



JMHS

Self-Evaluation Form

October 2022

(Next update: January 2023)

Andrew Evans
Headteacher

Contents

Areas for improvement from the September 2017 OFSTED Inspection.....	2
Quality of Education.....	12
Behaviours and Attitudes.....	20
Personal Development.....	23
Leadership and Management	26
Leadership and Management - Governance.....	29
Leadership & Management – Safeguarding.....	32

Areas for improvement from the September 2017 OFSTED Inspection

- Teaching in option subjects, including business studies, ICT and design and technology, improves so that standards rise to match those evident in other subjects
- The progress of disadvantaged pupils continues to accelerate and the number that are persistently absent reduces

Teaching in option subjects, including business studies, ICT and design and technology, improves so that standards rise to match those evident in other subjects

1. The following improvements have been made to improve teaching in all subjects

a. From 2018-2022, the curriculum has been redesigned in all subjects based on the methodology listed below:

- Identify the key knowledge and most important concepts for each subject.
- Plan the best way to sequence teaching so that students gain an excellent understanding of the key knowledge and most important concepts.
- Divide learning into carefully sequenced modules or blocks of learning.
- Determine 'end points' for each module which encapsulate what students will know and will be able to do at the end of each module.
- Detail the small components of learning necessary to achieve the end points within each module.
- Identify the key vocabulary students will need to understand and use within each module.
- Sequence the small components of learning so that students are building upon and connecting to previous knowledge to maximise understanding and long-term memory of knowledge.
- Design teaching sequences to effectively teach the small components of learning and achieve the 'end points', including constant spiralling to revisit key knowledge to develop understanding and embedding key knowledge in long-term memory.
- Design resources and presentations to be used in lessons, including application and problem-solving tasks to be used in lessons and homework that reviews current or previous learning.
- Design assessments to measure how well students have learnt, remembered and understood the key knowledge and identify gaps in learning still to be addressed.

We have maximised the time available for collaborative curriculum planning so that each teacher has approximately 60 hours of scheduled curriculum development time each year. The improvements in the quality of curriculum have been supported by systematic feedback from line management and school improvement partner reviews which have judged the quality of curriculum design to be consistently good across all subjects.

The impact of these measures has been:

- Clarity about the most important knowledge and concepts for all subjects.
- Clearly defined key knowledge (including end points, small components of learning and vocabulary).
- More effective sequencing of learning, so that students build on previous knowledge.
- Increased collaborative working so that all teachers understand effective curriculum design.
- Evidence from SLT learning walks that students can confidently recall key knowledge especially for students in Y7 & Y8 who have followed the revised curriculum since starting JMHS

b. From September 2021, develop the quality and consistency of teaching so that all JMHS teaching will have the following features:

- Simple, effective, research driven teaching with teaching methodologies we use, those we do not use and common traits of lessons at JMHS clearly defined.
- Continually striving to close the gap by supporting disadvantaged students and those with SEND to learn more, remember more and understand better.
- The importance of regular review of knowledge and deliberate practice increasing fluency and skills with the application of knowledge.
- A strong emphasis on helping all students become confident and competent readers who develop a love of reading.
- Developing expert teachers who have strong subject knowledge and pedagogical knowledge and apply this skilfully in the classroom.

Further details of this are included in our Curriculum, Assessment and Teaching Policy which can be viewed below:

[**JMHS Curriculum Assessment and Teaching Policy January 2022**](#)

The impact of these measures so far has been:

- SLT learning walks have identified that starts of lesson, particular starter review tasks, have been improved so that all students are engaged and work productively from the start of each lesson and previous learning is effectively reviewed.
- SLT learning walks and work scrutiny focussed on the expectations and learning of SEND students have indicated that the removal of differentiated tasks, use of 'scaffolding' and 'adaptive teaching', and teachers regularly checking SEND students understanding has resulted in SEND students completing more work in books and becoming more confident in their knowledge.
- SLT learning walks have identified improvements in teacher explanation and effective modelling that enable students to learn and apply key knowledge effectively
- There is an increased emphasis on reading in lessons including use of text books, study guides and knowledge organisers in many subjects; use of the JMHS devised 'GASE' strategy to provide structure for using reading as a teaching activity across all subjects. This systematic approach to reading has helped us achieve average reading scores of over 110 in each of Years 7-9.
- Although there is still some improvement needed, SLT learning walks have identified that the use of questioning techniques including 'Cold Calling', 'No Opt Out' and 'Probing Questioning' is contributing to better student engagement and teacher understanding of what students know and remember.
- SLT learning walks have identified consistently good student work rate in class. Book scrutiny has revealed that when compared to 2018 and 2020 a greater quantity and quality of written work is being completed.
- Students are achieving increasing marks in cumulative half termly tests indicating that retention of knowledge in longer term memory may be increasing.

c. From January 2022, we have implemented new whole school assessment procedures to include the following:

- Effective formative assessment every lesson including after the starter review task, after main teaching activities and a plenary assessment at the end of each lesson so that the teacher has a strong understanding of what students know and can do, and can then adjust their teaching accordingly.
- The introduction of student knowledge checklists to enable students to see key learning aims and to plan revision effectively.

- The introduction of half termly summative tests in all subjects with 50% of the marks for recent modules and 50% of the marks based on longer term recall. Analysis of these tests to determine areas where further teaching or support is needed for cohorts, classes, groups of students and individual students.

The impact of these measures so far has been:

- Teachers revisit knowledge gaps and address misconceptions.
- Students have an increased knowledge of what they are learning and how well they are doing.
- We have a better understanding of how well students are retaining their knowledge and understanding over a long period of time.

d. **Over the past three years, we have further developed our whole staff training plan to include:**

- Eight curriculum leaders training sessions per year on developing the curriculum and implementing effective teaching and assessment.
- Since January 2022 each of our seven faculty training afternoons per year has commenced with a 45-minute training session for all teaching staff focussed on developing skill in a particular teaching or assessment technique included in our Curriculum, Assessment and Teaching Policy. Each training session is followed up with three hours curriculum planning time for each faculty.
- SLT learning walks to review how well the techniques are being implemented are followed by clear and honest feedback to line managers and teachers.
- Each of the 5 INSET days commence with two hours training focussed on effective learning, teaching, class management or safeguarding followed by four hours curriculum development time in faculties.
- One hour per week curriculum development time for each subject team after school.

The plan for the 2022-23 Curriculum Development is included below:

[Training-Programme 2022-23](#)

The impact of these measures has been:

- The considerable increase in time devoted to collaborative curriculum planning has resulted in improvements to the quality of the planned curriculum and its implementation.
- SLT learning walks focussed on the techniques covered in training afternoons have enabled more consistent implementation of policy and for teachers to have constructive and prompt feedback on teaching, assessment and teaching resources. This has helped all teachers including those in the early years of teaching to improve their effectiveness against the teaching standards. Improvements in the consistency of teaching have been identified in subject reviews carried by SLT and our School Improvement Partners and Advisors.

e. **From November 2021, we have introduced Curriculum Implementation Checks (CICs) for all subjects and teachers to check that the planned curriculum is being taught effectively and help us determine what students know, remember and understand, and how we can improve the quality of the curriculum, assessment and teaching. How CICs work is summarised below:**

- Each teacher has 4-6 CICs each year which are usually carried out by their subject leader or line manager.
- The subject leader or line manager books a lesson for the CIC with the class teacher.
- The line manager stays in the lesson for approximately 20 minutes noting key features of the lesson and observations of students work in books.
- The line manager takes a group of 4-6 students out of the lesson to check their books and their previous learning of key knowledge this academic year, noting the quality and quantity of work that has been completed, knowledge that is secure and knowledge that needs to be revisited.

- The line manager meets with the teacher to discuss the teacher's views on the knowledge and understanding of the class, and gives feedback on the lesson visit, student books and their knowledge and understanding. They then discuss any areas for possible improvement with this class.

The current proforma used for CICs is included below:

[CIC form](#)

The impact of these measures has been:

- Teachers have received feedback on what students know, remember and understand, particularly for SEND and disadvantaged students. This has enabled them to adjust their teaching and address gaps in knowledge and understanding.
- Subject leaders have an increased understanding of how effectively the planned curriculum is being implemented and are better able to support teachers in developing the quality of their teaching.

f. We have strengthened line management so that:

- The line management programme is aligned with the staff training programme and feedback is given on aspects of training delivered each half term.
- CICs and follow up actions are discussed at line management.
- Curriculum Leaders receive advice and training on effective line management.

The impact of these measures has been:

- The regularity, quality and consistency of line management have improved so that every teacher is receiving honest and constructive feedback.
- Line management reinforces key learning points from recent training thereby improving the quality and consistency of teaching.

2. The following measures have been taken to specifically improve standards of teaching in Business Studies

- Opportunities to discuss the best method of implementation and course structure with other teachers and exam board personnel to ensure students have a clear, well sequenced approach to learning.
- Schemes have been developed to include in detail the curriculum end goals per module and the small components of learning within them. Year 9 is now structured to be a stand-alone transition year that provides students with the foundation knowledge ready to start the Key Stage 4 course in Year 10.
- Creation of schemes of work and centralised bank of resources and homework tasks.
- External CPD sessions completed with a focus on effective implementation at Key Stage 4 through the Cambridge National in Enterprise and Marketing.
- Starters have been updated to focus on knowledge recall. Students respond well to knowledge recall starters and through the careful consideration of the questions asked, it has provided students with the foundation knowledge needed for the upcoming lesson and also highlights any areas of weakness or gaps in students' knowledge which can then be addressed immediately.
- Knowledge checklists have been developed for each half term. These have allowed students to conduct meaningful revision and to check their performance in assessments against the objectives. Knowledge checklists have been particularly helpful in supporting disadvantaged and SEND students in that they can see their learning journey and understand what they should be able to know by the end of the module. These are then a useful indicator to students of what they need to work on in their next steps.

- Students now complete half termly assessments which allow students to demonstrate what they know and any misconceptions or areas to be retaught. 50% of the assessment is on recent knowledge and 50% on previous material. The data is collated and analysed by the class teacher along with the knowledge checklists. If there are whole class issues, this then allows class teachers to revisit their lessons and improve how content is taught in these topic areas and also to go over any misconceptions.
- Textbooks have been purchased and are being used more effectively, so that students have access to support material both in lessons and whilst completing homework.
- Improved facilities and specialist classroom with computer desks for teaching the subject.
- School Improvement Partner (SIP) and Advisor reviews to focus on development of the vocational faculty and the curriculum planning.

The impact of these measures is summarised below:

- SIP review highlighted that the new '*Business curriculum overview demonstrates well-crafted curriculum intent statements and high aspirations for all students*' as well as referring to cross curricular skills and targeting cultural capital for all.
- This has led to an increase in uptake at Key Stage Four and in the Sixth Form so that Business is one of the more popular courses in our Sixth Form. Currently in Year 9 there are 46 students in the Enterprise and Marketing groups (c.f. Year 10 - 29, Year 11 - 32). Outgoing Year 13 had two students, current Year 13 has 13 students and Year 12 has 17 students.
- An improvement in exam results at GCSE and A level. In 2022, the Level 2 cohort achieved 100% Pass or higher, with 61% at Merit or higher, compared to 2019 when these figures were 96% and 50% respectively. At Level 3, 100% achieved a Distinction or higher compared with 60% in 2019.

3. The following measures have been taken to specifically improve standards of teaching in computer science, computing and ICT

- Change of staffing with three specialist teachers from September 2022 guided by a successful subject leader with excellent subject knowledge.
- The requirements of the National Curriculum for Key Stage 3 have been mapped and accounted for to ensure that all students at Key Stage 3 are given a broad and purposeful learning experience. The scheme of work has been redeveloped to ensure lessons are relevant and are keeping up with the developments in technology.
- The introduction of a computing course for all students in Key Stage Four.
- More thorough coverage of recent and relevant e-safety issues within PSHRE across all years.
- Introduction of a new Double ICT award course at Key Stage 5 to continue to cater to students' interests.
- Decision to discontinue ICT Cambridge National course at KS4 to focus fully on GCSE Computer Science.
- Using Year 9 as a transition year to help students develop the knowledge and the skills particularly in programming to ensure that students can be successful with studying GCSE Computing in Year 10 and Year 11.
- School Improvement Partner and School Improvement Advisor reviews with a focus on curriculum design, implementation and impact.

The impact of these measures is summarised below:

- The subject leader (who commenced at JMHS in September 2020) has ensured better management of behaviour within lessons and a better structure to learning. As a result of this students are focussed, are working harder and learning more effectively.

- The SIP review highlighted that schemes of work for ICT and computing '*all develop linearly with modules sequenced to build on prior learning and to cyclically re-visit previous content*'. Areas for improvement included Year 7-8 schemes needing more clarity of small components of learning which has now been rectified.
- The new double ICT award at Key Stage 5 has meant that students who have a particular interest in ICT and would like to go into that field in the future can now study a practical course worth 2 A Levels with an experienced subject specialist.
- Much improved uptake of courses especially at Key Stage Five so that now there are a total of 32 students studying ICT, 16 of whom are completing the double award, and 18 students studying Computer Science in the Sixth Form.
- Strong GCSE results in 2022 in Computer Science; 46% of students achieved Grade 7 or above, 70% Grade 5 or above and 92% Grade 4 and above.
- Much improved Advanced Level results so that in 2022 100% of students achieved Grade B or higher, 67% A or higher, compared to 2019 where 75% of students achieved a Grade D and 25% a Grade E.

4. The following measures have been taken to specifically improve standards of teaching in design technology

- Appointment of a new specialist Head of Design Technology from September 2019.
- Ensuring the Head of Design Technology has the time and support to be effective.
- School Improvement Partner and School Improvement Advisor Reviews which have highlighted how curriculum design and implementation can be improved.
- Improved schemes of work in Year 7 and 8, where work is organised into smaller and more coherent sections, and to better equip students with technical skills and understanding.
- Lessons are structured so that students are taught content as a class more frequently than in previous years. Individual lessons and small blocks of lessons require students to produce tangible outcomes which can be checked and assessed prior to moving on.
- Lesson starters and plenaries are embedded in both practical and theory lessons, bringing structure, design innovation and understanding to practical lessons, and subject knowledge to theory lessons.
- Students are taught to use design software from the outset at Key Stage 3. There is a stronger focus on precision and accuracy in design and manufacture.
- The OCR GCSE Art & Design 3D Design qualification has been chosen to replace the previous GCSE specification. This better combines structured design work with practical elements which align more closely with what is taught at Key Stage 3.
- An improved programme of study in Year 9 prepares students with skills and understanding which better prepares them for the start of the GCSE programme in Year 10.
- Having a supportive and experienced technician has helped improve teaching. Consequently, practical lessons are taught better, with learning objectives being met.

The impact of these measures is summarised below:

- The Year 7 and 8 schemes are now underpinned by mastery skills in traditional woodwork, product design, graphics and food technology, which has improved student skills, knowledge and confidence going into Year 9.
- Students are demonstrating an increasing level of confidence with their work as the lesson starters seek to address problems before manufacture, and plenaries consolidate the learning.
- Classes at Key Stage 4 are now working more cohesively such that more students are completing sections of their projects on time; there is a smaller gap between the students than in previous years.

At Key Stage 4, students are able to work more independently and as a team without the need always to ‘teach lead’ practical lessons.

- The Key Stage 4 course is increasingly producing better portfolios and product outcomes for Key Stage 4 students. Due to Covid-19 there has not yet been a cohort assessed on Unit 2 (timed practical examination). However, students are ready to demonstrate their skills in this unit this academic year.
- Students are benefiting from the joint experience of the current team of two qualified DT teachers and a technician. At Key Stage 4, the quality of outcome has significantly improved due to the input, feedback and hands-on approach of this staffing structure. Students have been able to manufacture at a better pace as more advice and resources are available to them.
- The 2022 GCSE results showed an improvement of just over half a grade on average point score (APS) when compared to previous years.

Year	APS
2017	3.6
2018	3.9
2019	3.8
2022	4.4

The progress of disadvantaged pupils continues to accelerate and the number that are persistently absent reduces.

NB Our whole school work on our CAT policy, curriculum design, teaching methodologies and assessment summarised earlier in the SEF is our primary driver in increasing the progress of pupil premium students

Between 2017 and 2019 our support for disadvantaged students was focussed around all class teachers consistently implementing the following actions

- Know all PP students well, contributing and using strategy guides for individual students
- Prioritise PP students on seating plans, seating them where they can learn best
- Prioritise PP students marking and verbal feedback
- Prioritise homework support
- Prioritise intervention for PP students

These strategies were supplemented by:

- Mentoring and support from our Pupil Premium Co-ordinator
- A large number of catch up classes where PP students were given small group support especially in Y10 & Y11
- Enhanced pastoral support for Pupil Premium students especially with improving their attendance by Year Leaders and through mentoring from SLT members
- Early support (from summer term Year 10) for disadvantaged students by an independent Careers Adviser to identify a suitable post-16 destination, partly with the aim of motivating students to improve their engagement in lessons

These changes had a positive effect, illustrated by the GCSE examination results where students entitled to the Pupil Premium made similar progress to their more advantaged peers; there was a strong improvement when compared to previous years. In 2019, the Attainment 8 figure for PP students (FSM6) rose by one grade compared to 2018. Also, in 2019, the gap as measured by Progress 8 had decreased to -0.3 grades from approximately one grade in previous years demonstrating significant improvement.

In Autumn 2019, even though these results demonstrated definite improvement, we felt that all students especially Pupil Premium students could and should achieve better. We identified the following priorities to achieve improvement:

- Complete our redesign of the curriculum in all subjects so that all students would know more, remember and understand better
- Develop a consistent approach to teaching based on the most reliable research evidence
- Research and identify a more effective assessment methodology that enables all students especially disadvantaged students make better progress
- Give Year Leaders 50% teaching timetables so that Year Leaders can spend the remaining time supporting students particularly disadvantaged students with improving their attendance, dealing with issues before they become major and encouraging disadvantaged students to participate in enrichment opportunities
- Teachers to continue to prioritise disadvantaged students in lessons with seating position, checking understanding, feedback, encouragement and homework support
- Remove catch up classes which we felt encouraged a culture that it was ok to fall behind and catch up rather than ensuring all students learn more, remember more and understand better

Although progress on some of these priorities was slowed by the lockdowns and the pandemic, all of the above have now been achieved with a particular concentration since January 2022 on implementation of teaching and assessment strategies

During the lockdown periods we worked very hard to provide support to disadvantaged students including:

- Ensuring that every disadvantaged student had access to the internet and a 'Chrome Book' within the second week of the first lockdown in 2020
- Using feedback from parents and students to find that the preferred model of delivery for students especially disadvantaged students were 'live' lessons
- All teachers delivering all lessons live during the lockdown in the Academic year 2020-21
- Maximising the number of disadvantaged students attending Skeleton School during lockdown averaging 60 students, so that disadvantaged students could receive bespoke support to succeed with the live lessons in school
- Regular phone calls from Year Leaders to parents of disadvantaged students to maximise attendance and active participation in live lessons

In spite of this support, and in common with the majority of schools in the UK, the attendance of disadvantaged students declined during and after the COVID pandemic. However, attendance for disadvantaged students increased significantly in the early autumn term of 2022. The September figure for students entitled to FSM increased by 2.6% compared to the same time period in 2021. The figure for PP (FSM6) students rose by 1.7% compared to 2021.

Between September 2020 and June 2022, we accepted 21 new students into the Year 11 cohort who took their GCSE exams in the Summer 2022 Series. Of these students, four were children who were looked after, six were students for whom we received Pupil Premium funding, and five were students who had very low or zero attendance at their previous schools. Several had been in danger of permanent exclusion at their previous school. Our policy is to be inclusive and accept all students who apply to JMHS as we believe in an inclusive education system where all can succeed. All 21 students improved during their time at JMHS achieved creditable results given their starting point however their results were much lower than the rest of the cohort and this had the effect of decreasing provisional A8 and P8 score for the cohort and for disadvantaged students.

Of the 21 students we received Pupil Premium funding for 6 students. The P8 average scores were as follows for PP students:

All 31 PP students	36.3
The 6 PP students who joined JMHS after the start of Y10	22.0
The other 25 PP students	40.0

Additionally, COVID-19 hit Y11 disproportionately, as illustrated in the attendance figures below.

2021-22 Attendance	All students	PP
All Year Groups	91.1%	87.4%
Year 7	93.4%	92.0%
Year 8	92.2%	87.5%
Year 9	91.2%	89.4%
Year 10	90.9%	86.5%
Year 11	87.3%	80.5%

This had the effect of depressing disadvantaged students' exam results despite our very best efforts. However, it should be noted that all Year 11 disadvantaged students in 2022 have progressed in education onto suitable post-16 courses.

It should also be noted that, as a result of implementation of our new curriculum, our disadvantaged students are making improved progress in Y7-Y10 with improving test scores which are getting closer to the average of all students. The cumulative test data from Summer 2022 is given below:

Latest available cumulative test results – **Pupil Premium, PP attainment gap, (Cohort)**

	Year 7	Year 8	Year 9	Year 10	Year 7 – Year 10 Mean
English	73% -4% (77%)	62% -13% (75%)	69% -1% (70%)	57% -11% (68%)	65% -7% (72%)
Maths	62% -7% (69%)	51% -11% (62%)	49% -4% (53%)	46% -4% (50%)	52% -6% (58.5%)
Science	61% -10% (71%)	49% -6% (55%)	62% -8% (70%)	42% -12% (54%)	53% -9% (62%)

- Pupil Premium mean average scores are close to cohort scores but are just below, English (-7%), Maths (-6%), Science (-9%).
- Test results are used to determine which students need further help and interventions.

In the Summer Term of 2022, we introduced our Post-COVID Attendance Recovery Plan which is embedded below:

[Post-COVID Attendance Recovery Plan-v2](#)

The effect of this plan is illustrated by the attendance statistics given below:

September 2021 to September 2022 comparison:

	September 2021	September 2022
All	94.1%	95.0% +0.9%
PP	91.9%	93.6% +1.7%
FSM	91.1%	93.7% +2.6%
SEND	89.9%	93.6% +3.7%
EAL	92.8%	93.6% +0.8%

Our current strategy to further improve disadvantaged students progress is summarised in our CAT policy which is embedded below:

[JMHS Curriculum Assessment and Teaching Policy](#)

Additionally, the following two strategies further support the achievement of disadvantaged students:

- Introduction of Student Profiles for all students with EHC plans. The profiles are based on the EHC plan target areas and are supported by tried and tested teacher strategies.
- The school “Inclusion Hub” offers a facility throughout the school week, including during break, lunch and after school, through which faculty and pastoral leaders can effectively target catch up work, respite time and key assessment time, towards vulnerable students on a timetabled or “when needed” basis. This has restored confidence and allowed some students to return to full mainstream education after disjointed periods of time. The centre is staffed by an experienced teacher who manages a series of one-to-one tutors.

Quality of Education

Current evaluation: Good

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the National Curriculum or a curriculum of comparable breadth and ambition.

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Pupils study the full curriculum and the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.

- The Key Stage 3 curriculum has been audited by curriculum leaders against the National Curriculum and checked by line managers and in subject reviews. It covers the National Curriculum in all subjects and goes beyond in some areas.
- All students in Key Stage 4 study English language and literature, mathematics, combined science or biology, chemistry and physics to GCSE.
- Over 97% of students in Key Stage 4 study at least either history or geography to GCSE (some who join the school later in Y10 and have not studied either subject at their previous school do not).
- Over 70% of students in Y10 and Y11 study at least one modern foreign language to GCSE. Over 95% of students in Y9 study at least one Modern Foreign Language to GCSE.
- Over 95% of students in the current Y9 follow the full suite of EBacc subjects. We believe that this illustrates our ambitious curriculum for all.
- The very small number who do not study a language in Y9 have been selected due to specific difficulties with language and our analysis that insisting they study a modern foreign language would be particularly frustrating and counter-productive for these students. Instead they choose an additional subject they particularly enjoy or receive bespoke individual help to address their learning needs.
- We have worked to ensure that all foundation subjects have sufficient time to cover the full national curriculum content in Y7 and Y8. For instance, in 2020 we increased the amount of time dedicated to teaching history and geography in the year groups to two hours per week.
- A carefully planned programme including careers coverage, presentations to parents and students, taster lessons and individual interviews with SLT members are used to help students choose 'option subjects' from Y9 onwards.
- Y9 is a 'foundation year' for all option subjects where students gain the underpinning knowledge and a breadth of learning to enable them to successfully commence their examination courses in Y10. Any student who needs to swap to another option subject during Y9 because they made a poor choice in Y8 is supported in changing courses. We strongly believe that having this foundation year, reduces pressure on students in Y10 and Y11 and benefits student's mental health.
- We have developed and improved the curriculums for Personal, Social, Health and Economics, for Relationship & Sex Education and Careers Education during 2021-2 so that there will be enhanced coverage of content and improved quality during 2022-23.

- An extensive enrichment programme which covers the arts, sport, international visits, fieldwork, productions etc is available to all students. Participation in enrichment activities is monitored and increasing including disadvantaged students and those with SEND.
- Each curriculum subject has identified ‘forward-facing knowledge’ to be covered at the start of each course and then reinforced through constant spiraling.
- Identical ‘end points’ for key knowledge have been identified in all curriculum areas for all students so that there is equal ambition for all. Subject leaders have carefully planned ‘small components of learning’ together with scaffolding and support to enable all students to master and to be able to recall and apply this key knowledge.
- Each subject has carefully sequenced learning so that students can link new learning to existing knowledge and develop their conceptual understanding, as well as knowing facts and methods.
- Each subject has ensured that knowledge and experiences to develop cultural capital go beyond the exam syllabus and permeate their curriculum.
- Every subject has had a School Improvement Partner Review evaluating the quality of planning and curriculum design with clear action points for improvement.
- Whole school INSET training in the academic year 2021-22 has particularly focused on the effective teaching of mixed attainment groups, including adaptive and responsive training so that students with SEND and students who are disadvantaged can achieve the same outcomes as others with suitable support.
- All subjects summarise in the curriculum overviews (which are on the website) how they contribute to ‘preparing students for life in Modern Britain’ and ‘careers provision’ enabling us to identify gaps which can then be covered within subjects and our PSHRE and Careers Curriculums.

Further details of our curriculum, our curriculum rationale, subject overviews and yearly subject summaries are included on the Curriculum pages of our website which can be accessed below.

<https://www.jmhs.hereford.sch.uk/curriculum>

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

- The curriculum has the same ambitious aims for all students including those with SEND.
- The majority of subjects now teach students in carefully crafted mixed ability classes, where SEND students are seated with conscientious and helpful peers. This has been the case since September 2021. Since then SLT learning walks have identified that SEND students have higher expectations of themselves, are working harder and are producing a large quantity of good quality written work.
- SLT learning walks and School Improvement Advisor reviews have identified that teachers are including in their lessons support and scaffolding so that students with SEND do not suffer cognitive overload and can access the same tasks as their peers with appropriate support.
- SLT learning walks this term indicate that teachers are becoming more effective at checking the understanding of SEND students before and during undertaking planned practice tasks.
- Starter and homework tasks which always review previous learning with carefully graded questions and support available are enabling SEND students to become more fluent with increasing scores in cumulative tests.

The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.

- Teachers have planned and rewritten the curriculum between September 2018 and June 2022 working collaboratively in subject teams. This has produced a curriculum that is now judged to be coherently planned and sequenced in nearly all areas by SLT and School Improvement Partner reviews.
- Subject leaders and teachers receive continuous feedback on the quality of work set, so that now students are achieving higher marks in half termly tests due to reviewing key knowledge regularly and building knowledge cumulatively.
- There is still work to be done on ensuring all resources used for learning and work set are consistently of a high standard. SLT recognise this is a time-consuming task and have asked subject teams to particularly concentrate on improving the quality of the Y7 & Y9 Curriculum and the learning resources for these year groups during the academic year 2022-23 to ensure a reasonable staff workload.
- For each of the last five years over 95% of lessons are taught by suitably qualified subject specialists. For the academic year 2022-3 the figure is 97%.
- The small number of teachers teaching lessons outside their subject specialism are given strong and consistent support with lesson planning, resources, assessment and teaching methodologies by working closely with a teacher who has excellent subject knowledge and using detailed faculty planned learning schemes.
- School Improvement Partner reviews have consistently identified subject knowledge as a strength across all subjects reviewed.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- Our CAT policy specifies 8 teaching strategies that we use and that have been proven to be effective in studies of teacher effectiveness and research into cognitive science. These strategies are: Review, Explain, Model, Question, Deliberate Practise, Feedback, Plenary and Peer Teaching. The CAT policy also specifies teaching methods not to be used and common traits of lessons at JMHS. The CAT Policy can be accessed below:

JMHS Curriculum Assessment and Teaching Policy

- This consistent approach to teaching allows us to dedicate an annual training programme dedicated to improving the quality of our agreed teaching methods. In the 2021-22 academic year we particularly focussed on traits of lessons at JMHS, review, plenary, and some work on deliberate practice. Through 2022-3 we are focussing on 'Explain, Model and Question'. The 2021-22 training and the 2022-23 training programme can be viewed below.

Training Schedule 2021-22

Training Schedule 2022-23

- Whole staff and faculty training on effective teacher explanation and modelling are leading to clearer explanation and more effective three stage modelling using the I, we, you process. This has

- meant that students who have SEND or have been lower attaining are starting to make better progress as indicated by half termly test results.
- School Improvement Partner reviews and Senior Leadership Team (SLT) lesson visits consistently identify teachers promoting positive discussion, using questioning and other methodologies to identify misconceptions and then addressing these through effective teaching.
 - SLT learning walks have identified that planned approaches to directly address common misconceptions ‘head on’ are used especially well in mathematics, humanities and science.
 - All subjects have sequenced learning so that new learning can relate to previous experience and is connected with larger concepts, following training and feedback from senior leaders.
 - Larger concepts and key learning are revisited regularly to build more detailed knowledge incrementally. Care is taken to build gradually so that student confidence in their own ability and motivation are maintained. Training on curriculum design and sequencing for curriculum leaders focussed strongly on sequencing from September 2018 - August 2021. Review training has taken place.

Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Every lesson commences with a review task based on either reviewing previous learning from the current module or previous modules or previous years. Students are required to work quietly and individually on the review task which lasts for approximately 10 minutes. Whilst students are working on the task teachers circulate to check understanding prioritising students with SEND and those who are disadvantaged. Where students lack knowledge, the teacher helps individuals or stops the class to give more whole class teaching to make knowledge secure.
- After completing the starter review task, the teacher goes through the answers for some or all of the questions asking students to mark in green pen and correct ensuring there is not incorrect knowledge recorded in books and that misconceptions can be directly addressed.
- Teachers ensure key information is available to students to prevent overloading short-term memory eg through having text books or knowledge organisers
- Formative assessment is used at least three times in each lesson to check students' knowledge and understanding: after the starter task; after the main teaching task; and during a plenary task that reviews the key learning points from the lesson.
- Where the plenary task identifies gaps in knowledge and understanding, the teacher plans to address these in the following lesson.
- Questioning students is based on the ‘cold call’ and ‘no opt out’ techniques so that all students are focussed and the teacher can identify knowledge that needs to be consolidated and misconceptions to be addressed.
- Homework tasks which are designed to review previous learning are set weekly for each subject.
- Classwork and homework tasks are self-marked by students so that they can have accurate knowledge reinforced and inaccuracies corrected. This also reduces teacher workload.
- At the end of each half term students take a test in each subject which acts as our summative assessment. Half of the marks are allocated for knowledge taught that half term, the other half for previous learning. Tests are student marked in class the following lesson to allow the teacher to explain how marks are achieved and students to see for themselves how they can improve
- The teacher uses the marked tests to identify misconceptions, areas of the curriculum to be retaught and which students need enhanced support.
- Marks for the tests are used to analyse progress of groups of students and classes.

- Assessment is used by subject leaders to identify areas where the curriculum or teaching methodology needs to be amended to enable greater knowledge retention and better understanding.
- Practice and mock exams are teacher marked, these are the only requirements for teacher marking to reduce unnecessary staff workload.
- The impact of this assessment strategy introduced in January 2022 has been reduced teacher workload, teachers having a better understanding of what students know, remember and understand and students becoming more fluent and confident with their knowledge recall and application.

Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Classes and seating plans are designed to enable students to focus fully and work effectively using ‘Kagan seating plans’ to enable all students within mixed attainment classes to succeed. Students are seated in rows facing the teacher and the board helping them to focus, the teacher circulate through the lesson particularly prioritising students with SEND & disadvantaged students
- Every classroom has good teaching resources including high quality interactive touchscreen monitors, visualisers and traditional whiteboards.
- Facilities have been recently enhanced for teaching of practical and vocational subjects including food technology, design technology, business studies, travel and tourism, art, design and photography and computer science
- Every subject with written content uses good quality relevant text books in class.

Reading is prioritised to allow pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

- Students spend two 25-minute tutor sessions per week on whole class reading.
- All students in Y7-Y9 participate in the ‘Book in my bag’ scheme designed to encourage reading for pleasure which is monitored and supported by English teachers and our librarian.
- Teachers use the JMHS reading strategy GASE (Gist, A closer look, Summarise, Elaborate) to systematically use reading as a learning tool for new knowledge on a regular basis in lessons.
- Every subject specifies key vocabulary to be learnt each term, teaches this vocabulary in a systematic way and reviews the vocabulary regularly using starter tasks and homework.
- We measure every students’ reading ability including scores for accuracy, vocabulary, comprehension and inference. Students over two years below their chronological age have planned intervention.
- The Y7 reading support programme enables students in Y7 more than two years behind with reading to catch up through a highly structured phonics and reading comprehension programme.

- Reading buddies and one to one reading with our librarian and learning support assistants helps students who struggle with reading in all year groups develop confidence and enjoyment of reading.
- Daily reading implemented for those students who are significantly below their chronological age for reading.
- Reading for pleasure is promoted through a calendar of events, spanning across the academic year organised by our Head of English and librarian including book clubs, author visits and a poet in residence.
- Our excellent school library is used by hundreds of our students every week. Since the 'Book in my bag' strategy was introduced for Y7 and Y8 students in May there has been a considerable increase in books borrowed from the library so that now over 300 are borrowed per month.

As a result of the planned reading curriculum outlined above:

- The vast majority of students in JMHS have reading ages in line with or above their chronological age.
- Due to the effective intervention programme, a small and decreasing proportion of students have reading ages significantly below their chronological age.
- SLT learning walks and focus groups with students have identified that students have good knowledge of subject specific vocabulary.
- Due to the well planned and thorough mathematics curriculum, students including those with SEND make good progress developing their mathematical skills which they apply and practice in a wide range of subjects in addition to mathematics particularly science, geography, computing, business and Design Technology. The Science Faculty are working with the Mathematics Faculty to better align the teaching of science topics with coverage of the mathematics curriculum and to strengthen science teachers teaching of mathematical topics.

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.

Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

- Work scrutiny and SLT learning walks indicate that the vast majority of students including disadvantaged students and those with SEND complete large amounts of good quality, well presented written work.
- Students show a good knowledge of previous knowledge taught in CIC discussion and subject review focus groups.
- Half termly cumulative tests indicate that students are developing detailed knowledge stored in the longer-term memory especially for younger students who have followed our new curriculum since arriving at JMHS with marks gradually increasing each term.
- Advanced Level results up to and including 2019 indicated that attainment was above average whilst progress was in line with expectations.
- Advanced Level attainment for 2022 was high, the average point score was 40.1 for the 58 students in Y13. The average Advanced Level grade was grade B and the average vocational grade a Distinction. It is of particular note that 37% of students achieved grade AAB or higher in facilitating subjects, an unusually high percentage for an all ability sixth form.
- GCSE results in 2019 and earlier indicated that student attainment was slightly above the national average whilst progress as indicated by Progress 8 was in line with expectation.
- Provisional analysis of 2022 GCSE results indicates that students achieved an average Attainment 8 score of 47.9 and an average Progress 8 Score of -0.28. These are extremely disappointing results and are not in our view representative of the knowledge students are learning and

applying across JMHS. There are a number of reasons we have identified about why these results are so low.

- As an inclusive school we always accept students whose parents or carers apply for in-year transfers regardless of whether this moves us above our planned admission number of 150 students per year group. With the 2022 Y11 GCSE cohort we accepted 21 new students between the start of Y10 and completing Y11. These included young people who were looked after; those who had been permanently excluded or received multiple suspensions from other school; and many who had very low or zero attendance at their previous school. We put a huge amount of effort into helping these young people feel supported and safe and engage with their education. We are proud that all improved their attendance, worked productively, achieved better outcomes than we predicted when they joined JMHS and successfully progressed on their next stage of education or training. This group of 21 students achieved an average Attainment 8 score of 32. This means that the other 146 students who completed all of their final two years at JMHS had an average A8 score of 50.2. We do not have sufficient data to calculate the P8 Score of the cohort of 146 students but our estimates indicate that this is likely to be close to -0.1.
- Y11 in 2022 were disproportionately affected by COVID with much lower attendance than Y7- Y10. Y11 attendance was 87.3% compared to Y7-10 average attendance of 91.9%. We believe this lower attendance has significantly affected results.

Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

- There is a carefully planned programme of weekly tutor group careers lessons to enhance careers to help students from Y7 develop a knowledge of future careers and further education options.
- We work closely with local colleges and apprenticeship providers to ensure that every Y11 student has a college place or apprenticeship particularly those who are looked after, post-looked after, disadvantaged or who have SEND. These students are given intensive support from our skilful and well qualified independent careers advisor.
- Every Y11 and Y13 student is given high quality one to one help in planning their next steps and ensure they secure a suitable course. A larger proportion of Y13 students than is typical of state schools progress to courses at Russell Group Universities.
- As a result of the close guidance, all Y11 students in 2022 commenced a suitable sixth form course, college course or apprenticeship.

Pupils with SEND achieve the best possible outcomes

- Reading: At the start of Y7 in 2020 there were 14 students with a reading age 3 or more years below their chronological age. As of September 2022, there are only 4 students, in this cohort, with a reading age 3 or more years below their chronological age. This highlights how the students who are the furthest behind have made progress and improvements as a result of the two-year reading support programme we provided to these students, during Years 7 and 8.
- Test Results: SEND students for the first time, are averaging over 50% in science and English tests, and are averaging close to 50% in maths tests for the Spring and Summer Term 2022.
- Exam Results: The FFT analysis of 2019 states that the non-SEND cohort attained an average grade of 5.2 and the 23 students with SEND attained an average grade of 2.6. This year's results showed that the 30 students with SEND attained an average grade of 3.4 whereas the non-SEND cohort averaged 5.2. Since 2019, the gap has closed from 2.6 to 1.8 in spite of problems with absence but we believe we can close the gap further for younger students.

- Moving onto the next stage: All 30 SEND students, including four students with Education, Health Care plans, have progressed to further education with 2 students continuing their studies at JMHS on a level 3 course and one of our Year 13 students with an EHC plan has secured a place at Birmingham University.
- Students with SEND are actively encouraged to join in all aspects of school life, for example recently, 17% of students with SEND acted as Open Evening Tour guides and currently 12% of the Prefect team are made up of students with SEND, which is a 6% increase on 2021-22.
- Continue with the drive to encourage all students, but especially those with SEND needs, to actively participate in an extra-curricular club, which has proved successful since its implementation during Autumn 2021. During the first half term of 2021, of the 93 students attending enrichment clubs, 16 of those students, 13%, had SEND needs. During the same period this half term, of the 273 students attending extra-curricular clubs, 56 of these students have SEND needs, this is 38% of our students who have SEND.

Behaviours and Attitudes

Current evaluation: Good

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

- There are clear and consistent expectations of behaviour based on our classroom rules, expectations and routines which are consistently applied thus enabling focussed starts to lessons, very good behaviour and a positive ethos in class.
- The Behaviour for Learning policy and staff training have been revised to reflect restorative approaches to addressing low level disruption and providing a firm but supportive framework for those with challenging behaviour to improve. As a result of these changes the number of students receiving detentions has decreased and there have been small but significant improvements in behaviour.
- The small number of classes where there can be problematic behaviour are identified as 'red classes', have frequent visits from senior staff and have class behaviour plans devised by the class teacher with support from the subject leader and year leader. These enable long term improvement in behaviour for these classes.
- SLT learning walks and School Improvement Partner reviews consistently identify that in the vast majority of classes behaviour is very good, with students concentrating fully, starting tasks rapidly, collaborating effectively with practical work and group tasks where appropriate and helping the teachers teach effectively.
- High levels of structured supervision at break and lunch where students are supervised by their year leader, a SLT member, a teaching assistant and tutors within year group zones enable considerate behaviour and any problems to be picked up early. As a result of this careful and proactive supervision which commenced in September 2020 there has been a considerable reduction in minor and major incidents at brunch and lunch, there is a positive ethos and students feel safe and happy.
- The assembly programme, PSHRE programme and curriculum plans provide regular opportunities to consider discrimination, its causes, impacts and resolutions. Bespoke PSHRE workshops delivered by year leaders provide extended coverage of key issues in terms of consent, harmful sexual behaviours, child exploitation and equalities.
- The rare instances of discrimination, child on child abuse, or bullying that occur are tackled promptly and thoroughly by our pastoral team. Victims are supported with safety plans, whilst perpetrators learn the consequence of their actions and are proactively supported in addressing their behaviour.

- Pastoral and SEND team meet regularly to audit level of need and decide on appropriate intervention for students with challenging behaviour. They also use student surveys to ascertain the level of child on child abuse, and the possible hot spots in and around the school and community.
- SLT learning walks identify that students strive to present their work well, produce a good quantity of high-quality work. When students are marking and receiving feedback on half termly tests, they show determination to learn and do better next time. Teachers explain how to study effectively commentating on the learning methods used in class and students are gradually improving their knowledge of how to learn effectively.

Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

- Attendance in 2018-9 and earlier years was marginally above the national average and the number of persistent absentees was just below the national average. Whilst unauthorised absence was below average, authorised absence was above average. This may have occurred because we follow up every absence but might also indicate that we are too willing to authorise absence and that we could be challenging more
- In previous years the number of disadvantaged students who were persistent absentees was too high. Our pastoral team, year leaders and form tutors now work closely with students especially students who are disadvantaged or who have SEND to improve their attendance. The strategies being used to improve attendance are included in our Attendance Position Paper which is embedded below.

[Attendance Position Paper](#)

- During the academic year 2021-2 COVID spikes led to a reduction in attendance for all students. The figures for the Autumn Term 2021 and regular checks against live published national figures indicated that attendance at JMHS was slightly above the national average and that persistent absence was slightly lower than the national average. In common with other schools, disadvantaged students had the highest number of absences and the highest number of persistent absentees. To significantly improve attendance and reduce persistent absence, we devised and began implementation of our Post-Covid Attendance Recovery Plan which is embedded below.

[Post-COVID Attendance Recovery Plan](#)

- Despite rising COVID rates attendance has improved at the start of the academic year 2022-3.

	September 2021	September 2022	
All	94.1%	95.0%	+0.9%
PP	91.9%	93.6%	+1.7%
FSM	91.1%	93.7%	+2.6%
SEND	89.9%	93.6%	+3.7%
EAL	92.8%	93.6%	+0.8%

- The high staff presence circulating between lessons and a rigorous approach to tackling lateness ensure students are punctual. As a result, lateness to lessons is always recorded and tackled, and punctuality is very good and currently measured at over 97%.

Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).

- Year leaders meet regularly with students and parents (often through pastoral support plans) who have challenging behaviour to develop proactive strategies to help them improve and avoid suspension or make improvements following suspension.
- We use our Behaviour Recovery Room and full time Behaviour Recovery Officer to work with students who have exhibited challenging behaviour to help them address these behaviours whilst continuing to complete work on the curriculum.
- We further developed the work of the Behaviour Recovery Room and our restorative approach to behaviour problems from April 2022 with the aim of further improving behaviour throughout JMHS whilst reducing suspensions. Since that time, the table below illustrates how suspensions have decreased whilst we have also achieved some small improvements to behaviour which was already rated as good in School Improvement Partner and Advisor Reviews.

Number of suspensions by Half Term in 2021/22					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	15	10	10	3	4

- It is also worth noting that there have been no suspensions or exclusions during September 2022.

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

- We strive to develop three key qualities for all members of the school - being 'conscientious, considerate and co-operative'. These qualities and our third school aim of 'building a community where we all support each other' are continually emphasised and contribute to the positive relationships that can be seen across JMHS.
- Our behaviour lead and pastoral team regularly lead staff training on developing and maintaining positive and respectful relationships. Leaders model calm positivity.
- As a result parents, staff and students comment that relationships are positive and respectful.
- The latest parental survey stated that over 95% of students felt safe at JMHS.

Personal Development

Current evaluation: Good

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.

The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

- There is a strong cultural tradition at JMHS which includes excellent curricular opportunities in art, dance, drama and music, with a broad range of clubs, ensembles, choirs, bands, shows and productions with high participation rates, and cultural visits to galleries, theatres etc.
- Many students take up the opportunity to participate in our reasonably priced language and cultural visits to France and Germany including disadvantaged students who are supported financially to participate.
- The extensive enrichment programme includes many activities beyond arts and sport including STEM, woodwork, gardening, cookery, Italian, book clubs and many others providing opportunities for students to pursue a diverse range of activities enabling them to discover new interests and hobbies.
- Participation in enrichment clubs and activities has been tracked since September 2021. This tracking is enabling us to encourage/persuade disadvantaged students and SEND students to participate and improve their resilience, confidence, independence as well as physical and mental health.
- JMHS provides a wide range of leadership opportunities eg in the arts, sport and languages
- The prefect scheme enables students in Y10 and Y11 to develop their leadership skills by working with younger students as reading and maths buddies, leading sports and arts activities, supporting primary transition and making significant contributions to whole school events.
- Every student has two hours per week physical education lessons which help students to develop their skill and ability in a wide range of physical activities and sports. In addition, all students have the opportunity to participate in recreational lunchtime sport on a daily basis and to attend sports clubs. All students participate in house sport.
- Most food lessons involve cooking and teaching students how to prepare nutritious meals using natural ingredients. Food and Nutrition is a popular GCSE option.
- We have fully embedded our revised Relationships and Sex Education programme in the curriculum particularly emphasising mutually respectful, consensual relationships using science lessons, PSHRE lessons and additional sessions delivered by year leaders. Feedback from parents and students and an independent consultant who evaluated our approach indicated that this curriculum is a powerful tool in teaching respect and keeping young people safe.
- Our provision in the Hub supports students with emotional barriers to learning and attendance.
- The school pinpoints and advises parents and carers on mental health issues through its website and personally directing families to a range of organisations that can support in this area.

- The school works with a recognised local counselling organisation (CLD) to provide counselling programmes for any student referred on a wide range of mental health issues. We are also part of a regional CAMHS initiative to host CAMHS low level workers for one day a week to help support the curriculum provision for mental health and meet additional counselling needs.
- Students in all year groups have given their feedback on provision and their self-evaluation of their own mental health through a series of student voice surveys.
- Working closely with the DSL, the Mental Health Lead, appointed February 2022, has undertaken the government funded and recommended Mental Health Lead Training and is developing and improving our offer as well as streamlining our screening, referral and triage approach.

The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

- British Values are systematically embedded at JMHS through the curriculum especially in citizenship, RE, history and geography, through PSHRE work in tutor time, our assembly programme, house competitions, and in lessons.
- Respect is a key component in the ASPIRE strategy where students earn House Points for displaying support and appreciation of diversity.
- Opportunities for appreciation of diversity and what we have in common are built into all curriculum subjects particularly English, the arts and humanities.
- The assembly programme is planned to promote diversity and directly address issues concerning the different protected characteristics.
- There are many opportunities for active citizenship and volunteering including supporting younger students with reading and maths, running primary school events, becoming a school prefect and joining our sixth form student leadership team.
- All students are encouraged to become active, respectful and responsible citizens through our three key qualities of being conscientious, considerate and co-operative.
- Student voice surveys have directly sought student understanding of Hate Crime, Prevent and other aspects of educating students to become excellent citizens
- Opportunities for discussion and debate are provided through many subjects including PSHRE, RE, Citizenship, geography
- Subjects outline how they contribute to 'Preparing our students for life in Modern Britain' in their curriculum overviews which are on the school website and can be viewed here.

<https://www.jmhs.hereford.sch.uk/curriculum/>

Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

- At JMHS, we use the Gatsby benchmarks to guide our Careers provision across all three key stages to ensure that we supply the best Careers provision.
- We follow a planned Careers curriculum using one 30-minute lesson a week in Years 7 - 11 to help students develop knowledge in the following areas:
 - Knowledge of local, national and international employers
 - Knowledge of the skills employers seek in those they employ
 - Knowledge of the ways they can improve their own work ethic, planning and presentational skills
 - Knowledge of up-to-date labour market information
 - Awareness of all of their choices post-16, including A Levels, NVQs, apprenticeships and T-Levels
- Additionally, students develop skills in teamwork, leadership, management and coordination in relation to understanding these as important, real-world skills.
- As a result of the careful preparation for choosing GCSE subjects in Year 9, very few students (an average of 5%) request changes of GCSE course in Year 9.
- Our students also have the opportunity to have meaningful encounters with local employers, training providers and further education providers through the organisation of an annual Careers Fair and other, more specific events such as Careers Speed Networking and Challenge Day activities.
- Required improvements to our careers provision come from regular termly Compass+ evaluations, student feedback and our own monitoring the Careers curriculum.
- We remain Baker Clause compliant and ensure that students are aware of all of their options regarding post-16 education, apprenticeships and training options beyond our own provision.
- Work experience allows for our Key Stage 5 students to access the world of work.
- The successes and areas for improvements regarding these areas is reviewed fortnightly within the school, every half term with the Careers link governor and termly with our regional Careers Hub.

Leadership and Management

Current evaluation: Good

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

The School Development Plan aims to build on current strengths and address areas of weakness. The plan covers the three-year period from September 2020 until August 2023 and is based around five key priorities. The September 2022 update of the three-year plan can be viewed below:

[JMHS 3 Year SDP 2020-23 September 2022 Update](#)

Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.

- All curriculum leaders and other interested teachers completed a six-hour course during 2020-21 year on effective curriculum design which has been followed up in training sessions.
- SLT line managers use evidence-based curriculum research to support subject leaders with reviewing and improving curriculum design, pedagogy and assessment.
- Since January 2022 and the introduction of the CAT Policy, staff training has focussed on developing staff understanding of the research behind the CAT Policy and developing the quality of their teaching and assessment. Summaries of the training schedules for 2021-2 and 2022-3 are embedded below.

[Training Schedule 2021-22](#)

[Training Schedule 2022-23](#)

- School Improvement Partner Reviews, follow up SLT reviews and SLT learning walks demonstrate a significant improvement in the quality of learning tasks especially starter tasks reviewing previous learning, formative assessment, checking students understanding and dealing with misconceptions between the Spring Term of 2022 and the Autumn Term of 2022.
- Additionally, book scrutiny and discussion with students about their subject knowledge indicates that students are producing more work and subject knowledge is becoming more secure.
- SLT line managers work with subject leaders to examine the latest research on effective teaching within subject disciplines to review and improve curriculum design, pedagogy, use of assessment and resources.
- Ten JMHS middle leaders have successfully completed the NPQML qualification over the past two years, the majority joining a JMHS led course. An additional seven staff are now undertaking NPQTL.
- Seven middle leaders were seconded to Extended Senior Leadership positions for one term during the academic year 2021-22 leading major whole school projects to help them develop the skills and confidence to become senior leaders.
- Two of these colleagues have progressed onto positions as Teaching Lead and Behaviour Lead. During the academic year a total of 12 colleagues are receiving intensive coaching from the Teaching Lead or the Behaviour Lead to help them develop their teaching and classroom

management skills. Early indications are that the first four teachers to be involved are responding positively and starting to improve aspects of their classroom practice.

- Subject and thematic reviews carried out by School Improvement Partners and Advisors included science, computing & ICT, English, design technology, mathematics, students entitled to the Pupil Premium, Key Stage Four and the Sixth Form have led to specific improvements. For example, following the science review a more systematic approach to 'Working Scientifically' has been adopted. Following the English review, improvements to our whole school reading strategy have been enacted.
- A carefully planned and supportive programme of training, induction and coaching is in place for ECTs. As a result, our ECTs are becoming more confident and effective teachers and feel well supported
- All teachers were taught how to deliver live Teams lessons and taught all their online lessons with increasing skill and confidence during the second lockdown.

Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

- All learners complete their programme of study. Where students are struggling to engage with school we use 'The Hub' to offer dedicated support from highly skilled staff. The Hub is led by a former Headteacher and enables students struggling with mental health issues, family bereavement, and extremely difficult home situations to attend school and continue to learn the curriculum whilst developing their resilience and preparing them to rejoin mainstream classes.
- Even though we are oversubscribed, we accept many students who have struggled to engage with education through all year groups and help to succeed and complete their education at JMHS
- In the very rare circumstances in which medical professionals recommend part-time timetables, we ensure through a carefully structured Pastoral Support Plan and work in The Hub that disruption to education is minimised and the student can increase hours and then return to full time education as soon as possible.

Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

- Leaders engage with students through active supervision in year group zones, every day before school, at break and at lunch; through very regular lesson visits; through taking assemblies and through student surveys and focus groups.
- Leaders communicate and engage with parents and carers through comprehensive and regular newsletters; an up to date website; by being accessible via phone or email and through parental surveys that cover a wide range of topics
- Leaders engage with parents and carers of SEND students, vulnerable students, Looked After Children and students who have challenging behaviour through very regular emails, phone calls (sometimes on a daily basis), face to face meetings and Pastoral Support Plans.
- Leaders engage with a very wide range of external agencies in order to provide the best possible support and education for JMHS students. These include social workers, the police, CAMHS, counsellors, sports and arts organisation, local primary schools, Ledbury Town Council, and many others.

Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

Leaders protect staff from bullying and harassment.

- Where possible senior staff cover classes with challenging students where there is staff absence.
- Leaders engage with staff by constantly circulating and visiting lessons; by talking with staff during duties before and after school and at break and lunch; by ensuring regular line management and that line management time is put by to discuss staff ideas, concerns and well-being.
- Staff surveys are conducted once per term to obtain feedback on key areas of our work, views to how the school is working and particularly staff well-being charter
- Our Deputy Headteacher is working with our Mental Health Lead to achieve an award for staff wellbeing through the Well Being Charter.
- JMHS staff surveys consistently demonstrate high levels of satisfaction working at JMHS and pride in our school.
- New staff induction feedback consistently rates support at JMHS for staff as very strong.
- Senior leaders continuously check systems and policies to prevent excessive workload for staff and where possible to reduce workload and remove unnecessary tasks. Our revised approach to assessment initiated in January 2022 has greatly reduced the amount of marking and time taken on assessment by teachers.

Leadership and Management - Governance

Current evaluation: Good

Context

Governors bring a broad range of skills and knowledge to the school, which include legal, business, financial and educational experience. Completion of a recent review of skills shows that the board is in a strong position with no specific gaps in expertise, allowing them to effectively target any new appointments with clarity of purpose and intent to further enhance the current skill set. New governors are supported by a thorough induction process and training opportunities are regularly offered to all governors.

The four committees Finance & Audit, Teaching, Learning & Progress, Premises, Health & Safety, and Personnel & Welfare operate alongside and support the work of the Full Governing Board, complementing and enhancing its work, ensuring rigorous challenge and accountability of school leaders and excellent communication from each committee to the Full Governing Board. The attendance of a staff officer at each of these committees ensures positive relationships and regular communication between the senior leadership and governors.

The board is well led by a strong chair, who ensures that time is used effectively in meetings to focus on the strategic role of the board. The chair is effectively advised and guided by a professional clerk.

The Full Governing Board have a clear understanding of their roles and responsibilities in relation to the three core functions of governance and carry these out effectively.

i) Ensuring clarity of vision, ethos and direction

Governors are instrumental in determining the vision, ethos and direction of the school.

This is evidenced by:

- Governors were fully involved in reviewing and improving the Self Evaluation Form (SEF).
- The collegiate approach between the senior leadership and governors in formulating the three-year School Development Plan (2020-2023) to include key areas of focus identified by governors; these areas of focus are major drivers for all board and committee agendas. Links to the School Development Plan are now included in all committee terms of reference, further strengthening agenda planning and focussing discussion and questions.
- Governors continue to be well informed on major developments such as that of the new curriculum by the senior leadership team. Subject reviews by the school improvement partner were shared and thoroughly discussed at governors' meetings giving governors a strong overview of the new design of the curriculum and future focus as laid out in the School Development Plan. Governors are fully involved in making decisions about the future curriculum.
- Regular presentations delivered at meetings keep governors well informed of developments.
- Governors ensure that all policies meet the needs of the school and evaluate their impact and effectiveness through governor visits.
- Governors are part of the recruitment process for key roles such as that of the new School Business Manager and Finance Manager.

- Regular keeping in touch meetings between the Headteacher and the Chair of Governors ensure that the chair is well informed of key information and well prepared for Full Governing Board meetings.
- Governors are fully involved in producing the capital development plan deciding how to use the school budget to improve the school site.

ii) Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff

This is evidenced by:

- Governors have a strong relationship with senior staff and conversations are open and robust. Members of the senior leadership team acknowledge and welcome the expertise and perspectives that governors bring, seeing their challenge and support as helping to build the capacity of leadership and governance to provide students with an excellent and enjoyable education.
- The focussed shorter-term annual goals in the current School Development Plan are clear. The regular Headteachers reports issued prior to each Full Governing Board meeting allow governors to give a high level of constructive challenge to leaders, so that school development is strong, effective and consistent with the long-term vision for the school.
- National data has not recently been available, due to the global pandemic, but in normal years governors examine and question data both at committee level and at the Full Governing Board. Additionally, the school improvement partner has led an annual session for all governors to help them interpret/read the data.
- National data informs the planning for the school development plan as well as the conversations governors have with the Headteacher as part of the Headteacher performance management review.
- Governors have been well-informed about the development of the new curriculum and this has formed the basis of discussions on agendas over the past year. The introduction of mixed attainment classes has been a key item for discussion and will be monitored by the Teaching, Learning & Progress committee during this coming year.
- The Pay and Salaries committee are well informed by Senior Leaders regarding the efficient and effective performance management of staff and the Headteacher's appraisal is well supported by the school improvement partner.
- The Personnel and Welfare Committee meet with the Assistant Head who leads on student support, pastoral care and safeguarding; minutes show that the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding are thoroughly discussed. The link governor for safeguarding meets regularly with the designated safeguarding lead with a specific focus for each meeting and these visits are recorded and reported both at both committee and Full Governing Board level.
- Records of link governors' virtual meetings with senior leaders during the past academic year show that statutory governor link roles such as safeguarding, SEND & Pupil Premium have continued to be fulfilled even though on-site meetings have been difficult to achieve, because of Covid restrictions.
- Agendas are well thought out and governor discussion and challenge is clearly recorded in minutes.
- Regular Headteacher reports to governors keeping governors well informed.

iii) Overseeing the financial performance of the organisation and making sure its money is well spent

This is evidenced by:

- The Finance and Audit Committee is well led and minutes show rigorous challenge from all governors
- Secure processes and clear agenda planning to include all key statutory requirements.
- Involvement in the appointment of the new Finance Manager.
- The Finance Manager attending all Finance & Audit Committee meetings.
- High level of consistent reporting from the Finance Manager to the Finance & Audit Committee and the Full Governing Board.
- Clear evidence of the commitment of governors in discussing and actioning advice from external and internal audit reports.
- Full Governing Board agendas show regular time for the chair of the finance committee to share key items discussed at committee level.
- The Capital Strategy Plan, which is regularly updated by the Headteacher, enables governors to have a clear oversight of the planned major expenditure by the school and to challenge and question developments appropriately and in detail.
- Regular reporting from relevant staff on how pupil premium and catch-up funding are spent and the impact this has on student progress.

Leadership & Management – Safeguarding

Current evaluation: Good

The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

- All year leaders have studied and been awarded the qualifications to be designated safeguarding leads in addition to our DSL, Andy Williams. This means we have a total of eight staff with extensive safeguarding expertise. In addition, two members of the pastoral team have taken Graded Care Profile courses. The majority of year leaders have also passed the online safety qualification with the National Online College. All staff have access to the Safer school's online information app for online safeguarding issues.
- All staff have high quality safeguarding training delivered on INSET days by our DSL and Deputy DSL. This is supplemented by weekly safeguarding updates from the DSL. Each member of staff is required to take an online safeguarding test and achieve a 100% mark to demonstrate they have a sound understanding of training given.
- There has been a strong emphasis in whole staff training over the past two years on sexual exploitation and child on child abuse.
- Weekly staff safeguarding and pastoral update bulletins raise awareness about safeguarding issues and local protocols.
- MyConcern online platform is used to create chronologies and individual records of all safeguarding (including mental health issues and bullying) concerns.
- An average of 400 concerns are logged on MyConcern each academic year indicating that staff are thorough, take a precautionary attitude and when in doubt immediately record and pass on concerns.
- Regular SEND and pastoral joint focused meetings review key cases and vulnerable student in terms of referrals to agencies such as the Early Help hub and strategy guides (in effect, auditing year groups).
- Staff are able to screen classes for key vulnerabilities using presentations from SENDCO and DSL.
- MyConcern data is regularly screened for trends within cohorts of students and on an individual profile.
- The RSE and PSHRE curriculum is carefully planned to help students learn how to minimise risk to themselves and others.
- Year leaders run regular focused PSHRE/RSE workshops with all students on a range of safeguarding themes. These have recently included topics such as avoiding online harms, preventing extremism, toxic masculinity and the dangers of sexting.
- All year leaders have completed online safety and positive handling training.
- Safeguarding Lead and Headteacher meet regularly to discuss serious incidents and cases.

As a result of this extensive and thorough approach to safeguarding, students needing support and help are rapidly identified and given in school support by qualified and skilled pastoral staff and/or suitable external agencies or professionals beyond the school. A confidential record of referrals to the local authority is kept detailing the referrals made.

- Herefordshire audit of our safeguarding arrangements in the Spring 2022 Term identified 46 out of 50 areas as at least good and four areas as satisfactory. The four areas that were evaluated as satisfactory were the use of student voice in forming policy, the systems to ensure two emergency contacts for all students, child exploitation and child on child abuse awareness in the team and amongst governors. As we have moved to a new management information system, the administrative team have now secured all emergency contacts. Governor training has been updated and general staff training updates on child on child abuse including teenage relationship abuse and youth produced sexual imagery have been developed with governors accessing the same updates. All year leaders are now confident with the use of the Herefordshire CSE screening tool and are using it. A full safe survey was rolled out to Years 7 to 10 last summer term, with the pastoral improvement plan this year seeking to hold student voice exercises on persistent attendance issues and equalities issues. Therefore, in our judgement, all areas of the audit are good or better.
- All members of the Extended Senior Leadership team have accessed and passed safer recruitment training with the Safeguarding company or National College.
- Our staff and volunteer recruitment and interview processes are designed to be robust in identifying potential problems before and during interview. No appointments are confirmed until extensive checks have been completed including legal checks, online searches, references and relevant interview questions.
- An experienced safeguarding professional independently checks the single central record at least twice a year.
- Staff report concerns about adults to the Headteacher. These are logged in our concerns record, investigated and dealt with. In three cases these resulted in a management instruction to staff being given in 2021-2 in one case an external disciplinary investigation was implemented. Demonstrating a thorough approach to dealing with concerns.