

# WHOLE SCHOOL OVERVIEW

## IMPROVEMENTS SINCE LAST OFSTED

Ofsted 2022	Area(s) of focus	Actions taken improvements	When/date	Validation
<p>High expectations for pupils' conduct and attitude to learning are not always reinforced across the school. Some pupils do not follow instructions or participate in lessons as they should. This disrupts the learning of others. Leaders should ensure that all staff apply the school's behaviour policy consistently and fairly at all times.</p>	<p>Review of Behaviour Policy and systems.</p> <p>Introduction of new Rewards System.</p>	<ul style="list-style-type: none"> <li>Behaviour policy has been re-written.</li> <li>Introduction of centralised 30 minute next day detention system to ensure clarity for students and Parents/ Carers.</li> <li>Clear system in place for negative points and sanctions.</li> <li>Clear rewards system in place to ensure that student success is celebrated.</li> </ul>	<p>Feb 2023</p>	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>When assessing behaviour, inspectors commented that there is a measured approach to improving and managing behaviour.</li> <li>During learning walks and unstructured time (break time and lunch time) inspectors observed a calm atmosphere across the school.</li> <li>Inspectors stated that students show respect and courtesy to staff and each other; they are also able to self-regulate.</li> <li>Inspectors visited a number of lessons and observed that they are purposeful and students are focussed and engaged.</li> </ul> <p><b>LLP Visit March 24:</b></p> <ul style="list-style-type: none"> <li>Students spoken to said that behaviour has significantly improved in the school over the past 12 months.</li> <li>Leaders continue to believe that behaviour has improved in the school and provided a variety of data to support this view such as a reduction in the use of SOR (on call) and a</li> </ul>



			<p>reduction in the days spent in internal isolation compared to this time last year.</p> <ul style="list-style-type: none"> <li>• Behaviour and behaviour for learning was positive in all lessons visited.</li> <li>• Low level disruption was rare in the lessons.</li> </ul> <p><b>LLP Visit June 2024:</b></p> <ul style="list-style-type: none"> <li>• No low level disruption or passivity was observed in lessons. Students were engaged and lessons with calm and purposeful.</li> <li>• Students commented that they felt safe and supported.</li> </ul> <p><b>Governors Visit November 2023:</b></p> <ul style="list-style-type: none"> <li>• There has been a vast improvement in the provision and management of the internal suspension room.</li> <li>• While shadowing SOR, governors observed significantly reduced incidents of SOR being requested.</li> </ul> <p><b>Parent/ Carer Survey May 2024 and Parent Forum:</b></p> <ul style="list-style-type: none"> <li>• 91% of Parents/ Carers stated that the school has high expectations of their child.</li> <li>• At Parent Forum Parents/ Carers have stated that they believe behaviour has improved in the school.</li> </ul>
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				<p><b>Student Survey May 2024 and Student Voice:</b></p> <ul style="list-style-type: none"> <li>Students had reported that they feel behaviour is much improved across the school.</li> </ul>
	<p>Personal development – review of tutor programme / assembly programme</p>	<ul style="list-style-type: none"> <li>Introduction of explicit conflict resolution sessions</li> <li>Spiral curriculum to build understanding around tolerance and respect</li> <li>Greater emphasis on British Values throughout both programmes</li> <li>Standards and expectations assemblies introduced at the beginning of each term for clarity.</li> </ul>	<p>Feb 2023 with further refinement from Sept 2023</p>	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>The inspectors noted that prejudicial language is not accepted in the school.</li> <li>Inspectors stated that students show respect and courtesy to staff and each other.</li> <li>They are confident that the staff understand the local context and are outward looking.</li> <li>During learning walks and unstructured time (break time and lunch time) inspectors observed a calm atmosphere across the school. Inspectors stated that students show respect and courtesy to staff and each other; they are also able to self-regulate.</li> <li>Inspectors visited a number of lessons and observed that they are purposeful and students are focussed and engaged.</li> <li>The inspectors reported that there are high aspirations for all students and ‘no ceilings’ are imposed.</li> </ul> <p><b>Parent Voice Survey May 2024:</b></p> <ul style="list-style-type: none"> <li>Parents/ Carers agreed that school supports their child’s wider</li> </ul>



				development in Parent Voice Survey.
	<p>Redevelop rewards systems to create more opportunities to celebrate</p>	<ul style="list-style-type: none"> <li>• Student voice input for prizes</li> <li>• Review of award numbers</li> <li>• Introduction of Proud Friday</li> <li>• Reward postcards for students</li> <li>• Reward trips and activities</li> <li>• Headteacher Awards</li> <li>• Half termly awards assemblies and end of year prize giving.</li> </ul>	Feb 2023	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>• When assessing behaviour, inspectors commented that there is a measured approach to improving and managing behaviour.</li> <li>• During learning walks and unstructured time (break time and lunch time) inspectors observed a calm atmosphere across the school.</li> <li>• Inspectors stated that students show respect and courtesy to staff and each other.</li> <li>• Inspectors visited a number of lessons and observed that they are purposeful and students are focussed and engaged.</li> </ul> <p><b>Governors Monitoring Nov 2023:</b></p> <ul style="list-style-type: none"> <li>• Students were positive about improvements in school. They are enjoying the reward system and are able to clearly articulate what the expectations are in school and how they can earn reward points.</li> </ul> <p><b>Parent Forum May 2024:</b></p> <ul style="list-style-type: none"> <li>• Positive feedback regarding the rewards and recognition system.</li> </ul>



				<p><b>Student Voice March 2024:</b></p> <ul style="list-style-type: none"> <li>• Positive feedback during the School Council meetings regarding the rewards system.</li> </ul>
	Redeveloped Internal Suspension provision	<ul style="list-style-type: none"> <li>• Timetable in place</li> <li>• Work resources developed with curriculum leaders</li> <li>• Re-established expectations within the room.</li> </ul>		<ul style="list-style-type: none"> <li>• Reduction in the number of suspensions. County data shows a decrease for the Autumn term and a further decrease in Spring Term. This contradicts the trend of local schools.</li> </ul> <p><b>LLP Visit March 2024:</b></p> <ul style="list-style-type: none"> <li>• Reduction in the days spent in internal isolation compared to this time last year.</li> </ul> <p><b>Governors Visit Nov 2023:</b></p> <ul style="list-style-type: none"> <li>• There has been a vast improvement in the provision and management of this room.</li> <li>• Students are clear on the expectations of the room – silence and engaging in work set.</li> </ul>
	Review of Prejudiced Language	<ul style="list-style-type: none"> <li>• Common use of language</li> <li>• Improve tracking system</li> <li>• Tutor / assembly and PSHCRE programme adapted to directly address prejudicial and discriminatory language.</li> </ul>	Sept 2023	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>• The inspectors noted that prejudicial language is not accepted in the school.</li> <li>• Inspectors stated that students show respect and courtesy to staff and each other.</li> <li>• They are confident that the staff understand the local context and are outward looking.</li> </ul>



	Introduction of a Behaviour Working Party	<ul style="list-style-type: none"> <li>Involving a range of staff from across the school</li> <li>Staff to share and ideas and develop strategies</li> </ul>	March 2023	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>When assessing behaviour, inspectors commented that there is a measured approach to improving and managing behaviour.</li> </ul> <p><b>Staff Survey May 2024:</b></p> <ul style="list-style-type: none"> <li>Staff report that behaviour has dramatically improved over the last year.</li> </ul>
	Introduction of a cross-school suspension system.	<ul style="list-style-type: none"> <li>Cross-school suspension system in place at two local schools.</li> </ul>	Nov 2023	<ul style="list-style-type: none"> <li>Reduction in the number of suspensions. County data shows - 3% decrease for the Autumn term and further - 1% Spring Term.</li> </ul> <p><b>LLP Visit March 2024:</b></p> <ul style="list-style-type: none"> <li>reduction in the days spent in internal isolation compared to this time last year.</li> </ul>
	Review of Alternative Provision	<ul style="list-style-type: none"> <li>Developed Transition pathway for return to school</li> <li>Enhanced alternative provision attendance monitoring</li> <li>Regular visits and meetings with key staff to review each provision.</li> </ul>	Sept 2023  March 2024	<ul style="list-style-type: none"> <li>A member of the Senior Leadership has worked at one of the Alternative Provisions and therefore developed positive working relationships with this provision.</li> </ul>



<p><b>Some subjects, particularly modern foreign languages, are at an earlier stage in curriculum development. In these subjects, there is a lack of clarity about what precisely pupils are expected to know and be able to do, especially in key stage 3. Leaders should ensure that curriculum planning in all subjects considers clearly and precisely what pupils need to know and be able to do in order to access the next steps in their learning. This will help pupils learn well in all subjects.</b></p>	Curriculum design	<ul style="list-style-type: none"> <li>• HIAS support for MFL, History and Science</li> <li>• CPD time for curriculum development</li> <li>• Staff attendance at Subject Network meetings for collaborative curriculum work and sharing of best practice</li> <li>• High quality Reading strategy being implemented</li> </ul>	<p>2023-2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sept 2024</p>	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>• Since the last inspection, there has been a sharp focus on curriculum development. Subject leaders talk knowledgeably about the changes they have made.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• Narrative around Key Stage 3 curriculum is clear. Leaders are evaluating the ambition of the curriculum.</li> </ul> <p><b>Student Voice May 2024:</b></p> <ul style="list-style-type: none"> <li>• Students report that they feel there are a broad range of subjects available.</li> </ul>
	Curriculum entitlement	<ul style="list-style-type: none"> <li>• Review of lesson length to allow for developing students writing stamina and deepening of learning</li> <li>• KS3 curriculum audits</li> <li>• SLT line management conversations</li> <li>• CPD time for curriculum development</li> <li>• Redesign of curriculum to include Dance</li> </ul>	<p>April 2024</p> <p>May 2024</p> <p>Ongoing</p> <p>Jan 2024</p>	<p><b>Parent Voice September 2024:</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers report that the curriculum evenings were useful at the start of the year to help them understand the curriculum. They also report that they feel students have a broad and balanced curriculum.</li> </ul>



	Reading curriculum development	<ul style="list-style-type: none"> <li>• Reading Strategy launched</li> <li>• Testing started</li> <li>• T&amp;L Strategies being developed</li> </ul>	Jan 2024 May 2024	
<b>Variations in how effectively the planned curriculum is implemented exist both within and between subjects. This means that pupils, especially those with SEND, do not always know and remember what they have been taught. Leaders should ensure that all staff consistently adapt the curriculum and apply the teaching methods that they have been trained to use, so that all pupils learn as well as they should.</b>	Ensure monitoring systems are robust, diagnostic and provide timely data that is forensically followed up.	<ul style="list-style-type: none"> <li>• Re-launch of Class Learning Reviews (CLRs); new criteria; training on difficult conversations provided for Middle Leaders; clear, responsive action planning processes following each round of monitoring</li> <li>• Raising the profile of students' perspectives on their learning by using curriculum-focused student voice as part of the monitoring programme.</li> </ul>	Oct 2023  Jan 2024	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>• The diagnostic monitoring process is used to track how well this is meeting pupils' needs... There are robust monitoring systems which allow you to evaluate the impact of your actions effectively as well as formulate next steps.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• The school is now using pupil voice more readily and regularly to evaluate teaching and learning which is a shift from using pupil voice primarily to ascertain behaviour and culture. During the LLR two "book looks" were observed and leaders used effective practice to interrogate the curriculum by posing questions to students who the used their books to narrate their learning.</li> </ul>



	<p>Collaboration between staff at all levels to ensure a common language and shared understanding of high-quality curriculum implementation/ adaptation so that all pupils, especially those with SEND, know and remember more of what they have been taught.</p>	<ul style="list-style-type: none"> <li>• Collaborative identification of adaptive T&amp;L strategies, based on improved monitoring, by senior leaders for T&amp;L and SEND</li> <li>• Adaptive T&amp;L Toolkit written collaboratively by staff in cross-curricular teams, with best practice shared across teams during CPD time and strategies feeding back into monitoring</li> <li>• Internal monitoring demonstrates how a better understanding of curriculum implementation / adaptation is translating into improved classroom experiences for students. The percentage of 'on track' CLR's has risen from 61% (Nov 22) to 89% (Mar 24). The percentage of 'outstanding' CLR's has risen from 21% to 36%.</li> </ul>	<p>May 2023</p> <p>Jun 2023</p> <p>Nov 22 - Mar 24</p>	<p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• The senior leadership team works collaboratively and there is an understanding how each area of work impacts another allowing for a holistic view of school improvement.</li> </ul> <p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>• Teachers have been provided with toolkits which detail the range of approaches they can use to meet pupils' individual needs.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• Visits to lessons showed that the implementation of the curriculum and teaching is increasingly consistent.</li> </ul>
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	<p>Use of monitoring to identify, and clearly communicate through targeted CPD, whole school priorities for adaptive Teaching &amp; Learning, with a focus on strategies that are needed for some (including students with SEND) but beneficial for all.</p>	<ul style="list-style-type: none"> <li>• Analysis of qualitative monitoring data used to identify Teaching &amp; Learning priorities across the school</li> <li>• Use of targeted CPD time for Teaching &amp; Learning to ensure strategies are clearly communicated and best practice shared by a range of staff</li> <li>• Ongoing monitoring of Teaching &amp; Learning priorities to ensure students' experiences are consistent across the school.</li> </ul>	<p>Nov 2023</p> <p>Jan 2024</p> <p>Ongoing</p>	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>• Since the last monitoring visit a number of rapid actions have been taken by leaders. From January a focus on teaching strategies has been delivered to staff via targeted Continuing Professional Development (CPD) and followed up with monitoring by the leadership team. The school now has four whole school strategies that they expect to see in lessons: lesson objectives, progress checks, reshaping/reteaching and lesson narration. Leaders presented evidence from monitoring that showed that these strategies are being utilised by staff.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• There are a greater number of students involved in lessons now, and they are more active participants in their learning, as a result of improved approaches to assessment for learning and questioning.</li> </ul>
	<p>Improved assessment systems and parental reporting at Key Stage 3.</p>	<ul style="list-style-type: none"> <li>• Audit of Key Stage 3 assessment resources</li> <li>• Launch of adapted KS3 assessment language and improved reporting to Parents/ Carers, including a clear indication of whether</li> </ul>	<p>Jul 23</p> <p>Nov 23</p>	<p><b>Student Voice March 2024:</b></p> <ul style="list-style-type: none"> <li>• Student voice indicates confidence with the new assessment system.</li> </ul> <p><b>Parent Voice January 2024:</b></p> <ul style="list-style-type: none"> <li>• Indicates new reports provide clearer identification of whether students are on track; hyperlinks allowing students to address areas for development.</li> </ul>



		students are 'on track' and hyperlinks to personalised resources to help students progress.		
	SEND / Teaching and Learning	<ul style="list-style-type: none"> <li>All teaching staff and a range of stakeholders involved in the production of high-quality inclusive teaching (HQIT) strategies to support the largest areas of need in the school</li> </ul>	June 2023	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>The provision for pupils with SEND is improving rapidly following the implementation of a concise action plan.</li> </ul> <p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>Your three bespoke class rooms Engage, Step, Retrack, provide effective support for pupil with either social, emotional and mental health needs, broader SEND needs and behaviour needs.</li> </ul> <p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>Teachers have been provided with toolkits which detail the range of approaches they can use to meet pupils individual needs. The diagnostic monitoring process is used to track how well this is meeting pupils needs.</li> </ul> <p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>Pupils accessing this provision are carefully triaged, support plans agreed and their progress is tracked closely. Pupils who receive these interventions access the curriculum</li> </ul>
	Interventions and support	<ul style="list-style-type: none"> <li>Range of interventions delivered through the inclusion department to support students with SEND and gaps in their learning to make accelerated progress and address gaps and misconceptions</li> </ul>	July 2023	
	CPD and sharing good practice	<ul style="list-style-type: none"> <li>Staff have received CPD around inclusive practice and sharing of good practice</li> <li>Staff have access to information and strategies on student SPP's</li> </ul>	Ongoing  July 2023	



		<ul style="list-style-type: none"> <li>Focus student of the week, to keep SEND strategies at the forefront of teaching practice</li> <li>Weekly multi departmental inclusion meetings to triage all referrals and monitor progress of students in provision.</li> </ul>	<p>Jan 2024</p> <p>Jan 2024</p>	<p>either being taught parallel the content from lessons or attend mainstream classes so there is no narrowing.</p> <p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>There has been improved behaviour and increased attendance as a result of these actions.</li> </ul>
<p><b>Parents express mixed views about the school, particularly around behaviour and provision for SEND pupils. Leaders have not communicated well enough with parents. Consequently, some parents are frustrated and concerned about aspects of the school's work, including for pupils with SEND. Leaders must ensure that parents are properly involved, so that they understand decisions and actions leaders take.</b></p>	SEND / Teaching and Learning	<ul style="list-style-type: none"> <li>All SPP's reviewed and written in collaboration with a range of stakeholders to ensure fit for purpose with a focus on achievement</li> </ul>	Sept 2023	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>Effective actions have been taken to ensure that education health and care plans are reviewed within statutory timings. Long term goals are broken down into smaller targets that are specific to each pupil</li> </ul> <p><b>HIAS SEND Monitoring Visit November 2023:</b></p> <ul style="list-style-type: none"> <li>The SENCO has a clear vision for further action and development of systems and processes, including even more effective communication with Parents/ Carers and the further involvement of key professionals. Momentum is good and targeted. Leaders are not complacent and know there is more to do. They are tackling the Ofsted areas for improvement and the recommendations from the previous note of visit with knowledge, energy, and enthusiasm. The action taken and</li> </ul>
	Supporting Parents/ Carers	<ul style="list-style-type: none"> <li>Providing a range of coffee mornings and information events for parents, driven by their request including training from Educational Psychologists, how to apply for an EHCNA etc.</li> <li>SENDCOs available for meeting parents every Wednesday after school</li> </ul>	<p>Sept 2023</p> <p>Jan 2024</p>	
	Sharing information and working collaboratively	<ul style="list-style-type: none"> <li>All meetings are recorded on an information sheet which details what provision will be given with a review date which is then shared with Parents/ Carers.</li> </ul>	Jan 2024	



		<ul style="list-style-type: none"> <li>• All students with an EHCP have a 'key adult' in the inclusion department whom is the families first port of call and will support with all queries</li> <li>• All Parents/ Carers and students are involved in setting targets annually for the EHCP annual review and progress reviews are provided</li> <li>• SEND questionnaire sent to parents / carers following completion of support which informs future practice</li> <li>• Collaboration with the LA to strengthen relationships with parents / carers</li> <li>• School has 3 provision rooms, Engage, Step and Retrack to support a range of needs</li> <li>• Students who spend extended time in provision receive daily updates</li> <li>• EHCP long term targets are broken down into smaller SMART targets and shared with students, teaching staff and parents</li> <li>• SEND link governor who provides additional challenge and support</li> </ul>	<p>Jan 2024</p> <p>July 2023</p> <p>Jan 2024</p> <p>Ongoing</p> <p>Sept 2023</p> <p>Sept 2023</p>	<p>the way initiatives have been set up, implemented, and supported have established a more inclusive culture and raised staff and parent carer confidence.</p> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• Students spoken to who have accessed provision in the inclusion rooms are vociferous in their praise for the provision and for those staff who support them, as they are for leaders who have thought creatively and designed and driven this change to the way they are supported.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• A major recent focus has been on securing meaningful and impactful communication with parents and carers, with the school wanting to ensure that parents and carers are aware of the work being done with their children on a very regular basis. There is a record of communication form which is completed every time there is a conversation with a parent/carers, and these show that the school places great value on creating these crucial partnerships with home. The school says that coffee mornings for Parents/ Carers of SEND students have been very impactful.</li> </ul>
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	Supporting students	<ul style="list-style-type: none"> <li>Individual student action plans for students in provision shared with parents carers and other stakeholders.</li> </ul>		<p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>Alongside this, the Special Educational Needs Coordinator (SENCo) and his team are working to improve the quality of student voice for SEND students, so that this leads to a greater sense of agency and self advocacy on the part of students.</li> </ul> <p><b>Parent Survey May 2024:</b></p> <ul style="list-style-type: none"> <li>Suggests that Parents/ Carers feel that there has been a significant improvement in the quality of provision for children with SEND.</li> </ul>
	General communication and Parent/ Carer Engagement	<ul style="list-style-type: none"> <li>Currently working towards the Leading Parent Partnership Award.</li> <li>Regular communications to Parents/ Carers through the Weekly Message and newsletters. Clear communication section on the website.</li> <li>Nudge questions on the Weekly Message to increase engagement. Text messages sent home to make the Weekly Message more accessible.</li> <li>Regular surveys of all stakeholders. Surveys regularly sent home, but</li> </ul>	<p>Oct 2023- Oct 2024</p> <p>Throughout 2023-2024</p> <p>March 2024</p> <p>Ongoing</p>	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>The school is outward looking since the last inspection and have sought to build links with the community’ – February 2024 Ofsted Monitoring Visit.</li> </ul> <p><b>Parent Survey May 2024:</b></p> <ul style="list-style-type: none"> <li>83% felt that the school lets them know how their child is doing. ‘I feel communication has improved’, ‘communication with parents has improved significantly’, ‘coffee mornings help parents feel less lost’.</li> </ul> <p><b>Parent Forum Feedback:</b></p> <ul style="list-style-type: none"> <li>Parents/ Carers feel that they are kept up to date on the life of the school and have the opportunity to provide feedback.</li> </ul>



		<p>also questionnaires for events/ reception.</p> <ul style="list-style-type: none"> <li>• Parent Forum, Every month Parents/ Carers have the opportunity to stay up-to-date with what is happening across the school. School tours for existing parents.</li> <li>• PTA. Launched and two meetings have taken place to decide on events. Also working with NAJS.</li> <li>• Articles in the Press to promote the school. Related to the Quarry and working with local community groups.</li> <li>• Achieving Excellence Evenings. Developed and refined to meet the needs of all students and increase engagement.</li> <li>• Use of Facebook and Social Media. Up-to-date and used to celebrate success.</li> </ul>	<p>Started last academic year – Every month</p> <p>Since November 2023</p> <p>Ongoing</p> <p>Ongoing since January 2023</p> <p>Ongoing</p>	<p><b>Parent Forum Feedback:</b></p> <ul style="list-style-type: none"> <li>• This groups has been described by Parents Carers as ‘invaluable’.</li> </ul> <p><b>LLP Visit in June 2024:</b></p> <ul style="list-style-type: none"> <li>• Praised the work we have been doing in the community. Local community members praised the students and the ‘significant improvements’ which have been made over the last 18 months.</li> <li>• Attendance has increased and Parents/ Carers have rated these events as 4.8/5.</li> </ul>
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<p><b>Most pupils enjoy learning at this school. They say that staff are helpful and supportive. However, their experiences depend on which classes they are in. In some classes pupils, including those with special educational needs and/or disabilities (SEND), do not always get enough help to learn as well as others.</b></p>	<p>Working collaboratively and sharing good practice</p>	<ul style="list-style-type: none"> <li>• All students with SEND have an up to date student progress profile (SPP) and a record of all interventions available to staff on Class Charts. There is a clear SEND identification system for SEND K students. In addition, all students with an EHCP have annual targets which can be viewed by all staff on Class Charts</li> <li>• Focus student profiles shared weekly with staff</li> <li>• Robust referrals system to support with early identification, screener programmes used</li> <li>• CPD for teachers on HQIT strategies and how to apply them to support students in lessons.</li> </ul>	<p>Sept 2023</p> <p>Jan 2024 Sept 2023</p> <p>Sept 2023</p>	<p><b>HIAS SEND Monitoring Visit November 2023:</b></p> <ul style="list-style-type: none"> <li>• Leaders have established an appropriate triage and referral process. Provision leads say the purpose of each provision is defined and there is good support and team work from the SENCo and other staff across the school. They emphasise that each provision is understood by pupils to be a safe space and this is reinforced by all and that offering stability, the opportunity to make progress and return to learning alongside peers are goals for all. The SENCo and leads of provisions are using weekly team meetings to troubleshoot and make adjustments and there is already very positive feedback from Parents/ Carers about the impact of provision on their children.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• Staff working within the pastoral team say there is now a much greater link between their work and that of the SEN staff – they have welcomed the introduction of an inclusion department which combines their work and say it is having a strong impact on students. The school has a number of vulnerable young people with complex needs and there used to be limited capacity to</li> </ul>
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			<p>support them. Now there is a specific, three tier provision for those young people and the support they receive for their anxiety, behaviour and academic needs has led to an improvement in attendance and engagement of disadvantaged and SEND students and a significant drop in internal truancy.</p> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• CPD in adaptive teaching is supporting improvements to classroom provision for these individuals. Student profiles are much slicker and clearer now so this supports teachers to plan increasingly effectively.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• There is an inclusion meeting each Friday, where inclusion room staff talk through every student who accesses the provision and how they are progressing, and what steps need to be taken next. Each student has an action plan and these are shared with all staff – consequently the number of students returning to a more fulltime curriculum quickly is increasing rapidly.</li> </ul> <p><b>LLP March 2024:</b></p> <ul style="list-style-type: none"> <li>• The school is now able to clearly show evidence of the impact of each of their interventions, for example in</li> </ul>
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				improvements to reading ages, better attendance and reductions in suspensions'
<p><b>Leaders have a good understanding of the needs of pupils with SEND, including those who need additional support to catch up with their reading. These pupils receive targeted support from specialist staff. However, pupils with SEND are not always well supported to learn the ambitious curriculum. Some teachers do not successfully adapt their teaching to meet the needs of pupils with SEND.</b></p>	<p>CPD, sharing good practice and celebrating achievements.</p>	<ul style="list-style-type: none"> <li>• SPP's for all students linked to HQIT strategies to support a range of needs</li> <li>• All staff have an inclusion folder to store CPD and updates</li> <li>• AQA UAS accreditations to support students with an EHCP to achieve and engage with missed learning</li> </ul>	<p>July 2023</p> <p>Sept 2023</p> <p>Sept 2023</p>	<p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"> <li>• A new senior special educational needs and disabilities coordinator (SENDCo) has also been appointed during this time. Since the previous inspection, you have reviewed the provision for pupils with SEND. You are committed to ensuring there is an inclusive culture through the school and this is being embedded effectively.</li> </ul> <p><b>HIAS SEND Monitoring Visit November 2023:</b></p> <ul style="list-style-type: none"> <li>• The new SENCO is tackling the SEND agenda robustly and momentum is good. He has the full support of senior leaders; the assistant SENCO and support team, and the learning support department is establishing a higher and more positive profile in the school. This is because the SENCO has the professional knowledge, skills, and experience necessary to not only lead</li> </ul>



				<p>development but also to communicate effectively with and support colleagues and Parents/ Carers.</p> <p><b>Ofsted Monitoring Visit February 2024:</b></p> <ul style="list-style-type: none"><li>• Staff who work within the provision say communication is better between staff regarding the most complex students and a clear referral process ensures that only those students who really need the support are able to access the provision. Consequently, there is a clear understanding from teachers that they are responsible for catering for their own students as far as possible, through high quality teaching, and that the inclusion rooms are not there as a holding base for when they cannot cope with certain students.</li></ul>
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