



SELF-EVALUATION SUMMARY SHEET

SECTIONS		SUMMARY EVALUATION – Sept 2014	
1	INTRODUCTION	School context, Key strengths and areas for improvement	
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT	LEADERSHIP AND MANAGEMENT: To become an outstanding 11-19 campus working in partnership.	
		BEHAVIOUR AND SAFETY: All students, regardless of context, attend, behave and achieve well throughout the college. Consistency of rewards; Develop partnership with home; Developing student leadership.	
		TEACHING/LEARNING: Focused training programme to support disadvantaged students in the classroom; Developing student engagement with their feedback; challenge for all.	
		ACHIEVEMENT: Eliminate variation between groups of students and subjects; Close gaps through challenging targets; Develop a partnership based 11-16 curriculum.	
		POST 16: Developing post 16 culture; Development of student leadership; Increase Post 16 numbers.	
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES (Feb 2013)		
	Key Issue	Progress since the last inspection to ensure that we are moving towards OUTSTANDING	
	Eliminate RI teaching / increase outstanding by: <ul style="list-style-type: none"> planning work to meet different ability levels and stretch the most-able engagement and motivation, thereby increasing student interest 	<ul style="list-style-type: none"> Peer review April 2014 – 91%+ of lesson observations good / 40% outstanding. Clear evidence of challenge tasks in observations. TOT judgements - October 2014 show 93% good / outstanding Data from lesson observations shows a rising trend in the percentage of lessons deemed outstanding for T&L. The amount of RI teaching is declining and in line with career stage or CPD support. 2014 outcomes – improvement for Lv5 group. GCSE outcomes in line with N Ave for HA group. Higher ability target group identified for 8A*-A – tracked and monitored by HA Coordinator. 25% at A2 in line with NA and above NA for progress (see LV3a / Panda) 	
	Extend the partnership work between home and college to improve attendance, particularly for those students whose circumstances may make them vulnerable.	<ul style="list-style-type: none"> Pupil Premium coordinator appointed Sept 2013 – significant impact in closing gaps (see data) PP students high profile in planning / tracking / action plan. PP attendance rising. Tracking contact with vulnerable families. Attendance Support Officer targeting all PP students. Pupil Premium Learning Mentor appointed Sept 2014. 	
4	Leadership and management is GOOD because:		Not yet OUTSTANDING because:
	<p>G /O The college believes in a pursuit of excellence as demonstrated in the uncompromising vision for 'Achieving Excellence Together'. In 2014 – 100% of staff are proud of the college / 96% of staff say they know what the college is trying to achieve. 92% (plus 6% don't know) of staff and parents say the college is well led. The college has improved since Ofsted 2013 with 91% of lessons good or better in the peer review April 2014.</p> <p>G Achievement and personal development, over a sustained period of time, is high as shown by Post 16 outcomes in 2013 and 2014.</p> <p>G /O Leaders, managers and governors are highly ambitious for the college. Robust QA systems over the last two years have led to a systematic improvement in the college as validated by OFSTED 2013 and peer review April 2014.</p> <p>G Teaching is good with much that is outstanding as a result of effective Performance Management systems. There is no inadequate teaching in the college. The Learning College matches professional development accurately to the needs of the college. 55% (17/31) of teachers targeted under the G20 programme improved their teaching to Outstanding by June 2014.</p> <p>G Self-evaluation is accurate (peer review April 2014) and supports well targeted integrated improvement planning across the college (See CIP 2013-14/14-15).</p> <p>G /O Excellent policies in literacy ensure that students make outstanding progress in English (see results 2014 / results 2011/12).</p> <p>G /O Leaders focus relentlessly on improving teaching and learning and provide focused CPD for NQTs, 2YT and 3YT under the Learning College. As a result of systematic challenge by Governors, senior leaders have systematically improved T&L. 80% G and O teaching (validated by Ofsted Feb 2013). 90% G+ teaching – peer review April 2014 / 40% outstanding.</p> <p>G /O The curriculum encourages a thirst for knowledge and love of learning as demonstrated by qualified subject specialists in all areas. Students have broad access to a range of L2 and L3 academic and vocational subjects (26 out of 32 courses at KS4 are GCSE). Well above the national averages for access to double English Lang and Lit, Sciences, Languages at GCSE. A strong approach to SMSC, supported by the coordinator, promotes outstanding attitudes to learning and has an excellent impact on behaviour – see Ofsted 2013 / peer review April 2014.</p> <p>G The college has a targeted action plan PP students in place led by a senior leader. The PP coordinators and Learning Mentor target resources at these students carefully. Gaps are closing in maths and gaps in English are narrower than nationally in 2014.</p>		<ul style="list-style-type: none"> Expected and above expected progress in Maths during the 5 terms at the college is below target. Strategies for working with parents who find it difficult to access the college has not yet resulted in an impact on outcomes for disadvantaged students. There is still some variability between subjects.

	<p>G The culture of the college both academically and pastorally is for high expectations with targets focused on above expected levels of progress for all.</p> <p>G The college works well with parents. In 2013-14 parent approval ratings showed significant increases – 95% stated they would recommend the college to other parents. All students deemed to be disadvantaged are in regular contact with the college and the dedicated pastoral team.</p> <p>G /O Senior Leaders in the school promote improvement across the system – strategic leader of a Teaching School Alliance; Chair and host for the Behaviour Partnership; dedicated SLE; School Direct leaders; Linked to city networks.</p> <p>G /O The college arrangements for safeguarding students meets statutory requirements. Lanyards introduced for Post 16 – Aut 2014.</p> <p>G /O Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for students.</p> <p>/O Highly effective and rigorous planning ensures financial stability despite significant cuts in recent years and falling roll. Staff and resources are well deployed and meet expected proportions of the budget.</p>	
5	<p>Behaviour and safety is very GOOD because:</p> <p>G /O Students’ attitudes to all aspects of learning are consistently positive. Peer review April 2014 described ATL as ‘impeccable’, which built on comments from the 2013 OFSTED. QA gives ATLs the highest scores of all judgements – average 1.7. Students show a thirst for knowledge which impacts positively on progress. Progress increases the longer students are at the college with Value Added well above the NA by Post 16 (see LV3A / Panda 2013).</p> <p>G /O Student ATLs are of an equally high standard across subjects and years and with different staff (relative to career stage). Students are well prepared for lessons, ready and eager to learn (see QA and Obs data).</p> <p>G Low-level disruption is uncommon. Where behaviour does interrupt learning, largely due to staff inexperience, it is dealt with swiftly using well-established systems and support mechanisms. Exclusions are falling rapidly.</p> <p>G There are few well-founded concerns expressed by parents, staff and students. 91% of staff say behaviour is good. 86% of parents say behaviour is good. 98% of students say they feel safe.</p> <p>G Students understand the importance of good ATLs – they rate their education highly. Annual Student Questionnaire and focus groups support this conclusion. (90% of students agree they enjoy their education ASQ 2014).</p> <p>G There is a highly positive ethos in, and around, the college throughout the day. Behaviour outside of lessons is very good. Students are punctual to lessons as a result of sound systems (see peer review April 2014).</p> <p>G Students take pride in their work, appearance and the college (Uniform since 2012 / Post 16 dress code / high quality environment). Attendance is improving well and is now above average for KS4 (93.1% Spring 2013 / 93.9 Spring 2014).</p> <p>G Students have a good awareness of different forms of bullying as a result of strong student wellbeing systems. Bullying / Racism are rare and handled well by the SWBT. 89% of students say they have not been bullied / 91% say racism is not a problem (2013-14). College holds the ‘Beyond Bullying Award’ / Enhanced Healthy Schools. College received ‘Equalities Award’ in recognition of action taken to identify and support students in need of extra help to achieve best outcomes (July 2014)</p> <p>G Behaviour is managed consistently well. Systems are in place and well managed. 86% of staff say behaviour is well managed (July 2014). Exclusions have reduced considerably during 2013-14. Students are safe (93% of students agree – June 2014) and feel safe at the college (see peer review April 2014). Very few students are on alternative placements – these are monitored effectively in partnership with the HBEP (see tracking data).</p>	<p>Not yet OUTSTANDING because</p> <ul style="list-style-type: none"> • Attendance of students in receipt of the pupil premium must rise to close the gaps.
6	<p>Quality of Teaching is GOOD because:</p> <p>G /O Teaching in most subjects, including E and M is usually very good (except for temp. staff in 2013-14). 91% of lessons in the peer review April 2014 judged as good and 40% judged as outstanding. This is above internal QA.</p> <p>G As a result of consistently good teaching, with much that is outstanding, most students and groups of students achieve well (gaps for PP students closed in 2014 – see data).</p> <p>G Teaching and resources are well targeted to support PP students. Closing the gap INSET programme throughout 2014-15 focuses on strategies to close gaps for the most vulnerable students. (IMPACT in 2014 - gaps are closing / some cases eradicated)</p> <p>G /O Quality Assurance demonstrates that teachers have high expectations in almost all lessons and are challenging in their teaching. A deliberate policy of appointing graduates, teachers with QTS and subject specialists means that lessons deepen knowledge and develop skills as demonstrated by valued added and attainment outcomes.</p>	<p>Not yet OUTSTANDING because:</p> <ul style="list-style-type: none"> • Embed further growth in outstanding teaching. • Further develop teaching to close gaps for PP students. • Develop probing questioning / modelling to support

	<p>G Observations and tracked QA throughout the year shows that teachers observe and question learners well in order to reshape tasks and explanations.</p> <p>G SISRA observe allows more detailed tracking of T and L including evaluating strengths and areas for development across the college and within faculties.</p> <p>G RCWM is taught well, as demonstrated by outstanding outcomes in English in 2014 and in the progress made from low starting points in Maths at the beginning of Year 10 (see baseline testing). At A2 English Lang and Maths have high progress scores (LV3a / Panda / ALPS) and score at the top end of the county.</p> <p>G /O Teachers form strong and effective relationships which creates a positive climate for learning (see observation data April 2014). 93% of students agree teaching is good (ASQ June 2014).</p> <p>G Teachers assess learning accurately as shown by strong correlation between predictions and outcomes. Marking and assessment is consistent (peer review April 2014). Policies are well embedded (strengths / targets).</p> <p>G Teachers ensure that students know how well they have done and are increasingly facilitating them to act upon good quality feedback - see STAR initiative for 2014-15.</p> <p>G Significant development work on teaching and learning means that most teachers use effective strategies to enable students to learn well (CPD / Action Research).</p> <p>G The addition of Show My Homework means that the setting of homework is increasingly consistent.</p> <p>G Underachieving students (all abilities) and PP students are targeted for intervention so that they learn well(RCWM group)</p> <p>Teaching and Learning Communities ensure sharing of good practice and collaboration between all teaching and non-teaching staff who work directly with students.</p>	<p>disadvantaged students in order to have a more notable impact on their outcomes.</p> <ul style="list-style-type: none"> • Embed college practice in supporting students to improve their work following feedback – focus on closing the gap for disadvantaged students. 																																																																								
7	<p>Achievement is GOOD because:</p> <p>Pre 16 progress and attainment is good / Post 16 progress is good:</p> <p>G /O Attainment in GCSE Maths, English and Science is above the National Average (Sig+) based on single entry point at the end of Year 11 (summer 2014).</p> <p>G In 2014 the proportion of students who made expected and exceeded expected progress in English (78%/39%)from different starting points was well above the 2014 NA (71%/29%) – Sig+.</p> <p>G In Maths, the proportion making and exceeding expected progress from different starting points in 2014 (65%/29%), is in line with the 2014 NA (65%/29%) Baseline testing of current Y10/11 shows students enter GCC well below expected levels i.e. gaps in Maths wider than expected on entry. See data – 2014 Results:</p> <table border="1" data-bbox="95 1160 1273 1305"> <thead> <tr> <th>All groups (307)</th> <th>Eng Ex</th> <th>Eng Ab. Ex</th> <th>Maths Ex</th> <th>Maths Ab. 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Attainment A*-C in Maths has narrowed by 11% in 3 years and is in line with the NA.</p> <table border="1" data-bbox="95 1503 1273 1688"> <thead> <tr> <th>PP groups (57)</th> <th>Eng Ex PP</th> <th>Non-PP</th> <th>Nat Non PP</th> <th>Eng Ab. Ex PP</th> <th>Non-PP</th> <th>Nat Non PP</th> <th>Mat Ex PP</th> <th>Non-PP</th> <th>Nat Non PP</th> <th>Mat Ab. 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Pattern of closure over time.</p> <p>G Progress across a wide range of subjects at KS4 and 5 are good and evidence from QA (including the peer review April 2014) indicates that students achieve well. 20 out of 25 subjects at GCSE in 2014 have good or outstanding attainment against the 2013 NA. 16 out of 21 GCSE subjects at KS4 have good / outstanding progress compared to the 2013 NA. At KS5 - A2 low variation between subjects (see A2 residuals) and consistently good ALPs (4 or 5) reflects overall quality.</p> <p>G Achievement for whom the PP provides support rose well in 2013-14 as a result of targeted action. 5A*-C with E/M and Capped APS scores reflected a significant narrowing of the gap. 5A*-C with E/M gap -30% in 2014 (-36% 2013). Capped APS -59.9 (-21.5 in 2013) due to changes in qualification structure.</p> <p>G /O Students read widely and often. Typical pattern of English outcomes is outstanding (see 2014 results) for both attainment. Clear policies and action plans for embedding literacy and numeracy are</p>	All groups (307)	Eng Ex	Eng Ab. Ex	Maths Ex	Maths Ab. Ex	High (117)	86%(+2)	44%(+2)	75%(-3)	51%(+5)	Middle (163)	74%(+9)	38%(+8)	63%(-6)	16%(-5)	Low (22)	65%(+15)	16%(-8)	43%(+2)	17%(-3)	PP groups (57)	Eng Ex PP	Non-PP	Nat Non PP	Eng Ab. Ex PP	Non-PP	Nat Non PP	Mat Ex PP	Non-PP	Nat Non PP	Mat Ab. 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	<p>in place.</p> <p>G Teaching and Learning QA suggests that students acquire knowledge and develop understanding quickly in a wide range of subjects. Q of T judgements, validated by the peer review April 2014, show progress since Ofsted 2013 (see QA data). Low NEET figures and successful Post 16 outcomes (high VA in 2013 – see PANDA / ALPS) shows students are well prepared for next steps.</p> <p>G The learning of groups, particularly those with D/SEN and the higher ability are good compared to starting points. 2014 outcomes show that Capped APS and those meeting expected progress are close to the 2014 NA.</p>																										
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	<p>O Teaching over time at Post 16 is consistently good with much that is outstanding as shown by internal observations, Ofsted Feb 2013 and Peer Review in April 2014. Outcomes at A2 in 2013 show outstanding progress (see 2013 PANDA). 2014 data to be confirmed</p> <p>O Progress outcomes show significant growth in knowledge, skills and understanding with attitudes to learning, which are outstanding as recognised externally in 2013 (Ofsted) and in 2014 (Peer Review). 90% of Year 13 in 2014 progressed to Higher Education.</p> <p>O Teachers' subject knowledge and expertise is guaranteed through an active policy of appointing subject specialist qualified teachers. All groups of students achieve highly in all curriculum areas. Vulnerable groups at least in line with their peers.</p> <p>O All students follow study programmes that build on their prior achievement through a broad range of academic courses at Level 3 (maths / further maths / separate sciences /English) as well as vocational courses (ALPS 2 over the last 3 years for BTEC), which build on the prior learning at KS4. All A Level and L3 BTEC ensure progression to higher levels. All our students have either remained in education (University or College) (90%) or gone into employment/apprenticeships (10%).</p> <p>O All students access high quality non-qualification activities through the enrichment programme during Year 12 and 13 (all students take part in at least 1 enrichment activity during their time in Post 16). They have access to work experience when required and are supported through the application process by a college coordinator.</p> <p>O Students make an outstanding contribution to the life of the college through their roles as leaders (House Leaders / Post 16 Leaders), as mentors in classes at Groby and at the campus high school and ambassadors at Open Evenings and other events such as Performing Arts productions.</p> <p>O /G Retention rates are high and at least in line with the National Average (91%)</p> <p>O In 2014 students made good progress which is above the NA. Level 3 VA measures showed that the overwhelming majority of subjects are in line with the NA and therefore good. The college has a 3 year T score of 4 which is 2nd across Leicestershire. All students who have not yet achieved a grade C in Maths and/or English have those lessons included on their timetables. 100% of resit English students achieved a grade C or better in 2013-14.</p> <p>O Gaps between the achievement of disadvantaged students and others national have closed. In 2014 FSM ever 6 / SA+ students achieved better than their peers.</p> <p>O The standards of attainment of almost all groups of students given their starting points are at least in line with the National Average with many students attaining above this.</p> <p>O Students show excellent attitudes to their learning. ("Behaviour in the sixth form is OUTSTANDING. Students are highly motivated, mature and set an excellent role model for younger students" – Ofsted 2013). They make good use of their study time and are well prepared for lessons ("I really enjoy studying at Groby Community College; the teachers are so enthusiastic and always approachable if you need help. Groby Community College has helped me achieve success" – quote from Year 13 student).</p> <p>O Students are provided with high quality impartial careers advice through the college's contract with the LEBC and the secondment of an impartial advisor. Students are advised through an independent careers evening in Year 11 and targeted advice around all of the options. Links with DeMontfort University and other institutions of Higher Education support students with their choices at Post 18. Support is also provided for students applying for apprenticeships.</p> <p>O Students have an excellent understanding of the potential risks to their health and well-being and are supported by a dedicated full-time Head of Post 16 and specialist tutors.</p> <p>O Leadership of the Post 16 centre is highly effective.</p>	<ul style="list-style-type: none"> • Raising outcomes • Tracking and intervening with low profile groups • Profile and role of the tutor • Student leadership 																									
9	<p>Overall effectiveness of the college is good:</p> <ul style="list-style-type: none"> • Students' benefit from the very vast majority of teaching, which is good – much is outstanding (Ofsted 2013 / Peer Review April 2014). This promotes good progress in many subjects at KS4 and excellent progress at Post 16 (see ALPS / PANDA / LV3a – 2013 and predictions 2014). The growth in knowledge promotes positive attitudes to learning and good achievement. 																										

- Students say, and demonstrate that, they have positive educational experiences at the college. In 2014 63% achieved 5A*-C with E/M which is above local and national averages. In 2013 there were less than 1% NEET.
- Progress at Post 16 is consistently above the NA. Success rates are broadly national average as a result of a highly inclusive admissions policy.
- Students' progress is not held back by weak literacy skills. Students whose literacy is below expectation at Year 10 are identified for intervention and catch-up programmes. The introduction of setting in English has provided excellent support for the weakest readers. A dedicated and specialist English HLTA supports learning well across the English faculty.
- The college takes effective action to enable most students, including SEN/D to reach their potential. A variety of curriculum options at GCSE and Post 16 support SEN/D learners. The college is deemed to be highly successful in supporting students with ASD. Two dedicated Pupil Premium coordinators support and challenge students with targeted interventions. In 2013-14 the college has appointed a Maths booster teacher to support students supported by the PP. Gaps are closing slowly. In 2013 SEN/D students progress was outstanding.
- Other aspects of the college's work are good or outstanding e.g. assessment policy and development / Action Research / CPD / Performance Management / IAG
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of students SMSC and their physical wellbeing. There is a very positive climate for learning.
- Spiritual development is good and students are well supported through Life Skills / RS / General Studies / assemblies / the culture of the college. Bullying is rare.
- Moral development is good as a result of a well-structured college. Clear behaviour systems support a calm and purposeful environment. External visitors comment about the atmosphere and 'buzz' around the college.
- Cultural development is well embedded across the curriculum e.g. all students complete GCSE English Lit.
- Social development - P16 behaviour is 'outstanding' Ofsted 2013. The House System and vertical tutoring supports the 'family feel'. Students conduct themselves calmly around a small and busy college. Students support each other through peer mentoring and leadership.

CAPACITY TO IMPROVE TO OUTSTANDING IS GOOD – see targets for improvement in each section / see the CIP summary.

- **Further increase rates of progress in Maths**
- **Pupil Premium gaps close further and more rapidly as a result of targeted action**
- **Ensure, despite changes in the qualifications structure, that the most vulnerable achieve the qualifications required for access to the next stage in their education.**
- **Success rates at Post 16 are above the NA**
- **Literacy and numeracy interventions continue to accelerate progress of the least able**
- **Variation in a minority of GCSE subjects reduces**
- **Attendance for PP students increases**