Chiltern Learning Trust

Chiltern Teaching School Alliance

High School Denbigh
A Specialist Sports College

SSAT Achievement Show 2016

‘Remaining outstanding in challenging and changing times’

Colin Townsend

Headteacher

Amy Lane

Assistant Teaching & Learning Leader for English

Ian Stonnell

Specialist Leader of Education for Humanities and SMSC

Charlene McNeill

Specialist Leader of Education for Pupil Well-Being

Denbigh High School - Context

- 11- 16 mixed school in Luton
- 8 Forms of entry - 1120 pupils
- 41% FSM
- 99% Pupils from minority ethnic backgrounds
- 95% EAL
- Attainment on entry at KS2 is significantly below national average

Denbigh High School: Standards & Accolades

Outcomes 2015:

- 70 % 5A*CEM (71% C+ E/M) : highest performing in Luton
- 40 % EBacc
- +0.75 Progress8
- +0.58 Progress8 (Disadvantaged)

Nicky Morgan, Secretary of State for Education (November 2015)

"I want every child to benefit from the sort of education that young people get at schools like King Solomon Academy in London,

Denbigh High School in Luton, and Fernwood School in Nottingham.

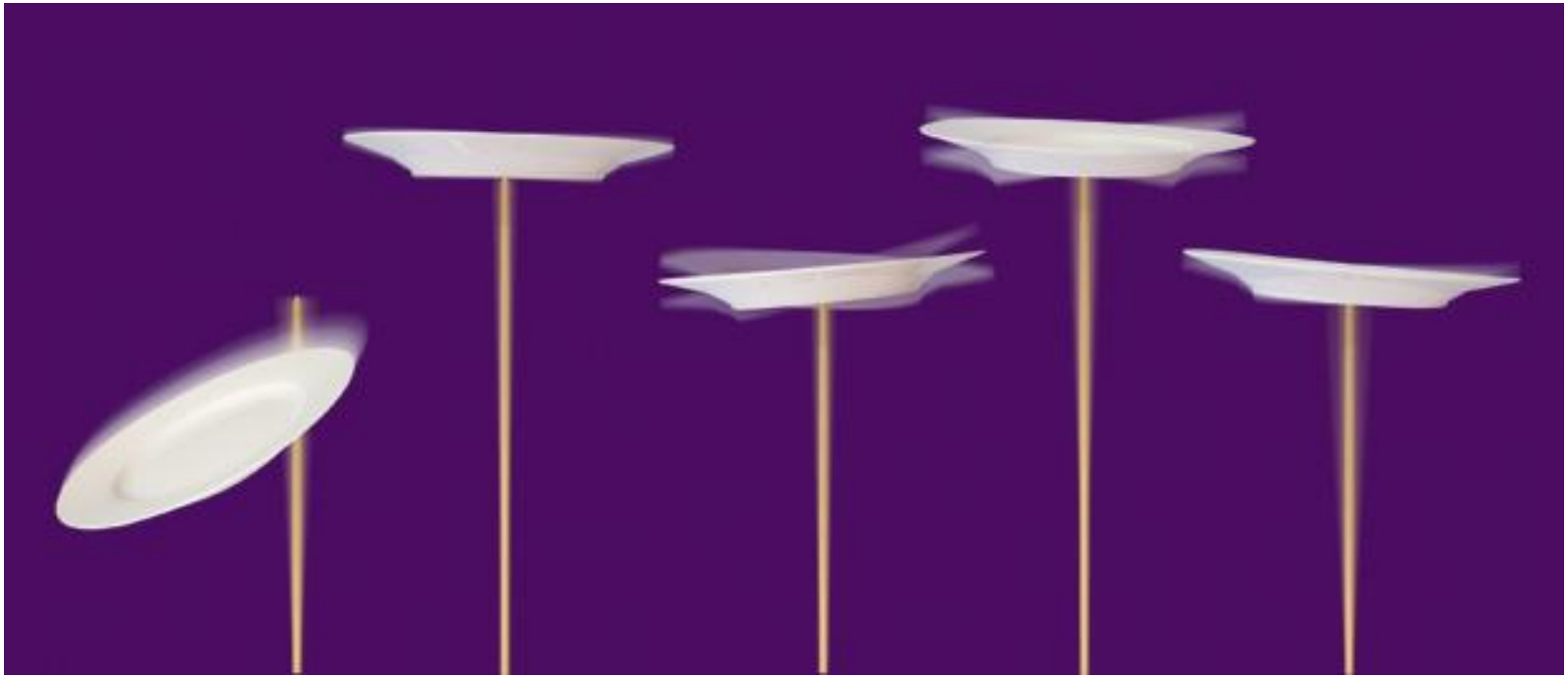
Schools which are real engines of social justice.

That's the sort of school that every child should be attending."

Denbigh High School:
Partners and Collaboration

- PiXL Member School
- Lead Hub School for Challenge Partners
- Chiltern Teaching School Alliance (CTSA)
- SSAT Leading Edge School 2016/17

Ofsted Outstanding



Core
Business

- EBacc for all
- Assessment without N/C levels
- Counter-extremism and British values
- Assertive mentoring

Chiltern Learning Trust

Chiltern Teaching School Alliance

High School Denbigh
A Specialist Sports College

Department for Education

Consultation on implementing the English Baccalaureate

Launch date 3 November 2015
Respond by 29 January 2016

- 2014 –
  90% of year 11 cohort entered
- 2015 –
  75% of year 11 cohort entered
- 2016 –
  70% of year 11 cohort entered

Denbigh EBacc outcomes 2016 **40%**	National EBacc outcomes 2016 **23%**
Denbigh EBacc outcomes 2016 (Disadvantaged) **33%**	National EBacc outcomes 2016 (Disadvantaged) **11%**

An intentionally relatively high entry …

But a decreasing entry ..

The right pathways, choices and provision for your pupils

Aspirant , inclusive, appropriate

<u>Local and typical considerations and factors:</u>

year –on-year Increase to high and complex needs students

Staffing and recruitment frustrations –
especially in 2015/16 for science and geography

'FAT' qualifications – 'buckets' –
raised challenge of a 'good' pass in English and mathematics

Reducing MFL entry as a result of tailored priorities
and life chances that lead from English and maths

Assessment without levels at KS3

"In the context of curriculum freedoms and increasing autonomy for schools, it would make no sense to prescribe any one model for assessment. Curriculum and assessment are inextricably linked. Schools should be free to develop an approach to assessment which aligns with their curriculum and works for their pupils and staff"

(Commission on Assessment Without Levels, 2015)

The rationale for assessment without levels

Mastery and depth

vs

Hurdles, hoops and

labels often lacking in meaning

LOST
CONFUSED
UNSURE
UNCLEAR
PERPLEXED
DISORIENTED
BEWILDERED

Our aim

- Pioneer a robust system for assessment
- Transferable, whole school consistent model
- Embedding a shared language of assessment
- Clear communication with parents
- Credibility

A new language of assessment

Defining attainment at KS3

Close to, Working towards, Secure, or Exceeding age related expectations as defined by the National Curriculum

Pupils are given a baseline which provides an end of Year 8 attainment target with reference to prior Year 6 attainment

Key Progress Indicators (KPIs)

What knowledge and skills do our pupils need to master in order to achieve these targets?

Creating Key Progress Indicators

What did we have to work with?

Key Stage 3

- National curriculum outlines attainment targets for the end of each Key Stage
- New specifications posed new requirements for KS3 and KS4
  - New programmes of study outlined key skills
- Level descriptors in new programmes of study gave a broad foundation for creating KPIs
- Focus on skills and knowledge
- 'Tweaking and reviewing' as specimen samples appeared

Creating Key Progress Indicators

Transition – A Learning Journey

Key Stage 2

- Key Stage 2 programme of study
- Year 6 SATS
- End of Key Stage 2 assessment exemplification
- Liaised with feeder schools on new methods of assessment

Key Stage 3

Key Stage 4

- C grade → Scale 5 provided national benchmark
- Assessment objectives for GCSE

CHILTERN LEARNING TRUST

HIGH SCHOOL Denbigh

HIGH SCHOOL Denbigh
A SPECIALIST SPORTS COLLEGE

Pupil's name:	Subject: Y7 Unit 1 Cells and Reproduction	Half term: (please circle below) 1 2 3 4 5 6

At the end of KS3 (end of Year 8), **my target** in this subject in relation to what is expected at this age in the National Curriculum is: *(circle or highlight below)*

To exceed ¦ To be secure at ¦ To be close to ¦ To be still developing towards

Key Progress Indicators (1) Through my learning this half term I aim to know, understand or show the following skills:	Teacher's assessment of progress *(Circle below: Red, Amber or Green)*
1. Compare and contrast the similarities and differences between normal and specialised animal and plant cells.	R A G
2. Explain how different structures within cells help unicellular and multicellular organisms to survive.	R A G
3. Explain how different factors affect diffusion.	R A G
4. Evaluate the effectiveness of different methods of pollination. (Wind and insect)	R A G
5. Explain how the male and female reproductive structures design is adapted for fertilisation.	R A G
6. Explain the reasons for changes during adolescence including explanations for any problems that may occur, particularly with menstruation	R A G
7. Describe the structures and functions of different parts of a pregnant uterus, describing how substances pass into and from a developing foetus.	R A G

KPIs across the school

- Shared language across departments
- Skills are assessed on a half termly basis

  R A G
- Modular / by unit
- Topic related
- Differentiated based on attainment targets and baselines

English KPI1 – Reading:
Understand, explore and interpret a writer's use of language and how ideas and themes are presented

Targeted to exceed age related expectations	Targeted to be close to age related expectations
I can present relevant, clear ideas about what I have read, giving various layers of meaning and using well selected quotations which support my arguments. I can analyse a range of specific language features in detail and understand how they contribute to the overall effect of the text.	I can identify and select evidence from the text, and can show an understanding of key information including: the main events, settings and characters.

CHILTERN LEARNING TRUST

Chiltern Teaching School Alliance

HIGH SCHOOL Denbigh
A SPECIALIST SPORTS COLLEGE

CHILTERN LEARNING TRUST

Chiltern Teaching School Alliance

HIGH SCHOOL Denbigh
A SPECIALIST SPORTS COLLEGE

Denbigh High School

Key Messages

without National Curriculum Levels

High achievement for all is our shared responsibility

The benefits

- Removing the 'label' of levels improves pupils' mind-sets about their own ability.
- 'Mastery' denotes a focus on achieving a deeper understanding, through problem-solving, questioning and encouraging deep mathematical thinking.
- Shared common language amongst staff, pupils and parents
- A way of assessment that is shaped together across KS3-KS4

- Improved formative assessment – knowing how to take the next step.

WHAT'S NEXT?

The next steps…

- Learning journey and on-going process : reviewing with the release of new materials
- Waiting for confirmed scales at KS4 for verified criteria
    - Moderated work
    - Mark schemes and papers
- The process of bridging the KPIs into KS4 is underway for all subjects
- Continuing to develop a proficient system

Our three pronged approach to counter-extremism and radicalisation

The context

- Changing times:
  - Global politics : Syria and the rise of ISIS.
  - Domestic politics : Rise of the far-right.
  - Diffusion of propaganda through the internet.

- Government counter-extremism strategies:
  - OFSTED and safeguarding : Outstanding to Inadequate.

Definitions

- **Extremism** – Holding beliefs which can actively promote a hatred of other groups in society and a general lack of empathy to other viewpoints.

- **Radicalisation** – The process of encouraging an individual to adopt an extremist attitude.

The responsibility of educators

1. To create strategies to counter extremist ideology and propaganda that young people are exposed to.
2. To prevent and disrupt the process of radicalisation of young people.

Parkinism

Parkinism – Key beliefs

- Holy Book is the Ractman - believed to be the exact word of God.
- The Prophet of the religion is a talking dog called Fidonius.
- It is forbidden to make images of Fidonius as it detracts from the beauty of the canine form as instructed in the Ractman.
- The evil Petmoon is considered the devil in Parkinism and is often depicted as a cat.
- Ritual cat sacrifice is commanded in the Ractman and takes place every year in Parkinist places of worship.

The evil Petmoon.

Scenario

Parkinist beliefs have become popular and spread to the UK. A group of Parkinists wish to open a temple in your neighbourhood.

- ***Should Parkinists have the right to open a place of worship?***

Reasons to support	Reasons to object

In support

- Religious Freedom.
- Mutual tolerance and respect.

The objections

- Cat sacrifice… Animal Cruelty!
- Religious Law vs. The Law of the land.
- Do we have the right to tell religious groups that they cannot implement their own rituals and laws in our multi-faith society?
- The **Rule of Law** supersedes due to the **democratic** mandate of the people.

Can we draw Fidonius?

The balance between **Individual Liberty** and **Mutual tolerance and respect**.

Draw Fidonius here…?

Prong 1 – Core entitlement

Providing and inoculation to extremist views and promoting a viable counter narrative.

- Creative and challenging curriculum:
  - In particular strong + confident RE and PSHE.
  - A school wide approach to promoting SMSC, British values to counter extremist narratives.
- Whole school approach:
  - Assemblies and form time.
  - School Council
  - Events promoting self-esteem and positive contributions to the community.

Prong 2 – Achievement & success

- Students who achieve feel more valued by society and will contribute to, rather than work against it.
- Disenfranchised individuals are at greater risk of radicalisation.

Prong 3 – Safeguarding

- E-safety.
  - Raising awareness of the dangers of online grooming
  - Risks of social media & propaganda.
  - Parental workshops.

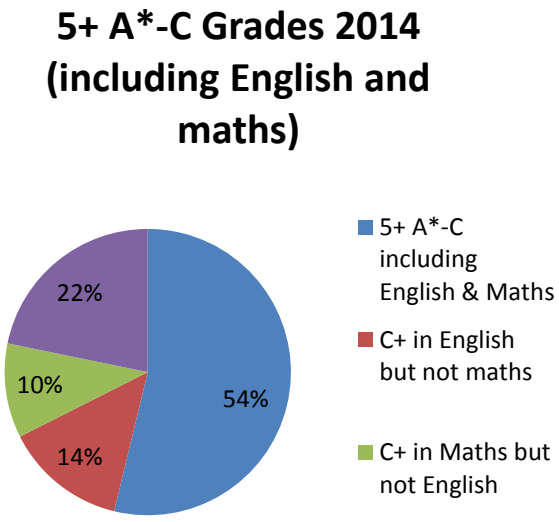
- Staff training (WRAP).
  - Confident staff reporting (CPOMS software).
- Multi-agency referral(s) when necessary.

“I’m on your case”

Mentoring that matters!

2013/2014

- 26 pupils attained English and not maths
- 18 pupils attained maths but not English
- All pupils in the groups above got 5+ GCSE's
- If half the pupils above got both English and maths would have been 63%



2015

- In January 52 pupils were borderline C/ D in either English or maths or both and assigned to the assertive mentoring programme
- Out of the 52 only 6 were predicted a C in both English and maths
- In August 2015, 38 of the 52 had achieved A*-C in both English and maths

What we did

- All pupils assigned a mentor
- Most mentors had three pupils each
- The Headteacher and Deputy Head have to take the lead
- More experienced staff, or staff with greater capacity had more pupils (up to 5), and more challenging pupils
- Some staff were administrative staff
- All staff were alerted to mentors and mentees

How it works.

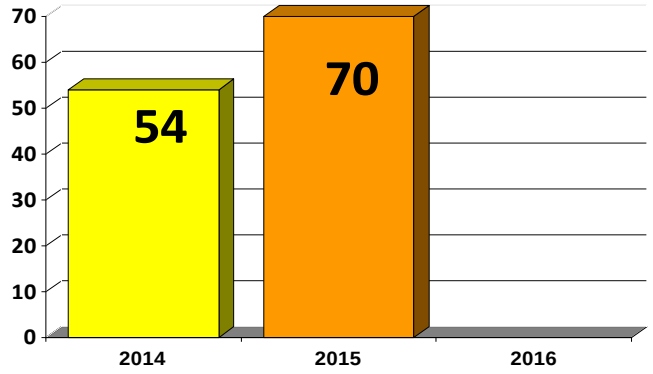
- Mentors were supported and trained
- Parents were met at the start as a whole group and then as a mentor group
- The mentors take control of the pupils' time and organisation
- Staff liaise with mentors about when they need pupils
- Email is essential for both work and keeping up to date

How it works.

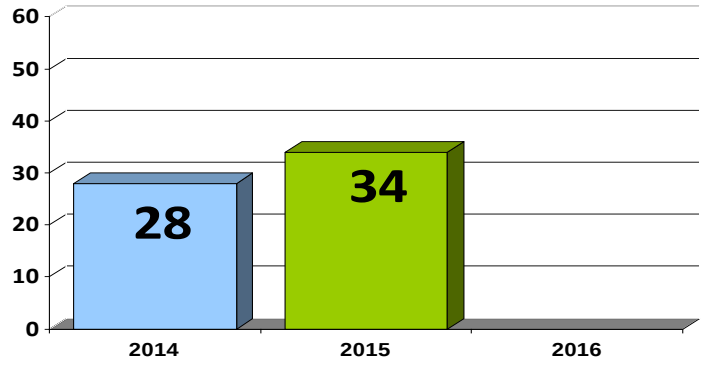
- Mentors call home each week to speak to parents
- Work can be emailed to parents
- Google classroom for each mentor group so you can add work
- Mentors meet pupils once a week
- Mentors facilitate revision, coursework catch up, controlled assessments etc…
- Attainment group meet weekly to discuss each pupil individually.

Impact 2014/2015

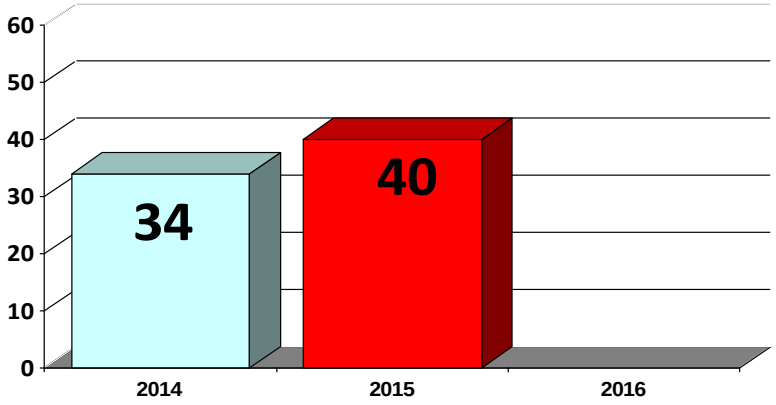
KS4 percentage of pupils achieving 5 or more A* to C GCSE grades or equivalent including English and mathematics



KS4 percentage of pupils achieving 3 A*/A GCSE grades or equivalent



Percentage of pupils achieving the English Baccalaureate



Mentoring across year groups

- Assertive mentoring has been used as a transferable model across all year groups
- Delivered during form time
- The focus for the cohort is dependant upon the priorities of the year group.
- The mentoring programme has now been embedded across all year groups
- Significant impact on behaviour for learning and progress in comparison to baseline data

Chiltern Learning Trust

Chiltern Teaching School Alliance

High School Denbigh
A Specialist Sports College

Chiltern Learning Trust

Chiltern Teaching School Alliance

High School Denbigh
A Specialist Sports College

High achievement for all is our shared responsibility

...challenging and changing times

School Improvement Plan

- FIX
- MAINTAIN
- DEVELOP

Colin Townsend

ctownsend@denbighhigh.luton.sch.uk

Amy Lane

alane@denbighhigh.luton.sch.uk

Ian Stonnell

istonnell@denbighhigh.luton.sch.uk

Charlene McNeill

cmcneill@denbighhigh.luton.sch.uk

EDUCATIONAL OUTCOMES AWARDS 2015