

Context

William Howard is a larger than average secondary school located to the east of the City of Carlisle. We have 1450 students on roll and serve a very large rural catchment area of over 362 square miles, while drawing a number of students from the eastern fringes of Carlisle, southern Scotland and the western fringes of Northumberland. The diversity of the catchment covers areas of significant wealth and also ones of deprivation. Unemployment in the area is half the national average including for the 16-24 age group, with NEET students rare as a result. The jobs to employee ratio according to ONS is above 1, i.e. more jobs exist than people to do them. The relative low cost of living and very high levels of employment opportunities in low skilled jobs mean that locally there is a culture of low academic aspiration amongst some families, which contrasts with other families who are highly aspirant.

There are between 270 and 205 students in each year group; there are 220 students in the 6th form. The school is fed from up to 38 schools with 18 designated feeder primary schools, their intakes varying from 30 to only 1 or 2 students per year group. Student movement in year can be significant due to the Forces families and outward migration of families. Some of the highest achieving students at Key Stage 2 will apply for admission at the local selective Grammar School. The school currently has 15% of students meeting the pupil premium criteria; though this hides significant rural poverty, as there is a reluctance to claim entitled benefits in the agricultural community, indeed while FSM data places the school in the bottom quintile for deprivation, IDACI analysis puts the school firmly in the middle quintile.

Overall Judgement - Good (2)

We are a GOOD school because:

- The school offers a wide, rich and innovative curriculum that aims to enthuse and challenge students while meeting local need and for all current cohorts now matches national expectations and fulfils better performance metrics. It is matched to students' learning needs through ongoing assessment and effective planning
- Teaching and Learning is Good across the school and it is at the heart of all that we do; continually being developed by a highly motivated and increasingly skilled staff
- Opportunities and development of the whole student, their role within their local community, character and CEIAG are all strong
- We promote students' spiritual, moral, social and cultural development through the curriculum and wider activity of the school, including international school status and dedicated Personal Development lessons
- Students secure excellent aspirant destinations and are well placed to move onto the next stage of their learning or enter training or employment
- Standards of both conduct and behaviour for learning are at least good and mean the vast majority of students are engaged in their learning with an increasing level of student leadership evident throughout the school
- Disadvantaged students in the last three KS4 cohorts have made progress in line with other students, overall they are making a grade and a half better progress than three years ago. Internal data shows this is at least the position for all cohorts with an increasing number of disadvantage students making better than expected progress
- Students make sustained progress from their starting points, catch-up funding is used well to support the rapid improvement of students entering the school not yet at the required standard. Overall students in the school are making progress at least in line with expectations and this is an improving trajectory throughout all years
- Students in the 6th Form achieve Good destinations, moving onto appropriate courses and careers having achieved appropriate results
- Leadership of the school is strong and robust, we accurately self-reflect and as a result we have brought about significant improvements in a short period of time
- We know what we do well, what we could do better and we endeavour to continually improve.

To become OUTSTANDING our School Improvement Priorities are:

- Increase performance in underperforming areas, especially Science and ensure all high and middle ability boys make the progress they are capable of;
- Ensuring that all teaching meets the needs of individuals;
- Improve students' spelling and literacy skills by ensuring the schools' learning policy is always implemented fully;
- Reduce levels of Persistent Absence for disadvantaged students and those in the 6th Form cohort;
- Decrease off-task behaviour and low-level disruption to lessons further. Continue to decrease the proportions of disadvantaged and SEND students who are excluded;
- Further improve the achievement of disadvantaged students;
- Ensure that the PD curriculum and content matches all the requirements of the new SRE framework for September 2020;
- Further embed the work on Mental Health and resilience throughout the student body;
- Develop the impact of the international links and visits to ensure the effect is cross school and cohorts.

Quality of Education - GOOD (2)

Strengths
<ul style="list-style-type: none">• Curriculum Design meets students and local needs; extra curricula provision and the wider life of the school is extensive;• Curriculum Rationale and implementation is understood and consistently applied across curriculum the majority of areas;• Assessment is used to plan for next steps and the majority of students are aware of what their next stage of learning is;• Feedback is given consistently in line with school and department policies and helps students understand their stage in development and areas for further improvement;• Focussed intervention work with hard to reach students enables them to find success despite their individual challenges, even if this does not necessarily fulfil performance measures;• Targeted intervention program for teachers through T&L team addresses weaker practice and secures improved outcomes for students;• Engagement of students in learning and lessons is strong.• Progress overall for current cohorts and all groups is in line with expectations and improving at all levels for students across the spectrum of starting points.
Areas for Development
<ul style="list-style-type: none">• Improve outcomes in underachieving areas, especially Science, ICT/Computer Science and Drama/Performing Arts;• Further improve the achievement of disadvantaged students and boys;• Ensuring that all teaching meets the needs of individuals;• Improve internal monitoring of Assessment so that there is certainty in its accuracy;• Improve students' spelling and literacy skills by ensuring the school's learning policy is always implemented fully;

Behaviour and Attitudes - GOOD (2)

Strengths
<ul style="list-style-type: none">• Engagement of students in learning and lessons is strong.• Attendance is continuing to improve reaching 94.5% in 2018-19, PA was 13.2%.• High expectations of conduct and behaviour which are at least Good with non-acceptance of disruptive behaviour of any type. Incidents of bullying are rare;• Pastoral care means students are happy, supported and safe in school;• Students take pride in their appearance, work and school, showing respect to their peers views and ideas and take an active part in their local communities;• Students display good behaviours for learning and students' leadership is strong, e.g. Student Council, Mentors, Maths Champions.
Areas for Development
<ul style="list-style-type: none">• Decrease off-task behaviour and low-level disruption to lessons further;• Continue to decrease the proportions of disadvantaged students and students with SEND who are excluded;• Continue to improve the attendance of disadvantaged students.

Personal Development – GOOD+ (2)

Strengths
<ul style="list-style-type: none">• Students understand how to stay healthy, including maintaining their mental health;• School has achieved the GATSBY benchmarks, 100% of the criteria are currently being met;• Equality and diversity are championed in the school at all levels with SMSC and British Values fundamental to the ethos of the school;• Personal Development lessons are designed appropriately to meet the needs of students at each age;• Students are tolerant of others and there is stigmatism around race, creed or religion;• The international status of the school allows students to experience a wide variety of customs and traditions that are different to their own.
Areas for Development
<ul style="list-style-type: none">• Ensure that the PD curriculum and content matches all the requirements of the new SRE framework for September 2020;• Further embed the work on Mental Health and resilience throughout the student body;• Develop the impact of the international links and visits to ensure the effect is cross school and cohorts.

Leadership and Management – GOOD+ (2)

Strengths
<ul style="list-style-type: none">• Clear vision that sets high expectations of all. There has been a demonstrable impact with all members of the school community treated with respect with tolerance and a total commitment to achieving the best progress for students;• The progress of disadvantaged students remains a priority and there is a continued trajectory with current cohorts of continued improvement;• Middle Leadership is well trained, reflective and committed to securing improvement through their monitoring and leadership of teaching;• Comprehensive CPD is tailored to individual staff as appropriate to the stage of their career and is impacting positively on classroom practice;• Safeguarding processes are robust with knowledgeable staff;• Governance through the Local Advisory Board and MAT is strong. The high expectations of the Trust ensures that the school is working towards achieving aspirational targets;• The school is highly inclusive and goes the extra mile to ensure that students receive an education provision that is appropriate for them.
Areas for Development
<ul style="list-style-type: none">• To develop further community links and events that connect the school to its extensive catchment area;• Further develop the work of the LAB and its scrutiny of the work of SLT within school;• Embed new Senior Leadership structures to make them as effective as possible.

Effectiveness of 16 to 19 Study Programmes - GOOD (2)

Strengths
<ul style="list-style-type: none">• Teaching and Learning and Assessment are good with students having well developed behaviours for learning that allow them to make good progress in their studies;• In 2019 for Year 13 VA in all subjects is in-line with expectations and in some subjects above and projected to strengthen further with current cohorts;• Retention rates are high due to appropriate matching of students and courses and as a result engagement on courses is very positive ;• High quality student destinations to HE and apprenticeships as a result of high quality guidance;• Curriculum offer and range of courses allows students to study individualised subject combinations that allow them to prepare for their next stages;• Students make a positive contribution the school and the wider community and understand their role in society well;• Students who need to reach the required standard in English and Maths are well supported to do so.
Areas for Development
<ul style="list-style-type: none">• Reduce levels of Persistent Absence across the 6th Form cohort;• Improve performance in subjects showing negative value added and monitor performance closely in subjects with large uptake, particularly in Maths and Biology.• Introduce redefined expectations for 6th Formers and increase their active presence across the school as mentors and role models for younger students.