



Year Group Review

Year 7 – June 2018

SLT/AB/GOVS version

Executive Summary

🟢 The findings of this review demonstrate that six of the seven areas for development from the previous review have been strengthened, in terms of evidenced teaching & learning practice, marking & assessment practice and student voice feedback.

🔴 Continued developmental work will take place to enhance both differentiation and assessment practice, to ensure that the needs of all students are attended to, including providing them with clear and frequent performance and improvement feedback.

Introduction

This review took place across the week beginning Monday 4th June 2018. The students in this year group are studying the first year of the CCHS KS3 Curriculum.

Evidence base

Four strands of data were collected for this review:

- schedule of lesson observations
- work scrutiny of exercise books and files
- 'student voice' meeting chaired by Mrs Chapman.
- tutor time 'learning walk' conducted by Mrs Adams (Year Leader).

Review Team

Thirteen lessons were observed. Three members of SLT, all Faculty Leaders and one Year Leader were involved in the lesson observations. The work of ten Year 10 students, selected by their Year Leader, was reviewed by one member of SLT, three Faculty Leaders, four Subject Leaders, one Year Leader and one teacher.

Context





This review was informed by the findings, specifically the development points, of the previous Year 7 review, which took place in March 2013:

1. Differentiation – ensure that the needs of different student groups, e.g. SEND, the most able, etc. are planned for and met.
2. Monitoring – provide a greater sense of teacher acknowledgement of work completed in notebooks and the like.
3. Progress – ensure tracker/record sheets are used properly by all students.
4. Assessment – insist that the person (self, peer, teacher) reviewing or assessing work initials and dates their marks or comments.
5. Marking – develop a greater level of consistency of marking in terms of frequency and detail – could be achieved with department level work scrutiny.
6. Literacy – ensure that literacy matters are challenged in written work.
7. Presentation – students must keep all books and files in good order, including sticking sheets in, etc.

Quantitative data

Lesson Observations

Teachers' Standards	%Exceeding standard	%Meeting Standard	%Further development required
1. Set high expectations which inspire, motivate and challenge students.	61	39	0
2. Promote good progress and outcomes by students.	54	46	0
3. Demonstrate good subject and curriculum knowledge.	92	8	0
4. Plan and teach well-structured lessons.	62	38	0
5. Adapt teaching to respond to the strengths and needs of all pupils.	46	54	0
6. Make accurate and productive use of assessment.	31	69	0
7. Manage behaviour effectively to ensure a good and safe learning environment.	92	8	0

-  Areas of excellent practice: standards 3 and 7.
-  Areas of very good practice: standards 1 and 4.
-  Area of good practice: standard 2.
-  Areas for development: standards 5 and 6.

Overall

% of features judged to be exceeding standards	63	100
% of features judged to be meeting standards	37	
% of features judged to require further development	0	0

English Faculty (Drama and English)

% of features judged to be exceeding standards	79	100
% of features judged to be meeting standards	21	
% of features judged to require further development	0	0

Mathematics Faculty (Mathematics and Computing)

% of features judged to be exceeding standards	64	100
% of features judged to be meeting standards	36	
% of features judged to require further development	0	0

Science Faculty (General Science)

% of features judged to be exceeding standards	43	100
% of features judged to be meeting standards	57	
% of features judged to require further development	0	0

Languages Faculty (French and German)




% of features judged to be exceeding standards	79	100
% of features judged to be meeting standards	21	
% of features judged to require further development	0	0

Humanities Faculty (Geography, History and RS)

% of features judged to be exceeding standards	48	100
% of features judged to be meeting standards	52	
% of features judged to require further development	0	0





Creative Faculty (Art, Music and PE)

% of features judged to be exceeding standards	57	100
% of features judged to be meeting standards	43	
% of features judged to require further development	0	0

-  Areas of excellent practice: English Faculty (Drama particularly strong) and Languages Faculty (French particularly strong).
-  Areas of very good practice: Mathematics Faculty (Computing particularly strong) and Creative Faculty (Music and PE particularly strong).
-  Areas of good practice: Humanities Faculty (History and RS particularly strong) and Science Faculty (NB: only one General Science lesson observed).

Work Scrutiny

Teachers' Standards	%Exceeding standard	%Meeting Standard	%Further development required
1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	63	37	0
2c. Guide pupils to reflect on the progress they have made and their emerging need.	41	49	10
2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.	44	49	7
3b. Demonstrate an understanding of and take responsibility for promoting high standards of literacy.	25	61	14
4c. Set homework to consolidate and extend the knowledge and understanding pupils have acquired.	15	83	2
6b. Make use of formative and summative assessment to secure pupils' progress.	36	58	6
6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	27	64	9

-  Area of excellent practice: standard 1b.
-  Areas of very good practice: standards 2e and 6b.
-  Areas of good practice: standards 2c and 4c.
-  Areas for development: standards 3b and 6d.

Overall

% of features judged to be exceeding standards	36	93
% of features judged to be meeting standards	57	
% of features judged to require further development	7	

English Faculty (Drama and English)

% of features judged to be exceeding standards	35	92
% of features judged to be meeting standards	57	
% of features judged to require further development	8	8

Mathematics Faculty (Mathematics)

% of features judged to be exceeding standards	29	86
% of features judged to be meeting standards	57	
% of features judged to require further development	14	14

Science Faculty (General Science)

% of features judged to be exceeding standards	32	87
% of features judged to be meeting standards	55	
% of features judged to require further development	13	13

Languages Faculty (French and German)

% of features judged to be exceeding standards	49	100
% of features judged to be meeting standards	51	
% of features judged to require further development	0	0

Humanities Faculty (Geography, History and RS)

% of features judged to be exceeding standards	31	92
% of features judged to be meeting standards	61	
% of features judged to require further development	8	8

Creative Faculty (Art and Music)

% of features judged to be exceeding standards	31	96
% of features judged to be meeting standards	65	
% of features judged to require further development	4	4

- Area of excellent practice: Languages Faculty (both French and German strong).
- Area of very good practice: Creative Faculty (Art particularly strong).
- Areas of good practice: English Faculty (English particularly strong) and Humanities Faculty (Geography particularly strong)
- Areas for development: Mathematics Faculty and Science Faculty.

Qualitative data

‘Student Voice’ meeting

Lesson routines

Students like the use of seating plans, especially when they are changed over time. They noted that they appreciate being able to go the front and write ideas on the board.

Speak out opportunities

Students think that teachers are supportive in helping them to grow in confidence. They like lively and fun presentations, noting those in French as an example. Philosophy has helped open their minds to ideas and different perspectives. Class assemblies are valued, as are House events.

Differentiation

Students noted certain subjects in which they think their needs are well met. One student is preparing for GCSE French. In Maths, students are supported if they are struggling, with others provided with extra work. Students indicated that different needs are attended to well in History. They like being able to work in and perform as a group in Music.

Assessment & Feedback

Students noted that they do get individual feedback across all subjects. They like adding their own comments to peer assessment. In English, students appreciate revision on things they got wrong. They like that teachers in Science give time to review comments from marked work, and find overview diagrams very helpful. In Maths, they respond well when teachers provide a question in the marking, which they can then address. They really like the approach in Geography, when marking comments in exercise books are referred to and discussed.

Literacy

Students find the glossary of key words, provided in Science, very helpful. They like the new words, which they write in the back of their books, in History.

Presentation of work

Students noted that subjects provide clear guidelines relating to presenting work and maintaining exercise books and folders. They specifically mentioned the clear expectations evident in Maths.

Development ideas

- Students would like more individual feedback on marked work.
- Students worry that, at times, their books are not marked for what they think are long periods of time.
- Students get frustrated about undertaking copying tasks from the board. They would prefer to put things in their own words, which they think would support their understanding more effectively.

Tutor time ‘learning walk’

Mrs Adams, Year Leader, visited each form group across the review week. Her comments provide a snapshot in the life of her year group. A wide of variety of activities was observed showing that Year 7 students are developing skills for discussion, presentation and organisation, as well as showing awareness of the needs of those less fortunate than themselves.

7C On the first visit, students were engaged in quiet reading which they do every Wednesday with expectations being modelled by the tutor. On Friday, a discussion about House Show was being led by a student, whilst the tutor was checking logbooks.

7F *Students were finalising ideas for their form assembly, which will celebrate and reflect on the Normandy trip. Clear evidence of good teamwork within the form, with students allocating individual roles and tasks, such as appointing photographers on each coach. The tutor was facilitating the discussion and providing a good balance between encouraging independence but maintaining a sense of what is really possible given the time frame.*




7G *A student (for whom it had been noted at the TA2 that she needed to develop confidence to speak in public) was giving an assembly about Great Ormond Street Hospital and felt confident to share at the end the personal reason why this held such a particular importance for her. The Year Leader had caught just the end of this assembly so encouraged class to feedback on content and make use of the active listening skills they had studied in their PSHE lesson on Monday. They did this most effectively. The form has already held one charitable fund-raising event and is planning another before the end of the year.*

7H *On the first occasion students were giving a presentation based on kings and queens of England and on the other visit a rehearsal for House Show was observed with students practising choreography. Again, the tutor was letting the students lead but also acknowledged that there will come a point where more adult intervention may be needed to get things finalised.*




7S *The form has been producing form assemblies based on them sharing information about an interest or a passion they have. On this occasion, a student was showing pictures of her new puppy and there was a Q&A session on how it was changing her life. All students were actively involved and enjoying the presentation.*

Findings



Areas of Strength (excellent - good practice)

- Teaching practice
 -  Lesson observations – Standard 1. Set high expectations which inspire, motivate and challenge students; Standard 3. Demonstrate good subject and curriculum knowledge; Standard 4. Plan and teach well-structured lessons.
 -  Work scrutiny – Standard 1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; Standard 4c. Set homework to consolidate and extend the knowledge and understanding pupils have acquired.
 -  Student voice – Guidance on good work habits. Provision of glossary sheets and key words noted.


Progress since previous Year 7 Review – the points of strength above demonstrate practice development in relation to findings 1 (Standard 4); and finding 6 (Standard 3 and student voice feedback).

- Learning practice
 -  Lesson observations – Standard 2. Promote good progress and outcomes by students; Standard 7. Manage behaviour effectively to ensure a good and safe learning environment.
 -  Work scrutiny – Standard 2c. Guide pupils to reflect on the progress they have made and their emerging need; Standard 2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.
 -  Student voice – Opportunities to deliver presentations and develop confidence. Range of speak out opportunities, both within and beyond the classroom.




Progress since previous Year 7 Review – the points of strength above demonstrate practice development in relation to finding 1(Standard 2c and student voice feedback); finding 3 (Standard 2); and finding 7 (Standard 2e).

- Assessment practice
 -  Work scrutiny – Standard 6b. Make use of formative and summative assessment to secure pupils' progress.
 -  Student voice – Self and peer assessment activities. Guidance on revision. Developed marking commentary, including new questions.

Progress since previous Year 7 Review – the points of strength above demonstrate practice development in relation to finding 2 (Standard 6b and student voice feedback); and finding 5 (Standard 6b and student voice feedback).

- Tutor time
 -  Deliberate habits and routines across all form groups to develop students' confidence through 'speak out' opportunities. The House system is used effectively to create group cohesion and school allegiance. Pastoral colleagues work well and successfully.

Areas for Development

-  Lesson observations – Standard 5. Adapt teaching to respond to the strengths and needs of all pupils; Standard 6. Make accurate and productive use of assessment.
-  Work scrutiny – Standard 3b. Demonstrate an understanding of and take responsibility for promoting high standards of literacy; Standard 6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.
-  Student voice – Frequency of marking and detail of feedback, to include more individual/personalised commentary.

Progress since previous Year 7 Review – the points of development above demonstrate the need for further practice refinement in relation to finding 1 (Standard 5); finding 5 (Standards 6 and 6d and student voice feedback); and finding 6 (Standard 3b).

Conclusion

Certain subject areas will be asked to share aspects of their practice via the Teaching & Learning Newsletter and presentations to colleagues during our 'teach meet' sessions at staff meetings. SLT line managers will work with Faculty Leaders to address Department level development needs, which will be supported and monitored through the line management system.

SLA, June 2018