## Excellence

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<td>Our overall progress and attainment are outstanding Our overall progress is sig+ at 0.42 which places us in the top 11% of schools Our school is 13th out of the 55 similar prior attaining schools Our English P8 score is 0.5 which is sig+ and places us in the top 9% of schools Our Maths score is 0.2 which is significantly positive The Open Element P8 score is 0.4 which is significantly positive Threshold performance is outstanding 89% of students achieved A*-C in English and Math The progress of our disadvantaged students is good Our P8 figure for DA students is 0.02 (0 national non-DA and DA students -0.32) Our P8 figure for DA students in English is 0.24 Our P8 Maths score for DA students is -0.35 Our P8 Open element score for DA students is -0.06 Our P8 EBacc element score is 0.26 Our A8 figure for DA students is 51.87 (52.96 national non-DA) Our outcomes at KS5 are significantly above average placing us in the top 16% of schools in the country Our L3 VA score is very strong at 0.13 The performance of disadvantaged students was good, as was performance in all sub-groups, apart from mixed background. The ALPS RED teaching score of 3 remains significantly above average</td>
<td>Strong leadership of teaching and learning has defined policies and practice which have increased consistency in the classroom and improved the quality of learning in each subject area. The gap between outstanding practice and that which is less strong is closing as a result of tailored and personalised coaching and support. The development of accessible and robust data tracking systems at each Key Stage, underpinned by ambitious target setting has ensured that staff have the highest expectations of the students with whom they work and have the information they need to identify the differing needs of the students in their classroom. Departments regularly standardise and moderate assessments to ensure that standards are maintained and rising, particularly in the light of increasingly rigorous examination frameworks. Our frequent work with our local primaries has also served to test and challenge our new curriculum and ensure that it is of the requisite level of challenge.</td>
<td>The vision of the HT and school leaders is clearly articulated through the mission statement, The Rosebery Way, which outlines expectations for the conduct of staff and students. Safeguarding is central to the work of all staff, leading to a community where each student’s well-being and safety is paramount. Outcomes and in-school progress data demonstrate the relentless focus on school improvement. The staff survey confirms the shared vision and values of the leadership of the school and that the focus of that leadership is clear and has impact. 100% of staff state that the school is well led. There is a sharp focus on the progress, attendance and well-being of our SEND students, who make good progress as a result. Performance Management processes are robust and holistic. All staff are held to account for the progress of their students, for the accuracy of their projections as well as their work in meeting the Teacher Standards. Leadership standards are also in place for all staff who are on the UPR, hold a TLR, or are on the Leadership Spine. Governors are fully involved and engaged in this process.</td>
<td>Rosebery is an inclusive community where diversity is encouraged and celebrated and in which students have the opportunity to explore, discuss and pursue their individual and collective interests and beliefs without fear of bullying or ridicule. We devote protected curriculum time to PSHE and this has the impact of ensuring students understand the significance of the issues under discussion and allows them to develop confidence, to look after their health and well-being, to build positive relationships and to be able to make effective decisions about their future. The impact of this can be seen in the positive and aspirational behaviours that students demonstrate around school, and in the huge numbers of students who engage in extra-curricular activities. Attendance for the vast majority of students is very good and action plans are in place for all students where attendance is a cause for concern which are leading to significantly higher attendance, particularly among our FSM students. Safeguarding is our highest priority and we have a skilled team of staff who train their colleagues to be alert to the signs of abuse and to deliver key safeguarding workshops through PSHE to our students.</td>
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<td>Our in-year internal data suggests that the performance of disadvantaged students overall and in Maths in particular is improving because of the relentless focus on this issue by teachers and leaders in every subject area.</td>
<td>The focus on challenge in every classroom in 2016-17 combined with aspirational target setting means that all students experience greater rigour every day and as a result all student groups, including our higher prior attainers are making more rapid progress. The introduction of a new AWoL system at KS3 has developed a holistic approach to assessment and increased rigour and challenge in the classroom. The introduction of a three year Key Stage Four has supported students to make greater progress in the light of the new and more rigorous GCSE specifications. Our school-to-school support work at both primary and secondary level demonstrates the exemplary practice from which others are keen to learn.</td>
<td>School leaders have a relentless focus on the progress of disadvantaged students. Personalised action plans are in place, leaders and teachers are clear about the individual needs of disadvantaged students and additional resources are carefully deployed and this has led to outcomes for these students which are significantly higher than the national average and which in almost all subject areas have narrowed the gap between the progress of disadvantaged students and the rest of the cohort. The broad and balanced curriculum has been completely revised at all Key Stages in order to secure outstanding outcomes for our students at each Key Stage because students are supported to develop a depth of knowledge and understanding and the range of skills they require in all subject areas.</td>
<td>Students feel safe at Rosebery (96% of students stated this in the last student survey 2016) because bullying is rare and there is a positive climate for learning. Parental surveys carried out in 2016-17 confirm that their daughters have someone they can talk to with any issues and that they feel safe and happy at Rosebery. This is as a result of the actions of our Intervention Team who provide counselling and mentoring, anger management, lead Breakfast Club, provide Art Therapy and careers advice and guidance to many students across the school. This combined with our investment in the pastoral system which ensures care and support begins even before students join the school means that students all have someone to whom they can turn if they need support or help.</td>
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Opportunity

In 2016 of our Year 13 students:
- 89% went to university or art/drama/performance college (HE)
- 7% joined designated Apprenticeships
- 4% went into employment (or travel)
- 76% of UCAS applicants got their first choice
- 10% got their Insurance place
- 14% are starting courses via adjustment or clearing
- 100% of students intending to go on to university gained places

Clear behaviour systems which are implemented consistently by all staff, coupled with our students’ positive attitude to learning, ensure that lessons are rarely disrupted by poor behaviour and that students take every opportunity to learn.

A highly sophisticated professional learning programme is in place which engages all staff in continues development and improvement and has a marked impact on the quality of learning in the classroom because it has been explicitly linked to our T and L areas of development - challenge, planning, marking, feedback, behaviour for learning, development of a growth mindset

Staff have the opportunity to contribute to school-to-school support through the Glyn SCITT and Kingston Teaching Alliances and the Epsom and Ewell Confederation. Coaching, teaching and learning development and leadership programmes are also offered by our staff to others across the county.

Parents are given many opportunities to engage in the progress that their child is making through regular information evenings, detailed reporting, parents and concern evenings. Surveys confirm that they feel that our communication is good.

Since the last inspection, leadership capacity has developed significantly so that now all school leaders are involved in the improvement of teaching and learning, behaviour for learning and in the strategic development of the school.

School leaders work hard to promote awareness of spiritual, moral, social and cultural issues through a comprehensive personal development curriculum, assemblies and tutor time activities.

Students are encouraged to lead their school. Over 40 students are prefects in the Sixth Form, the Junior Leadership Team piloted co-planning with staff which has now been rolled out to a larger number of students. 20 students have been trained from across the school to be well-being ambassadors who support their peers with issues at breaktime. Our Sixth Form LT lead on inclusion, community, enrichment and well-being and frequently lead assemblies and events such as well-being week and Rag Week.

Students are confident learners whose positive behaviour for learning is evident in the very low number of lesson removals and behaviour points given for low level disruption, our low numbers of FTEs and PEXs, as well as through our comprehensive QA process which has highlighted where greater behaviour support is required for colleagues in small pockets of the school.

Our students’ impressive conduct is also evident from the number of students engaged in leadership projects across the school which have a definitive impact in the running of the school and in the number of out of hours activities that students engage in every day.

Students take every opportunity to serve their school and wider community, seeking to support those less fortunate than themselves wherever possible.

We invest significantly in careers advice and guidance and have our own full time advisor who works with all year groups to provide high quality, impartial guidance either individually or through a vast range of events and initiatives to support students to make the right choices for their future.