



**Royal Greenwich**

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**Trust School**

**Self-Evaluation Form**  
**September 2018/19**

# Royal Greenwich Trust School – Statement of Self Evaluation –

## Executive Summary

### Overall Effectiveness

At the start September 2016, The school was renamed Royal Greenwich Trust School (RGTS), teaching from 11-19 secondary school with sixth form provision. We have also joined a multi academy trust (MAT), known as the University Schools Trust (UST), currently there are 3 schools in the Trust – RGTS and St Paul's Way Trust School (SPWTS), St Paul's Way Foundation School.

- Much has changed at RGTS in the last two years – there has been rapid improvement in student outcomes and recruitment to the school, which was previously struggling to fill the student roll when operating as a UTC.
- Experienced pastoral and curriculum post-holders have been recruited specific KS3 focus, enhancing middle leadership capacity
- Our sixth form – Royal Greenwich Sixth Form (RG6F) has recruited significant numbers of students (375) for 2 successive years, continuing to ensure financial viability for the school
- Data is moderated & quality assured by heads of departments before being formally submitted to SLT
- We have sophisticated tracking and monitoring systems in place some developed in house such as the Year Group Reports, and also external systems such as Dynamic Progress Reporting (DPR)
- Weekly line management meetings take place with all heads of departments. These meetings are data driven, focusing on student attainment.
- School data manager works cohesively with SLT and middle leaders to provide support
- Parents have real-time access to KS3 progress data across all subjects using the DPR system
- Our average A-level grade at 6<sup>th</sup> form is currently C, building upon the summer 2017 result of grade D, stability is being demonstrated in this important performance measure
- The school is expecting even better results in the summer of 2019
- Admissions at Y7 and Y8 has been very good, both year groups are at full capacity
- RGTS offers a broad and balanced curriculum at KS3 delivered by subject specialists
- The school is currently in the beginning of a major extension programme which will finish in January 2020 with state of the art facilities
- During the building phase the senior leaders will work with the contractors to ensure the smooth daily running of the school, minimising disruption. Some PE lessons will take place in the adjacent park, consistent with the practise adopted by the neighbouring primary school.
- The ICT infrastructure of the school has been upgraded to facilitate a larger number of students in the school and also to ease the congestion within lesson time on laptops
- Quality of teaching across the school is good, with a target of improving the proportion of outstanding lessons and ensuring that all staff are consistent
- All teachers are using teacher files and have a good understanding of student progress over time, students take leadership in their learning.

**What are the key development points from your evaluation?**

- Ensure there is rigorous monitoring of student progress at KS3 & 5 to ensure we meet our expected targets
- Develop leadership capacity at all levels
- ensure behaviour continues to improve based on consistent school systems, high expectations from all staff and good teaching
- Feedback to all staff about good practice seen during learning walks
- All staff are accountable for student outcomes across the school
- Ensure effective systems are in place to make best use of resources and the building for Sept 2018 when second cohort of Year 7 students enrol and current building is operating at full capacity
- Work rigorously with Willmott Dixon to ensure the new build is delivered on time and on budget in for January 2020.

## The Quality of Leadership and Management

Leadership and management of the school is effective and continues to strengthen its capacity for further improvement. Key points:

- the Chair of Governors, a vice chancellor at Greenwich University, meets very frequently with the senior leadership. Governors have ensured that RGTS is legally compliant via checks on safeguarding, health and safety, quality of teaching, learning and assessment, welfare and the general well-being of students.
- The school is working very closely with the managing Trust (University Schools Trust) to ensure standards are consistently high, where there are areas of weakness, the UST are supporting such as in Science
- Robust challenge from the UST Director of Education ensures that a shared vision for the continuing development of the school is upheld and the necessary support is provided from the UST
- Recruitment and retention of good staff with confidence that leadership increases leadership capacity to improve teaching
- Middle leadership meetings are used to discuss/agree/plan strategic operations throughout the school ensuring the smooth coherence of actions amongst the increased staff body
- A new system for tracking and cohering Performance Management (Bluesky) was put in place in September. Appraisal of all staff is now centralised through this system, with capacity for appraisees and appraisers to journal progress and evidence throughout the year.
- Differentiated teacher standards are used to evaluate the performance of all teaching and support staff based upon post held and experience
- All lesson observations and learning walks are carried out by senior leaders using the online form on Google Drive – all feedback is instantly available online – all middle leaders were part of designing this new system
- Self-evaluations are completed by all department heads and shared within their teams with a focus on results and improving teaching and learning
- All Leaders at all levels are working to aspirational and challenging targets completed for all teaching staff
- Due to expanded middle leadership team capacity for quality assurance is improved to ensure school systems are embedded and students are making the required progress.

### **What are the key development points from your evaluation?**

- Ensure effective appraisal of all staff to be undertaken & reviewed within the cycle supporting all staff in meeting their targets
- Develop a focused intervention system which targets early on any student at risk of not making good progress
- Middle leaders to ensure all understand and contribute to improving student attendance, achievement, attainment and progress
- Further develop leadership capacity at both senior and middle level
- Ensure all middle leaders address the priorities of their departmental development plans and regularly review throughout the year
- Support middle and senior leaders to adopt and use DPR as well as the RGTS T&L policy and ensure it is consistent in all areas of the school

## The Quality of Teaching, Learning and Assessment

There is a relentless focus on raising the quality of teaching, learning and assessment:

- The school operates a schedule for Monitoring Performance: this is planned and monitored by the Director of Teaching and Learning and the Deputy Head teacher and consists of: formal termly lesson observations have been replaced by non-formal observations 9 areas of focus based on Ofsted outstanding criteria which take place every 3 weeks with data being collected via Google drive on line form, daily learning walks and daily sampled book scrutiny. There is an SLT Work and feedback scrutiny which takes place after each termly assessment week In addition to these, Student Voice questionnaires are also taking place and their results fed into the planning and professional appraisal process. The school has shared all procedures with the Director of Education for the UST.
- Performance is triangulated with data on the Dynamic Progress Reporting system for Key Stage three and with the student progress tracking sheets for Key Stage Five academic and vocational courses.
- Learning Walks are reviewed every fortnight. Feedback is sent to Heads of Departments and aspects to be monitored are reviewed via Google drive
- the school is adopted the model of Live Marking which enables teachers to mark work in class and give timely and incisive feedback to students so that they can improve without delay.
- In subjects where students produce material artefacts the school uses Learning Log forms which constitutes part of students' own records.
- Teachers' files contain progress data for all students, together with annotated seating plans, which are also shared electronically as they are all stored in the Staff Shared Drive.
- Teacher also have a markbook, which can be either paper based or electronic and will have to be produced during each observation: At key stage three, the DPR constitutes a markbook and in Key Stage Five, teachers will have to produce a skills based markbook for each unit of BTEC.
- Teachers must produce a SWAT sheet indicating additional actions when necessary
- Teachers need to maintain an updated record of all SEN, EAL and medical data about pupils and will have to produce such data during formal observations. All this data must be clearly linked to seating plans and teachers must take care not to share confidential data during their everyday practice.
- Teachers are required to file LTPs and MTPs in the shared staff area where they can be easily located by SLT for monitoring of provision purposes.
- A Teacher Toolkit has been developed to make sure that all staff have a point of reference for their daily practice.
- Targets from performance management are used to plan CPD and to inform the school's pay review.
- CPDs is delivered to staff on a fortnightly cycle on a Wednesday after school for all staff sharing of best and excellent practice
- Staff attendance at specific exam board and Borough-led training events
- External consultants working with HoDs of subjects that did not achieve expected outcomes last year at KS5
- Several Middle leaders are on formal training programmes such as NPQML and NPQSL
- NQTs follow an internal training programme which is validated by the UST's School of Education, who are the appropriate body for certifying completion of NQT induction period.
- Teachers requiring improvement are supported through coaching by a designated experienced teacher, with regular targets set to help them meet the required standards. This process is monitored by Heads of Department and the Director of Teaching and Learning.

- Behaviour for learning is good and continues to improve as it is testified by the much lower number of incident reported on SIMS
- Overall teaching is good in all year groups throughout the school – where there is poor teaching, these colleagues are being supported using the schools internal systems such as peer mentoring, mentoring from lead practitioners as well as staff support programmes
- SEN support is being delivered through differentiation in the lesson. The school currently employs 5 teaching assistants who support all of our students in lessons and also out of lesson
- Progress data is analysed to monitor any gaps between different genders and groups and ensure actions are in place to close them.
- There is a broad and balanced curriculum in place for each Key Stages and all provision is in place. In the areas where the School feels staff experience constitutes a weakness, support is provided by the Trust both in terms of material and access to professional development.

**What are the key development points from your evaluation?**

- Ensure all teachers are planning for good and outstanding lessons
- Ensure all staff are following the RGTS T&L learning policy and consistently throughout the school
- Ensure that all students are making good progress in lesson time and when students are not making good progress, swift intervention is put in place to support the student
- Ensure all staff are following the RGTS lesson structure consistently
- Ensure we continually review our intervention based on student progress and teacher feedback
- Review effectiveness of curriculum provision after each term, implementing changes required to enhance future teaching
- Review accuracy of predicted outcomes compared with actual pupil outcomes

## Outcomes for Pupils

The summer 2018 results were good and as expected by the school. Our average grade at A-level was a grade C-, our BTEC Level 3 average grade was Distinction.

Our summer 2018 results for GCSE (re-sits classes) English 58% grades 9-4 and for Maths 51% 9-4, this is significantly above the national figure for KS5 re-sits.

Our BTEC Level 3 results were average grade Distinction, we are happy with this outcome, with the more demanding generation of BTEC Level 3 courses now being followed, we are aiming to achieve an average grade of Merit in Summer 2019.

Last year our Y12 students did not sit any AS exams as we have opted to follow the linear pathway. This academic year our Year 12 students will sit AS exams to help validate internal assessments and support staff in further developing their understanding of the specifications.

Our main strengths:

- Our current Y13 students are making good progress, data drops from Y12 and mock exams indicate that we are on track to achieve an average grade of C
- Our BTEC L3 students are making outstanding progress, on track to achieve average grade of Merit+
- Over 90% of our Y13 students have opted to progress on to university education
- Achievement in Engineering and Construction is amongst the best performing subjects in the school, a large percentage of our 6<sup>th</sup> form students are studying in these pathways
- Results have significantly improved in BTEC subjects around the 6<sup>th</sup> form, last year 100% of the students taking BTEC L2/3 courses all passed
- The sixth form has an impressive record of zero NEETS
- Students made exceptional progress in A-level Art, French, German, History, Maths, Photography, Spanish with 100% A\*-C Art,
- Students are on track this year to achieve an average A-level grade of C/C+ and BTEC Level 3 Merit+

### **What are the key development points from your evaluation?**

- Improve average grade in A-level to a grade C+ at the minimum to be in line with national results
- Improve outcomes in Science A-levels science courses to be within national benchmark
- Increase attainment of our most able students
- Improve the attainment of disadvantaged students
- 30% of students to attend Russell Group universities
- Support faculties and middle leaders to closely monitor student progress and ensure progress is evidenced in books, homework and test results
- Scrutinise data drop to ensure the information is accurate and real to ensure the information is reliable – assertion test all data drop information in all faculties to ensure information can be relied upon

## Personal Development, Behaviour and Welfare

There has been a vast improvement in student behaviour and attitude to learning. Much of this has come from high expectations from all staff across the school. A new sixth form team has been developed to help with the running of larger numbers of students, experienced heads of year have had a positive impact on behaviour and attitudes to learning

- In July 2018, the school appointed a Director of Learning in charge of Behaviour, DOL – Safeguarding and Inclusion as well as highly experienced SENDCO.
- Behaviour throughout the school is excellent, where there are a few incidences of poor behaviour, this is dealt with very quickly by our well-resourced behaviour team
- Behaviour systems are clear and easy to follow, all staff and students are clear about the high expectations of behaviour
- The school safeguarding and inclusion provision is very good, an audit was carried out by the Trust to confirm this.
- In addition to the Headteacher and DOL Safeguarding and Inclusion, 3 other members of staff have attended Level 3 training in Safeguarding in order to build capacity in this area.
- Healthy eating – all meals are DfE compliant. Canteen manager NVQ qualified in food production, hospitality, hygiene, catering. Menus provide a balanced diet. Salads are free. All produce is fresh – meat, fruit and vegetable. All meals include vegetables. A natural yoghurt has recently been added. Staff provide guidance to students as to best meals in terms of dietary needs. Personalised meals are provided for individuals identified as having special dietary needs e.g. vegans. Breakfast is offered from 8.00am until 8.30am every morning as a strategy to support healthy eating and improve punctuality and attendance.
- Magic Breakfast programme will start in 2019, providing a breakfast for every child in school over 12 months and implementing this as a long term sustainable barrier to hunger for all students.
- Radicalisation and PREVENT – Staff trained by LA Prevent. Impero software has been introduced to monitor use of the internet to flag up anything which may be a cause for concern in terms of the Prevent Strategy and Safeguarding: this is monitored weekly by Head of Student services.
- Safeguarding – Safeguarding is secure. Staff Handbook has clear guidance as to policies and procedures and lead staff. DSL has had Borough safeguarding training and safer recruitment training. SCR checked and compliant. All members of staff have signed that they have received, read and understood the KCSIE 2018 document.
- All members of staff have been requested to complete online training provided by, melearning via the Borough on Prevent Awareness, certificates are emailed to HR.
- Basic Safeguarding training including updates from, 'Keeping Children Safe in Education 2018' was given to all members of RGTS staff on September 4<sup>th</sup> 2018 during INSeT Day by the Headteacher and DSL.
- New members of staff and any staff who were absent on September 4<sup>th</sup> have received this training on one of 4 subsequent Safeguarding Training sessions run by the DSL.
- A termly Safeguarding Bulletin is emailed to all members of staff including governors and members of the UST with reminders, key relevant information, updates and news.
- Attendance – since the beginning of September the school has introduced a range of strategies to improve attendance. The school now has a dedicated attendance officer to oversee the attendance at Y7,8 and a dedicated attendance officer for 6<sup>th</sup> form.

- British values. A programme of PSHE has been timetabled and is being delivered to all groups since September. The work on extremism has been linked with democracy, equality and respect and the PRIDE initiative. The school council is an elected body. The values of PRIDE (Personal tolerance, Rule of Law, Individual liberty, Democracy and Equality and Mutual respect) are core values of the school.
- Projects/Enrichment – raising ambition and aspirations – the school has developed excellent enrichment opportunities for all students – for example – over the summer holidays there was a vast array of enrichment put in place for our students – please see enrichment programme attached

**What are the key development points from your evaluation?**

- Ensure that 6<sup>th</sup> form attendance is consistently at 95%
- Develop strategies to target persistent absenteeism from Y7-13
- Ensure all staff receive training for PREVENT and British Values
- Develop a rewards system school wide to recognise our student's achievements
- Ensure the behaviour policy is being applied consistently throughout the school
- Ensure behaviour is outstanding in all lessons throughout the school
- Ensure low level disruption is tackled quickly and teachers are supported to eradicate it in lessons

## **16-19 Study programmes**

- Results are Sixth Form have improved year on year, our current A-level average grade being C and BTEC average grade is Distinction.
- The Sixth Form has high expectations of all students. Targets for students are ambitious and the desire to achieve well is endemic in the students.
- The school has now employed a dedicated KS5 Progression Manager and a Higher Education Coordinator who are working closely with students to ensure all students have planned their next pathway.
- All learners have a dedicated tutor and an hour of Pastoral Support including an assembly per week.
- Learners are well prepared for Sixth Form study. The level 3 programme carefully builds upon and adapts in response to the level 2 programme and Year 11 cohort.
- Specific subjects and groups are targeted with individualised interventions. Subject leaders are regularly held to account and the student voice is strong.
- All students leaving last year are now engaged in higher/further education, employment or training. Students received high quality independent careers advice primarily in the areas of Higher education or apprenticeships where 99% of the students progressed to last year. The remaining securing full time employment
- All students without Maths or English Language GCSE at C/4 or above have the opportunity to follow a timetabled programme of study with multiple opportunities to sit the exam – these students receive 6 periods of lessons very week
- Students are made aware of where to access information regarding future job trends, apprenticeships, universities. Information is regularly being posted on a Sixth Form notice board and emailed to specific students. This enables the Sixth Form to help and support all students regardless of future choice.
- Students all engage in a programme of curriculum support within the main school and all undertake a dedicated work shadowing programme in the summer term
- Progress on level 3 qualifications is at or above national average in most subjects.
- Students are aware how to keep themselves safe and healthy both physically and emotionally with a programme of both internal and external providers who address major issues affecting young people.
- The sixth form has an extensive portfolio of subjects on offer, with outstanding facilities in Engineering and Construction

### **What are the key development points from your evaluation?**

- Improve outcomes at Sixth Form form and ensure the average grade is B for the summer 2019 results
- Improve attendance and punctuality across the Sixth Form to be at 95% for all students
- Ensure there are no gaps in A level results ranging from boys/girls/ethnicity
- Ensure average BTEC grade is Distinction with the new BTEC specification and put support in place for middle leaders
- Improve communications with parents and stakeholders to ensure consistency across the school and use SchoolComms effectively
- Ensuring all staff are up to date with industry and vocational experience by facilitating an industry day

- Ensure recruitment is in planned throughout the year and work with all the schools within the borough to allow students to choose RGTS as their first choice destination
- Improve consistency KS5 teaching across the school, to ensure teaching is good or better in all KS5 lessons both BTEC and A level
- Ensure students moving from Level 2 to Level 3, and from Year 12 to Year 13, are adequately guided and supported to ensure they secure the best outcomes.