

# The Elton High School

## School Context

Standard admission number of 1,000 (200 places per year group). New build opened in September 2016.

2019-20: Numbers **1048** : Y7 First Choice Apps. **392**

2018-19: Numbers **1032** : Y7 First Choice Apps. **303**

2017-18: Numbers **1011** : Y7 First Choice Apps. **245**

2016-17: Numbers **1012** : Y7 First Choice Apps. **232**

Ofsted inspection – 31 January 2017 – Overall ‘Good’ and ‘Good’ in all categories (previously Requires Improvement, February 2015)



Headline GCSE outcomes:

	2017	2018	2019
Progress 8	0.36	0.07	-0.17
Attainment 8	51.03	49.76	46.7
Eng / Ma 5+	45%	52.5%	37.3%
Eng / Ma 4+	69%	74%	67%

## Daily Delivery—Good Practice To Be Shared

### Relentless Focus on Standards of T&L

Weekly briefing for all staff: Staff T&L Group: Student T&L Group: Improved QA process (Department Eval Fortnights, Half termly work scrutiny, Teacher Eval Doc), focus on Oracy across school, particular teaching/leadership strengths in MFL/Arts subjects/Geography/Music/RE : *All good practice reinforced with recent curriculum review (2019) across all departments*

### Consistent Promotion of Positive Values

Wide range of student roles (peer mentors, peer readers, sports captains, maths mentors, etc), Fortnightly newsletter to wider school community, new uniform (Sept 2018), strong rewards system, practical support for students (Behaviour Mentors, Counsellor, five Year Learning Co-

ordinators etc.), attendance rewards and weekly attendance focus/intervention.

### Strong Profile of Staff and Daily Presence

SLT on lesson by lesson walkaround, open door policy across school, staff presence at lesson changeover, SLT on daily morning/afternoon duty. Staff turnover is very low (2/69 left in Aug 2019) with experienced middle leaders and general teaching staff.

### Strong Focus on Staff Well-being and Reinforcing Team Morale

Golden Weeks half termly, Wellbeing Drop-ins half termly, increased number of SLE roles for strong staff, full restructure of TLR holders (2017) so as to ensure consistency and fairness of roles.

## Challenges and Opportunities

Our school improvement priorities reflect our evaluation of challenges for the coming months:

### Quality of Education

- To maximise students’ progress across all subjects (particularly PP, SEND, Boys, and English outcomes).
- To embed the best practice, research and thinking into our teaching and learning.
- To further improve our curriculum provision.
- To reinforce practice so as to provide for students with additional needs.
- To ensure the effective use of data so as to have maximum impact in teaching and learning and outcomes.

### Behaviour & Attendance

- To further reduce low level disruptive behaviour in lessons.
- To improve attendance of high needs students.
- To further develop students’ pride in achievement.
- To improve punctuality to school and to lessons.
- To further reinforce a culture of mutual respect within the school community.
- To reduce the number of fixed term exclusions, particularly for high needs students.

### Leadership & Management

- To strategically match CPD to school priorities, focussing on six ‘cogs’ of learning.
- To ensure that alternative provision supports students’ progress.
- To continue to improve staff wellbeing.
- To improve the effectiveness of Governance.

### Personal Development

- To further develop coherent curricular / extra-curricular opportunities for students to expand their cultural capital.
- To improve practice with regard key Gatsby benchmarks as identified by Compass.

We are confident of strong daily processes and highly effective, stable staff team. Longer term challenges are to extend the buildings so as to manage the increasing intake: increase staffing to reduce class sizes and reinforce SEN/pastoral support: extend our collaborative work inside and outside the LA to support other schools and improve our own practice.

***High Expectations, No Excuses, Collaboration, Communication***