

BWS SELF EVALUATION FORM 2021-2022

Note that some comments may still relate to pre-pandemic operation; one of the major tasks for 2021-2022 and the following academic years will be building anew, building cohesion and identity and maintaining standards

SCHOOL CONTEXT

1. Means of Monitoring and Evaluation.

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

2. Current Position.

- a. 11-18 students, girls in the sixth form from September 2020. Selection at 11+ by testing. Large number of feeder primaries (typically 50+ in any one year), with c15% of intake coming from the independent sector. Pupils originate from a wide area of South Wiltshire and West Hampshire, with approximately 55% coming from within the designated catchment area.
- b. There is a low number of students eligible for pupil premium (currently 29), though there is a larger and growing number of students from HM Forces families (c75). The level of ethnic diversity is considerably greater than in the local area, reflecting the increasing diversity of provenance for students. Proportion of students with English as an additional language is significant as shown by census data. 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 and elsewhere 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%, and staffing has been expanding recently to allow for growth in number of students. Chair of Governors has gained experience across several committees over a number of years at the school.
- d. Pupil population is very stable but growing. Attendance is excellent, unauthorised absence rare.
- e. Current Head appointed April 2002. Deputy Head (Academic) appointed September 2006, previously an Assistant Head. Deputy Head (Pastoral) appointed September 2022. Collaboration with other schools where sensible, practical and of

<p>mutual benefit. Development Office established 2018. Periodic events for alumni both locally and in London. Alumni database being built to complement major resource on LinkedIn. Weekly update issued on LinkedIn. Social media is a significant asset to school and digital marketing also an important feature of school recruitment and operation.</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</p> <p>b. Fully realising the opportunities presented by 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.</p> <p>e. Development/improvements to site to accommodate expansion, especially in science, catering and sport.</p> <p>f. Continual review and strengthening of safeguarding arrangements, including focus on consent and tackling sexual abuse and related issues.</p> <p>g. Monitor, review and make adjustments to learning and pastoral programmes to allow for a more diverse student population.</p> <p>h. Appointment of fully trained Mental Health Lead by September 2023.</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 students' 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 and sensible. 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;</p> <p>f. Broad and deep extra-curricular provision for all year groups.</p>
<p>5. Current Position.</p> <p>a. Current Position.</p> <p>GCSE 2022 (Teacher Allocated Grades) – cohort of 159: average points/entry was 7.5, average A8 score 76.3; 75.7% of passes were at 9-7; 54 students achieved A*-A/9-7 in all of their GCSEs. Progress 8 score 0.72 in 2019, the highest in the region. A level 2022 – 165 candidates: 99.44% pass rate; 81.3% achieved A*-B. Outcomes at both GCSE and A level almost identical to 2021 teacher assessment, bucking the national trend. Note that EBacc figures do not include students entered for iGCSE in both PE and History. There is a clear process for evaluating school performance, and monitoring progress to ensure students' achievement is also excellent. Link governor 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</p>

raise results;

b. Intent, Implementation, Impact statements prepared and published by every department autumn 2021; revised autumn 2022;

c. Curriculum audit carried out by every department autumn 2021 to identify gaps caused by pandemic and plan remediation; revised autumn 2022.

d. Heads of academic departments involved in self-evaluation, including analysis of intent, implementation and impact of curricula.

e. Extra-curricular achievements need to be built further – sport, music, drama etc

f. Drive for super-curricular enrichment through activities, lectures and also Teams Enrichment Channel for Sixth Form.

QUALITY OF LEARNING AND PROGRESS

7. Means of Monitoring and Evaluation.

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. Departmental meetings used to identify any patterns of under-achievement – these then notified to pastoral offices/tutors/mentors for follow up and intervention

d. Periodic (annual) exercise book and file samples by Leadership Team for each key stage – feedback to heads of department to enable QA.

e. Routine monitoring of sixth form files and planners by academic mentors

f. Marking and assessment practises currently under review by Deputy Head (Academic)

g. Year 10 and 11 academic mentor interviews conducted by senior staff

h. Internal analysis of each set of report data provided for all staff

i. Use of MS Teams enables better scrutiny of departmental task setting etc by HoDs

j. Students with SEND are supported by combination of teaching and support staff; all take a standard curriculum with occasional special arrangements to reduce subject load where necessary.

8. Current Position.

a. 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 prompt, monitored and then impact evaluated by Heads of Academic Departments.

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. Link governors are given copies of relevant internal review documents on request to help them challenge and support the school.

9. Areas for Future Work.

- a. Sharper focus for intervention in areas of weak performance through use of information on Teams and internal performance data.
- b. Use of staff teaching & learning groups to reflect on innovations and spread good ideas for classroom delivery

PUPIL BEHAVIOUR

10. Means of Monitoring and Evaluation.

- 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
- d. Routine pastoral issues are delegated to form tutors, and routine sanctions are recorded on Bromcom so that teachers can access a holistic view of pupil conduct and performance. Bromcom gives a holistic view of individual pupil performance and progress, including real-time data on attendance and conduct.
- e. Reward systems are clear and well used; rewards for Years 7-13 are recorded on Bromcom and are accessible for staff and parents.
- 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
- g. CPOMS e-alert system used to spread information regarding welfare, safeguarding etc.

11. Current Position.

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 where necessary. High expectations of staff and ambition from the vast majority of the students creates an environment and ethos in which sound cultural norms are established. Success is celebrated regularly at all levels, students want to do well. Many students 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 students 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.

12. Areas for Future Work.

- a. Monitor corporate approach of staff towards discipline and take action where necessary through training/raising awareness
- b. Build profile of School Councils through prefect leadership/communication and introduce other discussion groups where student interest demands (eg environmental, celebrating diversity, equality of opportunity, review of sixth form dress code).
- c. Investigate trends in questionnaire outcomes and take action as appropriate
- d. Expansion of activities related to House System and strengthening of roles and responsibilities of prefects across the board.
- e. Ensure that genders are treated equally and there is equality of opportunity and

<p>representation throughout.</p>
<p>QUALITY OF TEACHING</p>
<p>13. Means of Monitoring and Evaluation.</p> <ul style="list-style-type: none"> a. Flexible department review system – focusing on under-performing departments b. Appraisal process ties in with the above, now includes mid-year review and storage of quality assurance data centrally
<p>14. Current Position.</p> <ul style="list-style-type: none"> a. Most teaching is highly effective; quality of teaching and learning is monitored through departmental reviews and appraisal system. Separate samples of work from students throughout the age range provide additional evidence of the efficacy of teaching. Pupil pursuits carried out during each year where necessary. 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 is carried out by Heads of Section - impact - consistent, rigorous monitoring of standards and early action where necessary to address areas of concern. These systems are currently under review.
<p>15. Areas for Future Work.</p> <ul style="list-style-type: none"> 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 ensures 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 e. Use of MS Teams as learning platform to help share practice within departments and to enable HoDs to monitor delivery, task setting and assessment
<p>CARE, GUIDANCE AND SUPPORT</p>
<p>16. Means of Monitoring and Evaluation.</p> <ul style="list-style-type: none"> 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
<p>17. Current Position.</p> <ul style="list-style-type: none"> a. Tutors monitoring the students' 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 students well, and the capacity of

each pastoral office has been reinforced over the past 18 months to accommodate the growth of the school. The Senior Tutor provides an additional source of advice and support for students 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, enabling appropriate allocation of skills through each pastoral team.

b. Frequent briefing sessions (via Teams if necessary) at significant stages in the students' 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 students), Year 11 Subject Talks (for students), Open Sessions, Year 12 Information and Careers Evenings (for students and parents), Year 13 HE Finance Talk.

c. PSHE focused talks by outside speakers on a range of issues – for students across the full age range and also their parents where demand warrants this (eg drugs education, online safety, consent).

d. Full time Chaplain – with a role that is spiritual, pastoral and pedagogical!

e. SEND Co-ordinator works with students who need support, together with their parents, with TA assistance where this is needed.

f. Emotional Literacy Support Assistance in place where needed.

g. 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)

h. The main school twitter feed has 2,000+ followers, LinkedIn has around 2,000 links, Instagram nearly 1,000 followers; all social media can be accessed through the website.

i. Insight portal used extensively

j. Careers Advisor in school five days a week to give one-to-one guidance on subject choices, university application and careers. Students are offered university preparation interviews by subject specialists in partnership with 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).

k. Careers advice and guidance begins in Year 8 and then builds rapidly through Year 9 and above. Independent advice always available for both students and parents

18. Areas for Future Work.

a. Ensuring that School Councils are effective

b. Further work on annual outcomes of questionnaires/focus groups as necessary

c. Further strengthening of HE (and other) advice for students as appropriate;

d. Encouraging links with employers as appropriate using Chamber of Commerce/Salisbury Business Improvement District/BWS Network and Foundation for work experience opportunities and internships

e. Further safeguarding training to ensure that each pastoral office is robust in terms of staff skills in this area.

f. Appointment of Deputy Head (Pastoral) to give drive to development in this area from September 2022.

g. Managing the impact of the pandemic, as this has had a significant effect on pupil welfare, mental health and (ultimately) pupil discipline.

LEADERSHIP AND MANAGEMENT
<p>19. Means of Monitoring and Evaluation.</p> <ul style="list-style-type: none"> 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, Leadership Team and Foundation, also posted on LinkedIn for diaspora. HM weekly blog on website; f. All three key school planning documents posted on website for public consumption, reviewed and updated annually (SIP, Strategic Plan, SEF). Feedback encouraged.
<p>20. Current Position.</p> <ul style="list-style-type: none"> 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 broader 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, BASS (Students' 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 and often parochial issues. c. Periodic staff questionnaires show broad support for the direction of travel of school development – next set of questionnaires due 2022-2023.
<p>21. Areas for Future Work.</p> <ul style="list-style-type: none"> a. Further strengthening of staff appraisal systems to ensure that there are appropriate skill levels across all departments – individual feedback on quality of target setting b. Review and revision of support staff structure c. Strengthening of senior leadership through appointment of a second deputy head – to lead on pastoral and safeguarding work across the school; d. Work on team building in both teaching and support staff e. Further work to enhance facilities on the school site – Bishopgate is next! f. Succession planning for senior staff needed in the medium term; as part of this the LT will be restructured September 2022 to incorporate a second Deputy. g. New management information system (Bromcom) launched April 2022 – should allow greater functionality and flexibility for staff.
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. Launch of corporate risk system 2021 – developed into Enterprise Risk management System from spring 2022;
- d. Programme of governor day visits – should mean that all governors visit school regularly (at least once every two years);
- e. Robust arrangements for the identification, evaluation and monitoring of all areas of corporate risk;
- f. Appropriate delegation to committees ensures effective working, sound decision making and robust challenge to executive where necessary;
- g. System of Link Governors – encouraged to make regular contact with the relevant staff through use of visits/Teams so that they have a clear view of the state of play in their area..

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. Governors are regularly encouraged to visit and/or make contact with their link members of staff.
- c. Accountability is strong, and a proactive company secretary ensures that statutory responsibilities are met while appropriate levels of delegation makes for efficient working and good communication between governors and committees.
- d. The Head and the Chair meet periodically for frank discussion of the full range of issues related to school. Use of MS Teams enables effective committee working and preparation for meetings, good communication and online meetings where needed.

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;
- c. Maximising use of MS Teams to ensure effective working for all governors' committees;
- d. Embedding of new risk evaluation framework through 2022-2023.

Key Data

	2017	2018	2019	2020	2021	2022
NoR/NoR sixth form	923/283	956/258	975/251	1053/295	1166/369	1171/393
% retention into Year 12	90.4	83.1	84.7	74.2	79.0	75.1
GCSE						
Progress 8	0.08	0.41	0.74	-	-	-

% A*/A	70.5	69.2	71.3	75.0	76.2	75.7
% all A*/A	23.2	13.7	21.8	26.4	37.0	33.9
A level						
% A*-B	77.2	72.4	73.1	83.9	84	81.3
%A*-E	99.8	99.1	100.0	100.0	99.8	99.4
% all A* or A	25.5	23.6	27.0	33.1	47.6	35.8
% absence	4.88	3.84	4.08	3.59	3.25	7.3
No of pupil premium	14	15	21	24	28	103 (includes Forces Premium)
Temporary Exclusions (days)	32	8	47	26	33	137