



NOWER HILL HIGH SCHOOL SELF EVALUATION AND IMPROVEMENT DOCUMENT

2017 TO 2020

Mission, Aims, Values & Objectives

Strategic Intent

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NOWER HILL HIGH SCHOOL



MISSION

Nower Hill High School exists to enhance the future life chances and opportunities of **all** our students, whatever their starting point, by providing a centre of educational excellence at the heart of our community in which all our students can fulfil their potential. We aspire to be a world class school developing world class students.

AIM

Our **aim** is to realise our mission by a relentless focus on the development of highly literate, articulate, numerate, resilient and confident students who are equipped with the ambition, qualities and qualifications necessary to compete in the 21st century global economy.

VALUES

We will develop all our students better if we **value** and emphasise the importance of:

Impeccable manners

Honesty
The appreciation of diversity

Hard work

A can-do attitude to overcome adversity
Resilience
An enjoyment of learning

Articulacy and Oracy

Knowledge
Literacy and numeracy
Creativity

Smartness of appearance

Personal pride
A healthy lifestyle

Excellent behaviour

Self-discipline
High self-esteem and self-respect
Integrity

Kindness

Empathy
Respect
Teamwork

OBJECTIVES (a commitment to the achievement of specific, measurable, observable or demonstrable results)

We will meet the challenges ahead and achieve our mission by having very high expectations and standards and working hard to deliver the following **objectives**:

- A school wide emphasis on oracy
- Engaging and challenging lessons
- High levels of numeracy and literacy
- High quality and very hard-working staff
- A curriculum of breadth, depth and opportunity
- Access to cutting edge technology
- Support for the well-being of students and staff
- Targeted under-achieving groups.
- A well-disciplined and safe school
- High quality Student Support
- Celebration of achievement and success
- Strong and collaborative leadership
- Systematic monitoring, review and evaluation
- A supportive and challenging Governing Body
- Excellent facilities
- Future financial sustainability
- Strong partnerships with home, the community and other schools
- Thriving outside hours activities
- An exemplary reputation
- The school of choice for our community.

NOWER HILL HIGH SCHOOL STRATEGIC INTENT 2017– 2020

Our **intention** is

- To develop knowledgeable, confident and articulate young people who will impress and be able to compete.
- To meet the needs of **all** learners and to achieve very high academic standards through the relentless pursuit of excellence in our classrooms.
- To put our students at the centre of everything we do with concern for their intellectual, emotional and physical well-being.
- To train, challenge and so develop our colleagues to ensure highly effective teaching, supported by facilitated peer to peer dialogue.
- To nurture the whole staff team and to actively promote positive well-being amongst the staff.
- To equip students and staff with new technologies for Teaching and Learning. We intend to be at the leading edge and anticipating future developments.
- To develop effective partnerships with all families, the local community and industry.
- To value high quality leadership, to grow leaders and succession plan for stability and further improvement.
- To develop our in-house portfolio of CPD in order to support further improvements.
- To develop the site and its facilities, actively seeking Condition Improvement Funding at every opportunity.
- To ensure long term financial sustainability.
- To actively engage with the broadening and deepening of the Harrow Collegiate Teaching Schools Alliance (HCTSA) thereby contributing to the delivery of system wide educational improvement.
- To position the school as a World Class School with a reputation for excellence.
- To continue to be the school of choice for our local community.

OBJECTIVES (a commitment to the achievement of specific, measurable **(M)**, observable or demonstrable **(D)** results) we will meet the challenges ahead and achieve our mission by having very high expectations and standards and working hard to deliver the following **objectives**:

1. We will develop high levels of articulacy with an emphasis in every classroom on oracy and effective communication. **(D) SEID FOCUS AREA 1**
2. We will ensure a strong emphasis on planning and delivering engaging and challenging lessons. **(M) (D) SEID FOCUS AREA 1**
3. We will develop high levels of literacy and numeracy. **(M) (D) SEID FOCUS AREA 1**
4. We will explicitly develop intellectual, emotional and physical well-being amongst the students. **(D) SEID FOCUS AREA 1 & 3**
5. We will recruit and retain only high quality and very hard-working staff. **(M) SEID FOCUS AREA 1**
6. We will deliver a curriculum of breadth, depth and opportunity with an emphasis knowledge and deep learning. **(D) SEID FOCUS AREA 1**
7. We will provide access to cutting edge technology for teaching and learning. **(D) SEID FOCUS AREA 1 & 7**
8. We will target additional resources for disadvantaged students / under-achieving groups to ensure there are no 'gaps'. **(M) SEID FOCUS AREA 2**
9. We will be a well-disciplined, hard-working, well-mannered, smart, kind and safe school. **(M) (D) SEID FOCUS AREA 3**
10. We will celebrate achievement and success. **(M) (D) SEID FOCUS AREA 3**
11. We will provide a world class Sixth Form. **(M) SEID FOCUS AREA 4**
12. We will promote and develop strong, collaborative leadership and management. **(D) SEID FOCUS AREA 5**
13. We will carry out systematic monitoring, review and evaluation of all areas of school life. **(M) (D) SEID FOCUS AREA 5**
14. We will work closely with a supportive Governing Body which challenges us as a critical friend. **(D) SEID FOCUS AREA 5**
15. We will provide high quality professional development for staff. **(M) (D) SEID FOCUS AREA 6**
16. We will provide a high quality learning environment with excellent facilities. **(D) SEID FOCUS AREA 7**
17. We will manage the schools finances responsibly to ensure future sustainability. **(M) SEID FOCUS AREA 8**
18. We will develop strong partnerships with home, the community and other schools and organisations. **(D) SEID FOCUS AREA 8**
19. We will provide a thriving programme of outside hours activities. **(M) (D) SEID FOCUS AREA 8**
20. We will maintain an exemplary reputation locally and further afield ensuring that we remain the school of choice for our community. **(M) (D) SEID FOCUS AREA 8**

Section 1: Quality of Teaching and Learning/Educational Provision:

Standards

We are currently going through a period of change in regard to how standards and progress are measured nationally. This is a gradual change affecting different subjects at different rates which means that each year's results are not directly comparable with the previous year. This will continue to be the case for the next few years. As a result it is not possible to use three year trends for A8 and P8 scores.

Students make excellent progress across all year groups leading to sustained progress over time. Rates of progress overall and in each element are greater than those achieved nationally.

Year	Progress 8	English P8	Maths P8	Ebacc element	Open element
2016	0.35	0.2	0.5	0.5	0.2

Progress is also very strong within each pillar of the Ebacc

Year	Science P8	Languages P8	Humanities P8
2016	0.4	0.6	0.5

Student progress is excellent in high and middle ability students; however progress of the least able is an area which needs to improve, particularly in the Open, Maths and English elements. The performance in the open element is partly due to the traditional curriculum our low ability students take. We will continue to review our curriculum carefully to ensure it meets the needs of all our learners. As some qualifications that other schools use cease to be GCSE equivalent, this may also improve the relative performance of our students.

2016	P8	English P8	Maths	Ebacc element	Open element
Low ability	-0.13	-0.08	-0.02	0.20	-0.56
Middle ability	0.40	0.22	0.68	0.56	0.16
High Ability	0.44	0.37	0.47	0.50	0.40

Student attainment is excellent and consistently exceeds national benchmarks for all ability ranges except in the open element for low ability students as discussed previously, and the open element for high ability students.

Year	A8	English	Maths	Ebacc element	Open element
2016	56.41 (49.34)	11.49 (10.41)	11.50 (9.71)	16.3 (13.61)	17.12 (15.61)

2016	A8	English	Maths	Ebacc element	Open element
Low ability	33.04 (28.56)	7.20 (6.85)	5.09 (4.92)	7.31 (6.35)	8.09 (10.45)
Middle ability	54.05 (49.01)	11.07 (10.44)	11.22 (9.64)	15.33 (13.27)	15.75 (15.66)
High Ability	68.58 (64.30)	13.72 (12.99)	13.93 (13.01)	20.35 (18.90)	19.16 (19.40)

The number of students achieving the basics measure in both English and Maths is well above the average nationally.

	A*-C in English and Maths
2016	75% (59.3%)
2015	72% (55.8%)
2014	73% (55.5%)

* Figures in brackets are national benchmarks

Performance of individual subjects is routinely explored at length via Annual Review meetings. In this forum, Heads of Faculty/Department report back on factors affecting performance (both positively and negatively) and strategies for improvement. The quality of interventions as well as the comparative performance of different groups of students is looked at in detail with a focus on both raw scores and performance against targets. **(Annual Review and Evaluation of Academic Standards)**. Following this, each subject is graded from 1-4 (outstanding to inadequate) to reflect their exam outcomes.

This rigorous process involves significant input from Middle Leaders, Senior Leaders and Governors. Subjects about which we have concerns will receive appropriate levels of additional support and monitoring but all subjects receive routinely robust line management, support and challenge to pre-empt and address any potential attainment gaps.

We are going through a period of significant change in the curriculum with new specifications being examined at GCSE for the first time over the next three years in all subjects. As a result maintaining standards on all of these new qualifications has been a focus for all teachers and middle and senior leaders. The performance of low ability students is being closely scrutinised in particular and ensuring that teaching materials and classroom practice are developed to ensure these students make improved progress in future year groups.

As the new qualifications come into place this year it is difficult to predict how future year groups will perform. As a result we have focused on ensuring all students make progress in line with challenging target grades and that we continue to make good use of high impact interventions where performance falls below our high expectations.

Assessment

Our rigorous target setting system is key to our success and the high standards we have achieved over time. Targets are set based on an indicator generated by FFT in line with students in the top 20% of schools and CATS to ensure both prior attainment and cognitive ability are considered. Students are able to articulate their curricular targets and to discuss progress towards them. This is regularly supported through evidence in lesson observations and conversations with students.

Assessment is rigorous and consistently includes:

- Structured and guided Self and Peer assessment.
- Modelling and exemplification with explicit reference to assessment criteria.
- Quality marking with detailed written feedback which is identified at the beginning of each academic year and shared with parents on the school website.
- Formal assessments under controlled conditions.
- Correction of student work where appropriate.
- Identification of SPAG errors.
- Clear planned progression in the amount of homework set in Years 7 (4.5 hours a week) through to Year 13 (20 hours a week), with homework tasks set by teachers on Show My Homework which is monitored centrally. This enables parents as well as students to see all the homework set for their children.

Parents and students are provided with tracking reports, 2, 3 or 4 times a year depending on the year group, to monitor progress towards targets and inform interventions. The outcomes of tracking data are explored in depth by Year Co-ordinators, Middle Leaders and Senior leaders to address any variation identified and to inform interventions.

Our Ofsted report of 2012 identified marking and reflection upon learning as areas which could be improved upon. As a result an assessment policy was implemented which placed a greater emphasis on the quality marking of clearly identified pieces of work, shared with parents on our website. These pieces of work are carefully selected by departments to ensure they enable teachers to provide students with meaningful feedback which they can implement in their work going forward. This quality marking is monitored by middle and senior leaders and best practice is shared by teachers at department and faculty meetings. This has led to improved reflection and redrafting of work by students when quality marking is returned to them in lessons.

The quality of assessment routinely maintains a high profile within the school CPD cycle to ensure depth of understanding around how to assess/mark meaningfully and effectively. Since 2012, in response to our own self-evaluation and the outcomes of the Ofsted report, our Teaching and Learning themes have included:

- Use of Assessment to monitor learning in the lesson
- Effective use of Learning Objectives and Success Criteria
- Effective Questioning
- Independent Learning
- Differentiation

Teaching Standards

The overall quality of learning and teaching is of an excellent standard, with 93% of staff consistently producing good or better lessons.

Teachers are highly enthused to develop and improve their practice. A triad system of observation was introduced in September 2016 to enable teachers to observe good practice from across the school and to benefit from the advice and guidance of other experienced practitioners. This has enabled a greater dialogue between colleagues in different departments and faculties improving consistency and sharing of teaching pedagogy across the school.

A well-structured system of line management facilitates colleagues in regular dialogue about strengths and areas for development. This utilises evidence gathered from lesson observations, performance of students, monitoring of quality marking, tracking and the reflections of the teachers themselves. This process also enables training needs to be identified and suitable training opportunities targeted to improve teaching and student outcomes.

Teachers identified as underperforming via a wide range of monitoring processes are directly targeted for bespoke training and improvement programmes. Of the 7% of teachers who have been deemed to be less than good, 2% are unqualified and will not be teaching next year; 1% are trainees who are not yet good; 1% are qualified teachers but are on temporary contracts and won't be at Nower Hill next year. The 4% who are permanent teachers at Nower Hill are receiving individualised training and support and are closely monitored to ensure that they are making progress against their targets.

The Curriculum

Our rich and broad Curriculum is regularly reviewed and modified as necessary to address the needs of the diverse ability range within the school. The Curriculum is also informed by some of the overarching life skills we feel it fundamental for students to acquire.

The inclusion of a single period of Oracy in Year 7 supports a drive towards improved literacy, speaking and listening and communication skills. Articulacy and oracy are a key focus in Citizenship and PRE lessons across all year groups with a consistent approach being used to improve standards. All teachers have high expectations of the way in which students express themselves in the classroom and use high quality questioning and other opportunities for students to develop and demonstrate their oracy skills.

We continue to improve literacy standards through a number of increasingly well embedded initiatives such as 1-1 reading with librarians and TAs; high profile reading competitions and events; regular testing of reading ages with associated reading recovery programmes to close gaps between chronological and reading age. We have started to see significant improvements through the use of 'Toe by Toe' (**Pre and Post Toe by Toe reading test scores**) to

improve reading ages and will be making more use of this resource moving forward. We are raising the profile of high quality reading texts by introducing students to the work of Dickens in Year 8.

We maintain very high aspirations for all students in all curriculum areas and ensure that they are stretched within their regular curricular provision as well as beyond it where needed. We promote the pursuit of separate Sciences with as many students as possible in any given year (up to 180 out of 300 in recent years) to allow the depth of knowledge in each discipline that this facilitates. Students with greater aptitude for Science can also study Astronomy as an extra-curricular subject. Maths and English operate a set 'zero' for accelerated learning of around 60 students.

Our broad curriculum offers provision of Classical Civilisation and Latin in Key stages 3, 4 and 5 with the extra-curricular provision of Ancient Greek. We have also introduced Ancient History at KS4, which will be first examined in the summer of 2019. For those students who are talented in the expressive arts, we also offer GCSE Dance as an extra-curricular option and as an A-level subject.

Our students are highly engaged in and enthused by their core weekly lessons in Citizenship and Philosophy, Religion and Ethics (**Schemes of work**). Through this as well as an outstanding pastoral programme and rich extra-curricular provision, students demonstrate maturity, community spirit and a strong social and moral conscience.

Students' success on our broad curriculum ensures that they are well prepared for the next steps in education, employment and/or training. In 2014, 97% of all students are in sustained education, employment or training above the national average of 94%. 94% of disadvantaged students were also in education, employment or training. This is line with the national average for all students although it is slightly below the national average for non-disadvantaged students of 96%. (OFSTED dashboard 2016).

Key Priorities

Impact	How will we achieve it?	Target date	Lead person
<p>1. No Reduction in standards despite the increased demands of subject content by meeting the challenges of the reformed GCSE curriculum.</p> <p>2. Reduce and minimise in-subject variation, particularly within the core.</p> <p>3. Improve the level of attainment and progress of all students, as measured by P8 and A8 but with a particular focus on low ability students and high ability disadvantaged students. Maintaining our position in the top 25% of schools nationally for progress and attainment.</p> <p>4. Develop the KS3 curriculum to ensure it builds on the new KS2 curriculum and that standards of student achievement are maintained such that students are ready for the high standards required at KS4.</p> <p>5. Further improve the quality of teaching across the school, so that 95% of teaching is good or better, resulting in improved progress and attainment.</p> <p>6. Continue to improve the quality of teaching and learning with a particular focus on: questioning, assessment, mastery and memory and literacy and numeracy</p> <p>7. Develop students' communication skills by insuring that all teachers place an emphasis on oracy and articulacy within the classroom.</p>	<ul style="list-style-type: none"> • High levels of communication between SLT, governors, HOFs and teaching staff, as well as school to school liaison to ensure excellent understanding of the new Curriculum and Measures and thorough preparation for changes. • Ensure a smooth and effective transition from alphabetical to numeric GCSE grades using the opportunity to reinforce high aspirations and to communicate this effectively to parents, students, governors and all staff. • Further develop the target setting system at KS4, monitoring following tracking and the annual review process so that it has sharp focus on groups progress and attainment (ability bands, gender, PP and SEND as major areas of focus). • Implement and embed new systems of tracking at KS3 in light of the removal of levels to ensure teaching staff are regularly monitoring and tracking progress in a relevant and meaningful way that provides sufficient rigour in preparation for KS4. • Continue to sustain and develop an outstanding curriculum providing a 'rich and highly relevant range of opportunities' which balances due consideration of facilitating subjects and new accountability measures. • Develop the use of commitment to learning in place of effort with students so that they have a clear understanding of our high expectations so that their efforts can be recognised and issues addressed • Further improve the quality of line management of HoFs via <ul style="list-style-type: none"> -regular link reports with a focus on performance between groups including vulnerable students -specific prompts to discuss with HoFs at key times within the school calendar • Clearly identify and share with staff and Governors the key features of excellent teaching and learning at Nower Hill to reaffirm what we are aiming for in classroom practice. • Bespoke programme of development for teachers currently identified as less than consistently good as identified through a 		<p>NH/ SLT/ HoFs</p> <p>NH/Ho Fs</p> <p>NH/ CLS</p> <p>CLS/ NH</p> <p>NH/ CLS/ HoFs</p> <p>NH/ CLS/ CAS/ JKW /LV/ BW/ HoFs</p> <p>NH/ HoFs</p> <p>JKW/ NH/ SLT/ HoFs</p> <p>JKW/ NH</p>

	<p>range of monitoring procedures including observation and examination results.</p> <ul style="list-style-type: none"> • Whole school annual areas of teaching & learning focus to ensure higher impact on key priorities. This process to begin with a high focus on questioning and mastery and memory. • To continue to develop quality marking within faculties and across the school as part of the range of assessment techniques which enable students to reflect on their learning, have a clear idea of their next steps and implement this within their work. • Ensure there is a consistent approach to the teaching and assessment of oracy and articulacy in Y7 Oracy and PRE and Citizenship in all year groups. • Further develop all teachers understanding of oracy skills so that they provide opportunities within lessons for students to develop their skills and provide timely and specific feedback to students on these skills. • Provide extracurricular opportunities for students to further develop their communication skills to larger audiences. 		<p>NH/ CLS</p> <p>NH/Ho Fs</p> <p>NH/Ho Fs</p> <p>NH/GN /HoFs</p>
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Section 2: Diminishing the difference/Underachieving Groups:

Boys/Girls

Boys are slightly over represented within Nower Hill in comparison to nationally (a ratio of approximately 54%:46% annually). Whilst both girls and boys perform significantly better than compared to each gender nationally, the in-school gap between girls and boys is higher than it should be and is an area of high priority that we are addressing through the curriculum and student support.

	Girls (<i>National</i>)	Boys (<i>National</i>)
Progress 8	0.50 (0.13)	0.21 (-0.12)
Attainment 8	60.60 (51.83)	53.07 (47.26)
English P8	0.55 (0.24)	-0.02 (-0.24)
English A8	12.58 (11.11)	10.7 (9.8)
Maths P8	0.41 (-0.06)	0.60 (0.06)
Maths A8	11.88 (9.85)	11.21 (9.62)
Ebacc element P8	0.47 (0.08)	0.52 (-0.08)
Ebacc element A8	17.42 (14.24)	15.35 (13.06)
Open element P8	0.49 (0.22)	-0.12 (-0.22)
Open element A8	17.62 (16.62)	14.81 (14.78)

Current strategies for monitoring and addressing variations include:

- All subject areas required to report on performance at data tracking points with a breakdown to include the comparative performance of boys and girls.
- All centrally coordinated data summaries, TEID reviews and Annual Review documents compare performance by gender.
- Students are very much involved in post tracking dialogue around differences in effort between boys and girls and the associated variance in attainment as a result.

Recent tracking demonstrates a continuing trend for performance higher than national expectation for both genders but a concerning gap. This gap is replicated in effort and homework scores across the different year groups. The gap in effort scores has shown some signs of narrowing, but the gap in homework scores is of concern particularly in the current Year 8.

Disadvantaged Students

Given the relatively low proportion of disadvantaged students in our school (20.1% compared to 28.5% nationally, RAISE 2016), we are acutely aware of the need to maintain a high profile amongst staff of their potential vulnerability to attainment and progress gaps. Whilst we have not yet succeeded in fully closing such gaps, there is evidence of a distinct narrowing of attainment and progress gaps, with disadvantaged students having better progress than the national non-disadvantaged students in both English and Maths, as we continue to reflect and improve upon our disadvantaged students strategy.

2016	Disadvantaged Students (<i>National non-disadvantaged students</i>)	All (<i>National All</i>)
Progress 8	0.02 (0.12)	0.35 (0.00)
Attainment 8	47.61 (52.72)	56.55 (49.5)
English P8	0.17 (0.09)	0.24 (0.00)
English A8	10.47 (10.98)	11.57 (10.44)
Maths P8	0.13 (0.11)	0.51 (0.00)
Maths A8	9.37 (10.41)	11.52 (9.74)
Ebacc element P8	0.01 (0.15)	0.49 (0.00)
Ebacc element A8	12.80 (14.81)	16.31 (13.64)
Open element P8	-0.13 (0.11)	0.16 (0.00)
Open element A8	13.90 (16.52)	16.11 (15.69)

Key strategies in the monitoring process include:

- PP status of students clearly identified in all mark sheets and data analysis summaries.
- All staff required to identify PP students within their classes with evidence that those below target are being prioritised for interventions and appropriate differentiation within teaching.
- All subject areas are required to report on performance at data tracking points with a breakdown to include the comparative performance of PP, Non PP and all students.
- All centrally coordinated data summaries, TEID reviews and Annual Review documents compare performance by PP/Non PP/All students.

Initiatives for addressing attainment gaps include:

- Prioritising 1-1 tutoring and out of hours interventions and high impact days in core subjects for those PP students who are key marginals and/or working below target.
- Provision mapping of targeted interventions for disadvantaged students to personalise support and assist attendance.
- Disadvantaged students Co-ordinators in post who have developed numerous initiatives including homework clubs for PP students, summer school for PP students coming to NHHS in Year 7, sharing successful strategies via a PP newsletter to HoFs and delivering regular INSET sessions to all staff.
- Teaching Assistants provide additional in -class to support to PP students.
- Prioritised spend on high impact, proven interventions that help boost literacy and numeracy for targeted students.
- Use of 'The Brilliant Club' to provide an impactful experience for high attaining PP students.
- Provision of revision resources for Y10 & Y11 students – Maths, History, Geography, Science, PRE.
- Regular CPD on addressing gaps delivered by PP co-ordinators.

(Disadvantaged students Strategy)

Considerable importance is placed upon the effort put in to studies to enable positive outcomes. Numerous homework support programmes have therefore been set up to assist PP students with access to IT facilities, adult help and a quiet work space. Evidence of narrowing gaps in effort scores can be seen in tracking reports, Year 8 example below. Closing the gap in homework continues to be an area which needs work with PP students.

Effort	Non PP	PP	Total	Gap analysis
2.24 or below	3	1	4	
2.25 to 2.49	4	1	5	
2.50 to 2.74	8	4	12	
2.75 to 2.99	16	4	20	
3.00 to 3.24	29	8	37	
3.25 to 3.49	51	16	67	
3.50 to 3.74	58	11	69	
3.75 to 3.99	42	2	44	
4.00 to 4.24	23	4	27	
4.25 to 4.49	9		9	
4.50 to 4.74	2		2	
4.75 to 4.99				
GRAND TOTAL	245	51	296	
Avg Y8 TPC	3.51	3.33	3.50	0.18
Avg Y7 TPB	3.66	3.44	3.64	0.22
Avg Y7 TPA	3.63	3.33	3.59	0.30

EAL

We currently have 825 students who are identified as having English as an additional language. These are broken down into the following types by year group in the table below. Code A= New to English, Code B= Early acquisition, Code C= Developing competence, Code D= Competent, Code E= Fluent, Code N=Not yet assessed

2017	EAL	A	B	C	D	E	N
Year 7	137	0	1	14	22	101	0
Year 8	132	0	1	31	31	69	0
Year 9	118	0	2	11	30	75	0
Year 10	137	1	3	13	28	92	0
Year 11	124	0	0	10	30	84	0
6th Form	177	0	0	1	3	173	0

Students are assessed when they join and once a year if they are below the fluent level. The main second languages are Gujarati, Tamil, Urdu, Punjabi and Somali. We have a higher than average proportion of students for whom English is not their first language.

We have a full time EAL Co-ordinator and provide Curriculum Enrichment (CE) to students for whom language is a barrier to equal curriculum access. In Year 8 this comes via withdrawal from one of their 2 language options (2 periods). There are currently 21 students in total receiving 2 or more periods of CE in Year 8. In Years 9-11 there is a structured CE program delivered in lieu of an option subject where students work towards an iGCSE in English. This helps develop their grammar, reading and oracy which in turn helps with their English GCSE 'proper'. There are different numbers of students involved in CE across the year groups; 4 in Year 9, 11 in Year 10 and 17 in Year 11.

Those who do not take CE will be facilitated with appropriately differentiated resources and in class TA support. We also offer two post school sessions for EAL students. This is cross age and aimed at those at early stages of learning English. We have a registration group once a week for lower school students to receive support and language development. Students work toward an external qualification.

Students for whom English is not their first language achieve standards at least in line with native English speaking students and well above the national average:

2016	EAL Student	All Pupils (national all)
Progress 8	0.63 (0.42)	0.35 (0.00)
Attainment 8	58.5 (49.83)	56.6 (49.34)
Grade C or better in English and Maths	76% (61%)	75% (62%)
Entered for Ebacc	50% (*)	43%
Achieving the Ebacc	38% (28%)	32% (24%)

*National figure not available

SEND and Low Attainers

We have a slightly higher than average number of students with SEN statement or EHC plan (2.1% compared with 1.7% in 2016, RAISE 2016) and also a higher percentage of pupils with SEN support (11.6% compared with 11.0% in 2016, RAISE 2016).

Students with Special Educational Needs and/or disabilities are extremely well supported through a strategically adapted, broad curriculum which maintains consistently high aspirations for students appropriate to their individual needs. We have a very small number of students for whom access to a mainstream curriculum is not feasible. For a small number of students an alternative bridging curriculum is implemented in Y7 for the first two periods of each day. This time is used for developing literacy and oracy as well as group and life skills. The alternative curriculum provides clear staging posts, allowing regular and detailed analysis of progress. We also run a 'Stretch Curriculum' where a very small number of students can undertake Functional Skills and Entry Level qualifications to support progress and in some cases ensure a passport to Further Education. We currently have seven students (yr9-11) completing the Pearson Edexcel Entry Level Award/ Certificate/ Diploma in Skills for Independence and Work (Entry 2) (QCF). We also have two students completing their Entry level 3 and Level 1 Functional Skills qualifications in both Maths and English.

The majority of students, with learning difficulties or from lower than average start points, but for whom mainstream teaching is largely accessible, are supported at various levels including:

- Strategic TA support and small group withdrawal catch up sessions.
- 1-1 Maths tutoring.
- Small group literacy catch-up.
- Removal from one option subject to accommodate 3 periods of Study Plus*.
- Reading Recovery – 'Toe by Toe' is used with 12 Year 7 students, delivered by TAs and librarians.
- Numeracy Recovery using 'The Power of 2' for students with dyscalculia is used by 4 students
- LEXIA develops reading skills and we have 40 students using this program.
- 9 students have developed comprehension skills using 'Stride Ahead'.
- 32 on Accelerated Maths where students enhance their maths skills.
- 31 students use Achieve 3000 in order to develop reading and comprehension skills.

*Study Plus is offered as an alternative to a 4th option to around 15 students in Year 9. This covers students whom we know will not manage with 4 GCSE subjects on top of their core provision. This number will rise to around 20 by Year 11 but most of these are given the opportunity to try 4 subjects for the first year of Key Stage 4 (Year 9) to make the most informed choice about which 3 to pursue should it become necessary to drop one. The decision to pick up Study Plus as an alternative to an option is made jointly by the Head of Inclusion, Year Co-ordinator, relevant subject leaders, AHT KS4 and DHT Teaching and Learning. This is to ensure it is a balanced and appropriate choice

considering overall performance across the curriculum and likelihood of success following each route. Study Plus is made up of 3 periods; one period of Maths, one of English and another of English Literature. The course is designed to help support the students with core GCSE work in these key subject areas.

Teaching Assistants are used to good effect, are monitored rigorously through our TA effectiveness programme and are provided with regular and relevant training opportunities to enable a higher quality of input when working with students.

Students with special educational needs make progress and often perform better than national all student figures in the Ebacc element and Maths (SEN and EHC). However there is still work to do to match the progress of all students nationally overall and with respect to English and the open element:

2016	SEN and EHC (8 students)	SEN Support (52 students)	No SEN
Progress 8	-0.24 (0.00)	-0.24 (0.00)	0.51 (0.06)
Attainment 8	25.33	39.44	61.72 (52.63)
English P8	-0.62 (0.00)	-0.29 (0.00)	0.40 (0.05)
English A8	5.56	8.70	12.47 (11.01)
Maths P8	1.12 (0.00)	-0.05 (0.00)	0.62 (0.04)
Maths A8	6.22	7.81	12.58 (10.39)
Ebacc element P8	0.12 (0.00)	0.06 (0.00)	0.61 (0.07)
Ebacc element A8	6.33	10.81	17.97 (14.69)
Open element P8	-1.27 (0.00)	-0.62 (0.00)	0.40 (0.06)
Open element A8	5.00	11.19	17.68 (16.54)

Protected Characteristics

We pursue a clear and transparent agenda around educating our students to be open minded, informed and indiscriminate towards a full range of diverse backgrounds, cultures and protected characteristics. We have introduced an Inclusion Festival to support this which carries 3 main strands - mental health, styles of learning (including disabilities), equality and diversity (including LGBTQ). We run a range of workshops for targeted students which focus on securing a deeper understanding of diversity including the language of prejudice and body image. We had no students of Gypsy/Roma or Traveller heritage in our 2016 cohort.

Alternative Provision

We have excellent partnerships with alternative education providers in and around the Borough and use these to good effect to further personalise learning where appropriate. Currently we place students on the following courses:

Location	Course	Number of students	Key Stage
Harrow College	L2 hair and beauty	2	4
West Herts	Motor vehicle mechanics	1	4
Northgate school	GCSEs	1	4
Middlesex ITech	GCSEs	1	4
The Jubilee Academy	GCSEs in a range of courses	2	4
The Jubilee Academy	Wide range of subjects (short term provision)	2	3

As a result of careful placement on appropriate courses, a rigorous selection process and thorough induction, students frequently improve their behaviour, raise aspirations and re-engage in positive learning as a result of alternative provision. Six students received alternative provision last academic year, all achieved relevant KS4 qualifications.

Key Priorities

Impact	How will we achieve it?	Target date	Lead person
1. Diminish the attainment difference between girls and boys.	<ul style="list-style-type: none"> Put in place curriculum based strategies within the classroom for addressing gender attainment gaps e.g. planning lessons and topics which will appeal to certain groups and informed use of seating plans. 		NH/ HOFs
2. Diminish the attainment gap between disadvantaged /non disadvantaged students particularly high and low achieving students.	<ul style="list-style-type: none"> Put in place pastoral based strategies for addressing gender attainment gaps. 		LV/BP/SEM
3. Improve quality of Wave 1 and 2 interventions to reduce group variation.	<ul style="list-style-type: none"> Maintain the high profile of disadvantaged students and establish formalised, impactful systems for ensuring appropriate additional maths and English support where needed. 		LK/Sga/LV/ NH
4. Continue to provide and develop a rich and balanced curriculum for lower ability students which cater for all needs and takes into account national assessment reforms.	<ul style="list-style-type: none"> Continue to develop and refine the intervention programme to ensure high quality teaching first and foremost. Ensure any Wave 2 interventions are strategic and focussed on outcomes. 		NH/BP/BW
5. Monitor the quality of Teaching Assistant effectiveness and continue to ensure appropriate deployment, value for money and professional growth. To ensure that at least 85% of all TA work across the school is good or better.	<ul style="list-style-type: none"> Ensure curriculum support programmes of study are fit for purpose and aid improved performance across the curriculum. 		NH/BW
6. Close the gap between students' reading and chronological age	<ul style="list-style-type: none"> Support all students, but notably those from vulnerable groups, providing opportunity and structure for meaningful learning experiences which help to prepare students for a rapidly changing and highly demanding curriculum. This will include two P7 support lessons aimed at 20 vulnerable students in each key stage. 		BW/NH/LV
7. Successfully fully embed the new Code of Practice	<ul style="list-style-type: none"> Introduce improved systems for monitoring short term progress amongst students receiving support. Expand reading recovery and dyscalculia programme and associated systems for monitoring impact. Embed assess, plan, do and review across the school along with a clear along with a clear communications strategy. For students following the stretch (alternative) curriculum or being educated partly in alternative provision, develop systems for tracking personal development alongside their academic achievements. For students being educated in alternative provision, put in place systems for formally monitoring the quality of teaching and students' learning closely and frequently, to make sure that students complete work with alternative providers that is of equally good quality to that in school, and that good practice is shared between staff in both settings. 		BW/SR/CM
			BW/SR
			BW/SR
			BW/BP
			BP

Section 3: Personal development, behaviour and welfare

Our students behave extremely well, which is evidenced through lesson observations and records of behaviour which have been completed internally. Due to the consistent management of behaviour for learning through the school's **Ladder of Consequences and Ladder of Rewards**, which is reviewed on an annual basis to address any particular behaviour issues that arise through the year, disruption during lessons and poor behaviour outside of lessons are rare, **(SIMS Behaviour Module Weekly report)** and when encountered dealt with promptly and effectively. As a result, this allows the quality of teaching and learning in lessons to be outstanding. Staff are supported in managing behaviour through training opportunities at the beginning of each year and throughout the year via carousel training on Inset days.

Students at Nower Hill have very positive attitudes to learning, with a culture of high aspirations and personal endeavour permeating through all learning opportunities. Students show enthusiasm and a high level of engagement during their lessons, inspired by a **culture for learning** and high quality teaching. As a result, students make progress that is in the top 16% of schools **(RoL 2016)**. Our recently introduced House System also encourages aspiration throughout the Year groups both in terms of extra-curricular activity and achievement points earned through community contributions and excellence in lessons.

The harmonious atmosphere in the school is frequently commented on by visitors to the school and those that work within it. **(Comments from visitors, Open Day feedback)** Almost all of our children display courtesy and respect to adults and their peers at all times. Respect and good manners are promoted at every opportunity and students are quite clear of expectations in this area. Our **School Values** and the **Nower Hill Way** are very clear about the importance we attach to qualities such as good manners, articulacy and kindness. The school's Ladder of Consequences is very clear that certain types of disrespectful behaviour will not be tolerated, for example the use of poor language or rudeness towards a member of staff. As a result, behaviour around the school site is calm and orderly; students feel safe and valued at all times; teachers are able to carry out their jobs effectively in an orderly and disciplined environment, where mutual respect is held in high regard. Students and their parents and carers are very clear **(Home School Agreement)** about the importance of good manners and how it contributes to not only school life but work life and beyond. All students who are new to the school have a personal meeting with a member of the Senior Leadership Team, where they are asked to agree to both the Home School Agreement and the Nower Hill Way before starting at the school.

The school places a strong emphasis on the development of SMSC throughout the curriculum **(Citizenship and PRE curriculum outlines, Form Time plans, Personal Development Programme)**, pastoral work and the day to day operation of the school. Each Year group has a weekly assembly **(assembly rota)** which will seek to promote the inclusive, comprehensive, diverse nature of the school and emphasise the school's values. There is a recurring theme of celebration at all levels, with various members of the school community taking the lead. The daily act of collective worship is observed respectfully in the form a minute's silent reflection every day, the subject of this often being proposed by the students themselves to develop awareness of moral, cultural and social issues. Outstanding teaching in the Philosophy, Religion and Ethics and Citizenship departments contribute to the exceptional development of SMSC in all students throughout the school. In addition, all departments contribute to the school's **Spirituality Statement**, which shows how the development of SMSC is promoted in all areas of school life. Incidents of racist, sexist and homophobic bullying are carefully monitored and extremely rare. Any student who does engage in such behaviour is required to attend a Diversity Workshop, which is delivered by our **Daffon Centre**, meaning the recurrence of such behaviour is extremely rare **(Equality statistics)**. As a result, the school thrives in an environment free from prejudice and one in which a strong moral code underpins all that we do.

The school is keen to promote diversity and does so with great success. We observe the Equality Act at all times and make reasonable adjustments to accommodate those with disabilities **(Braille signage)** The persecution of any person with a protected characteristic is virtually non-existent **(Exclusions Data)** and students are keen to promote their personal diversity. The school celebrates diversity at appropriate times, for example Black History month, LGBTQ month, World Education Day and International Women's Day. Students are keen to participate, through building displays, running awareness events and assemblies. The whole school community participates and a culture of respect permeates through all such events. As a result, bullying and any form of derogatory language is extremely rare. When such incidents do occur these are recorded and monitored, and restorative work carried out as appropriate to prevent further incidents. **(Bullying Log/Daffon Centre schedule)**

Nower Hill students are proud of their school and one way in which this is promoted is through high standards of school uniform. The uniform code is clear and communicated to parents and carers each year **(Student Support Guidance)**. The uniform policy is regularly reviewed and Student Voice is an integral part of this. Blazers for girls have been recently introduced, in response to a full consultation with the school community **(Blazer Consultation)**. Year groups have their own identity through Year colours and the vast majority of students wear their uniform with pride. The Headteacher addresses all students at the start of the year on the importance of presentation, both in generating pride and self-respect and the respect of the local community. As a result, Nower Hill students are extremely smart,

which is reflected in their attitudes to learning. The school operates a referral system for any student who does not wear their uniform to the required standard and also has a uniform store, operated by the Student Services department, which will lend uniform, including shoes, to those students who arrive at school inappropriately attired. Conversely, outstanding uniform is both rewarded and celebrated.

Students are proud of their school and their respect for it is reflected in the excellent presentation of the learning environment. Classrooms are tidy and wall displays current, interesting and relevant. There is virtually no litter dropped and the whole school community is instrumental in ensuring the site is kept clean and tidy. We have a remarkably low incidence of graffiti and any that does appear is removed almost instantly by a highly efficient site team. An extensive CCTV system also allows us to deal with any incidents of poor behaviour or disrespect of the school environment in a timely manner. The students run a number of their own initiatives which allows them to demonstrate their respect for the environment, for example the 'Geog On' club run a paper recycling scheme; the Inclusion Faculty run a gardening club which has allowed us to enjoy a well-stocked school garden and the Y7 team run a litter rota.

The safety of students is of paramount importance, with strong systems in place to ensure outstanding safeguarding. The school has robust safeguarding procedures with 5 designated teachers working directly to the DHT Student Support, who is the Designated Safeguarding Lead for the school. The school also employs a designated Attendance Officer who is trained to Level 2. A consistent approach and regular meetings of this team and relevant external agencies ensures that any safeguarding issues are dealt with expediently. All statutory policies with regard to safeguarding are in place and there is a comprehensive **SCR** which is continuously maintained in line with the latest guidance on Keeping Children Safe in Education, September 2016 (KCSIE). All staff receive annual training in safeguarding and a training register is kept to ensure 100% coverage (**CPD records**). In addition, all staff are directed, in line with requirements, to read and confirm reading of Part 1 of KCSIE each year. All staff are aware of the procedures to follow if they wish to make a referral to the Local Safeguarding Children's Board themselves and of the whistle blowing procedures should they feel there is a management failing in regards to safeguarding (**Annual safeguarding training resources**). Designated teachers are all trained at Level 3 and update their training every 2 years in line with latest guidance. The majority of SLT and governors have been trained in safer recruitment and there is always a member of staff on every interview panel who is safer recruitment trained.

The school is robust in regard to Health and Safety, discussed under 'Resources and Facilities', and a secure site is maintained at all times. A comprehensive evacuation plan (**Emergency Evacuation Procedures**) has been developed which has clear guidance for evacuations in different circumstances, lock downs and lock outs. The school has made its own emergency evacuation video to demonstrate (**Nower Hill Evacuation Video**) to staff and students how an effective evacuation and lock down should be carried out. Regular practices are held to ensure that in a real emergency the school community would be well prepared. During the day, safety during break and lunchtimes is maintained through a comprehensive staff rota (**Break and Lunch duty rota**) meaning good order is maintained on a site of over 2000 people; as a result, there are few recorded incidences of bullying or violent behaviour during this time. The school operates an 'On Call' system during lesson time which means that any colleague in need of the support of senior leadership during lesson time is able to press a button on their computer which summons instant assistance, so allowing the teacher to continue with the flow of their lesson rather than having to stop to deal with poor behaviour.

Outside of school, we continue to ensure that systems and policies are in place to keep our children safe. There is a designated member of the senior team who acts as the EVC for the school and all trip packs are robustly scrutinised to ensure excellent planning and to negate the risk of anything untoward occurring. On the journey to and from school, students are clear that the school's Behaviour Policy still applies and there is Senior Leadership presence in the local community every day to ensure good behaviour on the way home from school.

Finally, students are taught how to keep themselves safe in different situations, including on-line, through assemblies, Form time and work across the curriculum, particularly in Citizenship and ICT. As a result, students at Nower Hill are kept very safe and any child believed to be at risk is supported in a timely and effective manner. This is verified by a range of **parental surveys** that confirm the school's view that we keep our students safe and verification from LSCB audits. (**LSCB CP Audit 2014**)

The school takes seriously its duty to ensure that students accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It does this through carefully structured PRE, PSHE and Citizenship curricula (**PSHE and Citizenship Curriculum map**) and through the weekly **Personal Development Programme**, which is delivered in Form time and through assemblies. In addition, these values are reflected in the school's **Mission, Aims and Values document**. The school is aware that as a very culturally diverse community, there is the potential for students to be exposed to the risk of radicalisation; as a result, in addition to giving e-safety a very high profile in the school, all staff are trained in preventing and detecting radicalisation; the Headteacher and Student Support Leadership Team have all participated in WRAP training; we fully engage with the government's 'Prevent Duty' and refer students where necessary to Channel via the Local Safeguarding Children Board (**CAF Referrals**).

There is an extremely low incidence of bullying and any form of bullying be it physical, verbal or cyber, is dealt with quickly and effectively. Sanctions are firm for those guilty of bullying, but such children will also be offered support and restorative work to help them change their behaviour. Any victims of bullying are fully supported through the pastoral system, including the use of a fully trained counsellor. Records of bullying are routinely kept and monitored. Homophobia has been addressed in all Year Groups through assemblies, the **Personal Development Programme** and being part of the curriculum in Citizenship from Year 8. Homophobic language of any degree is not tolerated and is referred to on our Ladder of Consequences. Students with gender identity issues are supported through counselling, support from external agencies such as 'Blue' and the celebration of LGBTQ week.

The school has a clear system of rewards and sanctions which has proved highly effective in reducing the incidence of poor behaviour. All behaviours and achievements are recorded on SIMs Behaviour Module, and **summative reports** produced on a weekly basis. This allows the behaviour of every child to be closely monitored by the Student Support team and interventions made before behaviour reaches critical levels. As a result, students are motivated to display good behaviour at all times, contributing to an exceptionally positive climate for learning. Through Behaviour Module, which links in to the school's Ladders of Consequence and Rewards, behaviour, both good and bad, is addressed in a timely fashion, allowing poor behaviour to be stopped and good behaviour to be celebrated on both a daily basis during Form time, weekly during assemblies, termly reward assemblies and end of year reward celebrations. House competitions also link in to positive behaviour in the school community and children enjoy wearing their badges to celebrate reaching milestones in terms of their achievement points. Finally, the Headteacher writes home every week to the children with the highest number of achievement points in the school and their names are entered into the **Golden Book** which is on public display in the school. This has the effect of celebrating good behaviour and making it something that our children aspire to.

The school uses its behaviour policy fairly and consistently and utilises internal exclusion facilities well for those students who require more severe sanctions for their behaviour. This is to ensure that we do not have a large number of students who are externally excluded, although the school does not shy away from using this as a sanction when required. In order to ensure that students do not fall behind if they are excluded, the school has an on-line facility to access meaningful work for excluded children. The DHT Student Support oversees all exclusions and ensures that statutory guidance is adhered to. As a result, exclusions are rarely challenged or overturned and parents and carers respect the school's sanctions. (**Exclusions Data**) All parents are expected to attend reintegration meetings with their children when they have received a Fixed Term Exclusion and this gives us the opportunity to explore the reasons for the exclusion and discuss strategies to support the child in going forward. All students whether internally or externally excluded, will have a restorative session either in our Daffon Centre or with the Behaviour Manager. In terms of exclusions, there are a very small number of recidivists.

The effective work of the school's Attendance Officer ensures that attendance rates are significantly above average with attendance for both PP and non PP children being better than in similar schools (**Attendance Data**). Persistent absenteeism (PA) is very low at 7.2% compared to a national figure of 12.4% and absence 3.7% compared to 5% nationally (**RoL 2016**). In terms of disadvantaged students PA is at 13.4% which compares well with the national others figure of 12.4% and significantly above the PA figure nationally for disadvantaged students of 21.6%. The absence figure for disadvantaged students equates exactly to the absence figure for all students nationally and is significantly below the national absence figure for disadvantaged students. Absence and PA for students both with SEN support and those with an EHCP are significantly below the same groups nationally. The school has an expectation of 96%+ attendance for all students.

There are robust procedures in place for monitoring attendance and punctuality and the school makes use of the Borough AIM policy (**School Attendance Policy**) to address any persistent offenders in terms of attendance and punctuality or families who allow their children to have unauthorised absence. In addition, the school has worked closely with SACRE to minimise the number of days taken for religious observance. Improved attendance and punctuality is celebrated through letters of commendation and rewards, which leads to a culture where good attendance and the resultant effects on progress are valued by all members of the school community.

The school has a robust system of IAG to ensure students are well prepared for their next steps, whatever the stage of transition. A comprehensive induction programme for new Year 7 students (**Year 6 Transition Programme**) and static Year Co-ordinators in the Year 7 team ensures that staff are well informed about them both as learners and individuals and that they and their families are familiar with the school and school procedures before they start. All Year 8 students receive a one to one guidance interview with a member of SLT prior to selecting their GCSE subjects, to help them make decisions about future careers and aspirations. In Year 10, those unlikely to be following a traditional A Level route are helped to select suitable vocational routes and offered the chance to do appropriate work experience. PP students are offered the 'best' work experience placements first. Year 11 students also enjoy two one to one interviews with a member of SLT to help them decide on post 16 progression. In the 6th Form, there is a robust programme of advice and guidance to ensure effective post 18 progression, with a dedicated UCAS adviser. As a result, the school has had less than one per cent of students classified as NEETs (**NEET Reports and RoL 2016**)

each year for the past 6 years and over 90% of students progressing to Higher Education since the opening of its highly successful 6th Form in 2006. **(See 6th Form for Destination Data)**

The school works hard to promote the physical and mental well-being of its students. The school has held Healthy Schools status and the catering contractor ensures that all relevant guidelines are adhered to in terms of the food served. There are a number of healthy options for the students to choose from, with 5 separate outlets available at lunchtime. In addition, a dedicated 6th Form canteen was opened this year to provide a healthy alternative to the 6th Form students who previously may have patronised the local fast food shops. All students study food and nutrition at KS3 to learn about the basics of good nutrition and healthy eating; some choose to carry this on to GCSE. The Science curriculum also supports children in learning how to eat healthily and an on-site qualified nurse allows for more tailored interventions for children who are thought to have a problem with their weight.

Two periods per week of compulsory PE in Years 7 to 11 and Friday afternoon sport for 6th Form students, along with a fitness suite at their disposal, demonstrates the school's commitment to ensuring the physical health of its students. Various means are used to measure the physical fitness of students and the progress that they make in improving their fitness, for example the mile run and bleep test. Students in Year 10 are given the opportunity to complete the Sports Leaders award, coaching the Year 7 students as part of their course. There are numerous extra-curricular sports clubs to encourage the take up of sport. Team sports and participation in borough competitions are encouraged and the school boasts a number of successful teams.

With regards to mental well-being, the school is aware that this is an area of increasing concern with nationally, an increasing proportion of young people demonstrating poor mental health. A full time professional counsellor, Daffon Centre mentor, School Nurse and extensive Student Support team all form part of the support network to promote emotional well-being. All students meet with their personal tutor for 25 minutes each day and their tutor is their first call of port for any emotional difficulties. Where there are particular concerns that are beyond the school's resources, students will be referred to Children's Services or via their GPs to CAMHS. Through the Personal Development Programme and assemblies we focus on issues that potentially could lead to poor mental health and promote resilience in dealing with the everyday challenges of life, including coping with exam stress. We are acutely aware of the impact of social media on mental well-being and will be looking at how we can better address this area.

All students address the issue of healthy relationships and staying safe from abuse during their time at the school. The issues of looking after yourself, consent and SRE are all addressed through the Citizenship curriculum. With regards to CSE, all teaching staff receive training in spotting the potential signs of CSE in their safeguarding training and students have had the opportunity to watch the play 'Chelsea's Choice', which deals with this particular issue. All Year groups have an assembly on FGM and legal guidelines are adhered to when suspected cases have had to be reported. E-safety, taught both through the curriculum, assemblies and e-safety evenings for parents ensure that our children know how to stay safe in the on-line world. In order to tackle the issue of physical chastisement amongst some cultures, at the new parents' evening each year, the DSL makes a presentation to parents on appropriate discipline, which has had the result of seeing referrals for physical chastisement to Children's Services decline significantly.

Key Priorities

Impact	How will we achieve it	Target date	Lead person
<p>1. Reduction in the percentage of students with more than one fixed term exclusion; reduction in the number of boys receiving exclusions, in particular male disadvantaged students and therefore missing school. This should lead to an improvement in progress for these particular groups. A reduction in the number of behaviour points in the current Blue Year group in particular, which is leaving them at risk of under-achieving and vulnerable to exclusion.</p>	<p>Individual career plans for select group of Y8 students, and for any recidivists in terms of exclusions. High quality work experience placements for these children and additional meetings with parents. Small group behaviour support for key students and re-development of pastoral support plans. Identification of key reasons for exclusion and looking at strategies to address these behaviours.</p>	<p>October 2017</p>	<p>LV/AHT KS3/AHT KS4</p>
<p>2. Improved mental health, in particular of female students, leading to higher levels of attendance, progress and achievement</p>	<p>Development of a school Mental Health Policy. Develop the work of the student well-being group to be more pro-active in preventative peer to peer support, for example working with the Daffon Centre mentor to create a programme of activities. Continue to develop resilience in the students through approach to learning, feed forward and mindfulness (Counsellor to train in this in order to be able to deliver sessions). Review of Personal Development Plan to ensure adequate focus on emotional well-being and termly assemblies on ensuring good mental health. Review referral system to school counsellor to ensure that her time is used most effectively to work with students with genuine mental health issues.</p>	<p>January 2018</p>	<p>BW/LV</p>
<p>3. Developing students as thoughtful, caring and active citizens who can compete in the 21st century. Improved confidence, self-esteem and articulation allowing students to make better progress and raising levels of aspiration.</p>	<p>Re-design and re-launch of the 21 Challenge Pledge. Replace with a 'Nower Hill Passport' which requires students to complete a number of extra-curricular activities to develop their 'life skills' outside of their lessons. PP students to be prioritised in terms of creating opportunities and ensuring completion of the programme.</p>	<p>September 2018</p>	<p>AHT KS3</p>
<p>4. Improved progress of disadvantaged students and those who access SEN support</p>	<p>Decrease levels of absence and persistent absence of students requiring SEN support as it is currently above that of other groups of students (currently in the top 10% nationally for PA). Identify key SEN students who have low levels of attendance and work with Inclusion</p>	<p>January 2018</p>	<p>LV/JBI</p>

<p>5. Improved leadership opportunities for students and support for staff during non-lesson times, allowing behaviour to be more closely monitored. Development of a greater sense of pride and community in the student body which will support progress, well-being and aspiration</p> <p>6. Successful integration of 24 students extra each year from September 2017 as our PAN increases to ensure that the increase in the size of the school has no negative effect on the quality of education provided.</p>	<p>Faculty to identify barriers to attendance and address. Allocation of a key worker (TA) to focus on attendance with them. Identify key disadvantaged students with poor levels of attendance and create individualised action plans for each, including rewards for regular attendance. Maintain close links with the LA and EIS to support improved attendance.</p> <p>Review the prefect structure and review posts of responsibility at break and lunchtimes and how these can be effectively monitored. Facilitate leadership courses for students and involve 6th From students more widely. Review of peer mentor system which works well at the start of Y7, but the benefits are not felt throughout the year. Half-termly planning meetings for peer mentors to embed greater team work. Train peer mentors in managing 'friendship issues' to free up Student Support staff time to focus on more serious behaviour issues.</p> <p>Review the Student Support staffing model and ensure rigorous training for any new post holders to maintain the quality of Student Support in the school, improving where required. Review procedures in terms of moving around the site, break and lunch times as the school roll grows. Ensure adequate physical resources to allow for the growth in number.</p>	<p>April 2018</p> <p>May 2018</p>	<p>AHT KS3/ AHT KS4</p> <p>LV/KS AHTs</p>
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Section 4: 6th Form

Overview and Context

Nower Hill opened a 6th Form in September 2006 as part of the Harrow 6th Form Collegiate. In 2009 a new 6th Form block was opened with a dedicated common room, IT Study Centre and classrooms. By 2017 numbers of students reached 202 in Y12 and 183 in Y13. Students are in 18 vertical form groups based around the school's House system, each with a dedicated Form Tutor.

Two thirds of students are from minority ethnic groups and many speak English as their second language. The percentage of students whose first language is not English was 42.7% in 2016. The percentage of disadvantaged students in the 6th Form in 2016 was 14.1%. The percentage of students with SEN was 4.7%. (**Ofsted Inspection Dashboard, validated 2016**). The 6th Form accepts any student achieving a grade 5 in GCSE Maths, a grade 5 in either GCSE English Language or English Literature and 4 further full course GCSEs at grades A*-C. Students must also meet the entrance requirements for 3 or 4 A-level subjects depending on the pathway chosen. In 2017 a majority of students took 4 AS levels in Y12. With universities not expecting students to sit AS level examinations and the move to A-level linear assessment, 2017 is the last year in which all students were entered for AS exams. To enable our students to continue to experience a broader curriculum in Y12 and choose the right subjects to take through in to Y13, students starting Y12 in September 2017 will be given the option of being able to start Y12 on 4 A-level courses. In September 2017 we will be offering 30 different subjects at Nower Hill, one of the widest post-16 offers in Harrow. Students starting on 4 A-levels will continue studying 4 subjects until a set of internal examinations in February, at which point students will be able to drop one subject and concentrate on their other 3 subjects. Depending on the subject they choose to drop, they may have the opportunity to sit an AS level examination in that subject (please see the table below) and if so, students will continue to attend lessons in that subject until the AS examination.

No AS exam available	AS exam available
English Language and Literature, English Literature, Geography, Latin, Classical Civilisation, French, Spanish, Fine Art, Graphics, Photography, Computer Science, Business Studies, Economics, Psychology, Sociology, Dance, Drama and Theatre studies, Media, Music and Music Technology.	History, Law, Politics, PRE, Maths, Biology, Chemistry and Physics.

All students are part of the Harrow Collegiate and may study some of their subjects off site. A small number of students each year choose to do this and a number of collegiate students study at Nower Hill as guest students.

The majority of 6th Form students have progressed from Y11 at Nower Hill. The 6th Form is oversubscribed and applications are strong. According to student feedback, the outstanding UCAS support, variety of subjects and opportunities and outstanding teaching and academic support are the main reasons for student satisfaction and high level of applications. (**Application Data, NHHS 6th Form booklet**)

There is an unstoppable drive towards excellent teaching and learning in the 6th form fuelled by dialogue and discussion within and across Faculties concerning the craft of teaching and the encouragement of new and innovative approaches. (**Inset day agendas, HoF meeting agendas**) Reflective practice with a desire to receive and act on feedback to improve the student learning environment in subsequent years is becoming embedded. (**Key Stage 5 Learning Conversation Feedback**)

Progress

Most students at KS5 make good and sustained progress at A-level (see progress tracking table below). At AS-level, for the years 2014-15 and 2015-16, Nower Hill achieved ALPS grade 2, scoring between the 90th and 99th percentile (regarded as outstanding). The March 2017 Ofsted Inspection Dashboard identifies value added at AS-level as a strength of the 6th form. At A-level, for the same years, Nower Hill achieved ALPS grade 4, scoring between the 60th and 74th percentile (regarded as very good). In 2013 and 2014 Nower Hill's L3VA figures were significantly above the national average and in 2015 and 2016 the L3VA figures were in line with national averages. Disadvantaged learners do well, with this group outperforming non-disadvantaged learners nationally in 2016. There is no significant gap in achievement between male and female learners or between groups of learners with different prior attainment. At AS-level in 2016, value added was significantly above the national average in Chemistry, Fine Art, Further Maths and

Citizenship but below the national average in ICT and EPQ. At A-level, value added was below the national average in Maths and Sociology. (Summary of Tracking data and outcomes document, ALPS & L3VA summary data document)

Tracking Data												
AS	TPA			TPB			TPC			Outcome		
	ALPS red/blue subjects	ALPS VA Grade	ALPS T score	ALPS red/blue subjects	ALPS VA Grade	ALPS T score	ALPS red/blue subjects	ALPS VA Grade	ALPS T score	ALPS red/blue subjects	ALPS VA Grade	ALPS T score
2008-9											3	2
2009-10											4	5
2010-11											4	5
2011-12										10/5	4	4
2012-13	9/7	5	5	12/5	3	4	18/0	3	2	12/6	3	3
2013-14	13/7	4	4	17/2	2	2	21/0	2	1	10/5	3	4
2014-15	7/11	3	4	7/9	2	3	10/1	2	2	8/4	2	3
2015-16	3/9	4	6	18/1	2	2	17/0	2	2	15/0	2	2
2016-17	5/13	6	6	19/0	2	1	21/2	2	2			
A2												
2008-9											4	2
2009-10											5	4
2010-11											4	5
2011-12										8/5	4	4
2012-13	7/5	7	6	11/4	5	4	16/1	4	2	12/2	3	3
2013-14	5/8	7	7	4/5	5	5	10/3	5	4	12/4	3	3
2014-15	5/13	6	7	4/14	5	6	14/6	3	3	6/5	4	5
2015-16	3/13	5	6	10/2	3	4	9/2	3	3	10/5	4	4
2016-17	4/12	7	7	14/1	3	3	19/0	2	1			

Attainment

Raw score figures for %AB and %A-E are well above national averages and impressive compared to other local schools and colleges. (Summary of Tracking data and outcomes document, ALPS reports & L3VA report). In 2016 the average point score per entry for all learners was the same as the national average. The academic attainment of disadvantaged students was slightly below the average for non-disadvantaged students nationally (these students entered the 6th form with prior attainment that was slightly below average for non-disadvantaged students nationally). The APS per entry for best 3 A-levels by prior attainment in 2016 was the same as the national average. The table below gives a comprehensive overview of attainment at each of the tracking points and in the mock exams, providing a ready comparison with actual outcomes.

Tracking Data												
AS	TPA		MOCKS	TPB		TPC		Outcomes		APS per entry	APS on entry	
	% A/B	% meeting MTG	% A/B	% A/B	% meeting MTG	% A/B	% meeting MTG	Summer %AB	Summer % met MTG			
2009-10								33.4		93.9	6.2	
2010-11	34	43		41	47			36.5	40	91.7	6.2	
2011-12	33	40		42	51			38.7	31		6.2	
2012-13	33	50		41	58	50	69	46.8			6.4	
2013-14	32	50	37	40	65	43	73	39	53	96.3	6.1	
2014-15	26	48	40	37	61	43	72	39	60	108.6	6.2	
2015-16	17	18	33	43	56	43	55	43	86		6.1	
2016-17	16	17	33	44	51	53	55				6.3	
A2												
2007-8								41.3				
2008-9								56.7		227.3	6.2	
2009-10								53.1		222.8	6.2	
2010-11	49	32		57	42			54.8	39	227.1	6.2	
2011-12	43	30		62	39			55.5	33		6.2	
2012-13	45	39		53	54	63	59	57.0	57	230.4	6.3	
2013-14	51	44	49	58	54	60	57	61	51	224	6.5	
2014-15	39	30	42	42	36	55	53	53	43	215.6	6.3	
2015-16	41	31	43	55	51	56	54	52	50		6.3	
2016-17	35	40	40	54	66	58	72				6.1	

Retention

Retention and attendance figures are very good. In the Year 2015-16, 215 out of 216 Y12 students were retained in-year. It will rarely be in a student's best interests to leave school mid-way through the year and the 6th form team will offer support to prevent this. Occasions when students have left mid-year have usually been due to poor health.

From September 2017, students enrolled in Year 12 will have a two year learning aim as a result of no longer being entered for public examinations at the end of Year 12 (see the Overview and Context section). The school anticipates that, as has always been the case in previous years, a small number of students will be advised to leave at the end of Year 12 due to very poor performance in internal examinations and poor commitment to learning over a significant period of time despite support and intervention. Whereas those students would have completed their one year learning aim in the past, they will in future not complete their two year learning aim and therefore will not be considered to have been retained. This is, however, preferable to students continuing on courses they are very likely to fail and in which they have no interest. To mitigate against this, students will be given guidance about A-level subject choices early on and care will be taken to enrol students onto courses on which they have the best chance of success.

English and Maths

In 2015-16, total progress in GCSE English at KS5 was +0.4, which was +0.498 above the national average. Total progress in GCSE Maths at KS5 was +0.667, which was +0.8 above the national average and statistically significant.

GCSE Resits November 2016:

1. 100% of students got C or above in English Language resit
2. 2 students resat GCSE Maths, 1 achieved a C. The student who did not achieve a C had significant mental health issues that affected their attendance and commitment to learning.

From September 2017, only students with less than Grade 4 in English or Maths will be required to resit their GCSE at KS5. Grade 4 will be considered a 'standard pass'. The upwards adjustment of the 6th form entry criteria to Grade 5s in English and Maths, done to ensure we enrol students who have the capacity to do well on 3 linear A-level courses, means that we are very unlikely to have students in Year 12 without a Grade 4 in either English or Maths. Consequently we will continue to have very few, if any, students studying GCSE English or Maths at KS5 going forward.

Destinations

The percentage of students in sustained higher education destinations was significantly above the national average in 2012-14. In 2012 and 2013 the percentage of learners in EET destinations was above the national average and in 2014 it was the same as the national average. There were no significant differences between disadvantaged and non-disadvantaged learners and between male and female learners in terms of sustained participation in EET. In 2014 there was a slight increase in the percentage of students whose participation was not sustained, regardless of destination. The vast majority of students have continued to enter their higher education destination of choice in 2015 and 2016.

Additional support is given to students applying to Russell Group universities, medicine, dentistry and veterinary science and to those who need support in achieving their MTGs by the 6th Form Academic Support Manager and the Heads of Year. A substantial number of students choose to take part in the EPQ programme each year and the research projects completed by those students achieving top grades is published in the journal Parnassus. Students in the 6th Form continue to develop a wide range of skills to great effect, which ensures that all students leave us exceptionally well prepared for the next stage of their education. Since the 6th Form opened, 23 students in total have been offered places at Oxbridge (2 of whom had refugee status) and 26 have secured places to study in the very competitive areas of Medicine and Dentistry. Students are highly aspirational, with a high percentage progressing to Russell Group institutions.

SMSC

The 6th form team has designed a programme of SMSC for the 6th Form which is delivered by Form Tutors during registration each morning and also by one of the study mentors during morning study periods. **(6th Form Silent Study Room and PSHE folder)**. Sessions include Year 12 induction and team building activities, activities to promote the A-level mindset, study and revision techniques, financial awareness, healthy lifestyle and mental and sexual health. The school places a strong emphasis on the importance of assemblies both to promote SMSC and a strong Year Group ethos. Assemblies are used effectively in the 6th Form to give clear messages about aspirations, next steps, road safety, bullying and discrimination and work ethic. Literacy is a focus for assemblies; study skills workshops with literacy mats are available during silent study.

We offer enrichment under the following headings: Volunteering, Work Experience, Fitness and Clubs, Trips, Social Events, Charity, Senior Student Leaders and Aspire. These help our students to prepare for their future and to develop into well-rounded individuals. There are many volunteering opportunities offered to 6th Formers and many take up these places making a real difference to younger students both at Nower Hill, in our local middle schools and in our local community. There are many trips run throughout the school year which enhance the curriculum and these are organised by faculties. In addition, there are UCAS-related trips and enrichment trips, for example the ski trip, Duke of Edinburgh and the Japan trip. The commitment of students to demonstrate their social and moral conscience by supporting those less fortunate than themselves is outstanding and the 6th form raises large amounts of money every year for the 6th form charity, St Marcellin's. **(EPQ and Aspire folders, Fronter volunteering page, Charity folder).**

6th Form students play an important role in the running of the 6th Form and the leadership of the school. Senior Student Leaders comprise the Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl, 4 other Senior Student Leaders, and the Heads of House for each of our six houses: Bannister, Franklin, Ghandi, King, Nightingale and Shabazz. **(SSL folder and Fronter room).** This team works alongside the 6th form staff team to organise social events, run house assemblies, house competitions and events, give speeches and presentations to year groups, liaise with teaching staff and promote Nower Hill.

The 6th Form Heads of House lead and support the House system. Along with the House prefects they meet every Tuesday at 8.15am to discuss and plan various House events. The Heads of House lead the very popular House assemblies which occur every half term. They produce powerpoints, choose music and deliver the assemblies by working as a team with the Y11 and Y10 House prefects. They are always thinking of ways to inspire and motivate the younger students to get involved in House competitions and activities. They make excellent role models for the rest of the school community.

Key Improvement Priorities

Impact	How will we achieve it?	Target date	Lead person
<p>1. To restore L3VA to above national average and increase A-level ALPS grade from 4 to 3 or higher</p> <p>2. To raise attainment so that the average point score per entry is significantly above the national average (in 2016 the national average point score per entry was 32.1)</p>	<ul style="list-style-type: none"> • Prepare students for more demanding linear A-levels by increasing number of A-level teaching weeks, developing the curriculum at KS5 to improve subject mastery and centralised assessment and monitoring periods across the two year course. • Developing and embedding clear systems of monitoring and intervention with subjects, groups of students and individuals at 6 tracking points across Year 12 and 13. Areas of concern revealed by the data at all levels are fed back to SLT and strategies to address concerns will be employed via line management. This process is also used to identify and share good practice. • Ensuring students are well motivated and supported with their studies via the use of differentiation, Wave 1 strategies and mentoring for those students identified as being at particular risk of underachievement. Faculties will use a range of interventions to raise attainment across the ability range. • Students will be taught to become independent learners in Assemblies, in registration via academic mentoring and in study skills sessions. Opportunities will be provided for students to understand and adopt the growth mindset. Faculties will use metacognition and self-regulation to ensure students take charge of their own learning. • The Head of 6th Form attends HOF meetings and leads on improving standards in 6th Form teaching and learning across the faculties. INSET sessions are run by the Head of 6th Form on INSET Days focusing on teaching and learning. • KS5 results are analysed in depth at exam results analysis meetings and tracking is analysed during line management meetings, department meetings and SLT. • Where data reveals any gaps in attainment between disadvantaged and non-disadvantaged students or between different groups of students this will become a focus for the relevant subject and will be discussed with line managers. 6th Form leaders identify strengths and areas for development and facilitate staff to share best practice to increase value added in different ability ranges. • Particular attention is paid to blue subjects on ALPS and line managers would intervene and support these subjects through observation and feedback on teaching and learning in addition to setting suitable targets. • Home study is being reviewed to ensure students are making the most of their home study time. More direction is to be given to staff around the setting of homework and guided learning and increased monitoring of what is being set and how students are engaging with it. 	<p>8/18 and ongoing</p>	<p>CAS</p> <p>CAS/NH</p> <p>CAS/NH/KS</p> <p>CAS/KS</p> <p>CAS</p> <p>CAS/NH</p> <p>CAS/NH</p> <p>CAS/NH</p> <p>CAS</p>
<p>3. To increase the</p>	<ul style="list-style-type: none"> • Our Oxbridge preparation programme, called Aspire, 		

<p>number of students going to Oxbridge and Russell Group or other leading universities, and increase the numbers going on to study Medicine, Dentistry or Veterinary Science</p>	<p>takes place two lunchtimes each week from January in Year 12 until December in Year 13. The programme helps to develop interview, thinking and critical analysis skills, provides personal feedback and mentoring and ensure students have the best possible change of successful applications for higher education, sponsorship schemes, access schemes and eventually employment.</p> <ul style="list-style-type: none"> • Students with Oxbridge potential will be given tailored support and advice on their application from our UCAS Adviser as well as assistance with test preparation and mock interviews by industry professionals. Students will also be given support with applying for Cambridge residential courses, UNIQ Summer Schools and other taster days and workshops designed especially for Oxbridge applicants. We arrange for The Medic Portal to come to the school to support our medical, dental and veterinary school applicants with their UKCAT and BMAT test preparation. • Many different events will be organised for Year 12 students and parents to inform them of the UCAS process, to get students started early on their application to university and enable students to make informed choices about their career paths. Students will be supported at every stage of the UCAS process by the Heads of Year and Head of 6th Form. Those students who find it more difficult to select a destination will be given extra support by the Heads of Year and regular appointments will be made for them to see the Careers Adviser. 	<p>8/18 and ongoing</p>	<p>CAS/KS CAS/KS/ JA CAS/KS/ JA</p>
<p>4. To maintain excellent student attendance (averaging 96%)</p>	<p>Student attendance will be reviewed on a weekly basis and immediate remedial action will be taken to address any decline in attendance or commitment to learning. A staged system of interventions supports students who need more attention as well as consequences for students who do not meet our high expectations. A system of reporting to tutors, study mentors, the Head of Year and Head of 6th Form means pastoral as well as academic barriers to learning are addressed.</p>	<p>8/18 and ongoing</p>	<p>CAS</p>

Section 5: Leadership & Management

Grade: Outstanding

The vision, drive and clear sense of purpose of the Headteacher, the Senior Leadership Team and leadership at all levels permeates across the school (**Staff Survey, Parents' Evening Questionnaires 2013-17**), resulting in an ethos where excellence is pursued by staff and students alike. This ambitious drive has resulted in a culture of continuous improvement in which boundaries are being continually pushed resulting in a school with a strong track record of continuous improvement in standards being achieved. Over the past decade, standards achieved have been significantly above the national average. This is the impact of school leaders relentlessly pursuing excellence by monitoring very closely students' learning experiences. There is a clear sense of direction and ambition shared by leaders at all levels. Senior Leaders work with Middle Leaders in a resolute and persistent fashion in order to raise the bar and close the gaps within and between subjects. (**Annual Review & Evaluation of Academic Standards 2016 KS4 and KS5**).

Leaders and managers at all levels are ambitious for all the students at Nower Hill and set very high expectations for their academic achievement and personal development. For example, minimum individual targets for students are set at a high level and progress against these is relentlessly tracked to ensure that the highest standards are achieved by all (**SLT Minutes**) Where individuals or groups of students are at risk of not achieving their targets, a range of targeted support is provided and the impact of this regularly monitored. The culture of high expectations is laid out unequivocally in the school's **mission statement, aims, objectives and values**.

The school's Performance Management process (**Performance And Development Process 2015-16**) is very well developed and understood. Line management structures are well established and training has been given to all new line managers. All teaching colleagues have a common target in relation to academic standards.

Students are encouraged to be ambitious and to aim high. A range of activities in the 6th Form encourage the students to apply for the very best universities. These include the ASPIRE programme, the Oxford trip, The Lumina Oxbridge prep course at Harrow school, the school UCAS programme, University visits, the use of the Extended Project Qualification, UKCAT/BMAT preparation programmes, Access to University summer schools and Headstart courses

Internal challenge and accountability processes are robust. Line Managers (SLT with Middle Leadership) work very effectively to secure improvement. Each Faculty/Department is required to evaluate its performance in terms of student achievement (**Faculty TEIDS 2017**). Departmental plans set out how high standards are to be maintained. Where standards are not as high as expected at Nower Hill the Heads of Faculty/Department are expected to secure rapid improvement and regular reports are made to SLT and the Governing Body on progress being made. (**Annual Review & Evaluation of Academic Standards 2016 KS4 and KS5, Governing Body Minutes March and May meetings annually**).

Self-evaluation is deeply embedded at all levels of the organisation. For example, the Annual Review and Evaluation of Academic Standards involves all faculties rigorously analysing their performance data, carrying out a target grade analysis which leads to key strategies for improvement, the outcomes of which feed through into whole school development planning. Line managers evaluate departmental progress regularly against agreed success criteria. (**Annual Review & Evaluation of Academic Standards 2016 KS4 and KS5**).

Fortnightly meetings between the Headteacher and the Chair of Governors and weekly one to one meetings between the Headteacher and members of the Senior Leadership Team and members of SLT and middle managers for which they have line management responsibility, afford high levels of accountability and guidance as appropriate.

Staff are embracing the increasingly raised profile of articulacy and oracy, literacy and numeracy across the curriculum. The weekly numeracy and literacy bulletins and focus are shared in staff briefings and tutors set aside time in Form periods to promote literacy and numeracy. In addition to the focus on literacy there is a drive in school to explicitly develop student's oracy and articulacy. A lesson is given over to oracy in Year 7 for all students; the assessment criteria for high quality oracy are also used in the assessment of Citizenship through a lesson a week from years 7 to 10. All teachers of all subjects are charged with challenging students in relation to their oracy and articulacy and ensuring opportunities are provided in lessons for students to develop their oracy skills. Teachers

model highly effective communication and use questioning, class discussions and student presentations to develop the same in their students. Student Leadership is encouraged through the Prefect System and the House System.

The strongly positive ethos and numerous opportunities through the curriculum ensures that students' behaviour and safety is of the highest quality. Behaviour is outstanding and students have an excellent understanding of how to stay safe. Our students within this culturally diverse school respect and value each other's cultures and interact very positively with each other. Whole school use of the Behaviour Module and a very clear and well understood **Ladder of Consequences** ensures that behaviour is outstanding in lessons and as students move around the school and at break times. The use of a **Ladder of Rewards** and the awarding of achievement points provides balance to the behaviour points resulting from the ladder of Consequences. There is a sense of calm and order in the school, much commented on by visitors and promoted by leaders across the school.

Exemplary manners, excellent behaviour, kindness to one another, smartness, hard work and oracy are a focus for the school and much work is done promoting these expectations; through the school's published values, articulated through **The Nower Hill Way**, reinforced through the 6 school Houses and well understood by the student body. They are further promoted through assemblies, through the Headteacher's messages on the school's Managed Learning Environment message board and from staff to student interaction. The importance of mutual respect and courtesy is spelt out very clearly in the **Home School Agreement** and in associated student support guidance and the **School Prospectus**. Senior leaders meet with the rising Year 7s in the summer term prior to their starting, to reinforce these values further.

The Student Committee of the Governing Body meets six times a year and receives reports from members of SLT relating to aspects of the work on which they lead. Both meetings of the Autumn term look very closely at examination performance from the summer and receive the outcomes from the Annual Review meetings which take place in the first half of the Autumn term with all Heads of department and Heads of Faculty to discuss examination performance (**Annual Review & Evaluation of Academic Standards 2016 KS4 and KS5**). Governors also take part in and receive feedback from Learning Walks. The School Evaluation and Improvement Document is presented annually to the Student Committee (**SEID**). Analysis of CPD provision in the school is reported to Governors as is the analysis of exclusions data and Behaviour Module data. Governors are made aware of the outcomes of Parents' Evening Questionnaires. (**Governor Committee Meeting Minutes**)

The curriculum offers great breadth, interest and relevance to the students at all Key Stages. A wide range of additional opportunities are available to the students with the inclusion of Oracy, Drama and Classical Studies at Key Stage 3 as non-National Curriculum subjects. Five modern and classical languages are available to choose from. At Key Stage 4, which begins in Year 9 to better meet the needs of the students and further promote high standards, students are able to choose from a very wide range of subjects including vocational courses in Children's Play, Learning and Development, Hospitality, and ICT while other students are encouraged to study Classical Civilisations, Ancient History, Latin, Greek and Astronomy. All students study Citizenship and PRE. As a consequence of this and tutorial time and assemblies, the promotion of Social, Moral, Spiritual and Cultural awareness is highly effective.

A significant portfolio of in-house CPD programmes reflects the school's Leadership agenda of seeking sustained and continuous improvement in standards and progress – raising the bar and diminishing the difference. The in-house CPD portfolio includes, programmes of INSET running in the carousel sessions on each of the INSET days, the Extend and Enhance your Teaching and Learning Skills and Year Two Teachers Development Programme (**Annual CPD Report to Governing Body**). CPD opportunities for Nower Hill teachers are enhanced by the school's involvement in the Harrow Collegiate Teaching Schools Alliance which offers 30 different CPD programmes which are taken up by large numbers of Nower Hill staff.

The school has a highly successful and sustained track record in managing major organisational change. In 2006 Nower Hill was a 1200 12-16 school. In September 2006 our 6th Form was opened with 117 students. We now have some 380 6th Form students. In September 2010 we became an 11-18 school. Our school role grew by 50% between 2006 -2010, from 1200 to nearly 1900 students. In the 2010/11 school year we had to manage the induction of 600 new students (300 Y7, 300 Y8). Throughout this period of time we have also had to plan for growth in staffing and considerable building development on site. Meticulous strategic planning, open and clear communications and a can do approach have been some of the key ingredients in managing these major changes successfully and effectively.

The leadership of the school takes an active role in the promotion of system wide school improvement in the local area and beyond. The Headteacher led on a successful free school bid to open a new secondary and primary school locally. The Harrow Headteachers meet fortnightly for mutual support and collaboration in the interests of system wide school improvement in Harrow and hold two conferences annually to promote the same, drawing on partner schools across borough boundaries in Brent, Hounslow and Hillingdon. Other senior and middle leaders sit on or lead borough wide focus groups. Nower Hill leaders run many of the **Harrow Collegiate Teaching Schools Alliance** training programmes and associated residential.

A highly effective leadership and management structure and clear roles/responsibilities, means that leadership and management is distributed to secure maximum impact on continuous improvement across the school. Lines of accountability are clear and rigorous performance management systems are in place. These are underpinned by a comprehensive programme of CPD for all staff (see above).

Active strategies are in place to ensure high levels of parental engagement. An annual questionnaire is completed by the parents/carers of all year groups, the results of which are communicated to parents, Governors and staff. From the results obtained, Key Stage Leaders devise strategies for improvement in any notable areas. **(Analysis from Parent/Carer Questionnaires)** In addition, specialist email groups are set up in order to have direct dialogue with individual parents/carers, for example **Homework; Year 8 Options**. Parents/carers are keen to become actively involved in the running of the school evidenced by the recent **Parent/Governor elections**. Levels of Attendance at parents' Evenings are very high (95%+). The school remains the school of first choice for the local community with over 1500 applications, the highest ever and in the context of 3 new secondary schools having opened in Harrow in recent years.

Leaders are tenacious and rigorous in ensuring that arrangements for safeguarding students are exemplary, all statutory requirements are fully met. Regular internal and external review of our procedures show that high standards in safeguarding procedures are maintained. **(SCR, Annual Safeguarding Training)**.

Governors make an exceptional contribution to the work and direction of the school. They have high levels of insight and are rigorous in ensuring students and staff are safe. In discharging their statutory responsibilities, they have very robust systems for evaluating the effectiveness of the school. They provide high levels of professional challenge to the school. **(Minutes of the Student Achievement and Development (PAD) Committee November 2016/17)**.

The Finance Committee and the Audit Committee of the Governing Body are very effective with a good range of skills and relevant experience represented on both committees **(Governor Competency Matrix)**. Periodic meetings **(Finance Committee Minutes)** scrutinise relevant financial documentation and Governors are supported by an annual external Audit **(Annual Audit for the Accounts Preparation)** and termly audits **(Extended Assurance Work)** since our conversion to Academy status. All reports so far have confirmed the school finances and financial systems and procedures are in very good health.

Governors engage very effectively with parents, students and staff as a whole and are well informed about the view of all stakeholders. They use these views to inform strategic priorities. The conversion to Academy status was very well managed, without distraction from the school's core business of maintaining and improving high standards and progress. **(Communication to staff/parents of Conversion to Academy)**

The leadership of the school is deeply committed to a school culture which has equality of opportunity and an appreciation of diversity at its core **(Mission, Aims and Values document)**. All opportunities to foster such a culture are taken, not least through assemblies and the curriculum as well as engaging positively each year with opportunities to promote and value diversity such as LGBTQ History Month and Black History Month.

The leadership of the school takes its responsibility to protect students from radicalisation and extremism very seriously. The school ensures that students accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It does this through carefully structured PRE, PSHE and Citizenship curricula **(PSHE and Citizenship Curriculum map)** and through the weekly **Personal Development Programme**, which is delivered in Form time and through assemblies. In addition, these values are reflected in the school's **Mission, Aims and Values document**. The school is aware that

as a very culturally diverse community, there is the potential for students to be exposed to the risk of radicalisation; as a result, in addition to giving e-safety a very high profile in the school, all staff are trained in preventing and detecting radicalisation; the Headteacher and Student Support Leadership Team have all participated in WRAP training; we fully engage with the government's 'Prevent Duty' and refer students where necessary to Channel via the Local Safeguarding Children Board **(CAF Referrals)**.

Key Priorities

Impact	How will we achieve it?	Target date	Lead person
<p>1. Articulate and communicate the school's strategic intent 2017-20</p> <p>2. Communicate the school mission, aims, values and objectives document to the school community</p> <p>3. Continue to recruit and grow leaders with a view to succession planning/management and to ensure a greater understanding of the demands of leadership in a school context.</p> <p>4. Develop the Performance Management process through a system of Triads to ensure consistent and rigorous self-evaluation and peer to peer professional dialogue leading to improved standards of practice.</p> <p>5. To recruit and retain high quality staff</p>	<ul style="list-style-type: none"> • Appropriate opportunities will be taken to ensure all members of the school community are clear about the school's strategic intent, mission, aims, values and objectives. • Sustain and develop in house portfolio of CPD programmes and deepen and broaden our CPD work with Harrow Collegiate Teaching Schools Alliance. Encourage participation by colleagues as appropriate. • Rigorous and challenging line management of Middle Leadership by members of SLT to ensure consistency and accountability and high standards. Senior leaders model highly professional and effective behaviour to Middle leaders. • Rigorous and challenging interview process for leadership posts to ensure high quality recruitment • Embed the Triad process, review and adapt as required • Further develop line management systems to ensure consistent accountability within all faculties. • To continue to develop strategies to support the well-being of staff • To continue to provide opportunities for high quality Professional Development • To investigate new and emerging recruitment vehicles to maximise the size and quality of fields. 	<p>On-going from 09/17</p> <p>On-going from 09/17</p> <p>On-going from 09/17</p> <p>On-going from 09/17</p> <p>On-going from 09/17</p>	<p>CL, SLT, HOFs /YCOs</p> <p>JKW/ SLT</p> <p>SLT</p> <p>CL/ SLT/ GB</p> <p>CL</p>

Section 6: CPD

In the 2016-2017 academic year all regular termly hierarchical learning observations (LOs) were replaced by two peer observations within teacher TRIADs. These TRIADs had been carefully selected following consultation with SLT line managers and HoFs to ensure that all teachers had at least one excellent practitioner to observe from a subject area outside their own but sharing significant areas of content or pedagogy e.g. Maths and Science; Latin and English. Time has been allocated during INSET, as part of the programme of Wednesday am briefings, and using cover where required, for TRIADs to meet following observations. Several part-time teachers have requested they attend school on these days to ensure they do not miss out on such valuable opportunities. Furthermore, the word 'feedback' has been removed from all documentation to encourage a genuine two-way conversation. With over 90% of the teaching staff consistently graded as good or outstanding it is envisaged that the **TRIAD model** will become one of the main vehicles for **improving** rather than **proving** excellent practice across the school and for minimising the compartmentalising of curriculum delivery. Moreover, none of the teachers who has previously been graded as performing below expectations has been identified solely through LOs. A main focus throughout the 2017-2020 SEID cycle is to ensure that termly reviews of the TRIAD system monitor and evaluate its robustness in terms of teacher development; ensuring that all teachers are trained as effective and trusted coaches is one key element of this process. Teachers who show a commitment towards coaching but have not yet acquired considerable responsibilities are encouraged to become mentors of PGCE trainees to support any future role as line managers. Regular training is provided to support mentors. DHT Student Support is a trained Ofsted inspector; to aid our accuracy of judgements and help share best practice during 2016-2017 she observed each member of SLT to quality assure their practice and to help maintain high standards of learning observations. The aim is to continue to develop a genuinely whole school approach to sharing excellent practice in the classroom.

All teachers graded below good in the annual Performance Management (PM) process known at Nower Hill as **PAD** (the process of Progress and Development) follow a programme of guidance and support provided both at individual faculty and whole school level. More persistent under-performance results in attendance at external 'Improving Teaching' programmes or individual coaching on site from external agencies. Failure to improve triggers competency procedures in line with our **pay and conditions** document. For teachers applying to go through the threshold or moving up within the upper pay scales, being graded below good in the annual PM process results in a delay until under-performance has been improved.

All teachers new to Nower Hill are formally observed by their HoF (or mentor in the case of NQTs) within their first four weeks. In this way early identification of teachers whose outstanding practice can be disseminated takes place as well as an early indication of the necessity of any additional support. Line managers report on these early observations at SLT. Follow-up LOs take place for any new teacher causing concern; NQTs' half-termly main LOs throughout their induction period are always followed up with a shorter LO of the same class at least 2 weeks later to monitor progress towards targets set.

Teachers with a TLR of 2b or above complete a **post-threshold teacher effectiveness (TE) document** with their line managers to evaluate their leadership as well as their teaching role. Teachers on M4 and M5 who do not already hold a TLR also complete this grid with their line managers to evaluate their capacity for leadership and provide evidence for threshold applications. For all other teachers who have completed their NQT induction a **pre-threshold TE grid** is completed. The thresholds outlined in the school progress measures identified for **target number 1** annually hold all teachers to account through high standards of student outcomes. Faculty line managers discuss progress towards TE targets termly with their HoF who shares these with their SLT line manager prior to termly submission to the AHT Development for monitoring and evaluation. Termly reports to SLT from each line manager are informed by these meetings. The move away from a numerical 'judgemental' grading of lessons, teacher standards and targets by faculty line managers in 2016-2017 has encouraged a climate of trust and diminished controversy while necessitating a much tighter monitoring of wording on documentation by leaders at all levels. Regular training, consistently high expectations of all line managers and sharing of exemplary practice will ensure PM paperwork provides an accurate representation of each teacher's progress and development throughout the school year. This will enable leaders to have a clear oversight of teaching colleagues' strengths and areas for development, without reducing it to a number.

Most NQTs join the school as soon as their PGCE course has ended: an intensive **3 week programme** of observation and other development activities in July provide invaluable time for extensive in-faculty and whole school training experiences. **Letters from outgoing to incoming NQTs** giving advice from their recent perspective provide evidence

of the coherence of the CPD programme. NQTs are provided with a carefully chosen and trained mentor as well as a **tailored package of support and guidance** designed following **Masters level research** and informed annually by 1-1 interviews with NQTs at the end of their induction period. A culture of honesty and openness is encouraged from the outset as NQTs are asked to suggest their most challenging classes to be observed in their first term. Twice half termly lesson observations from NQTs' mentors and the AHT Development throughout their induction period enable regular opportunities for further development and support. However, the frequency of mentor meetings is gradually reduced over this period to encourage a greater reliance on self-reflection.

Regular opportunities to observe other teachers both within and outside their subject specialism are provided during the NQTs' induction year. The effectiveness of these is evident in the adoption of relevant strategies in lessons as well as the **email evaluations** sent by NQTs to the teachers they have observed. Furthermore, **half-termly meetings** as a cohort enable NQTs to share their reflections on recent progress. NQTs are required to pursue the entire annual 'Extend and Enhance Your Teaching and Learning Skills' course (**EETL**) to firmly establish their teaching. (Some teachers and TAs are directed onto this course as part of the TE process; others are at liberty to attend the paired sessions they deem to be of particular use between which participants are strongly encouraged to trial techniques that were presented in the first one and share openly what the strengths and weaknesses were at the second.) The impact of the course is evident through **positive evaluations** from participants themselves as well as through improvements seen in learning observations and quality marked work. NQTs observe each other in the final half term of their induction period. To hone their skills of observation following training, in their second year of teaching they participate in year 2 TRIADs in addition to a half-termly programme of pedagogy and leadership development for the entire cohort.

Annually the AHT Development, DHT Student Support and DHT T and L and Standards plan CPD priorities for the next academic year following a review of staff evaluations of CPD attended or requested, SEID targets and examination data. A twilight course on **Memory and Mastery** has run through the 2016-2017 academic year as a consequence of the move towards linear assessments in key stages 4 and 5. Furthermore, the Head and Second in the Maths faculty delivered a **Maths Mastery** programme as part of the Harrow Collegiate Teaching Schools' Alliance (HCTSA). This aspect of training will remain a priority until new syllabuses are fully embedded.

Since 2014 staff have been able to apply annually for one of up to 6 **honoraria** which have been paid to those who demonstrate that they are willing and able to pursue over an academic year an aspect of pedagogy that will make a positive impact to students' learning. From 2017 the successful applicants will be known as Pedagogy Champions. Increasingly these honoraria have encouraged teachers to trial innovative ideas and to become re-energised with their teaching. Presentations to SLT, Governors, HoFs and other interested colleagues have ensured the ideas are disseminated widely.

All resources from in-house CPD opportunities are housed electronically on Fronter. The comprehensive nature of this resource storage enhances the overall coherence of the delivery of the in-house CPD programme. A further indicator of the quality of in-house CPD provision is found in the many glowing references made to these during **exit interviews**. Part of the **whole school training budget** is disseminated to HoFs who receive an allocation each year to develop individuals and ensure targets are met by their team. **TEID and TE targets** ensure spending priorities are linked to strategic vision. Best practice identified in HoFs' and Year co-ordinators' **weekly bulletins**, learning observations and notes from **faculty/department meetings** is shared widely across the school by relevant members of SLT in a variety of fora such as INSET day carousels. Teachers are encouraged to observe each other outside the TRIAD process. While HoFs organise in-faculty observations the AHT Development organises all others so that she can minimise teacher workload and oversee the process to maximise impact. **HoFs' meetings** led by DHT T and L and Standards take place fortnightly to provide a forum not only for communicating important information but also for sharing good practice. A commitment to distributive leadership means that all pertinent developments are disseminated to their team by the HoFs themselves at faculty meetings or via bulletins. Each faculty has a line member from SLT with whom each HoF meets weekly. Line managers for new HoFs are particularly carefully chosen to provide maximum support. The focus of each meeting is informed by a calendar of agenda items originating from SLT; however, a growing commitment to the coaching model encourages a genuine two-way flow of ideas.

3 out of 5 INSET days in 2016-2017 began with a 90-minute **carousel** of CPD opportunities when training was provided on whole school improvement needs. Teachers' attendance and engagement were monitored through

attendance lists and from all participants' evaluations which were used by the facilitators and AHT Development to review delivery methods and content; the feedback to faculties facilitated comprehensive coverage. Each year the dates and timing of INSET days as well as the content are planned and reviewed carefully to maximise staff time and minimise disruption to student learning.

Nower Hill is part of the Harrow Collegiate Teaching Schools Alliance (**HCTSA**) and represented on its **steering group** which meets half termly. The plethora of development opportunities available to all staff from this membership encourages collaboration and bench-marking with other schools as well as a much more cost-effective way to acquire expert external advice and support. From June 2017 cross-alliance subject leaders are to be appointed to ensure meetings occur regularly to share best practice and avoid unnecessary duplication. Annually HoFs are encouraged to identify and promote relevant in-house and cross-alliance career development programmes to their teams. These are available for each stage of a teacher's career development. Likewise, HT and AHT Development in liaison with line managers identify teachers ready for promotion to senior leadership.

Annual performance management reviews of ESS were reintroduced in the spring term of 2014 after a considerable period of consultation; line managers now have a formal opportunity to evaluate the quality of ESS work and ensure job descriptions are up to date and regularly monitored. The HR officer, DHT responsible for ESS and AHT responsible for Development monitor the effectiveness of the PM process and identify training needs to inform training available from September 2014. The impact of this has been to professionalise ESS to enable them to offer a more effective service to teaching staff, students and parents.

A **lesson observation form** with accompanying criteria for judging outcomes was devised in spring 2014 for cover supervisors. Although what will become a termly event has not yet been fully embedded, improvements in practice have already been noted by students who report annually to governors on different aspects of their school experience.

From spring 2014 TAs also have their lessons observed using **a common framework**. The system allows for transparent and precise assessment of each TAs performance in class. TAs also have a weekly 50 minute training slot led by in-house staff. New TAs have further sessions in the Autumn term and also undertake an online course about the range of SEN needs to give them a broad overview of needs.

Well publicised and transparent line management structures and systems encourage full accountability and high expectations. The performance management systems for teachers and ESS as well as regular direct communication with team members enable line managers to be aware of any under-performance which is then challenged and managed with the effect that its negative impact on achieving good outcomes is limited.

New ESS undergo a probationary period which is extended following any evidence of under-performance. Patterns of poor attendance and/or punctuality are documented and managed through the PM process.

Key Priorities

Impact	How will we achieve it?	Target date	Lead person
<p>1. To further develop our in-house portfolio of CPD in order to support further improvements.</p> <p>2. To create a culture of research and development within the school community.</p> <p>3. To further develop TRIAD system so that rigour is maintained within a climate of mutual trust and support.</p>	<ul style="list-style-type: none"> By using evaluations of 2016-2017 in-house CPD programme to help develop future programmes 	from 07/17	JKW
	<ul style="list-style-type: none"> By establishing regular high quality training opportunities 	from 07/17	JKW
	<ul style="list-style-type: none"> By developing teacher learning communities using pedagogy champions 	from 07/17	JKW
	<ul style="list-style-type: none"> Through liaison with HCTSA (masters programme etc.) 	On-going	JKW
	<ul style="list-style-type: none"> By encouraging staff to read relevant blogs/articles/twitter accounts and attend ResearchEd events. 	On-going	JKW
	<ul style="list-style-type: none"> By developing teachers' learning observation skills so they can have positive but 'critical friend' coaching conversations following observations. 	On-going	JKW
	<ul style="list-style-type: none"> By providing exemplars for writing up of LOs and PAD documentation. 	On-going	JKW
	<ul style="list-style-type: none"> By ensuring that enough time and space is made available for members of TRIADs to meet and discuss. 	On-going	JKW
	<ul style="list-style-type: none"> By developing a clear understanding across the teaching staff of what excellent teaching and learning looks like at Nower Hill. 	from May 2017	NH/ JKW

Section 7: Resources & Facilities

A robust annual budget process, regular monthly budget monitoring, annual audit of accounts and a full programme of audit assurance work assures solvency. Probity is assured by the application of financial regulations and procedures, a staff code of conduct, an anti-fraud policy and the regular review of the risk register. Extended assurance reports are provided to governors and there is rigorous follow-up of recommendations made and actions taken to address any weaknesses identified. **(Budget Forecast) (Audited Accounts)**

All orders are checked by finance staff and signed by the Finance Director to ensure full oversight of purchasing decisions. Goods and services are purchased on the basis of competitive quotes or tenders and there is effective contract management. Staff budgets are prepared and reconciled to the curriculum analysis and there is governor scrutiny at all stages of the budget and involvement in staff recruitment interviews at all levels. Extended Assurance work has identified sound financial management practices. This means that we have external vetting of our processes and have very positive and sound reports that guide us on areas to develop, and are reviewed in successive audits.

(Extended Assurance Reports)

Staff and material resources are deployed in line with the aims and objectives of the school to ensure all students have equality of opportunity and any funding for disadvantaged pupils is appropriately targeted. The disadvantaged students plan is agreed by governors and strategies are published on the website. The plan is reviewed regularly and updated throughout the year to reflect the range of interventions taken. Tracking and behaviour data are used to monitor the impact of funding on disadvantaged pupils to see how this group compares to others and the impact is fully evaluated by the Senior Leadership Team, Inclusion Faculty and within curriculum teams. **(Tracking data and SLT minutes)**

High level training for staff in Health & Safety issues features on most INSET days. There is a dedicated ESS person for Health & Safety administration. The school has a SLA with an experienced external Health and Safety advisor who provides department audits, training and other expert advice. The Health & Safety Committee meet termly and medical data from the medical room is monitored termly. The school is able to draw on the expertise of staff trained to IOSH management level and over there are over 60 staff first aid trained. **(H&S Management audit) (CPD training records) (Medical room stats)**

The litter picking initiative epitomises the culture, with staff and students working together at lunch on this to maintain a pristine school site. Any deliberate misuse is dealt with through school procedures and taken seriously. There is very little vandalism or graffiti in the school, and where it does occur it is dealt with swiftly and taken seriously. The culture of the school is one of calm and orderly, with a strong work ethic evident in corridors at lesson time, and happy ethos evident at recess times.

The school has very high standards for premises maintenance with regular monitoring of standards and a fast reaction time for maintenance issues. There is good follow-up of issues raised and actions taken are communicated throughout the school. As a result the school benefits from a general environment that is conducive to good learning and its appearance and care are good. The school has skilled and experienced site staff able to carry out a range of smaller building works ensuring a responsive solution to day to day maintenance and repairs. The school makes good use of specialist contractors to carry out priorities identified through the rolling five year maintenance plan. As a result, the learning environment is clean, in good repair and fit for purpose, and this is often commented on by staff and visitors.

(Site staff jobs lists)

Key Priorities

Impact	How will we achieve it?	Target date	Lead Person
1. To refine budget processes to ensure financial sustainability and appropriate prioritisation of curriculum budgets	<ul style="list-style-type: none"> To prepare and implement a budget and rolling three year financial plan with appropriate prioritisation of budgets for teaching and learning approved by governors 	Financial Plan prepared 7/17 On-going from 09/17 (Governor Challenge) (Deployment of resources)	IN
2. To target resources to provide effective support to disadvantaged pupils	<ul style="list-style-type: none"> To prepare a fully costed funding plan for the use of disadvantaged students bringing together costs and evidence of positive outcomes 	Disadvantaged students Plan prepared 7/17 On-going from 09/17 (Use of Disadvantaged students)	IN / BW
3. To ensure good financial stewardship ensuring audit recommendations are followed up, meeting all deadlines for submission of audited accounts, budget forecasts and other financial returns required by the regulator, ESFA	<ul style="list-style-type: none"> Finance Committee to monitor, including regular follow-up of audit recommendations Robust financial systems and procedures and regular financial monitoring throughout the year to minimise any difficulties in closing accounts and allow the school to make timely and accurate financial returns 	Ongoing from 9/17 (Solvency and Probity)	IN
4. To implement measures to improve value for money to ensure that the school achieves maximum efficiency, economy and effectiveness from the expected lower levels of funding per pupil	<ul style="list-style-type: none"> A comprehensive value for money strategy will be developed and implemented with particular focus on improved procurement through use of consortia purchasing frameworks and maximising income through hire of facilities and bids for grant funding 	Three Year VFM Strategy prepared 9/17 and implemented ongoing (Financial Resources)	IN
5. To maintain and improve the quality of school accommodation targeting limited funds to the highest priorities and managing site improvements efficiently as possible	<ul style="list-style-type: none"> An asset management plan will demonstrate how the school meets its statutory responsibilities, provide a schedule of regular maintenance and identify the highest improvement priorities to be met from annual premises budgets and successful funding bids. Environment and Premises Committee will monitor the plan and ensure that building improvement projects are well managed within agreed timescales and budgets 	Three Year Asset Management Plan developed 9/17 and implemented ongoing (Safe practices) (Learning environment) (Physical environment)	IN / JC

Section 8: Community

The SLT, working with the **Safer Schools Officer** and the local police ensure that students leave school in a sensible and orderly manner. This results in very good behaviour by the students on the way home (**The After School Rota**). The local community appreciate staff presence and the calm way home-time is managed. Behaviour on the way to and from school is addressed in the school's **Behaviour Policy** and reinforced in assemblies. As a result, there are very few issues with behaviour in the local community.

There is a strong emphasis on good manners and politeness in school. As a result, relationships between staff and children are excellent. The school constantly reiterates the importance of good behaviour in the community and as a result, our students prove excellent ambassadors in the local community, frequently volunteering with local projects. (**Newspaper clippings**). The school litter programme is fully supported by all staff; this good example is acquired in school by the students. As a result, very little litter is dropped in school or on the streets after school.

Numerous opportunities exist to take part in a variety of volunteering activities. This stems from the real can do attitude and the positive relationship between students and staff. Opportunities for leadership range from School Council rep, mentor, prefect, subject prefects, extra-curricular clubs, Harrow Youth Parliament. As a result, our students are involved in every facet of school life and many areas in the wider community, enabling them to develop as well-rounded and active citizens. (**School Council Minutes; Student/Governors meeting**)

There is a wide and varied extra-curricular programme (**Extra-curricular programme**) and registers are kept to monitor participation by various student groups. Students also have the opportunity to take part in a very wide range of cultural events, such as Sports day, pavement art projects, local summer show in North Harrow and facilitating the Christmas lunch for the elderly in our local community. Such activities create a sense of action and a willingness to engage and take part both in school and in the wider community.

A very strong and inclusive community exists at the school. Being a multi-faith & multi-ethnic community really adds to the value of the school community. We have numerous activities to celebrate diversity of culture such as Rangoli, World Education Day, Black History month, LGBTQ month and so on. Every student participates in a daily act of silent reflection, with the students frequently directing this according to recent events. Weekly Year group assemblies (**Assembly rota**) also present the opportunity for students to celebrate the wide range of cultures we enjoy at the school. Staff are comfortable to discuss issues of diversity and the students are both receptive and respectful. As a consequence, any incidents of a racist or homophobic nature are extremely rare.

There exists a very strong culture of charitable action in the school. Each Year group, supported by the staff, have adopted a major charity which they support through various fund raising events. As a result students appreciate how fortunate they are and how important it is to help those less fortunate. This leads to a greater empathy with people beyond our community and the development of altruistic and caring young citizens. (**Letters from Charities**)

School House System.

This is coming to the end of its second year and has proved most successful. It has been very well received by students and staff. The House system has created more opportunities for students to take up leadership roles and take on more responsibilities. It has also allowed the Y7s to work with the Y13s as the House has a vertical structure to all House assemblies and House competitions.

Impact	How will we achieve it?	Target date	Lead person
<p>1. Community beyond NHHS.</p> <p>To seek to develop better relationship between a target group of students and the Safer Schools officer and local police force.</p> <p>To promote a positive image of the school in the local community in the light of increased competition for intake in Y7 and Y12.</p> <p>2. Student leadership opportunities.</p> <p>To work towards developing the Nower Hill student passport. This would log and celebrate the 21 challenge.</p> <p>3. School House System.</p> <p>Work to further embed the school House system into the culture and ethos of the school. Seek to engage students who would otherwise not play a part in the House system</p> <p>4. Extra-curricular programme.</p> <p>To further promote the excellent extra-curricular programme. To focus on involving PP students who otherwise do not engage with school activities.</p> <p>5. Across school charity focus.</p> <p>Challenge the school community to increase the fund raising total by 10% during the next school year.</p> <p>6. Nower Hill News.</p> <p>To ensure that all PP students and hard to reach families see and read the ½ termly Nower Hill news</p>	<p>A group of vulnerable students to meet SSO and a local PCSO to discuss issues of policing in the local community. Students could report to whole school via assemblies and the NH news</p> <p>Showcase the talent at NHHS by having “off the peg” performances that we can take out in to the local community on a regular basis. Focus on care homes, day care centres and primary schools.</p> <p>Students to design the passport and the time table for the various 21 challenges throughout the school experience. To be included in the various tracking.</p> <p>Work with the YCos to encourage target students to get involved. Offering them roles of responsibility and an opportunity to lead.</p> <p>To encourage HoYs to focus on and encourage PP students to take part in one extra-curricular activity per week. Look to contact parents of PP students and hard to reach families on a half termly basis.</p> <p>Ask each House to adopt a charity and make the fund raising a House project. The House charity will be a focus of the House assemblies.</p> <p>Work with the YCos and PP coordinator to ensure that the students are informed and aware of the NH news. Encourage target students to contribute to the NH news. Survey EAL student/families to see if they are accessing the NH news.</p>	<p>2017/18 ½ termly</p> <p>On-going</p> <p>On-going</p> <p>½ termly.</p> <p>2017/18 ½ termly</p>	<p>GN</p> <p>GN/KS3 AHT</p> <p>GN</p> <p>GN</p> <p>GN</p>

GLOSSARY:

CL	Chris Livesey	AFL	Assessment for Learning
NH	Neil Hardy	AHT	Assistant Headteacher
LV	Louise Voden	AIM	Attendance Intervention Model
CLS	Cathie Serrao	ASD	Autistic Spectrum Disorder
GN	George Nagle	AST	Advanced Skills Teacher
CAS	Chris Stratton	CAF	Common Assessment Framework
BW	Bruce Wooding	CATs	Cognitive Abilities Tests
JKW	Julie Wilkinson	CEG (Award)	Careers Education and Guidance
BP	Ben Pittaway	CEOP	Child Exploitation & Online Protection
SEM	Sarah McLeod	CIF	Collaboration Improvement Framework
		CIAG	Careers, Information, Advice and Guidance
		CORERO	Financial Management System
KS	Kate Simmonds	CP (Files)	Child Protection
MKe	Mark Kennedy	CPD	Continuous Professional Development
JM	Jon Mason	CS	Cover Supervisors
		CSP	Curriculum Support Plan
		CVA	Contextual Value Added
		EAL	English as an Additional Language
		ECM	Every Child Matters
		EE	Enterprise Education
		EMA	Ethnic Minority Achievement
		EPQ	Extended Project Qualification
		ESOL	English for Speakers of Other Languages
		ESS	Educational Support Staff
		EWO	Education Welfare Officer
		FFT	Family Fischer Trust
		G&T	Gifted & Talented
		GB	Governing Body
		HOD	Head of Department
		HOF	Head of Faculty
		IAG	Information, Advice & Guidance
		ICT	Information Communications Technology
		INSET	In Service Training
		IoE	Institute of Education
		IOSH	Institute of Occupational Safety & Health
		KS2	Key Stage 2 (Years 5 and 6)
		KS3	Key Stage 3 (Years 7, 8 and 9)
		KS4	Key Stage 4 (Years 10 and 11)
		KS5	Key Stage 5 (Years 12 and 13)
		LA	Local Authority
		LGBTQ	Lesbian, Gay, Bisexual, Transgender and Questioning
		LSCB	Local Safeguarding Children Board
		LO	Local Safeguarding Children Board
		LOC	Ladder of Consequences
		MLE	Managed Learning Environment
		MTG	Minimum Target Grades
		NEETs	Not in Education, Employment or Training
		NHHS	Nower Hill High School
		NPQH	National Professional Qualification for Headship
		NQT	Newly Qualified Teacher
		NTG	Diminishing the difference
		PEP	Personal Education Plan
		PGCE	Postgraduate Certificate in Education
		PLTS	Personal Learning & Thinking Skills
		PM	Performance Management
		PSHE	Personal, Social and Health Education
		PSP	Pastoral Support Plan
		SACRE	Standing Advisory Council for Religious Education
		SATs	Standard Assessment Tests
		SCR	Summary Care Record

SEF	Self Evaluation Framework
SEID	Self Evaluation & Improvement Document
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs & Disabled
SIMS	School Information Management Systems (Capita)
SIP	Self Improvement Plan
SLA	Service Level Agreement
SMSC	Spiritual, Moral, Social and Cultural
SLT	Senior Leadership Team
SPAG	Spelling, Punctuation & Grammar
SSLT	Student Support Leadership Team
TA	Teaching Assistant
TEID	Team Evaluation & Improvement Document
T&L	Teaching & Learning
UCAS	Universities and Colleges Admissions Service
VA	Value Added
VCIS	Vulnerable Child Information Shares
WEX	Work Experience
YCo	Year Co-ordinator