

IVANHOE COLLEGE SELF EVALUATION SUMMARY

JANUARY 2018	SUMMARY	
SCHOOL CONTEXT	<ul style="list-style-type: none"> ▪ 11-14, KS3 only academy, students transfer to Ashby School (14-19) for Y10 onwards. ▪ Larger than average intake, PAN 316, 967 students currently, increasingly oversubscribed school. ▪ Relatively affluent intake with significant pockets of disadvantage in town and rural catchment. ▪ Culture of ambition and continuous improvement based on sound evaluation since last inspection March 2014. ▪ Outstanding progress and attainment KS3 ▪ Outstanding SLT, MLT, teachers and support staff. Outstanding Governors recruited from range of business sectors provide rigour and challenge. ▪ Broad and balanced curriculum at KS3 leading to academic, EBACC and vocational options at KS4/5. 	
AREAS FOR WHOLE COLLEGE IMPROVEMENT Key priorities identified through self-evaluation	<p>To be the best that we can be on our 'Journey to excellence' by:</p> <ul style="list-style-type: none"> • Increasing the progress of disadvantaged students and other vulnerable groups, so that we are diminishing the differences between them and other students nationally at the end of Key Stage 3. • Further improve consistency in all areas of our work across the school 	
PROGRESS IN PREVIOUS INSPECTION KEY ISSUES – March 2014 and Nov 2015	KEY ISSUE	PROGRESS
	<ul style="list-style-type: none"> ▪ Build on the strengths of teaching, so that more is outstanding, by ensuring that teachers' marking and questioning make clear to students how they can improve their work and, thus, support the drive to raise achievement. (2014) 	<ul style="list-style-type: none"> ▪ Consistent quality of teaching, almost all 'good or better' ▪ Evidenced by unannounced lesson observation, monitoring cycles data ▪ Achieved through structured CPD programme, coaching culture, Professional Learning Communities,
	<ul style="list-style-type: none"> ▪ Strengthen the quality of leadership and management by ensuring that: <ul style="list-style-type: none"> ○ Leaders are sharper and more focused in their monitoring of the quality of T & L to identify precisely what would make it outstanding ○ Leaders use pupil premium funding more effectively to improve the rates of progress of students for whom it is intended (2014) 	<ul style="list-style-type: none"> ▪ SLT/MLT/all teachers involved in monitoring and improvement through 3 monitoring cycles ▪ 'Gingerbread' data analysis and Mint Class software supports teaching for maximum progress of all ▪ PP/disadvantaged progress is whole school priority – focused CPD and monitoring ▪ PP review and PP strategy accurately evaluates and supports improvement, led at SLT level by Asst Principal
	<ul style="list-style-type: none"> • Strengthen strategies to eliminate students' occasional use of derogatory language towards one another. (2015) 	<ul style="list-style-type: none"> ▪ Positive language school strategy, Assemblies, School Council and Tutor Learning Time re expectations and 'pro-social' focus across school ▪ Staff vigilance and listening to students' concerns ▪ Swift action to deal with reported incidents
	<ul style="list-style-type: none"> • Build parental confidence in the school's procedures to protect pupils from bullying by ensuring that all parents fully understand the school's approach to preventing and tackling bullying. (2015) 	<ul style="list-style-type: none"> ▪ Improved communications and website ▪ Improved and now very positive parental survey feedback ▪ Very strong home school links, particularly with harder to reach families, through Pastoral and Student Support teams.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT How SLT, MLT and governors pursue excellence and drive improvement and its impact on pupil outcomes.	STRENGTHS	1	AREAS FOR DEVELOPMENT
	<ul style="list-style-type: none"> • Ambitious, clear Ivanhoe vision, shared by all – ‘Journey to excellence’ 		<ul style="list-style-type: none"> ▪ Continued to improve progress and attainment of disadvantaged students, to diminish the differences between these students and other students nationally. ▪ Maintain and further improve consistency by Subject Leaders in monitoring cycles and department review. ▪ Strategic planning for future increase in student numbers
	<ul style="list-style-type: none"> • Robust and honest self-evaluation supported by effective systems, quality assurance and data analysis led by SLT and Subject leaders. • Significant leadership expertise across the system, school to school support/ACE Partnership/Teaching School/Local Leader of Education/ Behaviour Partnership 		
	<ul style="list-style-type: none"> • Outstanding open approach to the development of teaching and learning with highly experienced subject specialists and well developed/distributed middle leadership. • Broad and balanced curriculum developed jointly with local partner schools, pathway focus on mastery and new GCSE requirements from Y7 		
QUALITY OF TEACHING LEARNING AND ASSESSMENT Triangulation of quality T & L, learning environment, pupils’ work, feedback and assessment	STRENGTHS	1	AREAS FOR DEVELOPMENT
	Teaching overwhelmingly ‘good or better’ with much excellent practice. Highly experienced staff with strong culture of professional learning, research and innovation to improve practice, e.g. work in MLT focus groups, PLCs and CPD marketplace events. <ul style="list-style-type: none"> • Subject specialists, focus on feedback and assessment to move students forwards • Assertive, no nonsense culture to improve teaching quality, Appraisal used to tackle variation • Outstanding students who are resilient and enjoy learning because of well-planned and well delivered teaching and learning. • Activities which monitor and evaluate teaching happen at all levels to drive improvement 		<ul style="list-style-type: none"> • Eradicate inconsistencies in marking and feedback across all subjects and student response to feedback, so that we maximise progress for all students. • Continue to ‘differentiate for equity’, proactively supporting disadvantaged students in improving progress, and therefore attainment, across the curriculum. • Continued to develop T & L strategies that support a mastery curriculum.
OUTCOMES FOR STUDENTS Attainment, progress, quality of students’ work, current progress and progress over last 3 years	STRENGTHS	1	AREAS FOR DEVELOPMENT
	Progress and attainment outstanding 11-14 <ul style="list-style-type: none"> • Pathway Progress of all students is significantly above national comparison figures in Maths and English and across a range of subjects. • Pathway progress of Disadvantaged and SEND students is significantly above national other across a range of subjects. • Attainment across the majority of subjects is significantly above national figures across a range of subjects. • Progress of current students across range of subjects in line with or exceeding expected progress and above national comparison • ‘Gingerbread’ analysis used by all subjects to track progress and record interventions 		<ul style="list-style-type: none"> • Progress of Disadvantaged students with HPA is below that of national figures in some subjects. •
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE and SMSC	STRENGTHS	1	AREAS FOR DEVELOPMENT
	<ul style="list-style-type: none"> • Outstanding behaviour and attitudes from the overwhelming majority of students both in and out of class due to high expectations. • Strong culture of positive staff/student relationships and student wellbeing. • F/T exclusion rate much lower than national, 2.5% of students excluded in comparison with national figure of 4.26% • Attendance in line with national for all students. • Persistent absence for whole school just below national • Attendance for inclusion groups in line with national except PP which is just below. 		<ul style="list-style-type: none"> • Focus on positive attitudes, Growth Mindset and wellbeing to impact upon attainment. • Consistently supported students taking responsibility demonstrating resilience and independence • Further improved student attendance and reduced PA, particularly for the FSM/PP group.

**OVERALL
EFFECTIVENESS**

Teaching, Learning and Assessment which is consistently good and much that is outstanding – students benefit from subject specialists. Open debate in how we teach and research based culture.

Leadership and Management is dynamic and ambitious at all levels, innovative and outward facing to improve and develop all aspects of our work.

Outcomes: Excellent progress across KS3 – different groups such as HPA, SEND, DS are well targeted as part of the overall progress strategy.

Personal development, behaviour and welfare are central to our work. Strong anti-bullying and behaviour strategy. Outstanding behaviour.

Outstanding SMSC. Ivanhoe holds the Beyond Bullying Award and Enhanced Healthy Schools status. Students act as leaders, are engaged in House activities and regularly raise money for charity. Students take their British values seriously and learn and discuss all aspects of online safety through Lifeskills lessons.

We are a successful and thriving college:

- We are on a “Journey to excellence” as a whole college community
- We have a coaching culture. We use outstanding practitioners to coach others. We challenge underperformance and we constantly look for ways to improve;
- Almost all our teaching is at least good, with much that is outstanding, and we are continuously striving to improve;
- Student progress is outstanding, including for vulnerable groups;
- A strategic approach, leading to highly effective support for all students, particularly SEND, and those with complex learning, social or emotional needs;
- We demand the highest standards from ourselves and from our students;
- We have a strong, caring ethos, with SMSC development opportunities across all aspects of our work;
- We have an outstanding range of enrichment opportunities;
- We are passionate about raising the educational aspirations and fortunes of our more disadvantaged young people;
- We have rigorous self-evaluation at all levels, Dept Review Live process developed with middle leaders so that it is ‘live’ and reflects the continuous evaluation/improvement process
- We are never complacent. We are always looking to improve on previous performance and practice;
- We have experienced, effective leaders, and committed, knowledgeable governors who have the expertise and drive to challenge and support all our staff and students to strive for excellence;
- We work closely with our partner upper school to ensure we lay the best foundations for transition and learning outcomes at key stage 4;
- We use all our partnerships to share our good and outstanding practice, learn from others and improve what we do.
- ‘High trust’ environment, high motivation and pride in the college community from staff and students