

Highfield School SEF 2022/2023



HIGHFIELD SCHOOL

SCHOOL SELF EVALUATION

2022-2023

Context

Highfield School is a special school for mixed pupils aged 11 to 19 with SLD. Pupils have a range of needs, with many having a diagnosis of SLD, ASC, ADHD, VI, HI and PD.

Sept 2022 to July 2023:

Total number of pupils on roll: 191

Years 7 to 11: 139

Post 16 Years 12 to 14: 52

Number of EAL students: 13

Number of boys & girls on roll year 7 to 11: 87M 52F

Number of P16 on role: 38M 14F

Total income from pupil premium and breakdown of how spent: received 2022/23 £61,070 pupil premium, £53,406 recovery premium - spent on free school meals, music tuition, closing the gap (communication, independence, maths/English, SaLT, VI, music therapy, fitness, outdoor learning)

Number of LAC and total LAC funding: 3 students £3,453 LAC pupil premium & £303 LAC recovery premium

Demographic of pupils - number of white British, top 3 faiths identified:

Ethnicity: 150 white British

Religion: 40 CofE, 21 Christian, 12 Muslim (67 no religion, 37 not specified)

The last Ofsted inspection was May 2018 report where the school was judged to be good across all areas of the pre 2019 framework with outstanding for personal development and welfare

Progress against previous Ofsted inspection May 2018 :

Areas to improve	Progress
<p>Improve the quality of leadership and management further by:</p> <ul style="list-style-type: none"> Continuing to develop the curriculum to take greater account of the changing needs of pupils. Ensuring that assessment arrangements to check on pupil's progress are amended in the light of the curriculum changes. <p>Improve the quality of teaching, learning and assessment further by:</p> <ul style="list-style-type: none"> Continuing to develop staff skills to identify consistently when pupils are ready to move on, amending activities so that pupils consolidate their skills and stretch their thinking. 	<ul style="list-style-type: none"> Clear whole school vision with stakeholders 'Maximising potential for confident and independent futures' Whole school 6 strand curriculum encompassing key areas for development to support independent and resilience into successful adulthood Clearly identified curriculum pathways under the six strands year 7 to 11 – formal (learners accessing subject specific learning) semi-formal (for our more complex learners) blended (for those learners needing element of both formal and semi) . From September 2022 we will also be introduced a SCERTS pathway. P16 had four identified pathways –moving on (complex learners) futures (to develop independence and work ready skills) city futures (those looking to move onto to college and access courses for further learning) work ready (students getting ready to go into apprenticeships, intern-ships, direct to employment) . These have been redefined for September 2022 Specific subjects sit under 6 strand umbrellas. Pupils are assessed against progress towards their EHCP targets using termly iep. Progress is evidenced and record on efl linking evidence to targets. Leaders, subject leads and teachers work collaboratively to ensure that Highfield curriculum is Ambitious with high expectations for all pupils for their progress toward outcomes and that the offer is rich, broad and balanced. Leaders and subject leaders use information gathered from learning walks, work scrutiny and knowledge of students to continuously review curriculum provision to ensure appropriateness of pitch, stretch and challenge. Subject leads demonstrate strong knowledge of their subject area. Senior, middle leaders and teachers use evidence base for learning approach to curriculum development and assessment Subject leads have good rationale for subject intent of subjects and have developed progress trackers for their subjects. . This includes trackers for English and communication, Maths, Pe, music, Art, living

Progress against previous Ofsted inspection May 2018 :

skills and outdoor learning. Trackers consider the different ways pupils may progress, learning styles and according to their individual needs.

- Evidence base is strong on EFL, pupils work books and reports.
- Total communication is seen throughout the school in all lessons
- Pupils are also assessed against progress trackers and exam qualifications and accreditation
- Other assessment includes interventions, SALT programs such as colourful semantics, SMILE, PECS, communication passports accurate base-lining of students upon entry in year 7. Progress from IBP targets.
- Clear accountability evidenced throughout governors' subcommittee and FGB meetings.
- Clear line of accountability through monitoring and assessment calendar
- CPD is targeted to consider of changing cohort, pupil need and staff

School Improvement Priorities from the 3 year plan 2021 to 2024

From long term plan 2021/2023

Quality of education - Good with some elements of outstanding

- 1a. Establish curriculum teams for each of the six strands of the new curriculum and embed across school communicating a clear vision of curriculum intent, how it will be implemented and evidenced and monitor the impact upon students
- 1b. Ensure that the school has the evidence that the knowledge that pupils need is clearly and accurately identified and reflected across the curriculum pathways
- 1c. Roll out Evidence for learning as and evidence, monitoring and assessment tool to capture learning and progress across the six strands
- 1d. Ensure there is an overall strategy for the teaching of reading and ensure that every pupil has an individual reading programme that is resulting in enjoyment of and progress in reading
- 1e. Ensure that the delivery of the curriculum intent is informed and delivered through a cross disciplinary approach and is challenging and meeting the needs of pupils as reflected in their progress and outcomes and in pupils' and parents' feedback
- 1f. Embed monitoring systems that effectively raise the quality of education, including one to one coaching, work scrutiny, IEP monitoring, intervention monitoring and moderation, lesson observations informing CPD, TA and HLTS observations

Behaviour and attitudes - Good with some elements of outstanding

- 2a. Ensure the school has robust and effective systems for monitoring and improving behaviour and also supporting mental health in particular in light of the pandemic
- 2b. Ensuring all staff are up to date and appropriately trained in safeguarding, medical processes and procedures, therapies etc
- Ensure the school has robust and effective systems for monitoring and improving behaviour and also supporting mental health in particular in light of the pandemic
- 2c. Ensure feedback from pupils' parents' stakeholders etc and school documentation provides evidence of the schools' effectiveness in ensuring positive relationships, high expectations, behaviour management, bullying and discrimination is dealt with effectively and swiftly
- 2d. Ensure the school has a secure evidence base to demonstrate the pupils' behaviour and attitudes are at least good
- 2e. Ensure pupils engagement and enjoyment of learning is maximised through high quality delivery of curriculum intent

Personal development - Good with some elements of outstanding

- 3a. Curriculum pathways that address healthy life styles, British values tolerance respect equality and diversity SMSC effectively
- 3b. School has formalised systems for gathering views of pupils' parents staff stakeholders around effectiveness of provision for personal development
- 3c. Ensure that school has a good baseline of pupil's interests and talents so that ambition and opportunities can be built into curriculum and extra curricula planning

Leadership and management - Good

- 4a. Ensure Curriculum intent is reflected in quality of resources, teaching and learning and assessment and is leading to outstanding outcome and progress for pupils

School Improvement Priorities from the 3 year plan 2021 to 2024

- 4b. Ensure that there is effective implementation of the monitoring and evaluation systems and activities and that findings are reported termly to SLT and governors termly
- 4c. Ensure that staff workload is well managed
- 4d. Develop the effectiveness and accountability of Middle Leadership group
- 4e Undertake a range of activities to moderate and validate the findings of the SEF across school and P16
- 4f. Ensure governors are effective in holding the school to account and involved in the strategic planning of the school
- 4g. Ensure the use of Staff, pupils parent stakeholder surveys inform practice and development /improvement
- 4h. Ensure Safeguarding continues to be highly effective
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Overall effectiveness of whole school and P16 - Good

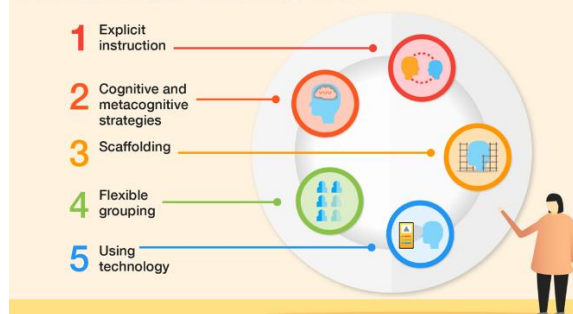
QUALITY OF EDUCATION – Good with some outstanding elements

Strengths

Intent:

- Curriculum design and coverage-across identified pathways are clearly defined
- Preparation for adulthood begins upon entry in year 7
- Curriculum is designed to support pupils develop independence, resilience, self-help and emotional skills and fuels interests and enjoyment.
- The curriculum strands offer breadth of coverage offering students opportunities to build on , maintain and generalise their learning
- SLT, Subjects leaders and teachers have constructed a curriculum that's ambitious and designed to give all pupils, the knowledge they need to succeed in adult life.
- Leaders, subject leaders, teachers and tutors have a culture of reflective and collaboration to ensure the best outcomes for pupils.
- Leaders and middle leaders are developing research-based practise. This has included delivering CPD Embedding High Quality Teaching Strategies in Special Schools and AP Settings, delivering 3 out of 5 for the exchange teaching hub:

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



- Leaders and middle leaders are part of two research projects with Derbyshire university based on a lesson study and explicit instruction.
- As students move through the Key Stages their experiences are built upon.
- Students have many different levels of experience and knowledge, also ability to apply the knowledge.
- We therefore follow the concept of a spiral curriculum and tailor this to individual need

Implementation:

- Our teachers have good knowledge of the subject they teach. Our leaders provide effective support for those teaching outside their main areas of expertise and those new to teaching.
- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught.

QUALITY OF EDUCATION – Good with some outstanding elements

- They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- In so doing, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of each key stage our teaching is designed to help pupils to remember long term the skill and content they've been taught and to integrate new knowledge into being able to generalise and maintain learning.
- Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
- Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or pupils.
- Our teachers create an environment that focuses on pupils and has the students at the heart of all we do .
- The work given to our pupils is demanding and matches the aims of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer. This includes a clear policy about the purpose of reading and also how our students learn to read.
- We understand clearly the different learning needs of pupils and build flexibility into the teaching of reading which best matches the needs of individuals. This develops pupils' fluency, confidence and enjoyment in reading. This includes
- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.
- Reading books are age appropriate and match to pupils' ability.
- The skills to communicate which gives them the foundations for future learning
- Our teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Assessment of progress is multi-faceted and can be tracked through progress in interventions, Behaviour plans, speech and language, preparation for adulthood trackers - IEP progress, intervention progress, progress trackers
- As students move through the Key Stages their experiences are built upon.
- Students have many different levels of experience and knowledge, also ability to apply the knowledge.
- We therefore follow the concept of a spiral curriculum and tailor this to individual need
- Is access a wide range of subjects across pathways and have targets set which are personalised.
- Pupils are keen and eager to learn and are confident to attempt all tasks. They fully engage in learning and many pupils demonstrate independent learning skills. They are enthusiastic learners with excellent attitudes.
- Time is well used in most lessons varying according to the needs and abilities of the pupils. There is a varied approach to the structure of lessons, based on teacher's knowledge of the pupils they teach.

QUALITY OF EDUCATION – Good with some outstanding elements

- Pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well. Pupils relate well to both their peers and adults. They demonstrate high levels of engagement.
- Pupils are keen and eager to learn and are confident to attempt all tasks. They fully engage in learning and many pupils demonstrate independent learning skills. They are enthusiastic learners with excellent attitudes.
- Pupils acquire knowledge, develop understanding, learn and practice skills exceptionally well. Pupils relate well to both their peers and adults. They demonstrate high levels of engagement.
- Observations show a good coverage of subjects and where practice is at its best task being well matched to abilities and needs.
- The pathways offered has seen teaching, curriculum and provision offer more closely aligned to pupils needs.
- EFL evidence has been developed and captures linear and non-linear progress of students. It also captures' necessary repeated learning of skills and knowledge to ensure pupils knowledge is consistently secure and when to put in appropriate challenge and next steps.
- Case studies are used effectively in outdoor learning and are planned to be rolled out across other subjects areas.
- In English in KS4 the consistent delivery of lessons across the key stage when delivered by the English lead. Students engaged with practical activities in order to embed knowledge through kinaesthetic approaches. Students clearly enjoy the activities. Clear differentiation is evident in students work as well as within lessons.
- Many lessons observed show good differentiation for pupils and a range of resources being used to engage pupils in their learning, including a good use of visuals as well as real-life objects.
- The lessons delivered by the specialist teachers to pupils have had a positive impact on the quality of provision and increased pupils' engagement in lessons.
- The standard of teaching in semi-formal was also seen to be of a very high standard which reflected what has been observed in previous SIP visits.
- Long term plans and progress trackers have been established for all subjects
- Long term plans are mapped out against the national curriculum breadth and coverage and adapted across pathways appropriately to meet the individual learners needs.
- Medium term plans evidence pupils specific SEN needs and a wide range of activities.
- Pupils are given a wide range of learning experiences and opportunities to learn about different faiths and cultures through whole school drop down inter faith weeks, celebrated and marked calendar dates, registration times, pshe and rse lessons and assemblies.
- Pupils are provided with a wide range of opportunities to develop cultural capital, which include learning about and celebrating national events such as the coronation

Impact:

QUALITY OF EDUCATION – Good with some outstanding elements

- All pupils make good or better progress against their EHCP outcomes as evidence in their IEPs, tracked throughout the year . Of all IEP targets 705 are consistently achieved each term.
- Subject trackers are written to capture both linear progress and also where pupils present a spikey profile, taking into account the learning needs of the individual pupil and captures and celebrate progress of the individual child .
- Subject leaders demonstrate good knowledge of where learning is required to be sequential to move learning forward for individual pupils and effectively use assessment for learning which is captured in medium term plans.
- Pupils build on existing knowledge and are well prepared for their next key stage or education journey
- Pupils have good or better personal outcomes
- Pupils engagement in lessons is good or better
- Pupils have a wealth of learning opportunities and access to a wide range of texts through the set texts and topic foci
- Pupils are happy to come to school and actively engage in lessons.
- Real-life application of skills such as money is supported to increase in student understanding.
- Confidence of students in the community has grown.
- Students who are not able to access the community independently are shopping independently.
- Parents report student's confidence and ability has increased.
- Parents have been more willing to support students growing independence.
- Pupils demonstrate being ready and well prepared for the next key stage, for example, development of understanding of what pupils personally require to move forward.
- Students have developed skills and knowledge which are key to them as successful adults as part of society.
- When students have moved into Post 16 provision they are already confident in the community, have good starting points from the learning they acquire in KS4, as do pupils in KS3 moving into KS4
- Broadened students' day to day experiences and contact with members of the community supporting not only their experience but cultural capital

Evidence

- *School tracking sheets, IEPs, ILPs, Achievement Certificates, accreditation, lesson observations, school self-review document, pupil progress meetings, Ofsted May 2018, pupil voice, student council, SIA visits, monitoring and assessment calendar of activities*
- School improvement plan
- Curriculum action plan, subject action plans, AHT action plans
- Evidence of research taken place when developing and building the curriculum and the impact is evidence during lesson observations EFL and EHCP, IEP reviews

QUALITY OF EDUCATION – Good with some outstanding elements	
	<ul style="list-style-type: none"> • Evidence that school leaders are confident about the knowledge and skills pupils need in order to take advantage of opportunities, responsibilities and experiences in later life and this is embedded into your curriculum • Evidence that school leaders do all they can to make sure all pupils (including disadvantaged pupils and those with SEN and/or disabilities) have the best opportunities as demonstrated in EHCP reviews, parental engagements and feedback, student council. • Evidence that future plans for curriculum development continue to improve Highfield curriculum provision. This is evident in September 2022 plans, introduction of SCERTS pathways and city Curriculum intent statement shows depth and breadth of learning taking place throughout the school • CPD record • Governor visit and meetings evidence senior leaders being held to account by reviewing work audits, observations, class visits and subcommittee meetings • Parental/carers/pupil feedback at EHCP meetings, parents evening, survey monkey, dojo, phone calls and testimonials.
<p>Actions from 3 year SIP :</p> <ul style="list-style-type: none"> • 1a. Establish curriculum teams for each of the six strands of the new curriculum and embed across school communicating a clear vision of curriculum intent, how it will be implemented and evidenced and monitor the impact upon students • 1b. Ensure that the school has the evidence that the knowledge that pupils need is clearly and accurately identified and reflected across the curriculum pathways • , 1c Roll out Evidence for learning as and evidence, monitoring and assessment tool to capture learning and progress across the six strands • 1d.Ensure there is an overall strategy for the teaching of reading and ensure that every pupil has an individual reading programme that is resulting in enjoyment of and progress in reading • 1e. Ensure that the delivery of the curriculum intent is informed and delivered through a cross disciplinary approach and is challenging and meeting the needs of pupils as reflected in their progress and outcomes and in pupils' and parents' feedback 1f. Embed monitoring systems that effectively raise the quality of education, including one to one coaching, work scrutiny, IEP monitoring, intervention monitoring and mapping, moderation, lesson observations informing CPD, TA and HLTA observations 	<p>Impact of actions:</p> <ul style="list-style-type: none"> • Pupils make good progress against their EHCP outcomes with pupils achieving small steps towards outcomes through termly iep's • Teachers smart iep's targets • Subject progress trackers are in place for each area of the curriculum and loaded onto efl with evidence against the steps • lesson observations, learning walks and pupils' work reflects that all pupils can access the curriculum, make good progress and that the intent is reflected in the schools' delivery of its curriculum • All staff pupils and wider school community can articulate and demonstrate understanding of the Curriculum intent • Strong evidence base • CPD which has been cascaded down is evident in classroom e.g. colourful semantics and progress is evidenced. • Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well towards their EHCP outcomes from their starting points. • Our 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.

QUALITY OF EDUCATION – Good with some outstanding elements	
	<ul style="list-style-type: none"> • Pupils' work across the curriculum is of good quality, this is evidenced through EFL, work books, EHCP feedback, parent questionnaires. • Pupils are taught resilience and how to persevere when they don't get things right first time or to learn from mistakes. • Pupils support their peers • Pupils demonstrate a great understanding for those who may be different to themselves and develop good moral compasses which support them in making the right choices • Those following accreditation routes perform well against their own personalised targets and starting points. • Training has taken place for key identified staff in Phonics using the Phonics international dfe approved synthetic program. Whole school training is planned for Sept 2023
Areas for development	<ul style="list-style-type: none"> • If. Embed monitoring systems that effectively raise the quality of education through lesson observations of TA and HLTS – Feb 2023 update some observations of HLTAs have taken place further are planned for autumn term 2023 Planned for SIP 2023/24 support staff performance management with two whole school objectives for support staff, based on level of pupil engagement and quality of evidence recorded on EFL in addition to one personalised targets. Class teacher and TLRs to complete TA and HLTA performance managements, monitored during learning walks with tlr slt and lesson observations, work scrutiny, • Whole school training on phonics to support early readings skills across all key stages - Feb 2023 update – key identified staff have completed intial training with Internation Phonics, whole school training is planned for Sept 2023 inset. Sept 2023 – whole staff phonic international training • Map out science curriculum teaching delivered through Highfield school curriculum whereby subjects are used as vehicles in context for science. For example, living things delivering in horticulture, changing materials in living skills, the body, keeping healthy in living skills and PE, materials in art. Science is mapped out for KS3 within topic and discreet sessions for KS4 • Build on success of case studies and research-based evidence, school-based evidence, completed within outdoor learning curriculum throughout other subjects • Demonstrate wider research across all teaching staff to develop pedagogy for reflective practise. • Continue to review curriculum with changing landscape of pupil cohort to include increase of SCERTS and SF classes form Sept 2023, expansion of P16 where futures pathway will move off site to Thornes park

BEHAVIOUR AND ATTITUDES – Good with elements of outstanding**Strengths**

- Pupils are keen and eager to learn and are confident to attempt all tasks. They fully engage in learning and many pupils demonstrate independent learning skills. They are enthusiastic learners with excellent attitudes.
- Time is well used in most lessons varying according to the needs and abilities of the pupils. There is a varied approach to the structure of lessons where teachers use their knowledge of the pupils to plan accordingly.
- Pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well. Pupils relate well to both their peers and adults. They demonstrate high levels of engagement.
- Observations show a good coverage of subjects and where practice is at its best task being well matched to abilities and needs.
- The introduction of the semi-formal curriculum and option blocks in KS4 for those students following the semi-formal pathway has seen teaching, curriculum and provision offer more closely aligned to pupils needs.
- Pupils can reflect on their behaviour and have opportunity to know what to do next time.
- Evidence for learning folders have been developed and capture non-linear progress of students and also those with spikey profiles.
- Progress trackers demonstrate pupil's knowledge, acquisition.
- In English in KS4 the consistent delivery of lessons across the key stage when delivered by the English lead. Students engaged with practical activities in order to embed knowledge through kinaesthetic approaches. Students clearly enjoy the activities. Clear differentiation is evident in students work as well as within lessons.
- Many lessons observed show good differentiation for pupils and a range of resources being used to engage pupils in their learning, including a good use of visuals as well as real-life objects.
- The lessons delivered by the specialist teachers to pupils have had a positive impact on the quality of provision and increased pupils' engagement in lessons.
- The standard of teaching of the semi-formal was also seen to be of a very high standard which reflected what has been observed in previous external reviews.
- Behaviour watch is used to good effect to celebrate positive behaviour and plan strategies with pupils and families to those struggling to regulate their own behaviour.
- Positive behaviour is celebrated in many ways such as postcards home, certificates, bronze silver gold and platinum awards, highflyers boards, phone calls and dojos.
- The Hut team is effectively managed, led by a HLTA who has a fine degree in Art which he uses to good effect to support interventions with pupils attending the hut . All the Hut team are train mental health first aiders which they use to support pupils who may be struggling with their mental health or a particular issue.

Actions from 3 year SIP:

- *2a.Ensure the school has robust and effective systems for monitoring and improving behaviour and also supporting mental health in particular in light of the pandemic*
- *2b. Ensuring all staff are up to date and appropriately*

Impact of actions:

- Feedback from surveys of all stakeholders reflect that relationships across the school between pupils and staff are outstanding, that expectations are high, and that the management of behaviour is outstanding with few /no incidents of bullying or discrimination (in

BEHAVIOUR AND ATTITUDES – Good with elements of outstanding

- *trained in safeguarding, medical processes and procedures, therapies etc*
- *2c. Ensure feedback from pupils' parents' stakeholders etc and school documentation provides evidence of the schools' effectiveness in ensuring positive relationships, high expectations, behaviour management,*
- *bullying and discrimination is dealt with effectively and swiftly*
- *2d. Ensure the school has a secure evidence base to demonstrate the pupils' behaviour and attitudes are outstanding*

To embed the use of behaviour watch and gather data from the program to identify key issues among cohorts so that proactive interventions can be put in place

the exceptional cases where these have been identified the school's management has been reported as excellent.

- CPD LOG /Matrix reflects that all staff are up to date in relation to their training and development
- Feedback from surveys of all stakeholders reflect that relationships across the school between pupils and staff are good, that expectations are high, and that the management of behaviour is good with few /no incidents of bullying or discrimination (in the exceptional cases where these have been identified the school's management has been reported as excellent by stakeholders)
- Lesson observations, learning walks, external consultants and advisor reports. stakeholder reports e.g. therapists, Ed Psych etc report that behaviour management is outstanding
- Parents and pupils' surveys report that behaviour is well managed, that bullying is addressed
- Behaviour log reflects that behaviour incidents are less serious and reducing
- Behaviour watch system support monitoring of pupils' behaviour identify opportunities for early intervention and support.
- HT report to governors demonstrated that the school's management of behaviour and pupil attitudes overall are outstanding
- Feedback from professionals, visitors, parents/carers and all stakeholders is overwhelming positive and sample sound bites are on the school website to reflect this .
- Parent survey reflect pupils are happy and feel safe at school
- EHCP feedback indicates pupils make good progress in their personal development
- Staff surveys reflect pupils are safe and happy in school
- Behaviour watch also records positive behaviour
- Pupils rewards and systems demonstrate pupils are motivated to do well .

Areas for development 2023/2024

To embed the use of behaviour, watch and gather data

PERSONAL DEVELOPMENT - Good

Strengths

- Pupils' behaviour throughout the school is exemplary. Students are often considerate of one another's needs.
- Students apply themselves to their learning enthusiastically and are keen to do well and engage well in lessons.
- Pupils love coming to school, they are enthusiastic and positive about the school.
- When asked by visitors and staff students report they feel valued and listened to.
- The students respond well to the school's personal development, grow in self-awareness through the PSHE curriculum and Hut intervention team.
- Students express their feelings and wishes.
- Students know that bullying is wrong and if it does occur are confident it will be dealt with swiftly and appropriately by the adults.
- Students respond well to PSHE delivered through STRIDE and find it a good way to learn about relationships.
- Pupils are taught about e safety in RSE and also ICT lesson as well as tackling any issues arising in registrations or via intervention with targeted support for pupils.
- Adults work well with parents and the team of PSA's.
- The Hut team register monitors reasons for students who are struggling to self-regulate along with planned interventions and supports students in managing their own behaviour.
- Safeguarding pyramid is established and effective across the key stages.
- Leaders and staff have gone above and beyond to support students' welfare who are most vulnerable. This has included the delivery of food hampers, support work over the holidays through our parent support advisors team
- There is a good program for transition for incoming year 7 pupils, those going to Post 16 and pupils moving classes. This includes longer transition plans for pupils who require additional support for transitions.
- Breakfast club is established in all classes from year 7 to year 14 to support pupil's personal development and well-being. This takes place daily in form groups and provides pupils with opportunities to develop communication outcomes, social and emotional development and independence skills.
- School has a designated mental health lead
- School has a team of trained mental health first aiders for pupils and staff
- From Sept the school has had a designated full-time careers lead. School has achieved most elements of the Gatsby benchmark and plans for opportunities in developing employability skills through discrete lessons focusing on skill building key elements.
- Cultural capital is ensured through interfaith drop-down weeks, assemblies, registration time, key celebration days and events, this is evident in long term plans and captured through efl, photo and video stories. These are shared with parents, carers and pupils

PERSONAL DEVELOPMENT - Good

- Students from year 7 to 14 , develop a good understanding of their place within the local and wider community through citizenship lessons and community education which include going to places within the community such a local supermarkets where cross curricular opportunities are provide. For example, independence skills, maths and communication skills, self-advocacy and resilience.
- Pupils make good links with the wider community – this includes creating Art work to be displayed in the local hospital, links with the local Rotary club, taking part in the May day parade and inviting the May day committee to attend P16 café and school productions. In addition to links to local businesses such as NISA, Tesco and local cafes.
- Pupils are provided with a wide range of opportunities to understand their own place in the school community, local and wider community through citizenship, community education and events. Parents/carers attend whole school events to support a strong sense of community.
- Pupils have work experience opportunities within school and pupils on the City futures pathway have completed work experience in a ranger of settings within Wakefield city centre
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Actions from long SIP 2021 to 2024

- 3a. Curriculum pathways that address healthy life styles, British values tolerance respect equality and diversity SMSC effectively
- 3b .School has formalised systems for gathering views of pupils' parents staff stakeholders around effectiveness of provision for personal development
- 3c. Ensure that school has a good baseline of pupil's interests and talents so that ambition and opportunities can be built into curriculum and extra curricula planning – Jan 2023 update, Careers lead on long term absence)

Impact of actions:

- Pupils' behaviour throughout the school is exemplary. Students are often considerate of one another's needs.
- Pupils behaviour out and about in the local and wider community is excellent. Students are considered not only of others needs but citizens within the community setting they are. This is evidenced through citizens feedback to staff.
- Students apply themselves to their learning enthusiastically and are keen to do well and engage well in lessons.
- Pupils love coming to school, they are enthusiastic and positive about the school.
- When asked by visitors and staff students report they feel valued and listened to.
- The students respond well to the school's personal development, grow in self-awareness through the PSHE curriculum and Hut intervention team.
- Students express their feelings and wishes.
- Students know that bullying is wrong and if it does occur are confident it will be deal with swiftly and appropriately by the adults.

PERSONAL DEVELOPMENT - Good

- Students respond well to PSHE delivered through STRIDE and find it a good way to learn about relationships.
- Adults work well with parents/carers and the team of PSA's.
- Parent/carer survey shows that parents feel their child is happy to come to school, is safe and progress well.
- EHCP parent/carer views evidences shows they are happy with progress their child makes towards all areas of their outcomes, especially with their impedance, confidence and happiness.
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- The Hut register monitors reasons for students who are struggling to self-regulate along with planned interventions and supports students in managing their own behaviour.
- Safeguarding pyramid is established and effective across the key stages.
- During the COVID leaders and staff have gone above and beyond to support students' welfare who are most vulnerable. This has included the delivery of 84 food hampers. This is set to continue over the summer holidays.
- Christmas hampers were delivered to our most in need families
- New careers lead has been appointment for Sept 2023 start

Areas for development

- 3a. Curriculum pathways that address healthy life styles, ensure pupils are aware why food that contain too much fat, sugar, salt should be in moderation
- 3c. Ensure that school has a good baseline of pupil's interests and talents so that ambition and opportunities can be built into curriculum and extra curricula planning to include drop down days - careers lead has booked visitors to come into school to talk about different careers with the pupils.
- Establish PTA.
- Develop the role of pupil mentors to offer peer on peer support
- Further work with parents and carers for opportunities for continuous reflection and improvement.

LEADERSHIP AND MANAGEMENT - Good

Strengths

- SLT 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 the appropriate use of assessment.
- Leaders strive to continue to reflect and build on the the curriculum across all pathways and model reflective practise.
- The practice and subject knowledge of our staff, including NQTs, build and improve over time.
- Our leaders aim to ensure that all pupils successfully complete their programmes of study.
- We provide the support for staff to make this possible.
- We create an inclusive culture
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services and outside agencies.
- Catch up funding and pupil premium is used to improve outcomes , for example purchase of additional Speech and language to improve communication outcomes, lunch time clubs for social and personal development and resources.
- Engagement opportunities are focused and purposive.
- Our leaders engage with their staff and are aware and take account of the main pressures on them.
- They're realistic and constructive in the way they manage staff, including their workload.
- Our leaders protect staff from bullying and harassment and use restorative practice to resolve issues.
- Those responsible for governance understand their role and carry this out effectively.
- CPD of whole staff, groups and individuals is well planned and aligned with both whole school and individual development. Impact can be tracked through pupil outcomes, lesson walks and observations
- Staff have opportunities to included into wider training, including teacher training,
- All staff receive effective safeguarding training and access to wider training on specific issues, this includes safer recruitment, site security, health and safety training.
- Policies reflect guidance and are reflective and review regularly.
- Governors ensure that we have 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 our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent duty and safeguarding.
- We have a culture of safeguarding that supports effective arrangements to:
- **Identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- **Help** 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
- **Manage** safe recruitment and allegations about adults who may be a risk to pupils

LEADERSHIP AND MANAGEMENT - Good

Evidence

SIP consultation, lesson observations, book and IEP scrutiny, parent questionnaire, e mail feedback from outside agencies, CPD record, Wakefield one project , preparation for adulthood forum, preparation for adulthood curriculum group across P16 provisions and college

Actions from 3 year SIP 2021 to 2024 :

- 4b. Ensure that there is effective implementation of the monitoring and evaluation systems and activities and that findings are reported termly to SLT and governors termly
- 4c. Ensure that staff workload is well managed
- 4d. Develop the effectiveness and accountability of Middle Leadership group
- 4e Undertake a range of activities to moderate and validate the findings of the SEF across school and P16
- 4f. Ensure governors are effective in holding the school to account and involved in the strategic planning of the school
- 4g. Ensure the use of Staff, pupils parent stakeholder surveys inform practice and development /improvement
- 4h. Ensure Safeguarding continues to be highly effective

- School improvement plan: evidence of involving the whole school community in developing and writing the plan. What are short-term, medium-term and long-term plans for your school?
- School vision and aims: what impact has this had on school improvement?
- School policies are effective and reviewed regularly
- CPD: impact on school improvement. Evidence of how your CPD programme has enabled teachers to develop their knowledge and understanding of the curriculum, teaching and learning. What impact has this had on school improvement?
- NQT induction: impact of the support given to NQTs
- Performance management: impact on school improvement
- Impact of school interventions for pupils
- Impact of support given to pupils who are at the risk or have been excluded
- Progress and attainment data for pupils who have completed programmes of study. Impact of support they have been given
- School surveys: impact this has on school improvement planning
- Governance: evidence of working collaboratively with governors to develop school improvement plans
- Evidence of parent meetings to share learning; involve parents in school improvement
- Impact of working with members of the local community (professionals, local schools, local services) to support school improvement
- Staff surveys: impact this has on school improvement planning
- Performance management: impact this has on supporting the performance, mental health and well-being of staff - mental health first aiders, signposting to services, stress risk assessments

LEADERSHIP AND MANAGEMENT - Good

- Mentoring/pastoral support: impact this has on mental health and well-being of all staff. Staff well-being group
- Impact of performance management and pastoral support: to enable all staff to continually develop professionally
- School improvement plans to consider staff mental health and wellbeing
- Impact of governance involvement in school improvement planning and school self-evaluation
- Statutory functions of governance: impact of supporting your school:
- Developing vision, ethos and strategic direction
- Holding school leaders to account for the educational performance of school and performance management of staff
- Overseeing the financial performance of the school, making sure money is well spent including pupil premium
- Evidence of governance support in checking your school fulfils all statutory duties. Impact this has on school improvement
- Safeguarding/child protection policy: evidence that all processes and procedures are in place - DSL pyramid in key stage groups, weekly supervision of cases.
- Pupil surveys: evidence that pupils feel safe at school - survey monkey
- Evidence of staff safeguarding training and impact this has had on safeguarding in school - cpd log
- Evidence of relationships and health education and the impact this has on pupils
- Evidence that your school follows the safer recruitment expectations: staff and governors interviewing have up-to-date training, school single central record is accurate and up-to-date, staff personnel files are complete
- Evidence of staff allegations recorded and due process followed and low level concerns are save separately.

Areas for development

- 4e Undertake a range of activities to moderate and validate the findings of the SEF across school and P16 – observations and performance management of HLTAs and TAs

QUALITY OF SIXTH FORM PROVISION - Good

Strengths

- Our teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught.
- We check students' understanding systematically, identify misconceptions and provide clear, direct feedback.
- In doing this, we respond and adapt our teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.
- The work that our teachers give to sixth-form students is demanding.
- It ensures that our students build knowledge and acquire skills, improving and extending what they already know and can do.
- Our teachers encourage students to use subject-specific, professional and technical vocabulary well.
- Over the course of study, our teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- Our teachers and leaders use assessment well. For example, we use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching.
- Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or students.
- Our teachers create an environment that allows sixth-form students to focus on learning.
- The resources and materials that our teachers select and produce – in a way that doesn't create unnecessary workload for staff – reflect our ambitious intentions for the course of study.
- These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.
- Our students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes.
- Our students make substantial and sustained progress from their identified and recorded starting points in their study programmes.
- Where appropriate, this is reflected in results in accreditation and progress towards EHCP outcomes
- Our students are ready for the next stage of education, employment or training.
- Pupils have accessed several internal work experience opportunities working across a range of departments. In addition, pupils run whole school enterprise schemes such as Po16 café where guest both in and out of school are invited. Other enterprises include paninis, jacket potatoes and Friday bacon or sausage rolls. Pupils plan and shop for ingredients and practise customer service as a way to develop communication and employability skills.
- They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study.
- Our students with high needs have greater independence in making decisions about their lives.
- Our students have high attendance and are punctual.
- Their attitudes to their education are positive.

QUALITY OF SIXTH FORM PROVISION - Good

- Where relevant, attitudes improve over time.
- Our sixth form prepares our students for future success in education, employment or training.
- It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.
- Re defined pathways planned are supportive of students achieving maximum potential with a variety of possible exit routes. These are, moving on (our more complex learners transitioning from semi-formal) futures (learners from both semi-formal and formal pathways) and city futures (our off site provision getting pupils ready for college, work or internship)

Actions from long sip 2021 – 2024 :

- Curriculum – to be skills based but also to build upon knowledge already gained and achieved and provide opportunities for students to apply and generalise skills and use knowledge, offering opportunities to transfer skills.
- Focus upon developing staff skills to deliver quality first teaching by ensuring all pupils' needs are considered.
- Extend the use of the specialist teachers to support and enhance specific areas of the curriculum e.g. enrichment opportunities.
- Greater account needs to be made of pupils' attainment when they enter Post16.
- Work experience/placement: Further development of a more secure and meaningful work experience program to be developed, looking further afield with local companies. This is to include developing a much wider portfolio of work placements

Impact of actions:

- Evidence that all students engage in all enrichment activities including those most disadvantaged
- Curriculum policy: evidence of how curriculum is planned and sequenced and opportunities students have to develop skills for future learning and employment
- Long-term and medium-term planning: evidence that teaching is differentiated to meet the needs of all learners
- Long-term and medium-term planning covers all programmes of study
- Teachers structure their time throughout the year effectively: evidence that all areas of learning are completed, students are fully prepared for the end of stage assessments
- Performance management: quality assures the level of expert knowledge needed to teach subjects effectively
- Evidence of CPD: impact this has on standard of teaching and learning in the sixth form including accreditation
- Lesson observations: evidence of effective teaching and learning
- Performance management used to identify weaknesses in teaching, setting targets and training teachers to improve
- Assessment is used effectively to feedback to students: impacting on progress towards outcomes and preparation for adulthood
- Evidence of monitoring long-term and medium-term planning
- Evidence of key vocabulary in planning and modelled effectively in lessons

QUALITY OF SIXTH FORM PROVISION - Good	
	<ul style="list-style-type: none"> • Lesson observations: impact of the vocabulary used by teachers and pupils • Pupils on City futures pathway have made good progress towards their outcomes and preparedness for the next stage. This includes pupils being independently travel trained, completing work experience placements and NOCN functional skills accreditation.
Areas for development	<p>Embed the pathways in P16</p> <ul style="list-style-type: none"> • Focus upon developing staff skills to deliver quality first teaching by ensuring all pupils' needs are considered – focus on early reading skills. • Work experience/placement: Further development of a more secure and meaningful work experience program to be developed, looking further afield with local companies. This is to include developing a much wider portfolio of work placements • Continuing development of realigned pathways across 3 sites to include: moving on (on main school site) futures (Thornes park site – opening September 2023) city futures (central Wakefield site – opened September 2022)

EVIDENCE TO SUPPORT SUMMARY EVALUATION

SIP reports
Governor notes of visit
IEP data
Lesson observation grid
Jubilee video – website
Coronation video – website
Parent/carers comments – website
CPD record
Year 11 accreditation results
P16 accreditation results
EFL – IEP evidence towards targets, PLGS (personal learning goals) , subject progress trackers, EHCP reviews, behaviour watch , pupil progress meetings

Ofsted inspection report May 2018:	Good
Leaders assessment of current school position – reviewed August 2023	
Quality of education:	Good – with some elements of outstanding
Behaviour and attitudes:	Good – with element of outstanding
Personal development:	Good – with elements of outstanding
Leadership and management:	Good
Quality of sixth-form provision (if applicable):	Good
Overall effectiveness:	Good with elements of outstanding in some areas

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