



School Evaluation Document (SED)

Executive summary

2022-2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth form provision	Outstanding
Outcome from previous inspection	Outstanding (2008)

Presdales School aims to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential.

We are committed to the development of independent young people who have active and creative minds. We expect our students to acquire a sense of understanding and compassion for one another and to have courage to act on their beliefs.

We will equip our students with the skills and attributes to empower them to lead happy and successful lives, enabling them to make a meaningful contribution to our global society.

Objectives

To ensure:

- The highest achievement for all students
- Inspirational teaching that supports and stretches all learners
- Quality pastoral care that nurtures and develops each child
- Effective leadership and management that enables continual school improvement
- The highest quality resources and environment to support student learning

Presdales School is a high achieving all-girls 11-18 comprehensive school with boys in the sixth form. The school is popular and oversubscribed within the local community. There were 490 applications for September 2023 start (200 1st choices and 161 2nd choices). Whilst the school is in Ware, we draw students from many surrounding villages.

Under previous government initiatives, Presdales School was awarded the following specialisms: Languages (1995), Music with English (2006), Maths and Computing (2008), Gifted and Talented (2008) and Quality in Careers Standard (2023). We successfully applied to be one of the nine national Language Hub schools, commencing this work in September 2019. The four-year program finished earlier this year, however, we continued to work with NCELP (National Centre for Excellence for Language Pedagogy) by providing staff to train other teachers at a national level until the funding ended in March 2023. We are the only state school in Hertfordshire to offer Russian, and one of a few that offer Italian. We have been accredited the Anti-Bullying Alliance bronze award for our work on anti-bullying and in May 2023, we were awarded the Quality in Careers standard with Gatsby benchmarks.

In June 2020, Presdales School was awarded kite-mark accreditation for Healthy Young Minds in Herts. We are currently a mental health trailblazer school. We have recently begun a partnership with the Football Association through Barclays, aimed at promoting Girls' football in schools. Our coordinator is working with primary schools, delivering training sessions to girls only groups. In May 2022, we hosted our inaugural Girls' Festival of Football, which was attended by many primary schools. This number increased when we ran three tournaments for students in Years one to six, in May 2023. As well as promoting football, it also promotes healthy living, sport in general and will have a positive impact on our transition program. We were successful

in a funding application with the Ogden Trust to provide science support to primary schools and are now working with other local secondary schools to improve opportunities for younger children in science.

Presdales has students from 20 different ethnic groups. Those with 5% or more are White British and White other.

	2022-2023
Number on school role	1162
Pupil Premium (%)	Year 7 to 11: 10.26 (92/898) Year 7 to Year 13: 7.91 (92/1162)
SEND support (%)	4.91 (57)*
SEND EHCP (%)	0.95 (11)
EAL (%)	7.14 (83)

*We have redefined how our students with SEND are identified and supported using a 5 tier system

There has been a major focus over several years to improve the school environment as much of the site had not been improved for many years. Through CIF funding all flat roofs have been replaced and the site was made secure with the installation of fencing and security gates. The school won a Wolfson Foundation award to refurbish two science rooms and a prep room. Our netball courts were recently upgraded and floodlights added and we are in the process of applying for 3G pitch funding from the Football Foundation. We have installed a sixth form cafe, upgraded fire doors across the school, upgraded classrooms, added dance facilities to the gym and significantly improved our ICT infrastructure.

The school has many strengths, these include, but are not limited to; behaviour of students, attitude to learning, attendance, academic record, safeguarding, governance, remote learning, enrichment opportunities, experienced staff who have strong subject knowledge and excellent relationships between students and staff.

	2019	2020	2021	2022	2023
Y11: Number of disadvantaged pupils	14	19	17	18	15
Y11: % of year group disadvantaged	8.3	11.3	10.2	10.1	8.4
Progress 8 score	-0.13 (DfE)	+0.28 (4M 2019 est.) -0.12 (FFT)	+0.15 (4M 2019 est.) -0.87 (FFT)*	0 (DfE)	-0.29 (4M S&C 661) (-0.2 FFT FSM6)
Attainment 8	46.2	49	45.9	42.78	45.73
Students achieving grade 4 or above in English and Maths (%)	71	74	71	56	73
Students achieving grade 5 or above in English and Maths (%)	36	53	41	28%	33
Students entering the English Baccalaureate (%)	79	63	53	44	73
Students achieving the EBacc at grade 4/C or above (%)	50	63	41	28	27
Students achieving the EBacc at grade 5/C or above	36	32	24	22	20

*For 2021, FFT's list of PP students did not tally with ours (it only had FSM6 students, no PP+, and error for M C-J English)

A key area where the school is continuously aiming to improve is the outcomes for disadvantaged students.

The relatively low number of students each year means that any outliers affect the outcomes for this group of students significantly. Our aim is to support each individual and to do all we can to ensure that this group of students achieve a positive Progress 8 score. The Progress 8 above doesn't include the two students for whom there is no primary SATS data, having been educated in another country or privately in that phase.

We have used our Pupil Premium Grant primarily to: ensure all students have the equipment for learning they need, including a device for homework, revision and any remote learning eventualities, and to subsidise or support participation in school trips and experiences in school and beyond the site to build students' cultural capital, including the DofE programme and all Y11 disadvantaged students have been funded to participate fully in their rite of passage experiences (class of 2023 hoodies, activity afternoon and prom arranged by the pastoral team on site). We use a large share of the grant for targeted academic support.

We have continued our tutoring partnership with Learning Academies for tuition (NTP) in addition to our School-led tutoring, to give targeted academic support to disadvantaged students. In 2021-2022 we were able to offer this to all disadvantaged students. With the increase in costs in this third year of the NTP we have targeted students with greatest needs. These have been identified across the tracking schedule as well as with individuals when meeting to review their progress. In some cases this has been identified as a subject the student was struggling with or needed to improve to be able to go onto their desired destination; in other cases there was an anxiety that had impacted attendance so tutoring was implemented to support the student in that area. In 2022-2023 twenty-seven blocks of NTP tutoring were commissioned. In response to a student voice survey all respondents said the tutoring has been meeting their needs. When asked the main benefit of their tutoring, the most popular response was: *I can tell my tutor where I have gaps in my learning and then catch up on them. Going through exam questions has been the most appreciated activity.* 100% of respondents said the tutoring has helped them make progress, evidencing this by: *grades went up in Chemistry and I am understanding and remembering things better and I really like my tutor she helps me understand things a lot better and she explains it well, I can also go over things as many times as I need.* Some students requested a second block of tutoring with the same tutor, some have been with their tutor for the three years up to GCSE.

School-led tutoring has been provided by Presdales staff in maths and English, including the SEND team at KS3, and department staff giving additional English and maths tutoring for Y11. Easter revision sessions were provided during the Easter break across the curriculum for GCSE students, in addition to the many regular term time lunchtime and after school revision clinics run for all students.

This year the literacy CPD group has trialled strategies for reading fluency to promote all students' literacy and oracy. This is of benefit to all and particularly to our disadvantaged students. Reading is discussed in individual student review meetings and literature provided to spark students' reading habits where needed.

Progress since the last OFSTED inspection

The school was graded OUTSTANDING in the last section 5 inspection (May 2008) and this was backed up by an interim inspection in 2011. The two recommendations at that time were:

Ensure that the monitoring of all departments' work is rigorous and leads to still higher standards

- All departments are line managed by SLT and meetings take place regularly
- All whole school data is provided centrally and analysis is completed in line management meetings
- Minimum expectations are shared with HODs e.g. curriculum planning and development and are monitored more thoroughly
- Department improvement plans are written and reviewed during the academic year
- Departmental achievement meetings are held in Sep/Oct and the summer term with the HOD, DHT and HT
- We regularly commission external reviews (incl: safeguarding, Science, Maths, SEND)
- Use of google drive/edulink to support planning and monitoring across all departments

Improve communication with parents and seek to take more account of their views and those of students

- 'Presdales'. A bi-weekly publication to students and parents
- Headteacher update weekly, use of Edulink and Intouch

- Up to date, modern looking website
- Open culture where parents are encouraged to contact the school with concerns.
- Parent, student and staff surveys each year. Outcomes are shared with all stakeholders.
- Parents are invited in for information evenings for all year groups once per year
- Breakfast meetings for careers/SEND
- We have a student council and a widened senior student team
- Student feedback on teaching is now captured formally
- Work scrutinies for all year groups over a 2-year period takes into account the views of students on what they are learning in lessons

Overall effectiveness	Outstanding
-----------------------	-------------

The quality of education	Outstanding
--------------------------	-------------

(Based on 2022 outcomes, to be updated in September 2023 with 2023 outcomes)

Measure	2018	2019	2020	2021	2022	2023
Attainment 8	58.2	60.0	62	65	61.55	57.49
Students achieving grade 4 or above in English and Maths	92%	93%	94%	93%	88%	87%
Students achieving grade 5 or above in English and Maths	69%	72%	76%	78%	73%	67%
Grades that are grade 9 to 7 (Source: 4Matrix)	38%	38%	43%	53%	44%	33%
Students entering the English Baccalaureate	81%	86%	80%	87%	84%	80%
Students achieving the EBacc at grade 4/C or above	69%	72%	77%	78%	73%	56%
Students achieving the EBacc at grade 5/C or above	54%	54%	60%	66%	61%	40%
Progress 8 score	+0.54	+0.43	+0.50	+0.33	+0.50	+0.52**

*DfE (2018, 2019,2022) FFT (2020 and 2021) **4matrix661

Outcomes

- GCSE outcomes are consistently high. Students make above average progress year on year. The percentage of students achieving 5+ in both English and maths is high which is due to a greater focus in maths for those students who were 4/5 borderline.
- Overall Attainment 8, as well as the English, mathematics, EBacc and open elements were significantly above national and in the highest 20% of all schools in 2022.
- Overall Progress 8 was significantly above national and in the highest 20% in 2022. The English, Ebacc and Open element of Progress 8 were all significantly above national and in the highest 20% in 2022.
- Science and humanities value added was significantly above national and in the highest 20% in 2022.
- Attainment of grade 4+ in science, languages, and humanities was significantly above national and in the highest 20% of all schools in 2022.
- For the following subjects outside of the EBacc, the average point score was in the highest 20% and the proportion of entries was at or above the national average: Design & Technology, Physical Education/Sports Studies, Business Studies, Sociology.
- For the following subject outside of the EBacc, the average point score was in the lowest 20% and the proportion of entries was at or above the national average: Health and Social Care
 - H&S Care will be removed from the curriculum at the end of the 2024 academic year
- Maths progress "is in line with national" (IDSR 2022). Since September 2022, there has been close monitoring of students with target grades 6-8. Out of the 11 targeted students in the spring term, 64% made 1+ grades progress and 27% made 2+ grades progress between the November and March mocks. There was also careful monitoring of disengagement in key foundation groups to raise motivation and self-belief that they can succeed at GCSE Mathematics. An intervention programme was put in place where teachers work with three underachieving students to monitor progress and engagement weekly. Parent-student workshops were introduced in February 2023

to support revision strategies, including modelling of the most effective way to revise mathematics. At the end of the session, parents completed a survey (81% completion rate) which spoke highly of the workshop, with 100% agreeing that 'useful strategies to revise Maths were shared well' and 94% agreeing that 'the workshop was effective and a useful experience for parents to have with their children. There has been an improvement in 2023 and 4Matrix 661 is showing a P8 of +0.37 which compares favourably with the whole school P8 of +0.52.

- The strongest subjects in 2023 were D&T: Product Design, Art, Biology, Chemistry, PRE and PE.
- The performance of languages in 2023 was lower than other subjects with a 4Matrix 661 VA +0.07 performance. Whilst the departments ran many intervention sessions, we do believe that lockdown had an adverse affect on MFL teaching as it was harder to check understanding of spoken tasks and listening tasks.
- The only other subjects which showed a lower-than-average performance were Drama, Business and Health and Social Care. Drama has been affected by some inconsistent staffing which has now been resolved. Business has got a new staff team and we are convinced this will start to make an impact in the years to come. BTEC Health and Social Care had a P8 4Matrix 661 of below average even though only 2 of the 13 students in the cohort didn't meet their FFT benchmark by one grade. The current year 11 are the last cohort because as a school we didn't feel the change of direction for the new BTEC course is appropriate for the learners that take this course
- All 2023 progress data will be updated when the IDSR 2023 is published.

Curriculum

- All departments have completed KS3, KS4 and KS5 curriculum intents in all subjects, which are all available on the website for all stakeholders. Ongoing work includes reviewing and updating KS3, KS4 and KS5 formative and summative assessment.
- Inset at the beginning of the year was on Rosenshine's principles of instruction focusing on modelling and scaffolding. There was also a staff meeting on 'formative assessment', in which all teaching staff were encouraged to think about effective formative assessment strategies in the classroom and how we can move away from onerous summative assessments.
- The implementation of Rosenshine's Principles in lessons has been measured through lesson observations, using our new lesson observation feedback form and through termly learning walks which form part of the T&L monitoring and evaluation cycle. In the Year 11 and Year 13 learning walks in October 2022 retrieval was seen where teachers were using mini whiteboards, digital technology and examples of modelling on how to approach exam questions. During the Year 8 work scrutiny in November 2022, students said '*we feel quizzes and tests were useful in supporting us to retrieve and recall prior knowledge*'. Students were also able to articulate how teacher modelling and scaffolding were present in lessons and supportive with their learning. During the lesson observations in March 2023 observers made specific reference in feedback to Rosenshine's Principles and in particular retrieval, modelling and scaffolding.
- The STAR word strategy is now up and running in Years 7-9. There have been comments from the staff survey about its effectiveness and impact on staff workload. The literacy team will audit the current provision and decide on relevant steps forward, taking into consideration the academic committee's views.
- The Literacy group has focused on approaches to teaching reading effectively and raising the profile of cross-curricular reading. A number of departments have now trialled the reading fluency principles for approaching reading in a classroom to support all students. A reading fluency project has also been run with a small group of Year 10 students. The average comprehension age rose by 2 years and 7 months by the end of the 8-week project.
- In English students at the beginning of Year 7 (first half term) are screened for reading and writing (scholastic/spelling test/letter writing assessment). At the end of that period students are put into two streams. Stream 2 students are considered to be in need of "catching up" in some form. They spend an hour a week in lessons and thirty/forty minutes for homework working on Lexia. Initial outcomes have been encouraging given that the two, stream two, classes in Year 8 have improved by 69 and 96 in their lexile scores (which is above the school average). Accelerated reader has replaced Lexia as it ties in better with our electronic library and has more capacity for monitoring reading.
- In Maths, students complete a baseline assessment to check basic numeracy and Key Stage 2 content and this is used in conjunction with the CATs assessments to identify those working below expected standard and to inform which students require early intervention. This data is used to group students in attainment sets from when they arrive in September and a 'three pathways' curriculum in Year 7 ensures all students' needs are met. For those students who require specific support with primary level mathematics, instead of taking a second language they have a support session for Maths each week with a maths specialist teacher.
- The Maths department works closely with the SEND team to identify students with SEND that may require a particular targeted intervention. This process includes students sitting a Progress in Mathematics Assessment (PUMA). These students require support from our maths teaching assistant in the after school 'maths builder' club.
- Teaching and learning is formally monitored by one work scrutiny and learning walk per term, and two formal lesson observations throughout the academic year. The work scrutinies provide an opportunity for students in each key stage to have a conversation about their learning in one of their subjects. This provides the Head of Department

with an overview of how the curriculum intent is being delivered by all of their teachers.

- On the rare occasions where remote learning is necessary (such as due to the unforeseen closure of the school), teachers are ready to provide lessons online. In this situation, all lessons are taught via Google meet (with the exception of core KS3 and 4 PE lessons), and all work and resources are set on Google classroom. Attendance is closely monitored by classroom teachers and absence followed up by HOYs. Devices are provided to any student who needs one and technical difficulties are monitored and dealt with in a timely manner. Training issues for teachers and students are supported via the use of 'how to' videos on the Google drive (for teachers) and on the school website (for students).
- Following the successful launch of the Super Curriculum to Year 7 in September 2021, the Super Curriculum was launched with the rest of KS3 (Years 8 and 9) in September 2022. This structured set of tasks and resources enables students to develop their cultural capital through an inclusive and diverse curriculum that encourages students to develop into independent minded young people. The completion rates for Years 7, 8 and 9 respectively are currently 62%, 46% and 58%; however, students still have until the end of the summer term to complete their required tasks. The SENCo and Assistant Headteacher overseeing the provision for disadvantaged students are going to engage in student voice to close the gap between SEND/PP and Non-SEND/Non-PP. As part of the Super Curriculum student survey in March 2023, 52% of students said they enjoyed completing the Super Curriculum tasks, 86% of students said they were confident on how to access and log tasks on UniFrog and 41 students expressed interest in forming a Super Curriculum Ambassador group, which will be followed up for September 2023.

SEND

Outcomes for students with SEND are strong.

Measure	2018 (37)	2019 (32)	2020 (42)	2021 (38)	2022 (54)	2023(16)
Attainment 8	4.5	4.7	5.2	5.3	4.9	4.5
Students achieving grade 4 or above in English and Maths	76%	72%	81%	82%	69%	75%
Students achieving grade 5 or above in English and Maths	38%	34%	45%	55%	46%	38%
Grades that are grade 9 to 7 (*)	10%	17%	22%	27%	21%	16%
Students entering the English Baccalaureate (*)	57%	63%	60%	61%	56%	44%
Students achieving the EBacc at grade 4/C or above	41%	38%	50%	50%	41%	19%
Students achieving the EBacc at grade 5/C or above	22%	22%	26%	32%	30%	19%
Progress 8 score	+0.19	+0.08	+0.30	-0.09	+0.11	-0.33

(Source: FFT unless otherwise indicated) *(tables checking 2019, 4matrix 2020 and 2021)

- Over the last few years, the SEND department has developed in response to growing numbers of Presdales' students with more complex needs, for example we now have eleven students with EHC plans (compared with none four years ago). 4% of our current student cohort are currently listed on SIMS as 'K', with 0.9% of our students having an EHC plan. The way we classify "K" has changed this year as we have introduced a tier system of T1-T5, with only T3-5 being allocated SEND support. Tier 1 and 2 students are supported through Quality First Teaching. This has meant that the number of students allocated as K in 2023 is only 16 as opposed to 54 in 2022. It will mean it becomes a smaller cohort and every student will have more of an impact. In 2023 the 4+ in English and Maths was stronger than last year.
- In September 2020, we introduced an 'every lesson pupil passport', which lists the top 12 learning support strategies for teachers to incorporate into lessons to ensure a consistency of Quality First Teaching across the school. These strategies are displayed in every classroom and have this year been included on lesson observation feedback forms.
- An ADHD specialist continues to provide one-to-one mentoring for some students with ADHD over a series of six weekly sessions. Online safety for all students, but particularly those with SEND, is continually monitored and supported by the school. The SEND area of the school website has a link to online safety advice from the NSPCC.
- The epidemic continues to have a huge impact on the SEMH of students, not least those with SEND. Interventions are in place to support SEND students manage feelings of anxiety. The SENCo works closely with the Pastoral Team

to ensure that appropriate support is in place. Members of the SEND team make regular contact with parents/carers and teachers of students with additional needs to share information and significant updates.

Behaviour and attitudes

Outstanding

- Students are motivated to come to school, and they feel safe and supported. In April 2023, 98.3% of students reported feeling safe whilst at school.
- For the period September 2022 to May 8th 2023, our attendance was 94.0%, compared to a FFT national average of 90.9%. FSM attendance is above the national average of 85.6% and is currently 88.16%. However, our Year 7 FSM attendance is 88.20% which is below the national average of 89.6%. SEND attendance is 85.03% and this is also just below the national average of 86.0%. There are 3 students, 2 in year 7 and 1 in year 8 who are currently not attending school. We continue to work with outside agencies to improve the attendance of all students
- Incidents of bullying or discriminatory behaviour whilst rare are managed effectively and promptly as agreed by 90.72 % of students (Student Survey 2023).
- The Behaviour for Learning policy's consistent use is continuing to have a positive impact on students' behaviour and attitudes
- We have implemented a restorative behaviour programme in order to address the repetitive negative behaviour displayed by a small number of students.

Whole School Achievement points

2017	2018	2019	2020	2021	2022
22,434	29,577	31,031	38,302	39,308	46,277

Whole School Consequence points

2017	2018	2019	2020	2021	2022
5,402	4,358	2,771	1,977	2,138	2,709

- Up to the end of April we have had nineteen fixed term suspensions. There were 3 separate incidents of inappropriate use of social media involving 7 students. No student has had more than 1 suspension.
- Staff who are familiar with working in other schools frequently comment on the positive learning environment that exists in our school and the Staff Survey 2023 showed that 96% of staff believe our school culture encourages calm and orderly conduct.
- We successfully gained the Bronze Anti-Bullying Alliance accreditation in July 2022
- We have continued to build a culture where students feel comfortable raising concerns. The Safeguarding Team have undertaken specialist training on recognising and responding to inappropriate sexual behaviours and staff have also received training on the need to tackle harmful sexual behaviour. Results from the Student Survey 2023 reflect both the school ethos and values of respect and equality, and 92% of students agree or strongly agree that sexist and discriminatory language and behaviour is not a problem at this school.
-

Personal development

Outstanding

- 92% of students stated they enjoyed school all, most or some of the time (Student survey 2023)
- Approximately 125 extracurricular clubs were run over lunchtimes and after school which was also the case in 2021-22. 94% of Year 7 started the year attending at least one extracurricular club. A small number of all students, 15.9%, stated that there was "no activity which they were interested in" on offer; further work will take place to provide

activities which engage all students. The full list of clubs available each term is shared with parents and students on the website

- We have a strong Presdales Pride community who meet regularly as a lunchtime group to ensure all members of the school community feel welcomed and included
- Our sports leaders in Years 10-13 regularly support our local primary schools at the many sports festivals that run throughout the academic year. Teams from our extracurricular clubs represent the school in local and national competitions in a range of areas such as Robotics, World Challenge, Bar Mock Trial and many go on to receive prestigious awards. This year, one of our Year 12 students was awarded "Best Defence Witness" at the Bar Mock National Finals, a first for Presdales school. A Year 12 Presdales Student won a Gold certificate in the National Biology Olympiad.
- There are multiple sporting successes this year, including the U16 netball team who came 8th in the national finals. Our football teams have had several successes, with the U16 winning the county cup.
- The Duke of Edinburgh Award is a well-loved and established program within Presdales, which has grown dramatically over the last few years, from 61 participants enrolled on a course in 2017-18, 170 in 2020-21 to 238 in the current year. We are the lead centre in East Hertfordshire for enrolments, which will ensure we are able to continue to achieve great ongoing success with this programme. We offer the bronze award in Year 9, silver award in Years 10, and the gold award for students in Years 11, 12 and 13. The usually high levels of participation in extracurricular activities and the corresponding success that this brings is a testament to their excellent personal development
- Students have the opportunity to participate in concerts and shows throughout the year, including our annual dance show, a school performance of 'Much ado about nothing' and Presdales Rocks
- The 'Learn4Living' PSHE program is a crucial element of ensuring the personal development of our students. Key topics have been prioritised after lockdowns and from September 2021 an additional lesson in Key Stage 3 has been included for Year 9s which has enabled us to also incorporate Citizenship teaching into the program. Students in Year 9 have received a new unit on Britain and the Wider World this year as part of this teaching. In the Sixth Form, PSHE has been delivered through assemblies, form times and drop down days. In October 2022, staff were given training by a consultant from the RSHE service on delivering the more challenging aspects of the program to help ensure it is taught successfully.
- Parents are notified on a termly basis about the topics being taught, with links to relevant resources being provided
- Only 2% of students strongly disagreed that the school encourages them to look after their physical health and only 3% of students disagreed that the school encourages them to look after their emotional and mental health. 90% of students in the survey strongly agreed or agreed that they were taught about the dangers of inappropriate/harmful online content and how to behave safely online
- In Spring 2023, 93% parents of Year 11 students who had been through the whole statutory program when asked for their views said that they rated the program 4 or 5 out of 5.
- Our SMSC and Citizenship provision is covered through departmental curriculum provision, the PSHE Learn4Living program, weekly form time activities and assembly rotas. Assemblies reflect topics in the SMSC schedule, with weekly year group assemblies (regularly delivered by students themselves in their form groups) and with SLT delivering assemblies on key topics such as British values, online safety, sexual harassment, mental health and bullying. Staff also deliver "Form time Faith" sessions to students, increasing students' awareness of the different cultural, religious, ethnic and socioeconomic communities.
- Students and staff also completed a survey specifically looking at building a racially inclusive culture. 768 students and 50 staff responded to the survey which was commissioned by Flair Impact. Questions were asked and analysed in the 4 Key measurement areas of Racial diversity, Racial awareness, Racist behaviours and Racial inclusion barriers. A summary of the data positively shows that both students and staff rarely witness racial harassment at school with the score being 8.1 and 9.7 out of 10 respectively (any score below 4 is identified as an area for improvement). While the national benchmark figures are 4.7 and 8.1 respectively. Both students and staff identified the same areas for improvement which are: to create a culture where racism is confidently discussed and challenged; to increase the ethnic diversity of curriculum material and to increase the ethnic diversity of staff. A Racial Equity Action plan includes the above areas; this will be delivered by our newly appointed EDI lead.
- The school council is led by our Head Girl, Deputy Head Girl and the Heads, Deputies and Assistant Heads of Houses. The Assistant Heads of House are a new role and students in Year 10 applied for these roles in September 2022, and

began their role in October 2022. They represent the student voice within the school and provide ideas for the school's senior team and the Board of Trustees to consider, these have included the addition of trousers to the school uniform, refurbishment of the main school toilets and refurbishment of the Sixth Form Toilets, a Sixth form only Cafe, additional outside seating, the addition of the wearing of a necklace, the wearing of any plain coloured coat and the safety fence around the school

- This year, the Charity Committee chose the Princess Alexandra Hospital Charity as our school charity. The Charity committee has run one non-uniform day in Dec (with another one due at the end of May), Sixth Form Revue Christmas Stalls and the Easter Hamper Raffle. They have raised nearly £7000 so far this academic year, with £4,300 going to the charity and the remainder being allocated to a fund for the student council to allocate to their chosen school improvements.
- The school counsellor is employed for three days per week. She is providing support to students on a 1 to 1 basis (weekly, fortnightly and monthly- depending on individual needs), in small group sessions and through lunchtime drop in clinics.
- Improving and enriching the cultural capital for disadvantaged students remains a focus. In a typical year, the Pupil Premium Grant is used to subsidise participation in trips and other enrichment experiences for eligible students. We budget to enable all PP eligible students to participate in the Year 8 first residential abroad (Opal Coast), the Year 9 trip to the Battlefields and the Duke of Edinburgh Awards scheme.
- The school has completed the Quality of Careers Standard this Summer which is the national quality award for careers education, information, advice, and guidance (CEIAG) in schools, colleges, and work-based learning. The Careers Lead has a termly meeting with the Careers and Enterprise advisor which supports the work towards the Gatsby Benchmarks (GBs) where Presdales has met all 8 standards with 100% performance. A full careers plan is available on the website that is mapped against the GBs and the new CDI framework.

Leadership and management

Outstanding

Staff survey 2023

Question	Agreed (%) 2023
Leaders support staff well in managing behaviour	85
Leaders use professional development to encourage, challenge and support teachers' improvement	87
Leaders do all they can to ensure the school has a motivated, respected, and effective staff	79
Leaders have created a climate in which teachers are trusted to take risks and innovate in ways which are right for students	87
This school is well led and managed	92
Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff	72
I feel well supported working in this school	85
All staff are treated fairly and with respect at this school	97
Leaders and managers are considerate of my wellbeing	87

- 100% of staff agreed with the statement 'I know what we are trying to achieve as a school' (Staff survey 2023). 87% of parents Strongly agreed/agreed that the school had high expectations for their children. (Parent survey 2023).
- Leaders and trustees at all levels have a clear and ambitious vision for providing a high-quality education for all our students

- The majority of CPD is focused on curriculum delivery. A greater number of courses are now attended online, via providers such as the National College.
- A weekly training program is provided for new members of staff at the start of the new year, supported by members of SLT. A separate programme exists for ECTs and PGCE students. Other members of staff are given the option of joining one of the CPD working groups or working on a personal project of their own choice. This year, the working groups are digital technology, literacy, Teaching and Learning at KS5, Super Curriculum, SEND or a cross curricular group for STEM subjects.
- For the last six years we have jointly delivered an aspiring curriculum middle leaders training course with local schools. This has been attended by over 50 participants. Additionally, a joint INSET day took place in February with Richard Hale School on Racial Equality with a guest speaker, Shammi Rahman
- In response to the question 'Leaders use professional development to encourage, challenge and support teachers' improvement', 86% of staff agreed (Staff survey 2023)
- This year we have participated in the Great Representation programme run by HFL. HT and DHT attended 6 seminars across the year and also visited the 4 other schools in our "hub". We have worked with the HFL equity lead, to ensure that as a school we continue to promote equality of opportunity and celebrate difference. The HFL lead met with a large group of students across all key stages to listen to their experiences of school as a member of a globalised ethnic minority group. As a result of this, we have appointed an EDI lead and have engaged the services of Flair Impact to survey all students and staff further. We have appointed a Trustee who will directly oversee the work of the EDI lead, and we are in the process of formulating a school action plan.
- 69% of staff agree that we do take their workload into account when developing and implementing new strategies. However, we are conscious that this is still having a negative impact on some staff. We reviewed the SIP for 2022/23 to ensure that the key areas for improvement are manageable and not overwhelming, however, feedback from staff in May 2023 is that workload is still high. Areas of concern are the Spring term calendar, where we have several parents' evenings, whole school events and department meetings. The school had tried to alleviate time constraints by using disaggregated inset days for weeks where more than one event was taking place. There is a general feeling from staff that they would prefer to have full inset days and reduce the number of meetings/events in that period of the calendar.
- Initiatives to support reducing workload have included a reduction of data production by HODs, producing an assessment calendar which is reviewed and agreed with all staff, reviewing and revising department feedback policies, providing free flu jabs and free yoga sessions, staff laptops, allowing personal deliveries to school, agreed working from home during gained time, an extra paid occasional day in the year. Staff retention at Presdales is strong. In the 2023 survey, 79% of staff stated that 'Leaders do all they can to ensure the school has a motivated, respected and effective teaching staff'.
- Governance is strong at Presdales. Four committees (Full, Resources, Students, and Chairs) meet six times per year. Each meeting is preceded by two HOD presentations (2-year cycle). We have trustee links for SEND, Safeguarding, GDPR, Mental Health and Bullying, H&S, EDI, PP and Careers. In June, we hosted a trustee morning, where several trustees met with staff and students without senior staff present.
- The school regularly reviews its safeguarding procedures to ensure a positive safeguarding culture permeates through all aspects of school life. Each year a Safeguarding Action Plan is made by the DSP to address the latest statutory requirements and to ensure ongoing checks and procedures are in place. An external review of safeguarding in April 2021 mentioned that practices and procedures seen during the visit were strong and that "Students and staff spoken to feel supported and safe and there is a clear sense of openness and transparency about the school's safeguarding work." In 2023 surveys, 100% staff stated that students were safe in school, 97% of parents reported that their children felt safe at school and 98% of students said they felt safe all/most/some of the time (87% all/most).
- The school's use of CPOMs has enabled safeguarding issues to be handled swiftly by staff and student records to be regularly analysed effectively. The Safeguarding Team of DSPs meets each half term to share updates, review CPOMs reports and discuss cases. Online Safety is an ongoing key focus, with staff training on this last academic year and the addition this year of Senso monitoring of our school network to enable online incidents to be identified and addressed effectively. This year the Safeguarding Team has undertaken Brook Traffic Light training and staff have also received training on harmful sexual behaviours in addition to regular staff safeguarding update training. The school has a regular cycle for reviewing policies. These are all monitored by the Headteacher. The school website is compliant with policies that should be published.

- We have a policy of externally reviewing different areas of the school on a rolling program. Recent reviews include Maths, English, Safeguarding, SEND and visits from our annual School Effectiveness advisor. All reports have highlighted areas of excellent practice, and we have actioned areas where improvements have been suggested.
- As part of our STEAM work with the Ogden Trust, we have facilitated termly meetings between local primary and secondary schools and have organised events such as; 6th formers running science clubs in primary schools, a stargazing event hosted by a local primary school and a KS2/3 scientific enquiry moderation session.

Sixth form provision

Outstanding

To be updated post exam results

Measures	2017	2018	2019	2020	2021	2022	2023
A* - A (%)	32	32	29	44	50	33	39
A* - B (%)	63	65	58	73	76	64	67
A* - C (%)	85	90	80	92	94	87	87.5
A* - E (%)	100	100	100	100	100	100	99.5
Average point score per A level entry	38.58 (B)	38.48 (B)	36.59 (B)	42.32 (B+)	44.07 (B+)	39.47 (B)	40.27 (B)
ALPS Score	2	3	4	2	1	4	2*
A level value added score	0.13	0.18	0.03	0.36	0.61	NA	TBC

*provisional

- The strongest departments with a consistent score of ALPS 2-4 across all 7 years are Psychology, Art, Biology, and Sociology. Departments with ALPS scores averaging 6-7 over the last 2 examination years 2019 and 2022 were Media, Physics, History and Spanish. Media was the first year of examination and there were coursework issues. A new HoD was appointed for 2022/2023. The ALPS score in 2023 is a 2 which is very encouraging. Spanish achieved an ALPS 3 with a small cohort. History and Physics also had small cohorts of 4 and 8 students.
- There is a new HOD History and early signs are encouraging as the current year 13s achieved an ALPS 1 in the EOY 12 examinations. There have been new units introduced to make the offering more accessible. There is also a renewed focus on coursework.
- To improve Physics' outcomes, the department has purchased an edtech resource called Uplearn to support revision. The department is also running three revision sessions with compulsory attendance for some students where the teachers are modelling exam questions.
- The results for the 13 EPQ students were: A* x 1, A x 6, B x 5, C x 1.
- The KS5 Teaching and Learning Group has been focusing on Rosenshine's Principles and consistency of lessons across KS5 subjects. There has been a particular focus on weekly retrieval, questioning and modelling. Peer observations between members of the group have taken place to see the principles in action in A Level lessons.
- The retention of Presdales students into year 12 last year was 58%, which was 2% higher than previous years. 44 students went to college on level 2 and 3 courses which was 4 students more than previous years. Many of these courses are not available at Presdales. 29 students went to study A Levels at 10 different schools, which was 2 more students than the previous year. 13 out of the 29 (50% less than LY) students went to Richard Hale School, mostly for an Applied Level 3 qualification, which Presdales does not offer. 46 external students started with us in September 2023, which was roughly the same as last year

- Most 2023 sixth form leavers went onto higher education 86% with small numbers starting art foundation courses, employment, apprenticeships or taking a gap year.
- The Bar Mock Trial started in the Autumn Term, they were unable to defend their 'Outer London' Title and in March the Year 12 students competed in the National Final. Around thirty Year 12 students volunteer at Pinewood for one period per week. They are supporting students in class with reading, phonics lessons and sensory sessions. Several students are supporting lower school lessons. Twelve Year 12 students are supporting Year 7 students as Big Sisters. All Year 12 students are expected to volunteer for 1 period per week in school or at Pinewood.
- New Mental Health and Charity Ambassadors were recruited in September from Year 12. The Mental Health Ambassadors delivered the 'Just Talk' assemblies to all year groups in November. The Charity Ambassadors sold sweets and drinks during the Sixth Form Revue and also held an Easter Egg raffle. The 'Presdalian' has continued this academic year with an Autumn Edition and a Spring Edition being published so far and the annual edition of the Blackstone Journal is currently in progress.
- The Sixth Form Cafe opened in September in the Gym changing rooms and it has provided the students with another area for them to work/socialise in.

Next steps

Quality of Education
Create a T&L steering group to raise the profile of T&L across the school and further embed the implementation of Rosenshine's Principles
Devise a T&L handbook to outline the 'key ingredients' of impactful lessons
To develop the effective use of Chromebooks at KS3 as effective teaching tools to enhance learning
To continue to raise the profile of the Super Curriculum across the school as we roll it out at KS4
To continue to incorporate formative and summative assessments explicitly into curriculum intent. Build summative assessments in complexity across key stage 3.
Continue to refine teaching of explicit vocabulary. Share information to all stakeholders including parents and students Monitor use of teaching of explicit vocabulary by use of lesson observation form, learning walks and visibility in the classroom.
Behaviour and attitudes
Review the implementation of the behaviour for learning policy, including where adjustments are needed for those students with additional needs.
Supporting staff and students in the use of inclusive language (all protected characteristics)
To identify students that are absent with Emotional school based avoidance and to provide support through an individualised return to school plan
Personal development
To continue to grow student empowerment and agency
To continue to embed and develop the school's focus initiatives in the key areas of Mental Health awareness and education, PSHE and SRE programmes, and Citizenship curriculum

To strengthen links with the local community

Leadership and management

Deliver diversity objectives

Update the appraisal process for teaching staff by developing and introducing a learning triangle approach to teacher development

Complete an external review of the trust board and act on outcomes

Sixth form provision

Improve links with local Sixth Forms with Oxbridge success. Create and implement an Oxbridge programme with KS3 & KS4

Increase work experience opportunities (in person and virtual) in Year 12/13 with 2-3 days allocated to Year 12 in the Summer Term.

Continue to improve access and support to non-academic post 18 routes such as Apprenticeships and Employment