

## **ROKEBY SCHOOL SELF EVALUATION SUMMARY – March 2019**

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

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 result in significant progress for all students (P8 scores: Rokeby 0.01, nat. boys -0.25) and we have closed the gaps for disadvantaged students (2018 attainment 8 PP/others gap: Rokeby - 4.15, nat. boys -13.8, nat. all - 13.4). Safeguarding is robust. Our curriculum intent stems from our agreed vision, values and ethos and in implementation we provide different pathways for all abilities to achieve their potential and develop a lifelong love of learning.

To secure outstanding we need to:

- deliver outcomes for all groups that are above the national average.

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

Rokeby School is an exciting and vibrant place to learn. 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 Q & A procedures have 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.

To secure outstanding we need to:

- ensure that lessons support students to develop literacy skills in all subjects
- make sure that teaching routinely challenges the most able pupils so that they make stronger progress (AFI Ofsted 2018).

### **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 – good**

Our progress 8 figure of 0.1 puts us in line with all schools nationally and significantly above the boys' national average of -0.25. Progress in both English (-0.2) and maths (0.1) are in line with national averages. Our attainment 8 score is above the boys' national average. The gap between PP students and other students at Rokeby for attainment 8, 5+ E/Ma, 4+ E/Ma and achieving EBacc is significantly smaller than both the boys' and all students gap nationally. 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 above average progress score (0.1) for EBacc validates this approach.

To secure outstanding we need to:

- ensure the additional pupil premium funding is used effectively so that disadvantaged pupils make stronger progress (AFI Ofsted 2018)

### **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