

# Summary Evaluation Framework

School Context	Revision date: October 2021	Author: K Rhodes
<p><b>Our Students</b></p>	<p>Tapton is a larger than average secondary school with approximately 1824 students including around 470 in post-16 study. Tapton has: Higher than average Prior Attainment</p> <p>Tapton's catchment and demographics vary greatly. Tapton's catchment includes some of the most affluent postcodes in the city with high levels of university educated parents. However, the school also pulls from postcodes in the most deprived areas of Sheffield with high levels of unemployment. The school has a long and proud tradition of taking students from across a wide range of social backgrounds and ensuring that they are <u>all</u> successful in their secondary education.</p> <ul style="list-style-type: none"> <li>- Higher than average English as a second language numbers (21%)</li> <li>- Lower than average SEND numbers (11% Y7-11, 7% Y7-13)</li> <li>- Lower than average numbers of disadvantaged students (17%)</li> <li>- 42.5% of students are BAME</li> <li>- 32% of students identify as Christian and 22% as Muslim (No religion is 38% Other is 8%)</li> </ul> <p>Tapton has actively engaged in the city-wide fair access programme and has taken higher than average numbers of previously permanently excluded students from the SIC. Tapton has achieved success with many of these students in turning them around. Permanent exclusion rates are among the lowest in the city with no internal exclusion in school.</p>	
<p><b>Our Staff</b></p>	<p>112 teaching staff. A high proportion of which are part-time. Turnover is low (4% in 20-21 and 9% in 19-20). Recruitment and retention are strong, including in shortage areas such as Physics and Mathematics. Teacher Subject Knowledge and experience is strong with high proportions of UPS3 teachers.</p> <p>Staff attendance is good with robust systems in place to manage sickness absence.</p> <p>All members of the leadership team work across the trust and collaborate with colleagues across the city. 2 Subject Leaders are Directors for their subjects in English and Science and they work across the trust. As a Teaching School Tapton TSA also works to drive school improvement and lead developments in evidence based teaching and learning.</p>	
<p><b>Our Curriculum</b></p>	<p>School operates a 25 x1 hour period day with a late start time of 9.15 to support students who travel a distance and to avoid clashes with local junior and secondary school start and finish times. Students at KS3 work in mixed groups for all subjects except maths.</p> <p>Tapton students enjoy a broad and balanced academic curriculum. We are committed to a three year Key Stage 3 curriculum which exposes students to a rich diet of English Language and Literature, Mathematics, the Sciences including Computer Science, Humanities including Religious Studies, Modern Foreign Languages (German, French, Spanish and Mandarin) the Arts, PSHEE, Sports and Technology/Engineering. To ensure the continuation of Tapton's reputation and success in the arts (performing and creative) and technology subjects students are now offered choices in these areas as they move from Y8 into Y9. One of these choices is a 'Big Data' pilot course run in conjunction with outside businesses and experts. These choices allow students to either trial new interests or specialise in areas for which they have a passion.</p> <p>During Key Stage 4 students move into bespoke pathways which provide opportunities to study Triple Science or Combined Science. Pathway discussions allow students to reflect on their areas of strength and areas to develop. Students also begin to identify post-16 destinations and routes.</p>	

	<p>KS4 students select three option subjects to study. We advocate for all students to study the full EBacc suite, nevertheless, our Year 9 options process treats every student as an individual with each family meeting with the Headteacher, Deputy Headteacher or Assistant Headteacher for KS4 in order to identify the best route for them. In 2019 63% of students took the full EBacc, in 2020 88% of students took the full EBacc and in 2021 75% of students took the full EBacc suite.</p> <p>Tapton has been able to maintain a broad offer including Art, Music, Drama and Technology/Engineering. The school is committed to offering a varied and engaging programme of Personal Development and PSHEE right through to Year 13. During Y10 and Y11 the school operates 'drop down' days to deliver PSHEE including days focused on RSE, careers and next steps.</p> <p>The school offers a broad and extensive programme of extra and super curricular activities with high take up from students from all backgrounds. Curriculum personalisation is an important aspect of our offer. The Headteacher, Deputy Headteacher, SENDCO and DSL meet every week to discuss students across Key Stage 3 and 4 who require additional support. An Altered Curriculum is always considered on a case by case basis and is not seen as a panacea for disengagement; rather it successfully provides for a small number of students with identified high needs.</p>
<p><b>Other features</b></p>	<p>Tapton is a lead school in a multi-academy trust of 4 secondaries and 5 primary schools.</p> <p>Tapton is based on a closed site (fence recently installed) with a number of entrances next to a large junior and 2 large secondary schools.</p> <p>Tapton is a teaching school.</p> <p>Tapton is a PFI school with increasing numbers of students and limited space.</p> <p>Tapton's intake is increasing to 264 per year group to meet demand as the most over-subscribed school in the city. In Y9 there is a particular spike with numbers rising to 290 and 272 in Y8.</p>

Curriculum Narrative	Revision date: October 2021	Author: K Rhodes
<p><b>Intent and Implementation</b>            What are you trying to achieve through your curriculum?            How is it delivered?</p>	<p>Our bespoke curriculum is designed to allow all students to realise their life chances and dreams. Inclusion and destinations drive all our decision making. We aim to ensure that every child is fully engaged in learning and ready for a successful transition to the next stage towards further learning and onwards to employment.</p> <p><b>We value everyone, care for each other and achieve excellence.</b></p> <p>Every child has the right to a broad and balanced curriculum with a quality experience in the Arts, Technology, Science, Religious Education, Physical Education, a Modern Foreign Language and the Humanities, alongside a strong core subject experience in English and Maths.</p> <p>The school is committed to a 3 year KS3 experience in order to ensure engagement, breadth and to allow students to discover their own passions to make appropriate choices. Our vision in KS3 is to build cultural capital across all groups.</p> <p>We believe the heart of our curriculum must be academic because this is the best guarantee for student destinations and removes obstacles for social mobility. Our curriculum offer is personalised to the individual needs of young people, particularly those at risk of disengagement and exclusion. As a Vision Support school we deliver independent living skills for VI students and where appropriate other students with high needs.</p> <p>We are a values driven school that celebrates the diversity of our community. RE is an integral part of the curriculum for every student from year 7 to 11. Universal values of tolerance and understanding are deeply embedded within our RE, PSHEE and Form Time programme as are LGBTQ+, anti-sexism, anti-racism and anti-bullying.</p>	
<p><b>Challenges We Face</b></p>	<p>The physical restraints of the school building with increased numbers of students continues to pose a challenge.</p> <p>Supporting COVID recovery with numbers of positive cases in school rising once again and a need for blended learning in classrooms using Teams.</p> <p>Recruitment of quality tutors to support with the National Tutoring Programme.</p> <p>The school has adapted to greater financial challenge by maintaining breadth but increasing class size – this is a risk in all key stages.</p>	
<p><b>Impact</b>            What difference is it making to pupils' learning?</p>	<p>Outcomes and destinations are consistently outstanding across all groups of learners. 0.46 P8 in 2019, 0.72 P8 in 2020 and 0.92 P8 in 2021. L3VA 0.18 in 2019 and 0.18 in 2021.</p> <p>Student voice reveals students feel valued, challenged and supported. (October 21)</p> <p>Parent voice reveals high levels of engagement and support from our community (April 21)</p>	