



**Bradfield School**

**External Consultant's Report**

**Summer Term 2016**

<b>School:</b>	Bradfield School	<b>Date of meeting to discuss information for the Report:</b>	7 <sup>th</sup> June 2016
<b>External Consultant:</b>	Mr John Fowler	<b>Visit length</b>	1 day + preparation and follow-up
<b>Those attending the meeting</b>	Headteacher + other members of the school's Senior Team		
<b>Circulation of the Report</b>	Headteacher, Chair of Governors, Governing Body		
<p><b>Summer term agenda</b></p> <ul style="list-style-type: none"> <li>• Headteacher items</li> <li>• Evaluate progress made on the school's 2015-2016 School Improvement Priorities</li> <li>• Evaluate progress of pupils towards 2016 (2017) targets</li> <li>• Evaluate the quality of school self-evaluation and discuss future arrangements for self-evaluation</li> <li>• Evaluate the quality of Leadership and Management</li> <li>• Evaluate the effectiveness with which the school deploys resources to achieve high quality pupil outcomes</li> <li>• Evaluate the school's overall capacity to improve</li> <li>• Future school improvement arrangements.</li> </ul>			
<p><b>1. Headteacher Items</b></p> <p><b>ABC</b> – During this academic year the Headteacher launched a new way of a communicating his three key priorities for Bradfield school improvement – the ABC of improvement.</p> <p>As part of this, the school's overall attendance target was set at 96% and new strategies were introduced to support good attendance. Currently the school's actual figure stands at 95.14% but it would have been nearer to (quite possibly at ) the target figure had the school not been hit by a winter bug just before Easter which saw one week's attendance drop to 73%. 500 students and staff were absent during that week. In general, Years 7 to 10 have good attendance records, but Year 11 has been disappointing. The need for good attendance has been emphasized to students and the "profile" of attendance has been raised well. The school will continue to target attendance during 2016-17.</p> <p>The need for respect for one another and an excellent attitude towards learning have been emphasized throughout the academic year. A Staff Team has reviewed behaviour and developed a refined approach to rewards and sanctions, using Go4Schools. This will be operational throughout the school from September. A much more cohesive Pastoral Team has been created this year and they will be able to support student behavior even better in the future. Further training for the Team is planned, particularly in relation to analyzing data and taking on the difficult conversations with academic leaders. In addition, a six-week mentoring programme for some students will be led by an external consultant, who will also undertake some cognitive behavior training with the Pastoral Team and then the whole staff. The school is aiming for clear behaviour procedures and staff consistency in applying them, so that classroom behaviour is as good as possible, allowing all students to take full advantage of the good teaching that is on offer at Bradfield.</p> <p>It would be useful to test how embedded the ABC priorities are during the next academic year.</p> <p><b>Budget</b> – during this year £80,000 of savings have been made, half of this from within the school's capitation budget. Despite this, difficult decisions have had to be taken in order to create a workable budget for 2016-17 and to ensure that the school is in a strong financial position in the future. For example, from September staff will teach one more period each week and teaching groups will be slightly larger in some year groups. The 2016-17 in-year overspend will still be considerable but will be very largely offset by the school's remaining surplus. As a result the agreed budget for next year will result in a planned deficit of £75,000, less any additional savings made in-year. The school is predicting a further in-year deficit for 2017-18, which will create an on-going deficit of £229,000 to carry forward. However, 2018-19 should see a small in-year surplus which will begin to eliminate the on-going deficit and significant in-year surpluses in both 2019-20 and 2020-21 should leave the school with a significant surplus (£248,000) to take into the following years. Whilst it is hard to predict so far ahead, the school's assumptions and strategies are realistic and financially cautious. As far as is possible, they have</p>			

addressed possible eventualities and created a cogent argument to support their predictions. As a result, the E.F.A. is fully prepared to accept the plan.

**Surveys** – Senior Staff have responded to the recent Staff Survey by, for example, streamlining the way in which data is collected and adjusting Parents’ Evenings (to ease workload) and refining pastoral procedures and the work of the Pastoral Team. Suggestions in returns from the very positive Parent Survey have been considered and as a result, parents will have more contact with staff during the year and communications will be improved by, for example, the likely replacement of the current Planners with the Show My Homework on-line information system.

## **2. Progress on the school’s 2015-2016 School Improvement Priorities**

The school has made excellent progress in relation to this year’s priorities, as can be seen from the colour-coded update below. This visual summary of progress (more detail can be found by looking at the colour-coding in the actual plan) indicates that many of the actions under-pinning the five main priorities have been completed. The vast majority of the others are well on the way to being completed

### **1. Achievement of students**

- Raise achievement at all Key Stages and ensure teaching over time is impacting on achievement in order to obtain a positive Progress 8 score (link to PM objectives for all staff). IG

### **2. Quality of teaching, learning and assessment**

- Ensure consistently high quality GAP marking and constructive feedback from teachers so that students make significant and sustained gains in their learning. KH
- Further embed whole school approaches on numeracy and literacy which are highly effective and cohesively planned and implemented across the curriculum to raise student achievement. JO
- Implement the new assessment arrangements at KS3 and KS4, ‘life after levels’. IG
- Implement the ‘Achievement for All’ programme. DB

### **3. Personal development, behaviour and welfare of students**

- Link the new SEND code of practice to our behaviour for learning policy in order to support Achievement for All. DB
- Further enhance strategies to engage with parents/carers and be designated with LPPA (Leading Parent Partnership Award). DB
- Improve Year 7-11 attendance to 96%. DB

### **4. Leadership and management**

- Ensure there are high quality CPD opportunities for all staff, which provide the tools to raise student achievement. KH
- Ensure there is a whole school action research programme (Lesson Study) for all teaching staff, which provides the tools to raise student achievement (link to PM objectives for all staff). KH
- Continue to pursue capital investment for a new 6<sup>th</sup> Form block and an expansion of existing facilities to raise our standard number to accommodate the need for additional school places within our Catchment Schools. IG
- Roll out the new MIS ‘Go4schools’ to improve tracking and monitoring of pupil attainment and achievement. IG
- Engage with two new partnership ventures; SCITT and Learn Sheffield. IG

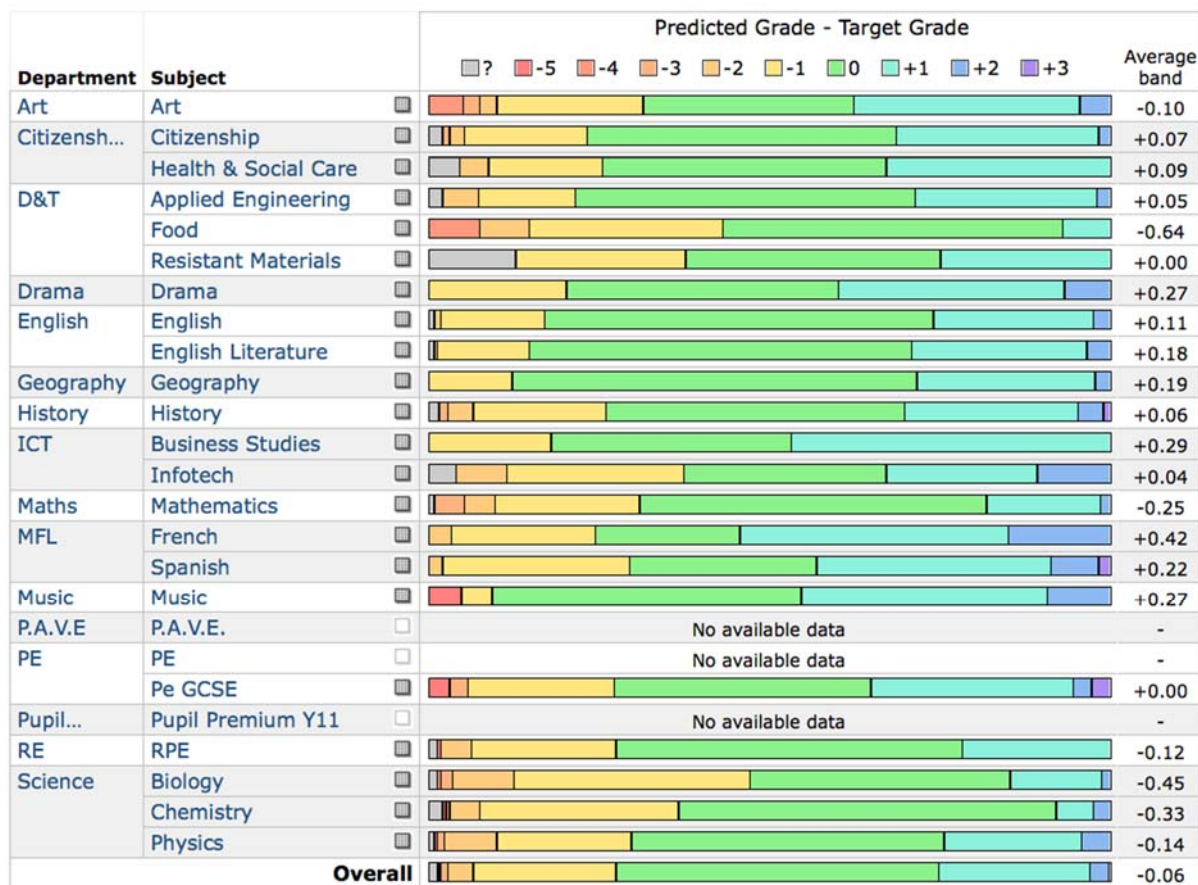
### **5. Bradfield Sixth Form**

- Focus on recruitment to Bradfield Sixth Form and maximise recruitment from our own school. PB
- Raise achievement at Key Stage 5 to ALPs 1-3 and ensure teaching over time is impacting on achievement. PB

### 3. Progress towards 2016/2017 targets

#### Current Year 11

The current Year 11 are judged nationally using the new accountability framework, i.e. Progress 8, the percentage achieving A\*-C in Maths and separately English, and the percentage entered for the EBacc. The overall predictions for each subject area are as follows:-



#### Commentary:-

The school has monitored student progress carefully, and introduced support and intervention strategies to help students achieve the best possible examination results. The overall Progress 8 score is predicted to be +0.1, which indicates that students would have made “expected progress” from Key Stage 2 to 4. In addition, the percentage of students achieving A\*-C in Maths is expected to be 80.3%, whilst in English the percentage is expected to be 89.9%. The percentage of students entered for the EBacc is above the national average at 28.1%. If achieved, these percentages would be very good. However, the school is unlikely to achieve an Ofsted grading of “outstanding” for Achievement unless student progress is (significantly) above that which is expected.

The “former measure” of 5+ A-C grades including those for English and Maths, is predicted to be 78.1%, although the school is stressing that this percentage is on the “optimistic” side of the possible range. This is due to the fact that the data for this prediction comes from the school’s last data capture for Year 11 students, which the students saw and which teachers therefore wanted to use as encouragement for individual students. As a result, the data is felt likely to be on the optimistic side and the school feels that the final percentage for 5+ A-C, including Eng/Maths is more likely to be nearer to 70%. Consequently the overall Progress 8 figure is likely to be nearer to zero than +0.1, further confirming that students made (only) “expected progress”.

The school is aware that a key factor depressing overall progress is the significant difference in the progress of boys and girls, as is confirmed by the predicted Progress 8 scores. The gap between boys (predicted -0.14) and girls (predicted +0.34) is marked. This gap must be narrowed considerably, by



Heads of House consider this information with tutors and subject leaders to target intervention for individual students. In Years 7 and 8 the

Attendance (%)	Average residual: Current Working At - Target Grade	ATL					ATH					Below/On/Above Target					EAL	EOTAS	Ethnicity	1st Language	FSM
		1s	2s	3s	4s	Ave	1s	2s	3s	4s	Not set	Under 1+ grades	Under 1 grade	On	Above						
95.68	-1.64	0	5	9	1	2.73	1	6	6	1	1	6	6	1	0	No	No	White - Brit English	No		
97.53	-1.29	0	8	7	0	2.47	0	10	4	0	1	5	6	2	0	No	No	White - Brit English	No		
95.06	0	2	7	6	0	2.27	1	11	2	0	1				0	No	White Other English	No			
100	-0.86	3	11	1	0	1.87	1	13	0	0	1	3	5	5	0	No	No	White - Brit English	No		
100	-1.93	12	3	0	0	1.20	10	4	0	0	1	9	2	2	0	No	No	White - Brit English	No		

school only shows students and parents an indication of whether students are thought to be 'on', 'at', or 'working towards' their GCSE target grades for each individual subject. However, CWA grades are still collected for staff to view.

### Key Stage 5 progress towards targets

#### Year 13 latest tracking data:

		2015 National Ave.
Number of 16-18 students on A level study	77	
Average point score per A level entry	229.5	216.1
Average point score per A level student (full-time equivalent)	706.4	DFE no longer use this as a measure (from 2016)
% of students at the end of A level study achieving at least 3 A levels at A*-E	92.20%	98.8
% of students at the end of A level study achieving at least 2 A levels at A*-E	100%	100
% of students at the end of A level study achieving at least 1 A level at A*-E	100%	100
% of students at the end of A level study achieving grades AAB or higher in at least 2 facilitating subjects	18.20%	19.2

The school uses ALPs spread-sheets to track progress in each individual A-Level subject. The latest tracking indicates a likely ALPs score of 5 in the summer.

#### Year 12 latest tracking data:

		2015 National Ave.
Number of 16-18 students on A level study	68	
Average point score per A level entry	227.1	216.1
Average point score per A level student (full-time equivalent)	798.1	DFE no longer use this as a measure (from 2016)
% of students at the end of A level study achieving at least 3 A levels at A*-E	97.10%	98.8
% of students at the end of A level study achieving at least 2 A levels at A*-E	100%	100
% of students at the end of A level study achieving at least 1 A level at A*-E	100%	100
% of students at the end of A level study achieving grades AAB or higher in at least 2 facilitating subjects	16.20%	19.2

#### 4. SEF Data (revised Ofsted format)

	<b>GRADING OVERVIEW – WHOLE SCHOOL</b>	School Grade	External Advisor Grade
<b>Achievement</b>	How well pupils learn and their progress (including Y7 – 10 as well as Y11 and Post 16)	<b>2</b>	<b>2</b>
	Standards attained		
	How competent pupils are in demonstrating literacy skills and their progress		
	How competent pupils are in demonstrating numeracy skills and their progress		
	How well gaps are narrowing between the performance of different groups		
	How well disabled pupils and those with SEN have achieved since joining the school		
<b>Quality of Teaching</b>	How well teachers demonstrate high expectations and set challenging tasks that improve pupils' learning	<b>2</b>	<b>2</b>
	How well teachers assess pupils' progress, provide them with constructive feedback and plan lessons to build on pupils' previous learning to match their development needs		
	How well teachers enable pupils to identify and understand how they can improve their learning		
	How well teachers use questioning and feedback from pupils during lessons to check on how well their teaching is achieving the learning intentions and adjust their teaching accordingly and modify future work		
	How well teachers enthuse, engage and motivate pupils so that they learn and make progress		
	How well teachers use their expertise to deepen pupils' subject knowledge and understanding and teach them the skills needed to make progress in the subject and help them learn for themselves		
	How well teaching and other support provides for a range of pupil needs		
	How well pupils are taught to develop their skills in literacy and numeracy and enjoy their learning in the school		
<b>Leadership &amp; Management</b>	<i>How well key leaders and managers:</i>	<b>2</b>	<b>2</b>
	Demonstrate high expectations and ambition for pupils and promote improvements in their achievement		
	Improve teaching and learning through supporting and developing staff		
	Are improving the school and developing its capacity for sustaining improvement		
	Evaluate the school's strengths and weaknesses and make use of their findings to promote improve		
	The quality of the school's arrangements for safeguarding pupils		
<b>Behaviour and Safety</b>	Pupils' conduct in lessons and around school	<b>1</b>	<b>1</b>
	Pupils' ability to assess and manage risk appropriately and keep themselves safe		
	Pupils' attendance and punctuality in lessons		
	Pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying		
<b>Overall effectiveness</b>	<i>Taking into account the previous 4 focus areas and the spiritual, moral, social and cultural development of pupils in the school as shown for example by their:</i>	<b>2</b>	<b>2</b>
	Willingness to reflect on the experiences provided by the school, use their imagination, creativity and develop their fascination and curiosity in their learning		
	Ability to apply a well-developed understanding of right and wrong in their school life		
	Willingness to take part in a range of activities requiring social skills and are helped to develop these skills		
	Well-informed understanding of the options and challenges facing them as they move through the school and college and on to the next stage of their education and training		
	Willingness to overcome barriers to their learning		
	Positive response to enrichment and other cultural opportunities provided by the school		



## Commentary on SEF grades

### **Achievement :**

As indicated above, student results at GCSE are good, and in some areas very good, confirming that students make good/very good progress during the time they are at the school. Indeed the overall performance of girls at GCSE is very strong. In 2015 girls' achieved a Progress 8 score of +0.30 and if the predicted Progress 8 score for 2016 of +0.34 were to be achieved, girls' progress from Key Stage 2 to 4 for two years would be significantly above what would be expected and hence "outstanding" in Ofsted terms. The progress of boys is less strong, as is shown by the 2016 Progress 8 prediction of -0.14 (2015 -0.18). If confirmed by the actual summer results, this would mean that boys had made less than expected progress from Key Stage 2 to 4 and that the year group as a whole would be considered to have made, at best, expected progress.

Whilst overall "good" progress is, in many ways, commendable, particularly given the high achievement of many Bradfield students at Key Stage 2, Key Stage 4 results mean that Achievement can only be graded as 2 ("good"). Overall achievement needs to be improved before a better grade for Achievement can be considered. To do this, the school needs to utilise a variety of strategies in relation to student attendance, the aspirations of students (and teachers), teaching and learning, classroom management, and support/intervention. In particular, the gender gap must be narrowed considerably, by increasing the achievement of boys.

### **Quality of Teaching and Learning :**

As indicated in the Autumn Report, much of the school's teaching and learning is good or outstanding. In 2015 for example, 95%+ of teaching was judged to be at or above the Bradfield standard. The school focuses on what goes on in classrooms and staff are willing to listen to advice and refine what they do. In addition, there are support programmes in place for teachers where appropriate and staff are partnered to support the spread of good practice. However, an overall grade for this key area is highly dependent on the school's grade for Achievement. The national assertion is that, "If Achievement is only good, how can teaching and learning be better than this?" As a result the overall grading for teaching and learning is immediately depressed.

In addition, and despite much progress over the year, there is still more to be made. The latest assessment of teaching and learning in the School Improvement Plan indicates that further developments in teaching and learning are still needed, including, for example, ensuring consistently high quality GAP marking and further embedding whole school approaches on numeracy and literacy. Good practice could be more widely shared, so that the school can develop a more holistic approach to teaching and learning. The school is still working on life after levels and next year a new Teaching and Learning Group is expected to offer monthly sessions for staff to attend, where they will be able to discuss various key topics. Earlier in the year the school was confident that as a result of teaching and learning developments, student achievement would rise still further in 2016, so that 80%+ of students would achieve 3 Levels of progress in both English and Maths, as well as 5+ A\*-C grades, including English and Maths at GCSE. Predictions now indicate that the 5+ A\*-C grades, including English and Maths percentage is more likely to be nearer to 70% - a further indication that more development in teaching and learning is necessary.

### **Behaviour and Safety:**

This is a key strength of the school. When spoken to, students confirm that they feel safe and confident when coming to school, and that they know to whom they can turn if they ever need support. The school's pastoral system remains strong and there is good support for vulnerable students. Students behave well in lessons and around school at lesson-changeovers, break-times and during lunch hours. They enjoy coming to school and are keen to learn. The school continues to focus on behaviour and safety, as is evidenced by the Headteacher's launch this year of the ABC of improvement (see Section 1 above). Attendance and punctuality are being targeted as they have a significant impact on students' work (see Section 1). As a result of this concentration on behaviour and safety strategies to support students, Behaviour and Safety can be judged as outstanding.



**Leadership and Management:**

Leadership and management in the school are good. The recently appointed Acting Headteacher has had an outstanding first year in post. He provides energetic leadership and has the strength to make critical decisions – even if they might not prove popular. He is aware of the school's strengths and areas for development, and he has a clear vision for the school's future which will bring success. He is supported by an excellent Senior Team which shares a common vision and by a strong Governing Body which is supportive of the school and sympathetic of the school's needs but at the same time appropriately challenging about areas for development and improvement. All are aware of the difficulties facing the school and the potential issues that will need to be overcome and they are determined to do all they can to provide the best opportunities for students. There is good, often outstanding leadership at all levels and the school has evaluation systems and support mechanisms which help to develop the quality of middle leaders. A strong CPD programme is being supported by two new partnership ventures - a SCITT and Learn Sheffield. Over the year the school has begun to develop leadership and management further by, for example, widening the agendas and discussion topics at (more regular) meetings of the Subject Leader group. In addition, future leaders are being developed by enrolling staff on middle leader and outstanding teacher programmes, and offering middle leaders opportunities to develop the skills and knowledge that will allow them to progress into Senior Leadership.

**Overall Effectiveness:**

Given the grades attached to Achievement, Quality of Teaching, Leadership and Management and Behaviour and Safety, a grade of 2 (Good) for the school's Overall Effectiveness is appropriate. Further evidence to support this grade can be found in sections 2 and 3 and the Commentary on SEF Grades above.

**Future arrangements for Self-Evaluation**

The school has good self-evaluation procedures, which ensure strengths and areas for future development are highlighted. Annual examination results are analysed in depth, and progress on school improvement priorities is monitored throughout the school year and then evaluated well so that future priorities can be set. In addition, there are quality assurance procedures in place in relation to teaching and learning and leadership and management. The current School Improvement Plan (2015-16) is a strong and useful document.

**The School's capacity for Sustained Improvement**

The School's Capacity for Sustained Improvement is "good". Evidence to support this judgement includes:-

- the strong leadership of the Headteacher, Governing Body and Senior Team
- good examination results
- good teaching and learning
- the quality of the school's self-evaluation
- outstanding student behaviour and safety procedures
- a well-organised and carefully monitored budget.

**Deployment of Resources**

The school deploys its resources well for the good of its students. An excellent budget-plan, including short and longer-term projections has been agreed which has taken account of current and potential future financial constraints. The school has systems to monitor budget spend carefully and is aware that there may well be further financial challenges in the future. Despite some short-term difficulties (which have been managed exceptionally well) the school is projecting a strong financial position within three to five years.

**5. School Improvement Priorities for 2016-2017**

These will need to be confirmed in September but the overarching priorities are likely to remain those of 2015-16, specifically - Achievement of students; The quality of teaching, learning and

assessment; The personal development, behaviour and welfare of students; Leadership and management; and Development of the Bradfield Sixth Form.

Within these key areas, new and/or refined objectives from 2015/16 will be set, along with relevant actions to support them, necessary resources and appropriate performance indicators.

**6. Additional Comments and Consultant's Note**

I have enjoyed my year with the school. Staff and students have been very welcoming and have always been willing to engage in open and frank discussions. I feel I have been able to see the reality of day-to-day life at the school and to get to know Bradfield well. In addition, the school has been fully prepared for my visits and I have been able, after our discussions, to take away a great deal of useful information to support the writing of my reports.

John Fowler (External Consultant)

June 2016