

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Isleworth and Syon School
School Address:	Ridgeway Road, Isleworth, London TW75JL
Hub School:	Lampton

Telephone Number:	02088568571
Email address:	school@isleworthsyon.org

Unique Reference Number:	137940
Local Authority:	Hounslow
Type of School:	Academy converter
School Category:	Foundation
Age range of pupils:	11-19
Number on roll:	976 including 154 in the sixth form
Head teacher/Principal:	Euan Ferguson

Date of last Ofsted inspection:	1-2 May 2013
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	20-22 January 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

This was a non-standard annual review that focused specifically on the sixth form and 16-19 study programmes.

Sixth form Improvement Strategies: Good

Outcomes for students in the sixth form : Good

Quality of teaching in the sixth form : Good

Overall Review Evaluation

The Quality Assurance Review found indicators that the 16-19 study programmes at Isleworth and Syon School appear to be firmly within the Good grade.

The previous Ofsted report on 1-2 May 2013 did not contain a separate judgement for the sixth form, but the report commented that ‘The sixth form is good’.

¹ Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- The academy is an average-sized secondary school for boys with a sixth form. A small number of girls join the school in the sixth form.
- The majority of students come from a wide range of different ethnic backgrounds. The largest group is from White British backgrounds.
- The proportion of students who speak English as an additional language is well above average.
- The proportion of students known to be eligible for the pupil premium is above average.
- The proportion of students with SEN support is above average. The proportion with an SEN statement or EHC plan is below average.
- Sixth form students are taught within a consortium of schools which include Brentford School for girls, Feltham Community College, Gunnersbury School and Kingsley Academy. In this year the number of students studying at other schools is small. The number from other schools studying at Isleworth and Syon is also small.

Sixth Form Improvement Strategies

What Went Well

- School leaders know the strengths and areas for development in the sixth form very well. Self-evaluation is accurate and key areas for development are being addressed.
- Staff and leaders are very committed to the students, to improving outcomes and to helping students to move on to the appropriate next stage in their education, employment or training. They give freely of their time and skills to offer individual support and guidance.
- The ethos of the school promotes inclusion and equality of opportunity. Students with differing needs feel well supported. The very small number of girls are made to feel very welcome in the school.
- There is good tracking of the progress of students and interventions are put in place if students are falling behind. Students are clear what their targets are.
- Action has been taken when there has been underperformance in particular subjects.
- Retention rates from Year 12 to Year 13 have improved because of better guidance of students onto appropriate Year 12 courses and improved outcomes at AS level.
- The appointment of the study support mentor has improved support for students and for independent study.
- The attendance of sixth form students is good.
- There are a wide range of enrichment opportunities available, and good opportunities to develop leadership. The sports leaders, for example, run sporting events in local primary schools.

Even Better If...

- ...the further developments to consortium arrangements now being planned were in place by 2016/17, resulting in fewer classes with very small numbers and tight quality assurance across participating schools.
-in school variation between subjects was reduced by the sharing of best practice within and beyond the school and by sharply focused support for the weaker subjects.
- ...the sixth form development plan was focused on impact and clearly indicates the success criteria for specific areas of development.
- ..the punctuality of sixth form students was improved.

Outcomes for Students in the Sixth Form

- The 2014 PANDA shows that attainment on entry in that year was slightly skewed towards the middle bands.
- Students following vocational courses made excellent progress (ALPS grade 3).
- There is variation between progress made in different subjects both at A2 and AS level. Some subjects have very small numbers.
- A level value added in 2015 was above average but not significantly so. (It declined from 2013/14.) The ALPS one year T score was 4. The three year T score was also 4. This represents good progress.
- Subjects with strong value added in 2015 according to ALPS were: art, biology, chemistry, English literature, ICT, physical education, physics and sociology.
- 53% of students achieved A*B grades, 99% of students achieved A*-E. The target for A*B in 2016 is 59%.
- The ALPS one year T score for AS level improved to 4. The three year T score was 6 so outcomes are improving.
- Subjects with strong value added at AS according to ALPS were art, biology, business studies, chemistry, drama, history and physics.
- The school exceeded its target of 75% A*-D at AS level with 81% achieving these grades. This shows good improvement. 91% achieved A*-E. The L3VA report records 17 fails at AS level.
- The school has been working hard to improve the accuracy of predictions. Predictions suggest that there will be further improvement in AS results in 2016.
- Science subjects are a particular strength of the school and are very oversubscribed. Mathematics is another very popular subject but the value added was low, ALPS grade 7 at AS, and so this is a focus for development. Geography and economics, which also had low value added have not been offered this year at the school.

- Only one student from the 2015 cohort did not progress to education, employment or training and that was for personal/family reasons.
- Retention from Y12 to Y13 was below average in 2014/15. This improved to 82% in 2015/16.
- Currently students resitting GCSE in the sixth form are more successful in English than in mathematics.

Quality of Teaching, Learning and Assessment in the Sixth Form

What Went Well

- There are very positive relationships between students and between students and staff. The school provides a secure and supportive environment where all can learn and achieve.
- Teachers plan their lessons carefully with a variety of activities. They have strong subject knowledge and an enthusiasm which motivates and engages the students so that they enjoy their learning. Assessment data is well used in planning.
- Attitudes to learning are excellent. Many students are developing good independent learning skills.
- Teachers give clear explanations. They support the students by making success criteria clear and making specific links to examination assessment objectives and criteria.
- Teachers circulate well in lessons to check understanding. In many lessons questioning is well targeted to develop thinking and challenge all, including the most able.
- Longer assignments are marked with helpful formative comments.
- There is good use of technical language and evidence that some of the strategies in place are promoting better academic writing. Some examples of the development of numeracy across the curriculum were also seen.

Even Better If...

.... the policy for feedback and marking was applied consistently across all subjects, including the policy on marking for literacy.

.....in some lessons students were encouraged to articulate their responses and explanations more clearly and precisely

...in some lessons questioning was better targeted to develop higher order thinking and challenge the most able.

...some staff had more confidence in adapting planned lessons to improve pace and challenge during the lessons.

Quality of Area of Excellent Practice

Not submitted for this review.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

- The Headteachers' Report to Governors, which now doubles up as the school's SEF, has been modelled on an exemplar from a CP School.
- The school meets frequently with local schools and with CP Hub Schools where ideas are continually developed and reported on.
- There is a link between the CP Hub Schools and the local Subject Networks, in order to avoid duplication.
- The school has led on the development of local subject reviews – through an initial review of the mathematics departments in three local CP schools (Feltham CC, Brentford SfG and Isleworth and Syon). This work was focused on accelerating progress within maths and on intervention strategies in maths lessons. This work is now strategically cascaded to other local partner schools and subject teams.
- The training undertaken by senior leaders, in order to take part in QARs has developed colleagues' own skills in self-evaluation.
- Impacts of strategic actions are recorded within the Head's Report and Impact Reports are now utilized more widely across the school (examples can be provided e.g. Library and impact of Accelerated Reader – linked to Literacy). School IP is increasingly used across the middle leadership areas to record impacts.
- The school is a PiXL School and utilises their strategies.
- In terms of high quality feedback and marking, this has been a whole school priority. In particular persuading students to respond to teachers' written comments has been a focus. The use of marking checklists and other strategies for this are shared across the school.
- The school continues to work with partner schools in developing the use of KS3 data.
- Almost 40% of staff have under three years of experience, so there has been a renewed focus of engaging learners (ICE – E = engagement; C = Challenge; I = independent learning). Engagement and Challenge of learners from CP observation forms has been adapted to inculcate ICE.
- Different modes of high quality feedback and specifically focused Feedback and Marking reviews have taken place. The school is also in its second year of undertaking half-termly reviews to analyses the quality of work.

How have you worked with, or supported, other schools in Challenge Partners?

- Senior staff have taken part in CP reviews.
- The AHT-English has spent time supporting colleagues from Abbotsfield Boys' School, Hillingdon with a focus on raising standards in their English department.

- The Acting CL Performing Arts has been working with the Head of Drama from Cottesloe School, Leighton Buzzard, and supporting them by demonstrating some exemplar GCSE performance work.
- The Head's Report has been passed to a number of local partnership schools as a model of good practice.
- A number of colleagues take the lead for Subject Networks.
- A DHT is serving on the Behaviour & Attendance Panel and also sits on the Management Group of Woodbridge Park School. Another DHT sits on the Operational 14-19 Group. Another sits on the Data & Assessment Group, and the Head of Sixth Form attends the Heads of Sixth Form Group. All partnerships include CP Schools.
- The Headteacher sits on the Strategic 14-19 group and is currently Chair of the School's Forum and again CP Schools are heavily represented here.
- The Headteacher is leading a group of local CP schools who are currently exploring the provision for Sixth Form arrangements, with a view to improving the organisation and operations and to providing better value-for-money.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would not like any further support at this time.