

# Ofsted Summary Evaluation

2020



**Part of Hoyland Common Academy Trust**

**HCAT CEO – Tom Banham**

**Executive Principal – Nick Bowen**

**Principal – Claire Huddart**

**Chair of Governors – Margaret Gostelow**

## **OUR MISSION STATEMENT:**

**At Horizon Community College, our vision is for students to be *School Ready; Work Ready; Life Ready.***

### **Our curriculum and culture:**

aims to 'challenge every learner, in every lesson, every day';  
develops the character and skill set of all, through the belief that we are 'Positive Role Models';  
ensures that there are 'opportunities for all' through our personal development and Careers and Enterprise programmes.

### Overall effectiveness

#### Good (2)

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

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Since opening in 2012, there has been a significant rise in outcomes and the progress of students has been consistently above the national average. Student attainment is now broadly in line with national averages from KS2 starting points that have traditionally been below national averages. The progress of our pupil premium students is consistently in line with the national average for all students. Our internal quality assurance processes show teaching to be good with outstanding features. Safeguarding systems across the college are rigorous and robust. We therefore believe our overall effectiveness to be good with elements of outstanding.

We recognise our previous vulnerabilities, especially in mathematics and humanities. Improvements are due to increased rigour in curriculum, our monitoring systems, changes in the staffing and leadership of maths and an increase in capacity through joining HCAT in June 2019. Monitoring has identified an increase in students' progress from the start of the lesson and a greater number of students making rapid progress, which the College believes will be the main driver for further improvements moving forward.

### Key findings from Ofsted

The last (May 2018) Ofsted inspection graded our school as continuing to be GOOD. Strengths identified included:

- “Your strong and determined leadership has ensured that the school has continued to move forward since the previous inspection report.”
- “The atmosphere in classrooms and about school is calm. Pupils show respect for each other and are courteous both to staff and visitors. They wear their uniform with pride.”
- “You have rigorous systems in place to monitor attendance closely and support those who do not attend regularly.”
- “There is a strong culture in the school that sets the safety of pupils as a high priority... Leadership of this area is strong and there is a dedicated, well-trained team which supports vulnerable pupils.”
- “Pupils... receive extensive training on potential dangers and... can speak confidently about measures that they can take to keep themselves safe. They say that they feel safe and that they have confidence in school staff to help them resolve any issues which arise.”
- “Overall, pupils made stronger progress than pupils nationally with the same starting points. Disadvantaged pupils also made stronger progress overall than their peers nationally. Progress was significantly above the national figure in English literature, business studies, physical education, religious education and photography.”
- “Governance is a strength of the school... They have a clear understanding of their role and there are systems in place which allow them both to support and challenge leaders.”

Ofsted 2018 outcomes	Progress towards
<p>Continue to focus on the quality of teaching, learning and assessment in mathematics and humanities so that pupils make progress in those subjects at least in line with national figures</p>	<ul style="list-style-type: none"> <li>• New staff and a new leadership team within Maths; leadership development across Humanities, with external consultant support from a school with well above average outcomes</li> <li>• Teaching and learning strategy centred on evidence and research-based practice</li> <li>• Development of a new curriculum (KS3 and KS4) across all subject areas, including the rewriting of schemes of learning</li> <li>• Rigorous QA processes for teaching and learning and assessment across all subject areas</li> <li>• Development of an integrated CPD package across College</li> <li>• Cross-phase trust support for Mathematics, with a specific focus on increasing challenge in Y7</li> <li>• A greater proportion of students taking the Higher tier pathway in Maths</li> <li>• March 2020 data collection for Y11 students: Maths = P8 prediction of 0.1, including 70/49/17 for Grades 4/5/7; Geography VA prediction of 0.31; History VA prediction of 0.14</li> </ul>
<p>Maintain the emphasis on setting work to suit the needs of all pupils so that all teachers set suitably challenging tasks, particularly for the most able pupils</p>	<ul style="list-style-type: none"> <li>• Development of age-related expectations at KS3. These provide a concrete set of curriculum standards that support students achieving Age Related outcomes at KS2 to progress to a Grade 5 or the equivalent at KS4. Greater depth expectations are similarly designed as a pathway for students to achieve a Grade 7 or above at KS4.</li> <li>• Implementation of Progress/Progress+ Routes within lessons to support these age-related and greater-depth curriculum expectations.</li> <li>• Introduction of Progress Checks that assess student understanding against curriculum standards, identifying areas for improvement and informing next steps in teaching and learning.</li> <li>• Introduction of student reflection time to develop student metacognition as they reflect on Progress Check outcomes and make improvements.</li> <li>• Continued emphasis, through our teaching and learning strategy, on the importance and development of pedagogy, especially questioning, modelling and appropriate scaffolding to support the needs of all learners</li> </ul>
<p>Continue their work with primary colleagues so that Year 7 pupils make rapid progress from the outset and build quickly on their primary experience</p>	<ul style="list-style-type: none"> <li>• Cross-phase trust collaboration to build on the HCAT and KS2 curriculum provision and so create a 3-16 pathway for all subjects</li> <li>• New or revised schemes of learning introduced in all subjects, developed to drive age-related and greater-depth expectations</li> <li>• Identification and tracking of progress of 'greater depth plus' cohort</li> <li>• Revision of catch-up strategy and implementation format, with more rigorous use of KS2 assessment outcomes to inform interventions</li> <li>• Introduction of a nurture provision for students entering Y7 with very low levels of literacy and numeracy that ensures access to the full curriculum</li> </ul>

## **The College Strategic Priorities 2020/2021**

**To ensure that the College delivers an ambitious curriculum that continues to raise aspirations and standards for all groups of learners in every school year.**

### **Leadership and Management**

**To ensure consistency in the quality of leadership and management to support improved outcomes for all students**

- Further develop positive engagement with all stakeholders
- Redefine the role of support staff and ensure a first-class service is provided for all
- Ensure consistent high-quality leadership at all levels across the college

### **Quality of Education**

**To continue to develop expert teaching and embed consistency in the quality of classroom practice**

- Ensure the ambition and ownership of the curriculum support high-quality learning
- Drive quality-first teaching for all students through the College Teaching and Learning Strategy
- Support students to improve their reading and numeracy, as skills for learning and for life
- Ensure consistent use of progress checks and summative assessments to inform curriculum and teaching and learning
- Embed and assure the quality of home learning and retrieval practice

### **Behaviour and Attitudes**

**To enable students to become positive role models**

- Develop students' character and attitudes, supported by the College Core Values
- Further encourage the positive engagement of students, through effective support, interventions and restorative practice
- Continue to improve attendance and punctuality for **all** groups of students

### **Personal Development**

**To embed students' personal and social development within the academic and wider curriculum**

- Develop life enriching opportunities for all students beyond their socio-economic norm
- Raise awareness and deepen student understanding of modern society, enabling students to make informed choices in their life
- Ensure social, moral, spiritual and cultural development is an integral aspect of students' learning
- Embed a Careers and Enterprise curriculum that supports sustained student achievement post-16

## Context of the School

Conversion to Multi Academy Trust status was completed on 01.06.19. HCAT is a growing multi academy trust containing 1 Secondary School and 4 large primary schools. One of the trust schools is an Outstanding school and a designated teaching school under Tykes Teaching School Alliance.

The College initially approached HCAT because their vision and values so clearly aligned with those of Horizon, particularly in terms of moral purpose and focus on Barnsley children. We were also determined that Year 7 students should be in a position to make rapid progress from the outset and build on the very best primary experience. The partnership has also provided an additional layer of challenge and supported improved classroom practice for Horizon, whilst creating greater capacity for the Trust as it expands. A more robust monitoring programme within College has raised teacher expectations and introduced focused dialogue based on learning outcomes for each child. Furthermore, conversion has increased our capacity for CPD through formal training, work shadowing, joint training/work scrutiny and the additional expertise of the primary NLE staff. This has ensured rapid change from 2019 to 2020 through effective support and coaching structures.

At Horizon CC we have a shared ethos where everyone is valued, supported and respected. This ethos is reflected in our commitment that all students study Religious Education from Year 7 to 11, with a full entitlement to the GCSE RE course in KS4, and reinforced by our core values of tolerance, respect and kindness. There is high quality teaching and learning in all subjects, which develops students' knowledge and skills through an exciting broad and balanced curriculum, providing life-long learning and opportunities for all. This is complimented and underpinned by our investment in a dedicated Careers and Enterprise Team led by one of our Assistant Principals and consisting of 6 full time specialists, who provide a planned programme of career and enterprise events from Y7 onwards to ensure that our students are as prepared as possible for their destinations after Horizon. This is all intertwined and linked in with our ambitious and wide-reaching Personal Development offer to our students which aims to grow their cultural capital alongside their skills and knowledge.

Our admission number is 400 students per year group; in 2019 and 2020 we admitted 420 students into Y7 and have had a significant waiting list. Student mobility is low, 3% in the academic year 2019-20, and due to the popularity of the College most year groups remain at their original admission number. We have a significant cohort of students who have English as an additional language. At least 30 different languages are spoken at home by our students, to differing degrees of proficiency and fluency. New arrivals and those who are still developing their confidence with everyday words and language processing skills are supported by our dedicated EAL team. This support includes 1:1 in-class and out-of-class literacy support, dedicated classroom teaching to develop English skills and the opportunity to study for a GCSE in their home language if they would like and are able to. The College is also an EAL Champion School for the local authority and has provided bespoke support and CPD to schools both at secondary level and for our feeder primaries.

### Challenges

In a locality that has significantly greater than average deprivation, students have historically joined Horizon with data below national expectations. Since 2017, this profile has gradually altered, and students are now joining us with KS2 outcomes broadly in line with national figures. The standard of boys' reading on entry presents a challenge, with all year groups having average Reading scaled scores below or significantly below the national average (Y10 boys average scaled score 98 compared with a national boys' average of 102, for example). Nevertheless, outcomes have consistently been in line with or above national figures in the majority of subjects at both key stages. The percentage of students in receipt of the PPG is also higher than the national average but again, in 3 of the last 4 years, outcomes for these students have been in line with the national average progress figure for all students. This is due to the raising of outcomes for disadvantaged students being a key focus of our SIP, along with developing quality first teaching for all students.

ISDR 2019 reports the overall school location deprivation indicator to be in quartile 4 which is above national averages. Local statistics indicate that our community has high levels of deprivation, a high incidence of long-term limiting illness, low aspirations and a growing number of alcohol and drug-related illnesses, coupled with parental

mental health issues. This is evident in the increasing amount of high-quality support being given to families and students. A morning ‘meet and greet’ allows a positive start to the day – we ensure students are ready for lessons by providing equipment, uniform and a free ‘magic breakfast’ for everyone. We actively encourage all parents/carers to become involved in the journey at Horizon by attending information evenings, parents’ evenings and extracurricular events. The College sits at the ‘heart’ of the community due to the academic and pastoral support it provides for students and their families, which is real strength, in addition to the outstanding dance shows, competitive sporting events and the very purposeful Careers and Enterprise opportunities.

Attendance is above the national average and has improved year on year for the last 3 years. Current cumulative attendance (March 2020) sits at 95.3%, compared with 95.1% at the same point last year, while persistent absence sits at 10% compared to 10.82% at this point last year. Local authority figures For Term 1 of this academic year showed Horizon to have the highest attendance - at 95.7% compared to the LA average of 95.2%. Data for the first 3 half terms cumulatively showed Horizon to have the second highest attendance and the second lowest PA amongst all secondary schools in Barnsley.

Attendance data for 3 half terms

	2018-19 Horizon	2018-19 LA Average	2019-20 Horizon	2019-20 LA Average
% Attendance	95.0	93.9	95.2	93.6
% PA	11.2	15.9	9.9	17.3

The drive to improve attendance has involved the introduction of robust intervention systems, consistent across all year groups, as well as an unrelenting focus on engaging with families through home visits or invitations to attendance meetings. Strong links with the EWS service has strengthened the support offered to Horizon students and their families. Other interventions include awarding achievement points for students maintaining 100% attendance, half termly prize draws for students whose attendance has improved the most and those with 100% attendance, and a Christmas prize draw for sustaining excellent attendance in the last two weeks of term. Analysis of the previous year’s attendance helps to identify trends and focus initiatives at certain times during the year. Overall, College attendance data shows that interventions and initiatives are impacting positively on the attendance of all groups of students in 2019-20.

Quality first teaching, clear structures and high expectations from all adults in College ensure that behaviour is good. We recognise that we have a number of students with social and emotional concerns; we also support schools in the local authority by accepting a number of permanently excluded students through Fair Access Panel. The different needs of these students are addressed by our Inclusion School and SEND department through Inclusion support plans and targeted support. We prioritise supporting students and their parents, driving sustained attendance with year on year improvements, fostering punctuality and transforming negative feelings so that we enable all students to benefit fully from our learning culture.

**Awards and recognition:** We are working towards the Healthy School Initiative and the inclusion mark 2020/21.

## Leadership and management: The quality of leadership and management is

### Good (2)

- Leaders have a clear and ambitious vision for providing high quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of staff, including NQT's, build and improve over time.
- Leaders aim to ensure that all pupils aim to successfully complete their program of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off rolling.
- Leaders engage effectively with pupils and others in their community, including when relevant parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for Governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for e.g. under the Equality Act 2010 and other duties e.g. in relation to the prevent duty and safeguarding.

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The quality of leadership and management at Horizon is outstanding. Our vision, to ensure to that every student is 'school ready; work ready; life ready' informs all aspects of our work, from curriculum development and classroom pedagogy through to the personal development of students and the safeguarding practices in place to ensure everyone is safe and supported to succeed to potential. Our recent staff survey (Feb 2020) tells us that 97% of teaching staff and 90% of support staff are 'clear about the College's aims and ambitions', with 83% of staff believing that the College is both 'well-led and managed'.

The College operates a model of distributed leadership. Strategic decisions are taken by the College Leadership Team, consisting of the Principal's Team, Heads of School, our SENDCo and the Assistant Principals responsible for Careers and Enterprise, HR and College Systems. All line management then stems from this team, ensuring effective communication, drive and ownership across all staff, both teaching support. Leadership development and succession planning are provided through focused training at CLT meetings, NPQH, the Horizon School of Leadership training programme for middle leaders, a developmental approach to line management and a wide range of TLR opportunities across College.

Reducing workload and supporting individuals is placed at the heart of the way leaders manage staff, as the safety and wellbeing of our team is paramount. We use the findings of our staff surveys, feedback from our HR department and informal conversations to identify concerns and pressures. An action plan is then used to help us respond effectively to identified needs. In the last 3 years we have, for example, tackled workload by timetabling all departmental meetings within the College day, developing common schemes of learning, introducing a new feedback policy and rethinking the way we assess the quality of teaching within lessons. In order to support wellbeing, we have increased our in-house HR capacity and carry out regular wellbeing checks on staff, we refer to the local health and counselling service where appropriate or requested and we have provided bespoke training led by NHS professionals.

We aim to ensure equity of opportunity for all learners at all times. Our attendance and 'behaviour' systems mean students are present, 'ready to learn' and able to learn. All students have access to a full curriculum, designed to be both broad and balanced. We offer a 3-year KS3, commensurate with the National curriculum, and a 2-year KS4, combining our EBacc offer with both academic and vocational options. Challenge and support are provided through carefully designed schemes of learning and a teaching and learning strategy built on sound pedagogical practices. Where students struggle with the demands of mainstream learning, bespoke provision is provided through our Inclusion School, ensuring all students have the opportunity to complete at least 8 externally accredited qualifications included in the national

<ul style="list-style-type: none"> <li>■ The school has a culture of safeguarding that supports effective arrangements to : <b>identify</b> pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; <b>help</b> pupils reduce their risk of harm by securing the support they need or referring them in a timely way to those who have the expertise to help; and <b>manage</b> safe recruitment and allegations about adults who maybe a risk to pupils.</li> <li>■ Vision and shared ownership of vision</li> <li>■ Subject and pedagogical knowledge</li> <li>■ Curriculum entitlement</li> <li>■ Inclusivity</li> <li>■ Stakeholder engagement</li> <li>■ Staff wellbeing, workload (staff voice)</li> <li>■ Governance</li> <li>■ Equality, Prevent, Safeguarding responsibilities</li> <li>■ Safeguarding of students</li> <li>■ Use of the pupil premium</li> <li>■ Off-site provision?</li> <li>■ Appraisal</li> </ul>	<p>progress measures. Our commitment to ensuring an inclusive culture is evidenced through the improving outcomes for all groups of students over the last 8 years and College priorities that specifically target areas of under-performance.</p> <p>Our pupil premium spending is mainly focused on improving learning outcomes for students through quality first teaching for all and CPD. Specific priorities for the current academic year include further improving attendance, the retention of key knowledge and developing metacognition, and the engagement of our most disaffected. Evidence-based research from EEF is used to support strategy development. Our students targeted by the PPG consistently achieve outcomes considerably above their peers nationally and have achieved a P8 of 0 in 3 of the last 4 years. Our pupil premium Governor challenges and offers support to leaders through regular face-to-face discussions and the scrutinising of the annual PP Report.</p> <p>The College provides multiple opportunities for staff to develop their pedagogy and refine their teaching skills. 83% of teachers believe the College ‘provides quality CPD opportunities tailored to improve our practice’ (Feb 2020). All departments have focused development time built into their scheduled week, led by subject experts and dedicated to developing subject specific pedagogical knowledge and practice. Regular whole-staff INSET, provided through a mixture of twilight and whole-day sessions, ensures ownership of and a consistent approach towards the development of College priorities. On top of this, a programme of regular voluntary CPD offers a tailored response to needs identified through our quality assurance processes (drop-ins and learning walks). We welcome trainee teachers through a variety of routes and Our Early Careers team ensure high quality, bespoke support is provided for all IT, NQ and RQ practitioners. Robust Performance Management systems are also designed to support the holistic development of staff, with objectives focused on classroom practice, strategic priorities and wider personal contribution to the College</p> <p>There is a strong focus on Safeguarding across throughout College. Arrangements to safeguard students are embedded and highly effective. The Safeguarding Team consists of two Designated Leads (the Principal and Vice Principal), two Deputy Designated Leads and the Student Welfare within each School Team - who focus on and support the students in each year group by offering appropriate, tailored interventions and external support where required. The Safeguarding Team and Student Welfare also lead on EHAs through engaging with parents/carers. CPD is provided for all staff through approved online programs, external speakers and in-house training which includes, child protection, CCE, FGM and Prevent. The staff and students know who to talk to if they have concerns over a student’s welfare. Staff know how to report and record these concerns, which are shared immediately through CPOMS allowing a timely follow up by the Safeguarding and School Teams. Students are taught about safety – online and offline – through assemblies, workshops, Form Period and planned curriculum activities. Senior Leaders are trained in Safer Recruitment and thorough checks are carried out to ensure the suitability of all adults working at the College.</p> <p>The College is proactive and thoughtful in communicating with and engaging the support of our parents/carers. We share information through ParentMail, text messaging, regular newsletters and the website, while parents are encouraged to communicate with College via telephone or through a central college email account. Parental information evenings at the start of each academic year enable parents to gain an insight into, and an understanding of how they can support, the</p>
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learning journey of their children that year, whilst regular reports and Parents' Evenings help them track both academic and social progress. Parents are fully involved with the Options Process in Year 9, supporting their children to make the right choices. The College actively engages local businesses in the everyday life of the school, through the links forged and relationships built with the Careers and Enterprise Team. Both local and national businesses partner academic teams to assist them in delivering learning, making it relevant and providing opportunities for our students to showcase and develop their skills.

Governance is a strength. The Local Governing Body includes representatives from the Trust, whilst the Chair is a member of the Board of Trustees. Governors understand their role well and provide regular challenge and effective support to the Leadership of the College. Individuals visit frequently for focused monitoring meetings related to their area of responsibility and report back to the Governing Body through written reports; these visits include analysis of pupil premium funding and reviewing /scrutinising our safeguarding procedures and completing the Section 175 Audit. Regular CPD, offered at both College and Trust level, enables Governors to be even more effective in ensuring the strategic direction of the College is clear, the quality of education is constantly improving, and resources are well managed. Recent in-house CPD sessions for Governors have focused on the ISDR, SEND and Careers and Enterprise.

## The Quality of Education: The quality of education is good

**Good (2)**

**Intent**

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. **[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about]**
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. **[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]**
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. **[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]**
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. **[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]** The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition and good progress has been made towards this ambition.

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**Intent**

The Quality of Education at Horizon Community College is good. We aim to 'challenge every learner in every lesson every day', to ensure equity of opportunity, to meet the needs of all students regardless of background, need or barrier, and to fully prepare everyone for the next stage in their learning.

Our curriculum is both broad and balanced. Students study 18 subjects at KS3 and have the opportunity to complete up to 11 accredited qualifications at KS4, with 45% or more studying the EBacc and all students able to choose from 13 different option subjects. At KS3, 32% of curriculum time is dedicated to English and Maths, 38% to the additional EBacc subjects and 30% to the remaining foundation subjects including PE and RE. At KS4, 32% of curriculum time is dedicated to English and Maths, 34% to the additional EBacc subjects and 34% to option study, PE and RE. Students at KS3 study a curriculum which includes all EBacc subjects. Students at KS4 continue to study English, Maths, Science and Geography or History; 45% of students also study a Language and therefore the full EBacc suite. We are confident that we will meet the DfE's ambition of 75% of our Year 10 students studying a Language in 2022, as a result of the revised KS3 MFL curriculum.

The KS3 curriculum is ambitious and builds on the knowledge and skills students acquire during KS2, with age-related expectations that set out the learning expected of students in years 7, 8 and 9. These expectations were developed from the KS2 and KS3 National Curricula with the support of primary colleagues. From these age-related expectations, schemes of learning are designed and sequenced to enable teachers to plan a learning journey that is appropriately challenging for the students that they teach. Our KS4 curriculum then builds on the knowledge and skills students acquire at KS3 and meets the specification criteria for the qualifications offered in each subject. Again, schemes of learning are designed and sequenced to enable teachers to plan a learning journey that is appropriately challenging for the students that they teach. The combination of our EBacc offer with both academic and vocational options means that students can access A-Level, vocational or apprenticeship progression routes post-16.

Curriculum plans at both KS3 and KS4 identify connections between and within subject areas. These connections are used to reinforce and deepen knowledge and skills across the subject range and build a coherent learning journey. By doing so, subject teachers plan for and provide the powerful knowledge and learning experiences that students need to develop their broader cultural capital.

- **Intent**

- Curriculum breadth, depth and ambition
- Curriculum planning, sequencing and direction
- Curriculum support of SEND and Disadvantaged
- Curriculum entitlement of all
- EBacc offer

**Implementation**

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support

All students at Horizon have access to the full curriculum, tailored to meet their individual needs. Provision for those who do not meet age-related expectations at Key Stage 2 includes additional bespoke support for their literacy and numeracy needs, as appropriate. Students who have a specific educational need (including those with an EHCP) are supported through personalised teaching and learning strategies that are outlined in their individual education plans and reviewed on a regular basis. Students with severe social or emotional needs who struggle to access mainstream learning are supported through our Inclusion School. These ensures they have equity of access to the curriculum alongside help to overcome their barriers, with the aim of them resuming mainstream learning when able.

**Implementation**

At Horizon, we aim to challenge every learner, every lesson, every day. Our teachers have expert subject knowledge and work within their own specialisms; where they do teach out of their specialism, subject leaders take responsibility for developing their subject knowledge, including supporting planning through detailed and carefully sequenced schemes of learning. Our tracking systems show that the quality of teaching across College is at least good, with outstanding features. Where there are areas of concern, we are aware of these and intervening to improve practice through tailored coaching support.

Our teaching and learning strategy clearly articulates the expectations for quality first teaching. These expectations are underpinned by classroom routines and learning behaviours which ensure a calm, consistent and focused learning environment, and by our Core Values, which link the academic curriculum to the students' wider social learning. Within lessons, teachers introduce new knowledge and develop students' skills and understanding through engaging explanation, stimulating teaching materials, a range of questioning techniques and expert subject-specific modelling and scaffolding. They have high expectations of what their students can achieve, and challenge them to have high expectations of themselves, supporting them to develop metacognitive strategies that help them understand the best ways to learn knowledge and develop understanding of the subjects they study. Carefully planned progress routes ensure the work is purposeful and allows those of all abilities to practise and demonstrate their learning.

In order to challenge every learner and understand where individuals are on their learning journey, teachers use a number of strategies to inform the direction and pace of learning. They check for understanding systematically, through tracking student participation, targeted questioning, retrieval quizzes and carefully designed hinge questions. In order to deepen learning or address misconceptions, teachers use feedback from questioning and discussion to inform appropriate levels of scaffolding and the right activities are in place to further challenge students making rapid progress. These methods support them to become both confident to make progress and be independent in their learning.

Home Learning is used to help students to build their knowledge of subjects over time. Knowledge organisers, which contain the most important knowledge for students in each subject in all years, are the vehicle for achieving this. Students are taught how to retain and retrieve the content of these knowledge organisers. In lessons, retrieval quizzes then provide

the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

#### • **Implementation**

- Teachers' subject knowledge
- Quality of teaching and learning
- Retention and retrieval of (powerful) knowledge
- Use of formative and summative assessment
- Quality of learning environment and resources
- Student activities and coherence with learning journey

students and teachers with a clear understanding of any gaps in knowledge. Teachers respond to the results of these quizzes in a timely manner to close these gaps. Subject leaders have coherently sequenced home learning over the full five years so that students gradually build and expand their knowledge base in all subject areas. This enables students to free up working memory which allows them to deal with higher order thinking and application of knowledge in a range of contexts. This process embeds the powerful knowledge students require to increase their cultural capital.

Regular in-class progress checks and termly summative assessments are used to allow students to practise the skills they are developing and demonstrate their learning. These are carefully designed and sequenced to ensure they support learning and inform teaching. Our feedback framework is designed to ensure students learn from assessments without undue burden on staff. Achievements are recognised and areas for improvement are highlighted; students are then expected to reflect on their learning and required to demonstrate improvement as a result. This process further supports metacognitive development and so student's ability to improve how they learn.

As part of our drive to improve literacy, the College is implementing a strategy that aims to develop reading as a skill, as a tool for learning and as a means of increasing cultural capital, as well as for pleasure in its own right. The implementation of and pedagogy behind this strategy is part of a trust-wide approach to the teaching of literacy skills and developing student confidence in using these throughout their primary and secondary education. The College numeracy strategy is designed to standardise mathematical methods across all subjects, with a specific focus on Science, Geography, Technology and Business. The aim is to support students' confidence and fluency in common mathematical techniques.

There is a robust monitoring programme to ensure students' work is of a high quality across the curriculum. This consists of work scrutiny, evaluation of progress check and summative assessment feedback (including student reflection and response), lesson observations and environment audits.

#### **Impact**

Students at Horizon make good progress. Overall, our outcomes place us 11<sup>th</sup> out of '55 similar schools' for both progress and attainment. Despite students joining us with KS2 starting points that have traditionally been below national averages, attainment at KS4 is now broadly in line with national averages.

Our overall Progress 8 figure has been above the national average since it was introduced in 2016; in 2019, this was 0.1, with all ability groups achieving a positive P8 figure; in 2020 our predicted outcomes show a P8 of 0.2 with both Maths and Humanities continuing their upward trend and indicating positive progress for the first time. The progress of disadvantaged students has also been in line with or above the national average for all students in three of the last four years; in 2019, this was 0. The progress of our EAL students has also been consistently high; in 2019 this was 1.16. Both males and females consistently outperform their peers nationally, as do our students with an EHCP, while the progress of our SEN K students has been positive for the last three years. Our gender gap is narrower than the national but remains a priority as

- Reading
- Literacy/Numeracy/Oracy
- Catch-up and closing learning gaps

**Impact**

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

• **Impact**

- Student Outcomes
- Preparedness for Post-16 (academic, vocational, employment)
- Quality of student learning and work
- Standards of reading, literacy and numeracy

does the progress made by our students with an EHCP. Results in the Open subjects are a consistent strength for the college; in 2019 these were 0.4.

Our NEET figures sit consistently above 98%. The proportion of students remaining in full-time employment, education and training at Horizon has been in line with the national average for the past three years, sitting at exactly 94% in 2019. Last year, students chose a total of 8 different post-16 routes; 24% went on to study A levels and a further 15% chose Level 3 qualifications, with a total of 69% of students choosing vocational routes. 98% of pupil premium students, 92% of SEND K students and 100% of students with an EHCP or who were looked after went onto post-16 employment, education or training.

## Behaviour and Attitudes: Overall behaviour is good

### Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
  - Behaviour and conduct
  - Learning environment
  - Bullying and discrimination
  - Additional needs groups
  - Attitudes to learning (student voice)
  - Attendance and Punctuality

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The quality of students' Behaviour and Attitudes at Horizon is good. We have the highest expectations of all students, expect them to be 'ready to learn' and to become 'positive role models' who display our Core Values in their everyday behaviours. There are five school teams within the College, each responsible for a year group. These teams provide quality support for the students in their care and ensure they both feel safe and are safe. Collectively they drive our expectations for student behaviour and attitudes across college, which include correct uniform, positive conduct, excellent attendance and punctuality and readiness to learn.

Student's attendance is above the national average and has improved year on year for the last 3 years. Current cumulative attendance (March 2020) sits at 95.3%, compared with 95.1% at the same point last year while persistent absence sits at 10%, compared to 10.82% this time last year. Local authority figures For Term 1 of this academic year show Horizon to have the highest attendance and lowest PA figures of all secondary schools in Barnsley. However, the College continues to seek improvements with all cohorts and is, at present, working to further improve the attendance of both the pupil premium and SEND cohorts.

Our students are smartly dressed and adhere to the uniform expectations. Those who are not dressed or equipped appropriately are provided with the necessary items to enable them to have a successful experience across the day. There is a morning 'meet and greet' as students enter the College through a single point of access. This allows for checks on uniform and equipment, so ensuring students reach their lessons 'ready to learn'. Form period begins daily with equipment checks and students are provided with the necessary materials to ensure they are lesson ready.

We believe in rewarding effort, recognising achievement and encouraging students to exceed our expectations. We use an extensive range of rewards to acknowledge this. Throughout the school day students can be awarded achievement points and positive conduct points for their behaviour. In lessons, teachers also award 'Star of the lesson' to a student who is going above and beyond their expectation. Achievements points can be awarded by all members of staff, and students work towards achieving their Bronze, Silver, Gold and Platinum praise thresholds. Every half term celebration assemblies take place to recognise these achievements. We also recently introduced 'Proud Thursday', which showcases the best work and learning of our students via Twitter. We also acknowledge the top 10% of students in each year group based on their effort in lessons with a gold pin badge that they wear with pride on their blazer. These students continually promote our core values in a positive manner and are positive role models within the college and community.

- FTEs and internal exclusion
- Relationships
- Safeguarding

The introduction of clear, stepped behavioural systems enables the effective monitoring of student conduct both within lessons and during unstructured times. During lessons, low level disruption is challenged through the Consequences system, designed to be non-confrontational and to promote a positive learning environment. Similarly, during unstructured times, the Conduct Card is used to ensure a positive climate around College at breaks and lunchtimes. Where students struggle and require respite, they are given time to reflect through the Parking system in lessons and Time-out. Reflection then provides a further layer of support in promoting appropriate behaviours. This minimises disruption to learning for other students and provides space for restorative conversations to take place. Leaders have a strong presence around College at all times, supporting staff in promoting positive student behaviours and a calm climate around College. Bullying is not tolerated at Horizon. Staff deal with such incidents, as well as aggression, discrimination and derogatory comments in a swift manner. Effective systems are in place to report all such incidents, for example with the Resolve system to report bullying.

We have significantly reduced Fixed term exclusions over the last 12 months. Central to this improvement has been the introduction of our Inclusion School and Internal Exclusion. These alternative strategies provide a bespoke curriculum for our most vulnerable students, and ensure they remain safe on College site when they would otherwise have been externally excluded. The College has invested heavily in providing this support for vulnerable students by appointing a team of specialist SEMH trained staff, led by a Strategic Lead for Inclusion. Students with significant needs are supported with an individualised curriculum, providing academic teaching in smaller groups by these specialist staff, as well as nurture and emotional support. The number of behavioural incidents from this group of students resulting in sanctions (Reflection, Internal Exclusion, FTE) has been reduced by half, from 544 in 2018/19 to 247 in 2019/20.

Internal Exclusion provides a safe alternative to fixed-term exclusion, so reducing the safeguarding risk for our most vulnerable students. Its introduction has significantly reduced numbers of those at risk in the community through exclusion. There were 406 fixed-term exclusions between September 2018 and March 2019 compared to 16 in the same period during the 2019-20 academic year. The number of permanent exclusions, issued appropriately as a last resort, has remained at 6 in both academic years. Parental support has been an important element in the success of both these strategies. The partnership between College and home has then been further strengthened through reintegration meetings, following both fixed-term and internal exclusions; these include the signposting of internal and external support for both students and parents where appropriate.

## Personal Development: Overall personal development across the school is outstanding

### Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for futures in education, employment and training. The use of the

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The personal development of students at Horizon is outstanding. Our aim is to provide 'opportunities for all' and to ensure that, when students leave us at the end of Year 11, they are well on their way to being both 'work ready' and 'life ready'. The Healthy Schools accreditation will celebrate the positive actions the College is taking and recognise the contribution made to students' health and wellbeing.

We have a dedicated Careers and Enterprise department, led by one of the Assistant Principals and consisting of 6 full time staff. This team is responsible for delivering a programme of enterprising and entrepreneurial activities and events which help to develop the transferable skills students need for successfully navigating the careers landscape that they will enter. Our students are regularly nominated for both local and national awards, and have previously won the Barnsley Big Challenge, produced a Young Enterprise Champion and reached the finals of the National Enterprise Competition. The Careers and Enterprise team also provide a highly effective careers education programme that offers unbiased career advice as a culmination of a programme that begins in Year 7 and ensures students are prepared for the next phase of education, training or employment. Student participation and interventions are tracked so that gaps can be identified, and students can access their career portfolio. The careers curriculum supports the academic programme, is accredited independently by a third party and is measured against the Gatsby Benchmarks. Students participate in a range of activities and interventions from quizzing in Year 7, designed to get them to learn about their skills and interests, to mock interviews with local businesses in Year 10 and work experience which is available from Year 9. There is a constant presence around careers within the College and careers advice and support is available to all students after they leave Horizon.

The College encourages all students to involve themselves in a wide range of extra-curricular and enrichment opportunities. These develop their confidence, creativity, independence, teamwork and performance skills and range from the StreetKingz and Fusion dance groups through to the Duke of Edinburgh award scheme and the annual National Enterprise Challenge. The Student Experience Passport, to be introduced in September, will also ensure everyone is exposed to, and supported to engage with, a wide range of age-appropriate, life-enriching experiences beyond their socio-economic norm, so as to build confidence, resilience and ability to become positive role models who are active, responsible citizens. The Passport will offer experiences of Religion and Culture, Sport, Heritage, Careers and Enterprise, World and Community.

Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8-13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

- Extent of curriculum beyond the classroom
- Extra-curricular pupil development
- Quality of SMSC
- Quality of pastoral support
- Healthy schools
- Relationship and Sex education
- Range of developmental opportunities
- British values
- Equality, respect and tolerance of diversity; tackling discrimination
- Students' respect for the rule of law
- Citizenship and opportunities to develop this responsibility
- Opportunities for discussion, debate and presentation
- Careers Programme

All students study Religious Education from years 7-11, with Citizenship being part of our core provision from years 7-9. These subjects provide the opportunity for students to consider important religious and moral issues in an environment where they feel safe to explore both their own and other people's opinions. Each is central to the students' social, moral, spiritual and cultural development, and helps to develop a strong sense of community and promote a culture of kindness – across the College and within the wider community. They enable students to reflect on their own beliefs and learn to respect other people's faiths, feelings and values. Schemes of learning explicitly teach British Values and deepen students' understanding of their importance in modern society; this is then reinforced through our 'Core values' - particularly those of respect, tolerance and kindness.

We develop active citizens, who are positive role models within College and as part of the local community. Students in years 7-10 work closely with local charities to raise funds for, and improve understanding of, local causes. These charities were chosen by the students and range from the LimbBO Foundation in Year 7 to the Bluebell Wood Children's Hospice in Year 10. Students are encouraged to show enterprise in working with these charities to plan and lead fundraising activities, as exemplified with the recent Year 8 sponsored relay run. Our belief in developing students who are 'life ready' is exemplified in the development of leadership skills through, for example, our Student Council, Student Ambassador programme, PE Sports Leaders in Year 9 and through our emerging initiatives to support student wellbeing and improve recycling across College.

The College provides wider pastoral support of the highest quality. Weekly assemblies teach students how to recognise and deal with risks and dangers to their wellbeing. Issues such as grooming, sexual exploitation, online safety, extremism and knife-crime are dealt with through a focused, age-appropriate programme. From September, whole College awareness weeks will also be calendared to support the financial awareness of students, celebrate diversity in the modern world and promote the importance of health and wellbeing both at school and in the home. Votes for Schools is now an integral part of our form period programme and ensures students engage with, discuss and debate current affairs relevant to the lives of them and their peers – locally, nationally and across the world. This encourages them to share their views, beliefs, and opinions and to listen and carefully consider the views of others. Quality RSE continues to be delivered predominantly through the KS3 Citizenship curriculum but this has been expanded and added into KS4 in response to the introduction of the 2020 statutory guidance.