

## Secondary Quality Mark renewal Report

- There is a strong 'can do' ethos that permeates the school. Sir Jonathan North is clearly a positive learning community where basic skills are at the heart of the school. Every child really does matter here, they are all well known by their teachers, and all staff are aware of the basic skills abilities of their students. This, coupled with an understanding of their social and emotional needs, enables staff to set relevant and obtainable targets in basic skills. In order to do this, assessment processes must be in place across all curriculum areas. This is clearly a strength of the school and robust systems ensure all pupils are challenged and succeed, developing their basic skills, self-confidence and skills for life.
- Teachers know their pupils well, and are able to set realistic but challenging targets to improve basic skills, by using the assessment data available. Information is shared during regular meetings and staff use the system to identify the students they teach who have special needs and those who are gifted and talented.
- All students are regularly tested on their reading levels. An excellent programme of withdrawal lessons is then planned to suit the needs of that particular cohort of students. The staff take great pains to ensure the learning is appropriate and interesting. Parents are also invited to learn alongside their child, so they appreciate how they can help their child improve their basic skills as well, improving their own literacy skills alongside their child.
- The marking policy is used by staff to set targets and to move students on to the next level. Teachers described how they give clear guidance to their students when marking their work in order to maintain continuous improvement. In the English department students' work is formally assessed on a regular basis and they are given detailed feedback and set new targets. Students are also given the opportunity to self assess and reflect on their progress.
- The Learning and Development faculty led by the Senco, supports students across the school in a variety of ways, including one-to-one in-class help, withdrawal groups, and booster groups. It also targets specific individuals for dyslexic support etc. Teaching assistants work with students to improve their basic skills across all areas of the curriculum. This is a strength of the school and much appreciated by the whole school community. Pupils are clearly keen to learn and are happy to be a part of any withdrawal groups, as they see this as a positive learning opportunity.
- The school provides strong role models, using both staff and all the students to model good practice. Study buddies are trained to support younger students to improve their reading, and they meet before school on a regular basis, for 40 sessions during the year. This is clearly a big commitment for both students in the partnership who really value improving reading skills and their education.
- There is a wide range of clubs and activities that support the basic skills of the students, and gives them the opportunity to converse and develop social skills. These include drama, art, homework, creative writing, reading, and numerous sporting clubs. Perhaps the school might like to explore the Quality Mark for Extended Services Providers?
- Gifted and talented pupils are given a variety of opportunities to go out into the community to meet people and participate in activities, which stretch and challenge their abilities and inspire them to future careers.
- The senior leadership team encourage and support the staff to think creatively, linking the college specialisms such as digital art to Maths and English projects, in order to demonstrate to students how they can use and apply their newly learned basic skills. Excellent examples of this are the numeracy and literacy weeks, which are planned into the academic calendar and supported by staff in all curriculum areas. The INCA programme also plays a big part in developing the basic skills of some students.

- The staff are very supportive of, and clearly appreciate, the opportunities given to the students by the Community Arts Manager who runs the INCA projects. This comprises days out or residential visits for specific targeted students, who may need support in developing a number of skills such as, self-confidence, team building and communication. The basic skills of these students are developed as a result of their improved attitude and positive outlook about themselves and their work.
- There is a number of ways that staff access professional development across the school. Informative learning and development opportunities are offered to everyone, including trainees, by the Learning and Development team. These include workshops on dyslexia, EAL, vision impairment etc. Information is also shared about the specific special needs that some students may have. Staff are given strategies and ideas about how to support these students in order to develop their basic skills.
- Key teachers meet regularly to share good practice and information, which they then take back to their own department and cascade to their colleagues. There is also a learning and development group which meet. Staff are able to attend regular INSET on basic skills and working with students who have special needs. Much of the learning and development is provided by internal staff or specialists sourced by the Senco.
- The librarian is a highly valued member of the team, and many staff appreciate her expertise and commitment to helping develop the students' interests in reading and books. She opens the library before and after school and at lunchtimes and encourages students to make suggestions about books they would like to read, which she does her utmost to provide. Statistics about the use of the library have been recorded since it has been made more accessible to the students. Over the last two years the number of students borrowing books has increased from 9,000 books a year to 15,000. The English department also encourages students to read the first 10 minutes of every English lesson and develop a love of reading for pleasure.
- Staff cohesion and teamwork is well embedded in the school. It is clear that everyone is working together to improve the quality of teaching and learning offered to the students. All subject departments ensure they support basic skills development by actively participating in Literacy and Numeracy focus weeks.
- Work related learning is well planned and is enthusiastically being developed by the staff involved. Students are able to participate in the ASDAN course and then go onto a programme of work called COPE. The latter contains modules developing student's life skills and basic skills including financial management, hire purchase, debt management and gambling addiction. The staff team is very enthusiastic about this programme and the course work the students have produced. Another school had offered to purchase the student workbooks that the staff at this school has designed.
- The school has a significant programme of adult and family learning that aims to develop parents and carers as learners. Recently, four parents went on to achieve a literacy qualification after attending family learning activities. The school is endeavouring to develop still further, family learning activities.