

ANNUAL REPORT 2009

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Name of school: Carisbrooke High School

Report written by (SIP): Barbi Goulding

Date of visit: 15 May 2009	Time allocated (including preparation and report writing): 1.5 days
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Report circulated to (please indicate)

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Purposes of the Annual Report

1. To provide a summary of the progress of pupils including impact of interventions and actions taken
2. To provide a review of progress against agreed priorities.
3. To review the school's self evaluation for leadership and management.
4. To identify key priorities and actions to be implemented including support required.

Key activities undertaken (please indicate <input checked="" type="checkbox"/>)	Who was involved (please indicate <input checked="" type="checkbox"/>)
Meetings and discussions <input checked="" type="checkbox"/>	Headteacher <input checked="" type="checkbox"/>
Scrutiny of documentation <input checked="" type="checkbox"/>	Representative of Governing Body <input type="checkbox"/>
Tour of school <input type="checkbox"/>	Members of Senior Leadership Team <input checked="" type="checkbox"/>
Lesson Observation <input type="checkbox"/>	Pupils <input type="checkbox"/>
Scrutiny of pupils' work <input type="checkbox"/>	Other (please specify) Eng & Maths Co. <input type="checkbox"/>

School category

The school is currently in category (please indicate):

High Support	<input type="checkbox"/>
Focused Support	<input type="checkbox"/>
Additional Support	<input type="checkbox"/>
Entitlement Support	<input checked="" type="checkbox"/>

Where a change of category is recommended, this must be noted here:

Either recommended by school

Or recommended by SIP Re-evaluation endorsed by SIP Re-evaluation endorsed by school

Descriptors

Where judgements are based on national benchmarking data, or relate to the school's self evaluation as recorded in the SEF, this report will use the following descriptors:

Attainment and achievement

- ↘ Above average ↘ Below average
- ↘ Not significantly different from average

Trends:

- ↘ Broadly static ↘ Fluctuating
- ↘ Rising ↘ Declining

School's SEF judgements

- ↘ Outstanding ↘ Good
- ↘ Satisfactory ↘ Inadequate

Following SEF judgement the SIP will record whether in their view the evidence to support the judgement is:

- ↘ Secure ↘ Insecure

1. Standards of attainment and achievement (including attendance and exclusions)

The school accurately assesses its standards of attainment and achievement as Good at both KS4 and KS5. There has been a relentless focus on driving up standards through the efficient and effective use of data and increasingly sophisticated self review processes. The school knows itself well and systematically targets areas of under performance. In setting the bar at a higher level, the challenge for the school is to achieve the level of consistency and standards across all areas and at all levels to which it aspires. It must be noted that this degree of challenge is increased by the level of underperformance within English and Mathematics. The school is well aware of this and is using all its resources to achieve its ambitions.

At KS3 the school has admitted an increasing proportion of students below expected levels of attainment and a significant minority of disaffected boys. This has been addressed through revised learning programmes to address areas of weakness and targeted interventions. The school's new curriculum opportunities and L2L programme will help to shape positive attitudes to learning and self knowledge. A lack of confidence in transfer data from Middle Schools combined with inconsistencies in early entry to KS3 SATs creates difficulties in tracking progress from KS3-4. The school recognises that KS3 curriculum development and progress support will need to take a higher profile next year, in preparation for the introduction of Y7 and Y8 under re-organisation. This needs to be included in the new Improvement Planning cycle,

External data clearly demonstrates that attainment and progress at KS4 is either significantly positive or at least in line with expectations. The overall CVA measure in the period 2006-08 rose from 995.5 to 1016.5. The use of data to track attainment and progress within the school is outstanding. Its increasing sophistication will undoubtedly support the school's aspiration to achieve a score of 1020+. Within this context the school is aware of the need to further target gender issues in underachievement. Available data illustrates that boys underachieve at a greater rate than girls by a factor of 4. For example, 16 boys significantly underperform against predicted grades at KS4 compared to 4 girls. Students who are SA+ or LAC have rightly been identified as a target group, together with significant numbers of students who do not translate a level 5 at KS3 into a C+ grade in English and Maths at GCSE. Also worthy of consideration is the progress of high attainers, where some of the most able students achieving Level 6/7 at KS3 do not go on to achieve a grade C at GCSE, and the lack of correlation between the level of underperformance in mathematics and significantly positive performance in Science.

Whilst ALPS and LAT would indicate Satisfactory progress at KS5, Ofsted (2008) assessed progress within the Sixth Form to be Good. The school has expended considerable resource and energy to ensure quality and standards in KS5 provision. Following the previous experience of dubious decisions at Subject Leader level with regard to examination entries, these are now agreed at the start of the year and rigorously monitored. Similarly, senior staff have been very proactive in eliminating U grades in the Sixth Form. IAG for students has been further enhanced and those who may be struggling are coached, mentored and/or guided onto more appropriate courses. Overall there is a steady trend of improvement, with an expectation of significantly improved results from the 2009 cohort, clearly demonstrated through external analyses and 6 weekly monitoring.

Attendance and exclusions

The school has maintained an overall attendance level of c92% over the past 3 years. The number of persistent absentees rose from 6.5% to 7.7% between 2007 and 2008. Intervention strategies this year have reduced this to 6.8% with a significant decrease in persistent absence within Y11. The school works closely with the LA and National Strategy consultants and is committed to further improvements. The higher figure of 7.08% in Y9 is of concern and not unrelated to the interventions currently underway with a minority group of students.

There has been one permanent exclusion (the first in the current Head's experience) and 64 students with one or more fixed term exclusions. The school is currently reviewing its Inclusion Policy alongside leadership restructures, curriculum development and personalising learning. Most FTEs are a result of poor behaviour at breaks and lunchtime. The school may wish to benchmark outstanding practice in similar schools, where exclusions have been reduced to 0%.

2. Progress towards Statutory Targets 2009 – Key Stage 4					
Target %	2009 targets	Progress to 2009 target	2010 target	Progress to 2010 target	Comment
5+ A* - C including English and Maths.	53%	53+%	54%	TBA	The school's key focus is on the current Y11 and Y13. However, progress towards targets in Y10 will be available by 10 July, in line with the school's assessment cycle
Attendance	92%	91.96%	92.5%	92.2%	See comments in Section 1
2. Progress towards Targets 2009 - Post-16					
Target %	2009 targets	Progress to 2009 target			Comment
A – E grades	100%	14 out of 17 subjects secure			Section 3 in the SEF provides a detailed analysis of progress against ALPS targets by subject.
ALPS T Score	5	5/4			The school hopes to achieve an ALPS overall T score of at least 4

3. Leadership and Management		<i>(SEF Section 6)</i>
<p>Carisbrooke is a highly aspirational school. OfSTED (October 2008) judged the school's Leadership and Management to be Outstanding. This has not resulted in any degree of complacency and the school continues to drive hard for the highest standards. Leadership at every level is focused on standards and progress, operating within a context of 'high challenge – high accountability-high support'. Strong learning areas are identified and act as in-school coaches for weaker subject areas. Quality Assurance processes are embedded and increasingly delegated to Subject Leaders. Post 16 leadership is developing rapidly within new structures.</p> <p>With a clear focus on reorganisation of education across the island, the leadership structure has been reviewed and strengthened. The complete restructuring of SLT, internal appointment of an Associate Head and newly appointed or re-focused senior leaders has released creative vision and energy across the entire team, supporting optimism in an otherwise destabilising situation and offering a strong bridge to the future. The key to the team's success is the knowledge of itself through detailed self analysis on a regular basis, the speed of intervention when necessary, and its measure of the impact post-intervention. This can be clearly demonstrated, not least in the anticipated rise of at least 7% at 5+A*-C (inc EM).</p> <p>Creative approaches to addressing critical issues re poor leadership in English and Maths have produced varying results. Whilst English has improved significantly in terms of planning and organisation, Maths remains relatively weak and dependent on SLT support. There is also a need to establish strong leadership within Additional Educational Needs. The problems are not easily resolved within the island context, but the school remains committed to doing so. It is possible to broker support from a HPSS, but the issue of whom to place remains unresolved.</p> <p>Significant developments have taken place in terms of Quality Assurance and Performance Management within and across the school. There are new structures for performance analysis which are rigorous and robust. New CPD procedures address areas for improvement at individual and team level. There are regular Learning Area reviews in direct proportion to need. Intervention strategies are related to ongoing data analysis. Consistency has improved significantly. There is now accountability and a level of challenge at Subject leader level as a result of systematic review. No measure of underperformance can slip through this net.</p> <p>The specialism plays a key role in raising standards across the curriculum, as exemplified in the recent weekend workshop for Y11 students at Calshot Activity Centre.</p> <p>Governors are now much more involved in the scrutiny of standards, planning and progress. They may wish to use 'Governor Mark' as a framework for self review to identify training needs.</p>		

4. SEF Summary Data					
Section		Grade	SIP judges that evidence to support this is:		
3	How well do learners' achieve?	2	<i>Secure</i>	<i>Insecure</i>	Much evidence to support this judgement
4	Personal development and Well-being	1	<i>Secure</i>	<i>Insecure</i>	Much evidence to support this judgement
5a	Quality of Teaching and Learning	2	<i>Secure</i>	<i>Insecure</i>	The school works hard to maintain this standard
5b	Quality of the Curriculum and other activities	1	<i>Secure</i>	<i>Insecure</i>	Little progress on KS3 curriculum development
5c	Quality of Care, guidance and support for learners.	2	<i>Secure</i>	<i>Insecure</i>	Pastoral support is outstanding. AfL robust.
6	Effectiveness and efficiency of leadership and management	1	<i>Secure</i>	<i>Insecure</i>	Concentrated efforts and student outcomes justify this judgement
7a	Overall effectiveness	2/1	<i>Secure</i>	<i>Insecure</i>	Standards raised considerably
7b	Capacity to make further improvement	1	<i>Secure</i>	<i>Insecure</i>	Real leadership in depth
7c	Improvement since the last inspection	1	<i>Secure</i>	<i>Insecure</i>	2003 inspection to 2008
7d	Effectiveness of EYFS	N/A	<i>Secure</i>	<i>Insecure</i>	

5. School Self- Evaluation
<p>Carisbrooke is an excellent example of data driven school transformation. This is a school that really knows its strengths and weaknesses. Monitoring and tracking takes place on a 6 weekly cycle. Self review processes have been reworked and involve a wide range of staff. Judgements are accurate and evidence based. Line management meeting cycles and communications are focused and effective. The newly restructured senior leadership are keenly focused on standards, interventions and impact assessment.</p> <p>The school's procedures to collate evidence-based judgements are well established, based on the systematic and sophisticated use of data across the school, continuous development of Assessment for Learning and comprehensive monitoring of classroom practice.</p> <p>The whole school targets in Section 1 are clearly linked to the outcomes of self review. Significant developments have taken place in developing Student Voice and there are plans for further improvements for both students and parents.</p> <p>Section 3 is excellent in its judgements and range of supporting evidence, although there is sometimes a lack of clarity in the narrative. The new format SEF to be introduced in September will help to resolve this.</p> <p>Section 5 of the SEF includes detailed statistics on lesson judgements. Whilst these are not disputed, it would be worthwhile ensuring that judgements remain consistent over time. This is particularly important in a large school context, with increasingly delegated self review processes and some changes in middle leadership. It is likely that the school has included this in its revised improvement planning processes.</p> <p>Overall the school's SEF is a powerful tool for school improvement.</p>

6. Capacity to Improve

The school has responded magnificently to the turbulence of recent years. Potential closure, reorganisation, possible Trust status and managing a budget deficit have added to the norm, but the newly constructed Senior Leadership Team has risen to the challenge of raising standards and maintaining school improvement. Members of SLT have been empowered to drive the school forwards.

Coaching and mentoring at every level plays a key role in the school's success.

There is a significant upward trend in the school's performance over the past 3 years, clear identification of areas for improvement, and strong evidence of further improvement for the current academic year.

Improvement Planning processes are being rationalised in the light of the final year of the school. Each section of the SEF leads to clearly identified areas for improvement and these are being coordinated into two clear strands. This creates an appropriate and achievable agenda that will continue to take the school forward and provide a firm foundation for the new school.

The focus on creating Leadership in Depth through a planned and managed programme of challenge and support has created tremendous strength within the school. The school rightly states that there is now a 'critical mass of reflective, self-evaluative, committed staff'. Good and Outstanding practice can be identified in almost all subject areas, evidenced through student outcomes and ALPS ratings. Mentoring and coaching is now used extensively to support areas of development and improvement. The Specialism (Sports) also plays an important role in supporting standards across the curriculum.

Whilst the school continues to work hard in the area of Mathematics and Modern Foreign Languages, hampered by staffing difficulties and slow responses to support, there is no doubt that its capacity to improve should be judged as Outstanding.

7. What is the school particularly good at?

Succession planning to support school improvement and stability. The school excels at developing leadership within the school. Impact can be clearly demonstrated through outcomes

The use of data to raise standards and transform student outcomes. The sophisticated programmes now in place have had a significant impact on school improvement.

Integrated improvement planning. Linking Quality Assurance, Performance Management, Improvement Planning and Professional Development. This could benefit other island schools

Monitoring and tracking systems and procedures eg attendance; pastoral systems; SEN/AEN

8. Progress against agreed priorities and actions (2008-09)

<i>(Copy list of agreed priorities and actions from previous reports)</i>	By whom	By when	Impact
1. Achievement and Standards: To better target groups, individuals and interventions at KS4	SLT	July 09	Team Gold – 100% success Predicted 7% rise in EM GCSE KS5 predicted outcomes (SEF)
2. Quality of Provision: To further develop Quality Assurance processes and embed AfL	SLT	July 09	Teaching and Learning Handbook Delegated subject reviews Sophisticated tracking leading to significantly +ve outcomes
3. Leadership and Management: Lead and coach new SLT; drive up standards in Sixth Form; embed coaching and mentoring	Head/S LT	July 09	High performing SLT Improved KS4 and KS5 outcomes Increased Post 16 recruitment (2009)

9. Evaluation of the impact of external support (if appropriate)

Guidance and advice from the Key Consultant to support the new Associate Head and review school progress is highly valued by the school. The Associate Head is progressing rapidly.

Mathematics consultancy is not viewed as particularly effective. This has been compounded by limited competence and turbulence within the school Maths department.

10. Additional Comments

The school feels that the protracted period of reorganisation and their first budget deficit in 10 years has had a seriously demoralising impact. Combined with a high level of scrutiny and perceived lack of capacity within the LA to provide support, this has created a significant additional burden to school leadership and management. In spite of this the school has made real and significant progress this year.

The school would value continued support from the Key Consultant, particularly in respect of coaching and mentoring.

11. Summary of key priorities and actions for the coming year – 2009-10

1. Developing a shared understanding of effective learning:

- Create a common understanding of effective learning strategies in each Learning Area
- Ensure that effective learning strategies are implemented consistently across all lessons

2. Developing an Integrated Performance Cycle:

- Create an integrated cycle embracing Performance Management, CPD and Progress Review

12. Support Required.

The school would value help in KS3 curriculum development (competency based curriculum) and developing strength in Mathematics.

If the school specialism is to change from Sports to Technology, then additional support will be required to develop this area of the curriculum.

13 Future visits

Focus for next visit:

Visit type	Recommended for completion by ...	Date agreed by ...
Achievement and Standards and Target Setting	End of October 2009 (Term 1)	w/c 12 October
Headteacher's Performance Management review	End of December 2009 (Term 2)	w/c 30 November

Date of Full Governing Body Meeting: 6 July 2009

SIP Name: Barbi E J Goulding

Signed:

Date: 12.06.2009

If you would like to comment on any aspect of the visit or report, please contact:
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