extremism through educating students to be critical thinkers, discussing the issues and being vigilant in monitoring student behaviour especially through PSHEC and ICT.
- Students tell us they feel safe and when they do not feel safe action is taken in collaboration with external partners like the MASH Team and our School Police officer to resolve any issues e.g. travelling to and from school
- Effective succession planning and high quality professional development programmes ensure the highest quality of leadership. This is achieved through working in partnership with National and local organisations SSAT Leading Edge Surrey Schools Leadership Programme
- The school proactively recruits and trains staff through its Teaching Hub 'Teach Wimbledon' and its partnership with Roehampton, St Mary's University and UCL and when it is unavoidable through agencies.
- Our Partnership with St Philomena's is working to ensure the highest standards of provision through maximising our shared expertise in leadership AT senior and middle leadership level.

Teaching, Learning and Assessment is outstanding

KS3 / 4 Outstanding

KS3

- Teachers have high expectations of students as a result of an excellent understanding of their starting points and end of KS2 attainment
- Teachers have a clear understanding of standards at ks3 and how to challenge students to achieve them
- Through the promotion of the 4Cs, there is great consistency in teaching across all subjects, where clear context, challenge, checking the learning and consolidation can be evidenced in all lessons.
- The school has a culture of high aspirations whereby all students are expected to make outstanding progress. As a result students buy into this culture, work hard and are determined to succeed
- Students are challenged daily in their lessons through high quality questioning and differentiated learning activities which meet the learning needs of students. As a result progress of students from different starting points is excellent.
- High quality marking and feedback that focuses on how to progress enables students to know what they have to do to improve; teachers then ensure that students respond and make excellent progress
- Misconceptions are challenged through assessment for learning in lessons, enabling students to be more confident and effective learners
- Students know what they have to do to improve as a result of tracking their own learning and feedback from staff
- Learning conferences enable students to develop a better understanding of the learning process so that revision is more effective and excellent progress can be evidenced in end of year examinations

KS4

- Because of an innovative and responsive culture, leaders have identified gaps in provision and, in collaboration with middle leaders, implemented a 3 year GCSE and 3 week cycle of assessment [PiXL Classroom]. As a result students and staff say learning in Ks4 is more effective and at a deeper level, which enabled an outstanding set of GCSE results for the first full set of the new GCSEs
- Teacher subject knowledge is excellent. This is enhanced by their experience of marking public examinations. As a result, teachers give great clarity to students on what they have to do to improve. Students feel that this empowers to learn

- Teachers are aware of the new standards for GCSEs and how to support the students in reaching their aspirational targets
- Consistent application of the school Teaching and Learning Policy ensures that students are challenged at all levels in every subject
- The structure of the curriculum enables staff to build into Schemes of Learning consolidation and interleaving activities to embed understanding and ensure effective application of skills and knowledge. This is successfully reflected in the GCSE outcomes for all students, including disadvantaged.
- Rigorous and accurate assessment procedures, which are moderated with partner schools, lead to the accurate identification of gaps in knowledge. This leads to effective intervention for individual students and sustained progress.
- Effective modelling of work at both KS3/4 enables students to visualise what they are aiming to produce. As a result students work assiduously to attain the highest standards and practice what they have to do to improve.
- Effective management of behaviour and consistency of differentiated homework leads to a sustained pace of learning over time, supporting excellent outcomes

Next steps

Greater Consistency

- Students' understanding needs to be more effectively and systematically checked during the lesson to direct learning and focus on misconceptions
- All staff need to deliver clearer differentiated learning outcomes with activities that consistently match the learning needs of all students.
- Assessment for teaching should be reflected in differentiated planning for High Prior Attainers at the 7-9 grades and Middle Prior Attainers at the 5+ Standard
- Greater consistency in modelling work at the 7-9 standards across all subjects
- Teaching better enables students at each Key Stage to be more critical thinkers, thus allowing them to access the Platinum and 7+ grades at a deeper level

Personal development, behaviour and welfare is outstanding

Personal Development:

- As a result of our shared school ethos, strong Pastoral system and focus on learning pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress.
- Students are given high quality, impartial and personalised careers advice in school, across all Key Stages. This supports students make good choices for their next stage. 77% of students are retained in the sixth form, students make good choices to further their career aspirations as seen in their destinations
- Participation rates for all groups in the co-curricular are extremely high resulting in the development of young people resulting in the development of young people's reliability, team work skills, resilience and commitment to the school ethos and sense of community.
- PSHEC and whole school learning opportunities like Year Group debates allow students to reflect and engage in discussion and debate issues respectfully, and develop their understanding of community and global issues.

Behaviour

- High expectations consistently applied and a range of proactive support systems result in pupils' impeccable conduct. Fixed term exclusions continue to be very low in numbers.
- Students receive timely support when they present behavioural challenges, therefore incidences of low level disruption are rare and students feel supported in their personal development. The 2017 PASS survey shows significant confidence amongst students, in their safe environment.
- Students are actively involved in challenging online bullying and encouraging each other to use social media respectfully and safely. As a result, there were no reported cases of racism or homophobic bullying in the 2017 Academic Year. Students tell us they feel safe and supported and know staff will take rapid action to resolve problems. Students are supported in safe online activity through the use of the eforensics monitoring system; creating a safety dialogue between staff, students and parents.

Welfare

- All students are valued and well cared for by a team of highly professional support staff led by the AHT inclusion as a result students value their education and rarely miss a day at school.
- Students value their education and rarely miss a day at school. Attendance for disadvantaged students has improved this year with KS3 at 95.74% well above the national average of 92.7%. Whole school attendance also surpassed national targets at 96.21%; as well as attendance for those with SEN, which was at 94.63%. Attendance for disadvantaged students is remains outstanding with KS3 having 1.91% of students under 90% attendance, and at 2.16% in KS4. Thanks to the new punctuality policy, punctuality has continued to improve significantly with 1.21% lateness to school.
- PSHEC and ICT lessons develop understanding of staying safe online and positive relationships, so students know how to spot dangers and who to seek help from.

- PSHEC has been developed to ensure that programs are in place to support student understanding of the Prevent Programme, CSE and FGM. Consequently, students reported that they were able to suggest actions to keep themselves and others safe. PSHEC also addresses local emerging issues such as pornography, drugs and alcohol, in response to the needs of the students.
- The mental health policy has been embedded, improving student access to support in school and outside school and developing skills for positive mental health across the school, including assembly and PSHEC lessons.
- The school's LGBTQI guidance and action plan has developed an open culture to promote all aspects of pupils' welfare.

Focus for development

- Further develop the LGBTQI protocol with specific support for transgender students
- Implement Young Carers strategy
- Assess and evaluate access to external support for counselling

Outcomes KS3/4 Outstanding

KS4

- Outstanding teaching, aspirational target setting, rigorous tracking, intervention and effective systems leadership at all levels enables all students and all groups of students to make rapid and sustained **progress** and outstanding **achievement**.
- Attainment 8 is outstanding no weaknesses identified in 2017 Inspection dashboard.
- This is evidenced in **three** years of sig+ **attainment** at KS4; **4-9 and 5-9** Eng and Maths, A*-G, Average point score and now Attainment 8. Outstanding attainment in 2018 predicted Attainment 8 score of 59. 2018 85% Basics Pass Rate 4-9 and 61.5% Strong pass Basics. In 2018 Overall 76% of Grades were 9-6 and 36% if Grades at A/A* (9-7) indicates outstanding outcomes in Foundation and Option Subjects. Each year consistently positive variations from nationals on changing EBACC performance measures. In 2018 EBacc APS 4.86 resulted in 55.5% of students achieving Grade 4 and 41% on Grade 5. 82% success rate on entry.
- Progress 8 Score of +0.8 IDSR 2017 predicted identical outcomes in 2018. KS2-4 Confirmed 2017 data indicated all Performance Measures in top 20% nationally, Progress 8 was 4th percentile rank overall; 14th for Maths, 1st for English 2nd. For EBacc element 4th and Open element 19th. For Ebacc components, Science 4th, Languages 6th and Humanities 9th percentile. These outcomes have has been sustained over time and comparable or improved outcomes are expected in 2018 for most measures.
- The progress of all groups of students including SEN EAL reflects the inclusive ethos of the school and its determination to ensure all girls succeed. Progress 8 value 2017 for Disadvantaged Students was disappointing by Ursuline Standards at +0.31 still ranked 12th nationally but 2018 is expected to produce significant results in excess of +0.65 P8 in 2018. In all years Disadvantaged students continuously make better progress than other students nationally. The lower maths result recorded in 2017 was corrected in 2018. 78% of Disadvantaged students attained 4-9 Eng & Maths significantly above Disadv National data. (National other 2017 63%) SEND P8 predicted score of +0.28 indicates a gap in performance against other cohorts and will be the focus for improvement.
- At KS4 current data indicates securely outstanding progress for disadvantaged students GCSE cohort 2019 already generating a positive progress score with the whole of year 11 to build.
End of Year 10 data already indicating Positive Progress data Low (P8 of +0.15) Middle (P8 +0.06) and High attainers (+0.12) are all making progress above nationals and in line with school targets and aspirations. Where there are pockets of underachievement intervention programmes are supporting pupils to make expected and more than expected progress towards their target.

KS3

- At KS3, current attainment and progress is significantly above age related expectations as evidenced in Proof of Progress Tests and end of Key Stage assessments, which are moderated with another school. 88% of students made ARE in Ks3 and 57% above ARE. External quality assurance through the Proof of Progress test indicates that 90% of year 7 made progress from baseline testing in English and 83% in Maths
- Current progress at KS3 is outstanding and never less than good in Core and Foundation subjects as a result of rigorous monitoring and accountability. Inconsistencies between subjects are immediately identified and responded to in the following half term to prevent any fall in standards.
- Disadvantaged students make similar progress to other students at KS3. When gaps appear they are quickly identified and purposefully addressed through targeted strategic and individual intervention. Progress of SEND students at the end of KS3 indicates outstanding practice

Focus for development

- Improve the proportions of students achieving 'Good' Pass GCSE grade 5 in Mathematics and close the performance gap to English.
- Improve the outcomes of Disadvantaged Students in Maths to reach parity with Non disadvantaged. (removal of any gap in progress and attainment)
- KS4 Remove in school variation in attainment in Focused Subjects Maths, Business Studies and Music
- Improve the Attainment on the 9-7 Threshold to above 40% of all grades,
- Ensure Foundation subjects produce parity of outcomes achieved in the Core subjects On grade 5 (Cohort and Groups)
- Remove any gaps in progress between cohorts and SEND students at KS3/4 to evidence outstanding judgement in all years and both key stages
- SEND students to return comparatively outstanding Progress measures recorded by other cohorts at KS4

- Improved outcomes at Platinum levels for all subjects and remove gaps between disadvantaged and cohort students at Platinum level.

Sixth form Good

Outcomes

- In A Level qualifications, in 2018, students attained 26% A*-A (25% in 2017), 61% A*-B (54% in 2017), 89% A*-C (81%) and 100% A*-E (99% in 2017). This is significantly above National results at A*-B and A*-C.
- The average attainment grade at A Level is B- in 2018 (C+ in 2017; B- in 2016).
- At A Level, trends since 2014 show an increase at A*-A from 20% to 26%. At A*-B and A*-C, results are amongst the school's highest, second only to the 2016 results.
- The results in the new Vocational qualifications are high with 62% D*-D, 88% D*-M and 100% pass rate in Year 13. Comparison with national performance and VA calculations are not possible until the L3VA is released by the DfE due to both legacy and new BTEC qualifications being available to schools at present. Until now, on the legacy BTECs, results have consistently been above national average.
- In 2017, FSM achievement was slightly above the rest of the cohort well at A Level, attaining 64% A*-B. Similarly, the attainment of Bursary students over the last three years has been consistently above National Average at A*-B (69% against 54% nationals). This reflects the school's inclusivity and determination for all girls to achieve their potential in the 6th form.
- The SEN results are above the school's overall results and above national average at A*-B, A*-C and A*-E, having achieved 19% A*-A, 69% A*-B, 92% A*-C and 100% A*-E.
- Level 3 Value Added is outstanding in Religious Studies, French, German, History, HSC and PE in 2017. Students also achieved outstanding progress in English Literature & Language at Wimbledon College. Other subjects with a predicted good value-added in 2017 include Geography, English Language, Music (taught at Wimbledon College) and Sociology amongst others.
- Where there is underachievement intervention programmes and PiXL strategies are supporting students to make progress towards their target.
- GCSE Re-sits: in 2018, 75% of students resitting English Language GCSE improved their grade to a 4 (88% in 2017) – significantly above national average (39%). 75% made 1 level of progress in English in 2018 (100% in 2017) as a result of high quality teaching and effective leadership. In maths 27% improved to a C (50% in 2017, 30% in 2016) above nationals (23% in 2018, 27% and 30% in 2017 and 2016); 33% made 1 level of progress (69% in 2017 and 35% in 2016).
- As a result of excellent support and guidance, all students move on to sustained higher education, employment or training. Expert University and careers guidance consistently lead around 90% of students to go to University in the last three years. In 2018, 88% have gone to University, a slight drop, as there has been an increase in students starting on an apprenticeship: 11 students in 2018, against 1 and 3 in 2017 and 2016.
- 75% of students got into their first University choice in 2018, compared with 65% in 2017 and 77% in 2016.
- 37% of students joined a Russell group university (up from 31-32% over the past three years).
- 67% of Bursary students and 75% of SEN students who applied to a Russell group University joined one in September.

Teaching Learning and Assessment

- The quality of teaching and learning is good overall. Evidence of subjects where it is outstanding includes English Language, English Literature, Geography, German, Psychology and Spanish and this is due to the teachers' focus on highly effective questioning, diagnostic marking and carefully-planned differentiation supported by excellent knowledge of their students.

- Clearly directed and timely intervention and support by all subject teachers and leaders enables learners who fall behind to catch up. Consolidation is implemented more consistently across the Sixth Form to enable the most able to perform better in the new linear examinations.
- The consistent application of assessment for Teaching and Learning across the sixth form, within the lessons and in teachers' feedback, allows all students to take responsibility for their learning and show they are eager to act on advice to improve.
- In-year progress consistently leads 87% to 90% of students to move from Y12 into Y13 over the past three years.

Leadership and management

- Leadership in the Sixth form pursues excellence to continually improve the provision and to reduce gaps between groups or subjects by monitoring the quality of teaching, learning and assessment as well as student retention, progress and skill development.
- The leadership in the Sixth form continually reviews the broad and varied curriculum that we offer to enable all students of all abilities and starting points to achieve good outcomes and prepare them for future employment.
- Gaps in progress are monitored with rigour; this has been evidenced this year through targeted intervention using the Diagnosis Therapy Testing model informed by PLCs. This has impacted on 53% of students targeted because of in-year underachievement to achieve a B grade at A Level 2018. In-year progress in the linear subjects also showed an increase in results at A*-B from 50% to 61% and at A*-C from 76% to 90%.

Personal development, behaviour and welfare

- Safeguarding is effective and shows that all Sixth Formers feel safe and that staff are vigilant and responsive to their individual needs.
- As a result of the Sixth forms strong pastoral team and shared school ethos the students that leave the Ursuline Sixth Form are able to use their skills for the benefit of the school and wider community as well as having a generosity of spirit by being self-aware and able to direct their lives and fulfil their potential.
- Through excellent CIAG provision, students leave the Ursuline Sixth Form with the necessary skills for Higher Education and Employment gained evidenced (97% successfully completing year 1 at university in 2017, 94% in 2016)
- The Sixth form offers an extensive enrichment programme that enables all students to have excellent personal, social and employability skills and undertake a chosen work shadowing that meets local, national and their individual needs.
- The systems in place for attendance at KS5 enable attendance to be consistently between 94% and 96% over the past three years.
- Punctuality at KS5 in 2017-18 is above 98%.
- Retention rates from the start of Y12 to the end of Y13 is 88%, above national in the amount of students completing their A level qualifications.

Focus for development

- To improve VA in targeted subjects, particularly in Biology, Maths, Physics and Psychology.
- To improve A*-B attainment at A Level by focusing on challenge to deepen and extend learning.
- To develop the CPD provision with regard to examination standards and subject knowledge.
- To improve the quality of delivery of the new BTEC courses in order to attain more D*-D.
- To implement the joint development plan in partnership with Wimbledon College

Curriculum

Suggested grade: Outstanding

Our KS2-4 broad and balanced curriculum leads students of all abilities and starting points to outstanding outcomes: top 100 non-selective state schools for value-added in 2017 2016 2015 and 2014.

The school has an extensive transition programme from Y6 into Y7, which is highly rated by parents. As a result, students settle in quickly and enjoy coming into school.

The school makes highly effective use of the Y7 catch-up premium. The vast majority of students joining below age-related expectations make accelerated progress in Year 7 and this enables them to tackle the full curriculum at the Ursuline.

Different pathways, supported by independent careers guidance, cater for students of all abilities and lead to clear 14-19 progression routes, resulting in a high proportion of students continuing to University, including many who took vocational qualifications joining Russell group Universities.

Learning conferences and study skills lessons enable students to become mature and independent and thus develop their employability skills. This is further reinforced by our common approach to numeracy and literacy - including public speaking and debating- across the school.

The balance between school values, the quality of teaching and learning and the emphasis on employability skills lead students to develop resilience achieve mastery.

Progress and attainment by the end of Year 8 enable a majority of students to opt for the EBacc pathway, including for disadvantaged students.

As well as thriving in the EBacc subjects, a large proportion of students opt to continue with Art, Drama or Music to GCSE level as well as through their participations in school productions, choirs and orchestras.

The extensive extra-curricular programme provides outstanding opportunities for students' spiritual, moral, cultural and social development. This includes a large number of opportunities for trips, clubs and entry to national competitions. Student Leadership programmes, such as the Student Leaders involving over 140 students in 2017-18, Chaplaincy student representatives, Student Council, Sports Leaders and Sixth Form Leadership positions, enables students to develop confidence, resilience, communication and team work skills.

Year 9 students participate in the Curriculum Project, a series of day long sessions through the year and run by different faculties that enable them to deepen their learning of the world around them. The question, Do we deserve our place on Earth, is the focus for this year 9 cohort.

Students who have particular gifts and talents are encouraged and supported in their development, through challenge activities in lessons, and our expanding enrichment provision outside the classroom such Challenge club for potential Oxbridge students in KS3/4, debating clubs and competitions, STEM activities or sport clubs such as football or athletics amongst others. Parents' survey shows that 86% believe that the school provides a good range of additional opportunities.

British Values and Prevent lessons are delivered across the age range and develop the students' depth of knowledge and understanding on radicalisation, terrorism, FGM and CSE.

Citizenship and democracy form an important part of the students' education and, from Year 7 to Year 13, student-led assemblies teach the students about the views of the main parties and all students take part in mock elections for local & general elections or referendums.

Focus for development

- Evaluate and expand the Curriculum Project
- Evaluate the Curriculum offering in line with changes to OFSTED criteria, ensuring the curriculum meets the needs of all students
- Evaluate the learning acquired from UHFEST and build upon that this year
- The curriculum offer better enables students to be critical thinkers through a whole school approach to their learning and experiences

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