

## **ROKEBY SCHOOL SELF EVALUATION SUMMARY**

### **Effectiveness of leadership and management – outstanding**

Leadership and management are outstanding because we have a clear, ambitious and aspirational vision shared by all in the school community. Governors hold leaders to account and have a secure understanding of the school's strengths and weaknesses. Our high expectations have resulted in significant (top 25%) progress for all students and we have closed the gaps for disadvantaged students. Safeguarding is robust.

We will be securely outstanding:

- when the coaching programme and the work of all middle leaders has supported staff to teach 100% good and better lessons (AFI Ofsted 2013).

### **Quality of teaching, learning and assessment – outstanding**

Rokeby School is an exciting and vibrant place to learn. Overall progress is significantly above (top 25%) the national average for boys and progress in maths is particularly high (top 10%). Improving the quality of teaching, learning and assessment further is the school's key priority. Students, parents and teachers have very high aspirations. The correlation between judgements on quality of teaching and outcomes is positive. Each department uses monitoring, evaluation and review procedures to further drive improvement across their subjects. Our SLT review procedure has been updated to ensure that learning across subjects and levels of challenge are prioritised. Lesson observations, student data, book scrutiny and student voice are monitored regularly, at all levels of leadership and management, to ensure that learning is engaging and challenging for all students. Current lesson observation data shows a strong improvement in the quality of teaching and learning.

We will be securely outstanding when:

- all lessons are graded good or better across all subjects (AFI Ofsted 2013).
- staff have a strong focus on providing greater challenge at an earlier stage in lessons, particularly for the most able students (AFI Ofsted 2013).

### **Personal development, behaviour and welfare – outstanding**

Our robust policies and bespoke targeted interventions ensure that students are cared for. This care enables them to achieve the very best outcomes. Our young men take pride in their school and their learning and relish opportunities for student leadership, of which there are many, for example: school council, junior/senior prefects, librarians, lunch/sports monitors and Philosophy for Children (P4C) champions. The behaviour and rewards policy contains clear expectations and systems that are understood by all and reviewed regularly. Attendance is above the national average overall and for disadvantaged students. Students are overwhelmingly respectful, feel safe in school and have positive attitudes to learning. Students have an excellent understanding of how to stay safe in their environment and on the internet. At KS4, our high quality CEIAG and our drive for young people to aspire results in the vast majority of students progressing to education, employment or training.

To continue to be outstanding we need to:

- support adults to consistently implement the behaviour policy inside and outside the classroom.

### **Outcomes for children and learners – outstanding**

Our progress 8 figure of 0.32 puts us in the top 25% schools nationally for all students and disadvantaged students. When comparing progress with similar schools nationally, we come sixth out of 55 schools. Progress in both English and maths are significantly above national averages, top 25% for English and top 10% for maths. Our attainment 8 score of 49.3 is above both the Newham and national average for boys. Our above average percentage of entries for the EBacc shows that the curriculum and entry policies provide equality of opportunity for all students and the top 25% progress score for EBacc validates this approach.

To be securely outstanding we need to:

- reduce in-school variation between subjects.
- develop the literacy skills of all students in all subjects

### **SMSC – outstanding**

The thoughtful and wide ranging promotion of SMSC development enables students to thrive at Rokeby School. The school vision and values instil in the boys a deep sense of integrity. This is seen through their daily interactions with their peers and the adults they work with. The provision for SMSC plays a major part in the education of students. It helps students develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. Philosophy for Children (P4C), Talk 2 Learn (T2L), thought for the week (TFTW) and Diversity (LGBTQ) Month are outstanding examples of how we promote and develop SMSC.

To continue to be outstanding we need to:

- instil resilience across the school community