

<b>School</b>	<b>Yavneh College</b>	<b>Date</b>	<b>22<sup>nd</sup> and 23<sup>rd</sup> February</b>
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<b>Length of visit (including preparation and follow up):</b>	<b>2 days</b>
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**Purpose of visit and activities undertaken:**

- Two-day visit to support the SLT's self-evaluation process
- The visit included:
  - Deep dives in: English, Maths, Science, History and PE
  - Discussion with leaders in relation to Sixth Form, SEND, Safeguarding, Behaviour and Attitudes and Personal Development
  - Groups of students and staff were spoken to throughout the visit.
  - Online meeting held with trustees

**Strengths:**

- **General comments**
  - Yavneh College is a great school; students at the college receive a high standard of education and this is evidenced in their outcomes and destinations.
  - Students at the college are motivated and ambitious for themselves. They have positive attitudes to their learning. Students are quick to engage with their learning and keen to progress and learn and remember more. Attitudes of students make this a great place to teach.
- **Leadership and Management**
  - Yavneh College is a very good school; students at the college receive a high standard of education and this is evidenced in their outcomes and destinations.
  - Strong and effective leadership was seen in many areas including English, PE, Sixth Form, Safeguarding and SEND. There are clearly strong practitioners at the school that can be used to further enhance and develop the whole staff.
  - Staff teams are strong and collaborate well; they support each other to develop, review and evaluate teaching resources and develop expertise.
  - The school provides teaching teams with time to meet and develop. Staff are provided with regular CPD opportunities.
  - Trustees are knowledgeable about the school. They understand their responsibilities well, including safeguarding. They are clear about the need for the right balance of support and challenge.
- **Quality of Education**
  - The curriculum has been well considered, planned and sequenced.
  - Many teachers have excellent subject knowledge and are skilled in their teaching
  - Some teachers are very enthusiastic and passionate about their subject and communicate this to their students.
  - Teachers know their students well; they use seating plans appropriately and are able to identify students who require additional adaptations in lessons.
- **SEND**

- The SENCO knows the importance of quality first teach and provides staff with training and information to support the adaptations that will need to be made in lessons.
- Pupil profiles are very well written and detailed. Students contribute to these.
- **Safeguarding & RSE**
  - Safeguarding procedures, including training, are in place. Staff are confident to report concerns and trust leaders to follow-up with support for students and appropriate interventions.
  - Students are taught how to keep themselves safe, addressing issues such as on-line safety, consent and healthy relationships.
  - The Kavod Committee, set up by Year 13 students in collaboration with the Sixth Form leadership team, has shared the student experience of sexual harms at the college and in the lives of students outside of school. It is now working to create a peer support network and peer education programme to address these issues with the student body.
- **Behaviour and Attitudes**
  - Behaviour in lessons is very good. Very little low-level disruption was observed, and this was confirmed when speaking with staff and students.
  - Students reported that the behaviour policy is effectively applied in tackling low level disruption when it does occur. Students demonstrate high levels of self-regulation,
  - Students are polite and eloquent. They demonstrate high levels of respect, both for staff and their peers. They are committed to their education and are highly motivated.

#### **Areas identified for further development:**

- **Leadership and Management**
  - Ensure teacher voice is captured regularly, for example their views on the workload and wellbeing of staff.
- **Quality of Education: Intent – Curriculum Planning**
  - Ensure HoDs can confidently present their carefully sequenced curriculum plans and explain why they have chosen to sequence learning across the 5 or 7 years.
    - They should also show confidence with regard to the two-year KS3. Middle leaders must know how breadth and depth have been maintained, where gaps are and how they are being filled, to ensure that provision is commensurate with the national curriculum.
  - Recommend that the enrichment curriculum and the Jewish studies curriculum (and informal Jewish curriculum) is mapped to identify where these courses provide breadth and depth at KS3 (i.e. in Year 9 where students have dropped studying some NC subjects).
- **Quality of Education: Implementation - Teaching**
  - Ensure that the lessons are consistently demanding and rigorous. Some students know that they could be pushed to learn more and do better.
    - Consider how teachers and middle leaders demonstrate that the curriculum is the progression model and therefore be wary of how tiered tasks are presented to students; teaching should remain challenging and ambitious for all students.
    - Carefully order individual lesson content, ensuring that important knowledge is well taught and explained and students are expected to respond to the very best of their ability.

- Further develop routine in-class checks that assess quickly what knowledge students already have, so teachers know what they need to do to support students' learning.
  - Consider further developing the effectiveness of checking for understanding through targeted and diagnostic questioning. Whilst some skilled questioning was seen, there is variability.
  - Consider increased use of low stakes quizzing to check understanding and retrieval.
  - Consider involving students more in understanding how their curriculum is developing, highlighting links across sequences of lessons. For example, students understood the concept of Victorian and modern childhoods, but not why they needed to know this and how it will be applied in literary studies.
  - There is also more scope for developing tier 3 vocabulary in lessons
- **Extra-curricular and access to provision**
    - The school has formalised 'extra-curricular' by embedding it in the timetabled day. It would be good practice to place this information on the school website.
    - It is recommended that attendance records for enrichment and extra-curricular are carefully tracked and monitored to evidence breadth of curriculum and access to provision by all groups, including students with SEND.
  - **SEND**
    - Consider summarising the top three tips for each child to ease teachers' ability to utilise key adaptations.
    - Enhance parental voice for students with SEND.
    - Consider providing SENCO with additional opportunities to train staff in supporting students with ASD.
  - **Assessment**
    - Recommend that a line of enquiry for the SLT is to consider if the whole school assessment procedure and data drops are fit for purpose. For examples:
      - How does the data inform leaders and teachers?
      - Do the drops provide the right sort of information at the right times?
      - Are some processes in the school reliant on the data drops when other sources of information would be more appropriate?
      - How effective are NSTs for increasing student's progress in all subjects?
  - **Personal Development**
    - Whilst there are some opportunities to capture students' voice, the school should consider further ways to:
      - capture the lived experience of students at the school
      - Reiterate to students how they can contribute to decision making processes in the school (e.g. via the Junior Leadership Team)
      - Ensure students are made aware of when they have been listened to and responded to (i.e. 'you said... so we did...')
    - Ensure that any covid gaps in the RSE/PHSE curriculum are addressed and this is communicated with students as some report gaps relating to British Values and Sex Education.

<b>Name:</b>	Kay Leach and Justine McDonald	School Effectiveness Advisers	<b>Date report completed:</b>	24/02/2022
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