

BWS SELF EVALUATION FORM 2019-2020**SCHOOL CONTEXT****1. Means of Monitoring and Evaluation.**

- a. Analysis of 11+ statistics reported to governors each year
- b. Annual meetings with groups of parents
- c. Staffing structure reviewed annually by Leadership Team and governors
- d. Attendance statistics monitored by Head on a half termly basis and reported to governors annually
- e. Reports to Education & Skills Funding Agency and annual external audit
- f. Internal auditor appointed by governors to conduct two audit reviews annually and report to Governors' Finance Committee
- g. Governors' Evaluation Committee plus link governors for key areas of school operation
- h. Weekly update for governors and Leadership Team also published via social media. Head's weekly blog on website and social media
- i. Regular reports of work in the BWS Development & Alumni Office to Leadership Team, Governors and Trustees of the BWS Foundation (pandemic allowing)
- j. Specific page on school website for pandemic related guidance, risk assessments etc – reviewed and updated weekly

2. Current Position.

- a. 11-18 boys. Selection at 11+ by testing. Large number of feeder primaries (typically 45+ in any one year), with c15% of intake coming from the independent sector (this is decreasing). Pupils originate from a wide area of South Wiltshire and West Hampshire, with approximately 55% coming from within the designated catchment area. Year 7 PAN changed to 160 from September 2017, expansion has now reached Year 10.
- b. There is a very low number of boys eligible for pupil premium (currently 23), though there is a larger and growing number of students from HM Forces families (94). The level of ethnic diversity is also very low (but increasing); this mainly reflects the lack of ethnic diversity of the local population as a whole. Proportion of boys with English as an additional language is also low. There is a small but significant number of post-16 students who are awarded funding from the 16-19 Bursary, and bursaries are now available from the BWS Foundation for Years 7-11.
- c. School converted to academy status in 2011, retaining church ethos. Good working relationship with Cathedral Chapter and Diocesan Board of Education. Relatively stable and highly qualified staff, annual turnover of teachers <10%. Chair of Governors first elected 2017 - has been a governor at BWS since 2013 and has gained extensive experience across several committees; she is also a former head of a local independent secondary school.
- d. Pupil population is very stable. Attendance is excellent, unauthorised absence rare.
- e. Current Head appointed April 2002. Deputy appointed September 2006, previously an Assistant Head. Post-16 collaboration with South Wilts Grammar ended in 2020 when BWS Sixth Form became co-ed. Collaboration with other schools where sensible, practical and of mutual benefit. Development Office established 2018. Regular events for alumni both locally and in London. Data harvesting exercise using school records completed in summer 2019, this data will

<p>now be transferred to an alumni database (ToucanTech). Periodic updates issued to alumni and school community via social media</p> <p>f. Work to improve social mobility of access includes discounted 11+ pass mark for PP candidates, free places on KS2 Booster Classes for PP children, outreach work by members of the BWS Sixth Form to help with literacy/numeracy skills and reading schemes at local primaries.</p>
<p>3. Areas for Future Work.</p> <p>a. Strengthening of measures to encourage social mobility when current pandemic restrictions ease</p> <p>b. Continued expansion of NoR and move to co-education post-16</p> <p>c. Building of school profile regionally and nationally</p> <p>d. Continued data transfer to alumni database; engagement of the alumni body with Toucan Tech</p> <p>e. Development/improvements to site to accommodate expansion, especially in Science and Catering</p>
<p>ATTAINMENT & ACHIEVEMENT OF PUPILS</p>
<p>4. Means of Monitoring and Evaluation.</p> <p>a. Annual analysis of exam results using residual performance indicators to monitor internal patterns</p> <p>b. Comparison of exams data against other boys' grammar school results and other external data for selective schools. Annual external analysis of A level data (currently provided by Oxford Analytics), participation in DfE pilot data initiatives where possible. Otherwise internal analysis.</p> <p>c. Robust target setting systems, targets based on individual pupils</p> <p>d. Annual analysis of university entrance</p> <p>e. Performance analysis reported to governors via the relevant link, who meets with school staff to look at data in detail</p>
<p>5. Current Position.</p> <p>a. Current Position.</p> <p>GCSE 2020 (Centre Assessed Grades) – cohort of 125: average points/entry was 7.3 (i.e. A grade) and the average A8 score 75.3; 75.4% of passes were at 9-7; 33 boys achieved A*-A/9-7 in all of their GCSEs. Progress 8 score 0.72 in 2019, the highest in the region. A level 2019 – 121 candidates: 100% pass rate; 84% achieved A*-B. There is a clear process for evaluating school performance, and monitoring progress to ensure boys' achievement is also excellent. Link governors for performance data ensures that governing body is given an objective view of school performance data at all levels, and governors are also presented with comparative data from similar schools to enable them to hold the school to account.</p>
<p>6. Areas for Future Work.</p> <p>a. Need still to address weaker performing departments and use intervention to raise results; particular focus remains on English and Languages at GCSE for 2021 given the current circumstances</p> <p>b. Better use of exam board analysis tools by Heads of Academic Departments to inform learning, teaching and internal assessment</p> <p>c. Heads of academic departments involved in self-evaluation, including analysis of intent, implementation and impact of curricula.</p> <p>d. Extra-curricular achievements need to be built further – sport, music, drama etc</p>

QUALITY OF LEARNING AND PROGRESS
<p>7. Means of Monitoring and Evaluation.</p> <ul style="list-style-type: none"> a. Teacher Appraisal includes mid-year review and central data storage on the school's information management system. b. Heads of academic departments provided with annual data analysis sheets including both internal and external performance data comparators and analysis of 3-year trends. c. Periodic (annual) exercise book and file samples by Leadership Team d. Periodic homework surveys by pastoral heads e. Routine monitoring of sixth form files and planners by academic mentors f. Year 10 and 11 academic mentor interviews conducted by senior staff g. Internal analysis of each set of report data provided for all staff h. Use of MS Teams enables better scrutiny of departmental task setting etc by HoDs
<p>8. Current Position.</p> <ul style="list-style-type: none"> a. As revealed by a variety of means, lessons are well focused and students engaged in their learning. Development of knowledge and skills is rapid and cumulative, and students are asked to take on more responsibility for their learning and progress as they move through the school. Any problems in terms of pace and delivery in lessons are dealt with quickly and effectively, and action planning is prompted, monitored and then impact evaluated by regular review meetings between Heads of Academic Departments and Deputy Head. b. Lesson observations are developmental in nature, with a simple judgement made whether the lesson is 'of BWS standard' overall or not. Graded observations may be reintroduced in due course if we feel that this is needed. Students are committed to making progress and getting involved across the full breadth of school life and want to compete, and the importance of this approach is regularly emphasised through assemblies etc. Governors are provided with data from all areas of pupil outcomes to enable them to form a view in this key area. Link governors are given copies of relevant internal review documents on request to help them challenge and support the school.
<p>9. Areas for Future Work.</p> <ul style="list-style-type: none"> a. Strengthening of Appraisal Policy and procedure, link to performance related pay including Threshold application. b. Sharper focus for intervention in areas of weak performance through proactive use of MS Teams
PUPIL BEHAVIOUR
<p>10. Means of Monitoring and Evaluation.</p> <ul style="list-style-type: none"> a. Weekly meetings between Head and each pastoral head ensures that behaviour is constantly in focus b. Behaviour, progress and pastoral issues for individuals and groups are promulgated to teachers following each report c. Tutor Teams meet regularly to discuss both individuals and groups of pupils

<p>d. Routine pastoral issues are delegated to form tutors, and routine sanctions are recorded on SIMS/Insight so that teachers can access a holistic view of pupil conduct and performance. Insight gives a holistic view of individual pupil performance and progress, including real-time data on attendance and conduct.</p> <p>e. Reward systems are clear and well used; rewards for Years 7-13 are recorded on SIMS and are accessible for staff and parents via the Insight Portal.</p> <p>f. Biennial questionnaires for pupils in all years and parents. Results are discussed by senior staff and resulting action plans are given to governors, findings are reported back to staff and follow up is driven by pastoral heads and tutors</p>
<p>11. Current Position.</p> <p>Disruption of lessons rare; middle leaders are proactive in dealing with issues, with support provided by members of Leadership Team as required and prompt and effective action taken where necessary. This continues to be an insignificant problem at BWS, though where issues are picked up they are considered carefully by senior staff and then whole staff engaged in remedial action. An example of this approach is the discipline review carried out in 2019-2020. Governors are kept informed of action in this area and any management action taken as a result. High expectations of staff and ambition from the vast majority of the boys creates an environment and ethos in which sound cultural norms are established. Success is celebrated regularly at all levels, boys want to do well. Many boys contribute to leadership, working in teams and achieving, individually and collectively. Prefect system is a great strength in this respect, as is the House System; both create an expectation that boys will have a stake in the on-going success of the school and help lead to a very strong collective identity. Assemblies and celebration of success (in many different ways) have built a very strong sense of unity and pride in school. Assemblies continuing during pandemic restrictions through use of MS Teams.</p>
<p>12. Areas for Future Work.</p> <p>a. Monitor corporate approach of staff towards discipline and take action where necessary through training/raising awareness</p> <p>b. Build profile of School Council and Lower School Forum and introduce other discussion groups where student interest demands (eg Environmental, BLM).</p> <p>c. Investigate trends in questionnaire outcomes and take action as appropriate</p> <p>d. Expansion of activities related to House System and strengthening of roles and responsibilities of prefects across the board.</p> <p>e. Ensure that genders are treated equally and there is equality of opportunity and representation throughout.</p>
<p>QUALITY OF TEACHING</p>
<p>13. Means of Monitoring and Evaluation.</p> <p>a. Flexible department review system – focusing on under-performing departments</p> <p>b. Appraisal process ties in with the above, now includes mid-year review and storage of quality assurance data centrally</p>
<p>14. Current Position.</p> <p>a. Most teaching is highly effective; quality of teaching and learning is monitored through departmental reviews and appraisal system. Separate samples of work from boys throughout the age range provide additional evidence of the efficacy of</p>

teaching. Pupil pursuits carried out during each year complement this evidence base.

b. Past evaluation of lessons using OfSTED criteria revealed that the majority are of grade 1 or 2 quality, with (inevitably) some departmental variation; judgment is now either meets or does not meet BWS standards. Marking and work across the board are reviewed annually through samples scrutinised by Leadership Team. Also book scrutiny by Heads of Academic Departments and homework surveys are carried out by Heads of Section - impact - consistent, rigorous monitoring of standards and early action where necessary to address areas of concern.

15. Areas for Future Work.

- a. Work through Heads of Faculty Meetings to ensure that improvement is driven by the academic staff with real ownership and spread of good ideas
- b. Leadership of local teacher training initiative ensure that BWS gets a good supply of high quality teacher trainees, aiding recruitment
- c. Use of developmental observations of lessons to assist with school improvement
- d. Departmental self-assessment annually by HoDs to identify CPD needs and also to inform appraisal

CARE, GUIDANCE AND SUPPORT

16. Means of Monitoring and Evaluation.

- a. Regular (weekly to monthly) meetings at different levels in pastoral hierarchy
- b. Parents' Evenings and also Parent-Tutor Teas and related questionnaires
- c. Focus group sessions held by Careers Consultant
- d. Thorough and robust arrangements for giving both group and individual careers information, advice and guidance
- e. Use of Insight parent portal

17. Current Position.

- a. Tutors monitoring the boys' academic progress and welfare closely. Pastoral heads and their assistants are empowered to act with a healthy degree of autonomy, with the next level of monitoring provided through weekly meetings with the Head. Ultimately, the tutors, academic mentors and especially the School Offices (Lower, Middle and Sixth Form) know the boys well. The Senior Tutor provides an additional source of advice and support for boys facing difficulty - this has a direct impact on inclusion and engagement with learning especially in individual cases. Senior Tutor has completed training in counselling. Pastoral Support Officers play a fundamental role in looking after the students
- b. Frequent briefing sessions (via Teams if necessary) at significant stages in the boys' education give the opportunity for them to find out information about the coming stage of their education – eg pre Year 7 Parents' meeting/teas, Year 8 teas, Year 9 welcome to Middle School Evening, Year 9 Options Evening (for parents), options briefings (for boys), Year 11 Subject Talks (for boys), Open Sessions (x7 in 2019-2020, Year 12 Information and Careers Evenings (for boys and parents), Year 13 HE Finance Talk.
- c. PSHE focused talks by outside speakers on a range of issues – for boys across the full age range and also their parents where demand warrants this.
- d. SEND Co-ordinator works with boys who need support, together with their parents, with TA assistance where this is needed.

- e. Information on the school website is up to date. Communications are also reproduced on the school website and are sent out electronically via an e-mail alert system. Safeguarding information is also shared through an alert system (CPOMS)
- f. Website is twitter based. The main school feed has 2,000+ followers; all social media can be accessed through the website.
- g. Insight portal used extensively
- h. Careers Advisor in school five days a week to give one-to-one guidance on subject choices, university application and careers. Boys are offered university preparation interviews by subject specialists across 3 local schools and also by visiting career professionals. Year 12 Higher Education Day for BWS visited by groups of students from around 6 schools in the local area (up to 700 students in total attend).
- i. Careers advice and guidance begins in Year 8 and then builds rapidly through Year 9 and above. Independent advice always available for both boys and parents

18. Areas for Future Work.

- a. Ensuring that School Council and Lower School Forum are effective
- b. Further work on annual outcomes of questionnaires/focus groups as necessary
- c. Further strengthening of HE (and other) advice for boys as appropriate, aim for maximum time allocation for careers consultant
- d. Encouraging links with employers as appropriate using Chamber of Commerce/Salisbury Business Improvement District/BWS Network for work experience opportunities and internships
- e. Ensure that staff use of Insight portal is as comprehensive as possible, and encourage parents to access the portal to gain real time info on attendance/behaviour/rewards/progress/homework etc
- f. Further safeguarding training to ensure that each pastoral office is robust in terms of staff skills in this area

LEADERSHIP AND MANAGEMENT

19. Means of Monitoring and Evaluation.

- a. Parent/Pupil//Governor questionnaires
- b. Annual governor review/planning session
- c. Staff Questionnaires
- d. Robust annual appraisal system for teaching and support staff – annual detailed feedback provided to all teachers on a generic basis and also individual feedback given across the board.
- e. Weekly update for governors and Leadership Team (also posted for 2,000 contacts on LinkedIn. HM Blog on website.

20. Current Position.

- a. The Head's vision for the school is spelled out regularly through speeches at major occasions, communications, staff presentations and presentations for governors and parents. Governors allocate a meeting each summer term to considering either strategic development issues or high level evaluation of the work of the school, helping to inform future developments. Leadership Team contains representatives from most areas of the school and hence is effective at driving school improvement. This body is developing the necessary strategic view which is needed to position BWS for future development. Because most staff are immersed in the life of the school, appraisal helps to drive school improvement.

- b. BWS is an active member of a number of national bodies – GSHA (Grammar School Heads’ Association), HMC, IBSC (International Boy’s School Coalition), BASS (Boys’ Academic Selective Schools). These are all useful to help ‘nudge’ the national agenda – far more so than any of the local or regional bodies which tend to be concerned with less relevant issues.
- c. Periodic staff questionnaires show broad support for the direction of travel of school development

21. Areas for Future Work.

- a. Further strengthening of staff appraisal systems to ensure that there are appropriate skill levels across all departments
- b. Review and revision of support staff structure
- c. Work on team building in both teaching and support staff
- d. Further work to enhance facilities on the school site – Science Block, Dining Hall and also Bishopgate in due course –Succession planning for senior staff needed in the medium term

EFFECTIVENESS OF GOVERNORS

22. Means of Monitoring and Evaluation.

- a. Annual evaluation session for all governors – focuses on effectiveness of governing body and also performance of Head
- b. Annual strategic planning session; also Evaluation Committee meets annually to look at effectiveness of sub-committees
- c. Programme of governor day visits – should mean that all governors visit school regularly (at least once every two years)

23. Current Position.

- a. The organisation and administration of the governing body is highly effective, enabling it to carry through its duties well. Level of engagement of individual governors varies according to their own domestic commitments, but viewed holistically the GB offers very good support and a healthy level of challenge to the Head and senior staff.
- b. Accountability is strong, and a proactive company secretary with masses of committee experience ensures that statutory responsibilities are met while appropriate levels of delegation makes for efficient working and good communication between governors and committees. The Head and the Chair meet monthly for frank discussion of the full range of issues related to school

24. Areas for Future Work.

- a. Succession planning within governing body
- b. Ongoing consideration of the operation of BWS as an academy, including the possibility of Multi-Academy Trust arrangements in the future.