**Shavington Academy – History Faculty SEF**

**September 2022**

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| **Academy Context** |
| * Non-selective, 11-16, 865 on roll
* The school has 13 ethnic groups represented across the Academy. WBR accounts for 92% of the pupil population
* The proportion of pupils with English as an additional language is 3%
* The proportion of pupils with an EHCP is 3%
* The school pupil base is in Quintile 1 (less deprived) of all schools in terms of deprivation
* The number of pupils now in receipt of Pupil Premium Funding is lower than National – 13.8%

**The History Faculty*** A Curriculum Leader, a Second in History (temporary maternity cover for this academic year) plus three other specialists who teach History for 50% of their timetable, one of whom holds a pastoral TLR
* 2 hours per week at lower school, 3 hours per week for GCSE options
* 3 GCSE subjects: History, Ancient History and Citizenship
* Lower school curriculum aims to prepare pupils for all three GCSEs, with a priority on History
* GCSE option numbers, 2022-23:Year 11, 74 History, 14 Ancient History, 45 CitizenshipYear 10, 84 History, 21 Ancient History, 39 Citizenship

**Results 2022****GCSE History**SEN gap: SEN K: 2 pupils, both had significant attendance issues. “FC” pupils made slightly better progress than the average. PP pupils (4) made better progress than the average.* Attendance is the most clear indicator of progress.

**Ancient History**PP gap – 3 pupils – skewed by one serial non-attender. Without this one pupil, there is no gap.Attendance is the biggest indicator of progress.SEN – FC pupils made above average progress.**Citizenship**PP pupils (3) made above average progress. SEN – FC pupil (1) and SEN K (1) made above average progress.After re-marks:7-9 = 42.6%5-9 = 70.5%4-9 = 80.3%APS = 5.9 |

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| **Quality of Education: Strengths** | **Areas for Development** |
| * The KS3-KS4 Curriculum structure is broad, balanced and ambitious for all pupils. The curriculum is aspirational for all and is characterised by academic challenge through a ‘teaching to the top’ philosophy and ‘Making every lesson count’ fundamentals: challenge, explanation, modelling, practice, feedback and questioning.
* The KS3 curriculum is taught over 3 years. It has very broad, creative and academically demanding content which prepares students well for study at KS4 of GCSES in History, Ancient History and Citizenship.
* Content is selected to prepare pupils to understand and ask questions of the local, national and international spheres that they experience – meeting the national curriculum and suiting pupils’ context. Substantive concepts are identified as building blocks that connect and develop throughout the curriculum, alongside and complementing pupils’ ability to work with disciplinary concepts. Departmental resources identify the fingertip knowledge needed for success within any lesson/scheme, as well as the residual knowledge which is necessary for pupils to make progress over time.
* Lower school curriculum is designed to support access to GCSEs in History, Ancient History and Citizenship.
* Curriculum is regularly reviewed, collaboratively, by all departmental staff.
* Curriculum journeys are sequenced to build knowledge and support pupils’ retention of this over time.
* Curriculum journeys enable pupils to know more, remember more and do more.
* Planning takes into account pupil starting points and current progress enabling effective adaptation so that pupils can progress rapidly.
* Schemes of Learning and core resources are developed within the department to ensure consistency of delivery and to support workload of staff.
* The curriculum meets all statutory requirements and caters for those with additional needs, such as SEND.
* Good and outstanding outcomes from GCSE History, Citizenship and Ancient History in examination years. No PP gap in 2022.
* GCSE History: consistently outstanding results for pupils with higher prior ability over several years.
* GCSE Citizenship: outstanding results for all pupils consistently in each examination season.
* The Academy promotes a curriculum that is accessible to all and support is provided for those that need it through HQFT and SEND support.
* The curriculum promotes social, emotional, moral and spiritual development as equally important to support the development of our pupils. Links are explicit in schemes and resources and teachers are skilled and effective at discussing these with pupils.
* Teachers demonstrate a deep understanding of their subjects. They are supported through QA feedback and carefully considered coaching and CPDL to develop their pedagogy.
* Teachers’ expectations are consistently high and our ‘Mindset for learning’ processes are clear. As a result, engagement in learning is consistently good.
* Feedback in class is focused on being responsive and is often verbal or whole-class, based on staff responding to checks of pupil knowledge. Marking is fit for purpose and designed to help pupils to progress. It informs targeted intervention at classroom level and also informs short term, medium term and long-term planning
* Closing the Vocabulary gap approach to teaching of tier 2-word teaching across the Academy, through Whole Education Words for All project – embedding 2022-23
* Remote learning via TEAMs is used for catch-up work and to support learning at home
* Lower school curriculum is delivered entirely by specialist Historians. All teachers of History teach more than one subject in the Academy. One is an RQT, and alongside another teacher they have not previously taught our History curriculum.
 | * Improving outcomes for disadvantaged pupils (SEND/PP/EAL)
* Improving HQFT strategies to support SEND pupils through effective teaching
* Increase in disadvantaged pupils studying GCSE Ancient History
* Embedding a progressive approach to reading throughout the curriculum
* Improve outcomes for pupils of lower-prior ability
* Subject knowledge for teachers with no prior experience of GCSE Citizenship and GCSE Ancient History
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| **Areas of Excellence** |
| * Curriculum journeys to support strong outcomes for pupils, including clearly identified disciplinary and substantive concepts
* Good and often excellent teaching, learning and assessment practice
* Broad curriculum that leads to good outcomes in three GCSE subjects
* Persistent emphasis on improving teaching and learning through rigorous QA processes
* CPDL programmes include collaborative and individualised approaches that are sustained over time
* Clear vision for what constitutes excellent teaching and learning
* Extra-curricular opportunities and links to the local community
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| **Behaviour and Attitudes: Strengths** | **Areas for Development** |
| * Pupils’ respect for each other and the school’s environment is consistently high
* High uptake of three GCSE subjects within the faculty
* Pupils represent themselves and the Academy in external competitions and extra-curricular visits and trips
* Pupils create a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated
* Pupils across all key stages are highly engaged in learning and are consistently well-behaved in lessons and in unstructured time
* The ‘untypical’ small minority of pupils who struggle to meet our high expectations respond well to a consistently applied behaviour management system
* As a result of effective behaviour management systems, the level of disruptive behaviour is minimal
* Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines and our pupils’ attitudes to their education are positive
* The Academy values and our M4L process support this positive process
 | * Improve attendance for a small number of vulnerable pupils
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| **Areas of Excellence** |
| * High uptake of GCSEs within the History faculty
* The ethos of the department, as part of the wider school, promotes very good behaviour
* Good outcomes for pupils with SEND needs
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| **Personal Development: Strengths** | **Areas for Development** |
| * Shavington pupils are confident, self-assured learners
* Our Academy values underpin our personal development provision across all elements of school life, and act as a constant reminder of the values needed to a positive member of society. Opportunities for our pupils to develop their talents and interests are of exceptional quality, with a broad and varied range on offer. Our curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development
* We provide a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests, including extra-curricular trips and visits, residential trips, debating competitions, and developmental training e.g. Debate Mate coaching.
* Citizenship pupils have the opportunity to visit the Houses of Parliament and to ask questions of their MP.
* It is evident in schemes of work that views are challenged on a range of difficult subjects such as extremism, immigration and war. Debates and high-level questioning allow views to be shared and challenged by others in a safe manner.
* The curriculum is reviewed each year for its focus on Inclusion, Equality and Diversity (British Values, SMSC, Anti-racism, LGBTQ+).
* Lower school curriculum is constantly being adapted to embed diverse examples so that they are not studied as “add ons” to the main curriculum, rather they feature as part of “ordinary history”. Lessons sequences and schemes are planned so that minority groups are never encountered solely through negative examples, but as groups who have agency and are “ordinary humans”.
* The Faculty contributes to assemblies and form-time sessions on broader themes such as black History month and the Holocaust.
* Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
 | * Continue to enhance the curriculum with embedded examples of diversity – this is more advanced at lower school than upper school where GCSE specifications require more creative flexibility
* Ongoing adaptations to practice post-covid
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| **Areas of Excellence** |
| * Links to careers are explicit in resources, lessons and schemes, as well as displays and through extra-curricular opportunities
* Curriculum meets need of all pupils
* Curriculum is designed to ensure that minority groups are not encountered only through a negative lens, and that a wide range of examples are embedded into the curriculum as part of “ordinary history”
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| **Leadership: Strengths** | **Areas for Development** |
| * All schemes are planned in-house, including creation and ongoing adaptation of resources each year to suit the current context of the school/year/group and to embed lessons learnt from previous years. In addition, all staff are using responsive teaching to adapt plans based on gaps, misconceptions or other findings from lessons, homeworks, knowledge quizzes and assessment.
* Overall planning is delegated between staff with quality assurance by CL and 2nd. Departmental resources are used by all teaching staff giving consistency of experience.
* The Curriculum Leader has led History at Shavington for 8 years. Supported by a Second, this year the 2nd is covering a maternity absence and it is their first year as 2nd in History.
* All GCSE teachers have experienced 1st hand exam board training and other CPDL opportunities specific to their GCSE specifications.
* Self-evaluation and improvement plans are reviewed regularly by Curriculum leadership and senior leaders, in line with Academy processes.
* The Faculty has membership of the Historical Association and the Association for Citizenship Teaching, and is actively engaging with the HA’s “Quality Mark” scheme, which is supporting self-evaluation and improvement planning.
* Highly effective CPDL is impacting positively on pupils’ outcomes and we have built capacity to improve these further
* All Middle Leaders also have access to Leadership Matters, an online network that looks at specific areas of leadership for development. This is reviewed through meetings with the Leadership team to support staff in their areas of development
* Engaging with primary feeders through meetings and transition work to support them with their planning of History
* Actively engaged with Cheshire East subject network
* Performance Management, Coaching and mentoring structures are in place to support all teaching staff in the faculty
 | * Develop capacity of second in department, as temporary maternity cover
* CPDL Development programmes for all staff are personalised and meet needs of the faculty – CPDL pathways
* Support curriculum expertise of two staff who have not taught our History curriculum before
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| **Areas of Excellence** |
| * Impact of leadership on attainment in History, and now Ancient History and Citizenship too
* Robust accountability procedures
* Commitment to continuous improvement
* Wellbeing and workload of staff
* Adaptations to practice as a consequence of COVID-19
* Leadership role in the local History teaching community
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| **Overall Effectiveness and Capacity to Improve: Key strengths Judgement: Good** |
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| **Our Core School Improvement Priorities (2022-23)** |
| Ensure that the curriculum entitlement for ALL pupils is consistent and ambitious, reducing the gap between disadvantaged/SEND/Vulnerable pupils and those that are not to ensure pupils know more and remember more and achieve highly as a consequence Promote a love of learning and reading, across the all aspects of the curriculumIncrease attendance across the whole Academy, reducing the gap between non/disadvantaged and reducing PAPromote equality, diversity and inclusion across all elements of Academy lifeEfficiently and effectively plan and resource the growth of the Academy and the MAT, and development of a SEND resource provision |