



What went well....	Even better if.....
<ul style="list-style-type: none">• Merit system Year 7. Clear to parents and incentive to pupils• Postcard system well received• Trips a good incentive• Awareness of consequences acts as incentive to fellow pupils	<ul style="list-style-type: none">• Better system to record PATS to make parents aware. Not recorded in link book. Clarity system – how are PATs recorded• Feedback from teachers via linkbook• Response to parent's questions in link book re lack of homework.
<ul style="list-style-type: none">• Rewards scheme working well• Isolation unit is a good idea• Code of conduct means pupils know what the rules are and the consequences	<ul style="list-style-type: none">• Rewards trips require high parent contribution possibly preventing some children from going• Corridors can be intimidating and not always safe. Incidents of children being pushed over.• Designated medical room would provide privacy
<ul style="list-style-type: none">• Merits working well in Year 7• Rewards trips – good idea	<ul style="list-style-type: none">• If Y11 pupils were motivated more• If parents can't afford trips – what are the alternatives?
<ul style="list-style-type: none">• Text reminders work well possibly make more use of texts for other information?	<ul style="list-style-type: none">• "Not cool" perception. Make it more overtly competitive.
<ul style="list-style-type: none">• Disruption in class seems to improve in KS4• Good code of conduct• Isolation room	<ul style="list-style-type: none">• Compare statistics with national benchmarks• Behaviour to from school included?• "Corridor crush" needs addressing – consider monitors or even staggering lesson times.• Code of conduct should refer to "learning" not "teaching"• Are pupils rewarded for achieving or exceeding the code of conduct standard?
<ul style="list-style-type: none">• Rewards work the children appreciate the recognition despite ability.• Success breeds success – children are happy• Transition from Y6-Y7 worked well – caring• The HT is visible outside of school (bus stop and entrance)• Code of conduct is clear	<ul style="list-style-type: none">• How does the children's questionnaire compare against other schools?• From the improvements over the last few years are there any pupils still in the school from the early measurements?
<ul style="list-style-type: none">• Different qualities seem to be recognised in each child e.g quiet, studious child rewarded/praised• Postcards excellent – two audiences reached• Good behaviour rewarded (not just inducements for badly behaved pupils)	<ul style="list-style-type: none">• Disruptive pupils dealt with more quickly.

Progress against the 3 Ofsted improvement points

Objective 1

Continue to increase the rate of progress of learning in all years and particularly in the sixth form by:

- *Ensuring students, particularly the most able, are consistently challenged to achieve their full potential*
- *Embedding target setting and the rigorous monitoring of progress.*

Comments

- Increase rate of progress. Homework insufficient to support pupils being more challenged both in quality and level. Too little homework in Years 7,8,9 provides poor foundation for increase in homework in Years 10 and 11.
- Not convinced about Fast Track Y11 take final module at end of Year
- Modular Maths rushed to finish early
- Booster classes are great!
- Fast track scheme is a win
- Do you measure distance travelled by the under achieving students?
- Good progress feedback to students/parents
- Please keep doing what you are doing
- Monitoring – books/work to be marked frequently.

Objective 2

Further improve the quality of teaching and learning so that more is judged outstanding and the vast majority of teaching is judged at least good by:

- *Ensuring students have greater opportunities to become independent learners without undue intervention by staff*
- *Ensuring students have more opportunities to talk about their work and articulate their thinking as precursor to writing*
- *Ensuring marking consistently informs students how to improve*

- Follows from Objective 1
- Supply teachers do not follow the not talking too much which if they become long term cover can be an issue.
- Don't get feedback from children about how lessons are taught.
- Use of research media (internet) for homework is positive
- Overall quality of teaching is good but there are still pockets of concern ie form time seems to be wasted, some maths teachers are not responding to calls for help.
- Please keep doing what you are doing