

# 21/22 SEF checklist to evaluate Hailey Hall School against the 2019 Ofsted framework

The statements in this checklist come from Ofsted's 2019 [school inspection handbook](#).

Under the 2019 framework, in order to reach an **outstanding** judgement in an area, our school will need to show evidence that it's meeting:

- **All** the criteria for 'good' in that judgement, consistently and securely across the school
- The additional outstanding criteria for that judgement

In order to judge whether a school is **good or requires improvement**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Therefore, we used this checklist:

- For each judgement area, we started by evaluating ourselves against each of the 'good' statements:
  - Green – we are secure about and have evidence for the statement
  - Yellow – we are less secure about and have little evidence for the statement
  - Red – we are not secure about and have no evidence for the statement
- We have used the sections highlighted red or yellow as priorities for our school development plan
- Ofsted won't ask to see internal progress and assessment data as part of inspections from September 2019. However, we may decide to present some. If we do, we need to be prepared to answer follow-up questions about:
  - Why we decided to collect the data
  - What it's showing us and how we know this
  - How we have used it to inform our decisions

## Evaluating provision in school

QUALITY OF EDUCATION	EVIDENCE	RAG
<p><b>OUTSTANDING</b></p> <p><b>Note:</b> Some criteria include [square brackets] to mark that they're transitional only. This is because Ofsted recognises that not all schools will have had the opportunity to complete the process of reviewing their curriculum by September 2019. These will be reviewed before September 2020 to decide whether they should be deleted.</p>		
<input type="checkbox"/> Our school meets all the criteria for a good quality of education securely and consistently.	<ul style="list-style-type: none"> <li>• All statements in the good judgement are highlighted in green</li> <li>• Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures</li> </ul>	
<input type="checkbox"/> The quality of education provided at our school is exceptional.	<ul style="list-style-type: none"> <li>• Evidence of outstanding teaching and learning taking place over an extended period of time</li> <li>• Evidence in pupil's books and in work displayed throughout the school</li> </ul>	
<input type="checkbox"/> Our school's curriculum intent and implementation are embedded securely and consistently across our school. It's evident from what teachers do that they have a firm and common understanding of our school's curriculum intent and what it means for their practice. Across all parts of our school, series of lessons contribute well to delivering the curriculum intent.	<ul style="list-style-type: none"> <li>• Curriculum statement: explaining the 3i's, based on solid educational research and pedagogy</li> <li>• Curriculum policy: evidence of how this is implemented consistently and securely throughout your school</li> <li>• Teaching and learning policy: evidence of the principles by which the school curriculum is built on and expectations of teachers and school staff when delivering the curriculum</li> <li>• Curriculum/subject leaders' action plans: how these plans impact school improvement and end of key stage results</li> <li>• School improvement plan</li> <li>• Evidence of your curriculum journey: where you were, where you are now and where you plan to be next</li> </ul>	

<input type="checkbox"/>	<p>The work given to our pupils, over time and across our school, consistently matches the aims of our curriculum. It's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> <li>• Lesson observations: evidence of input given by senior teachers to quality assure teaching throughout the school</li> <li>• Evidence of book scrutiny, planning scrutiny</li> <li>• Curriculum/subject leaders' action plans: what are your school's current priorities and next steps?</li> <li>• School development plan</li> </ul>	
<input type="checkbox"/>	<p>Pupils' work across our curriculum is consistently of a high quality.</p>	<ul style="list-style-type: none"> <li>• Evidence of book scrutiny, planning scrutiny</li> <li>• Curriculum/subject leaders' action plans: what are your current priorities and your next steps?</li> </ul>	
<input type="checkbox"/>	<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with special educational needs (SEN) and/or disabilities achieve exceptionally well.</p>	<p>School data is consistently improving and better than national data/data from similar schools:</p> <ul style="list-style-type: none"> <li>• Analyse School Performance (ASP)</li> <li>• Inspection data summary report (IDSR)</li> <li>• Internal assessment data</li> </ul>	

**GOOD**

**INTENT**

<input type="checkbox"/> <p>Our leaders adopt/construct a curriculum that's ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEN and/or disabilities, the knowledge and cultural capital <b>they</b> need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this isn't yet fully the case, it's clear from our' actions that we are in the process of bringing this about.]</p>	<ul style="list-style-type: none"> <li>– Evidence of research taken place when developing and building the curriculum and the impact this has had. This will be evidenced:</li> <li>– Sharing of ideas and good practice with other Outstanding SEMH schools, such as Roman Fields and Oak Bank School</li> <li>– 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 our curriculum. This will be evidenced:</li> </ul>	<p>○</p>
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- Within each subject area's curriculum map, giving leaders an overview of the concepts, skills and knowledge at each stage of the curriculum.
- All subject areas now have a curriculum 'Intent', which is aligned to the whole school Intent.
- All subject areas have an awareness of each other's curriculum, which helps develop cross-curricular work as evidenced with cross curricular days.
- Literacy and numeracy are embedded into schemes of work e.g. biology autumn term in year 8 scheme of work, where scaffolded writing frames are used.
- The School's curriculum has been assessed and quality assured by the School's HIP.
- Regular moderation with other schools allows for a comparison of knowledge and skills and allows us to benchmark and conclude our curriculum is ambitious and meets the needs of our pupils.
- Marking and feedback in all curriculum areas is used to develop SPAG.
- In outcomes of termly pupil progress meetings held between leaders and subject leads/teachers, to ensure that leaders are aware of individual pupils' gaps in knowledge and skills
- Cross curricular Cultural Capital off site visits demonstrate the focus on this area.
  
- Mental health is now an integral part of the School's curriculum offer:
  - School counsellor works with individual pupils and staff to respond to specific needs, while providing effective strategies to engage more fully with life and education.

- All staff have now had training in Protective Behaviours and specific training has been allocated to some individual teaching assistants. The individually trained teaching assistants now have 121 and small group sessions with pupils to support with their ongoing mental health needs.
- The NHS Broxbourne Mental Health Support Team are now based at the school and offer:
  - An educational mental health practitioner, one day per week to support our pupils with low/moderate anxiety, low mood and emotional regulation.
  - Group work/workshops for staff, pupils and parents for self-help interventions.
- Positive impact of these interventions is demonstrable through case studies which shows holistic progress with achievement, attendance, behaviour etc.

- 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. This can be evidenced in:
  - Curriculum Intents shows depth and breadth of learning taking place throughout the school as evidenced in the curriculum maps.
  - Pupil Premium strategy/audit identifies individual needs academically, socially, emotionally and from a mental health perspective and proposes resources/strategies to meet these needs.

- Destinations data
- Pupil progress meetings
- Curriculum reviews
- Leaders regularly review EHCP's changes which are outlined in the Pupil Passport (SH)
- Individual career pathway documentation (Career strategy) (BA))
- Careers is beginning to become embedded in to curriculum plans.
- Future plans for curriculum development continue to improve our curriculum provision. This can be evidenced via
  - The curriculum review especially for the humanities and life skills
  - Aligned with the School's strategic vision documentation and 5 year plan, research into: A Nurture Hub, Post-16 facility and internal referral unit are underway.
- Assemblies address Believe, Strive, Achieve & serve to challenge students thinking so that they BELIEVE they can be successful working within their 'passions'
- Subject leaders know why they are teaching their curriculum and in what sequence to embed: Learning, Remembering, Applying the knowledge & skills gained. This can be evidenced by:
  - Lesson observations
  - Curriculum reviews
  - Schemes of work
  - Herts for Learning reports
- 83% of parents agree the School has high expectations for their child (Parent survey April 2022)

<p><input type="checkbox"/> Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this isn't yet fully the case, it's clear from our actions that we are in the process of bringing this about.]</p>	<ul style="list-style-type: none"> <li>• Development of curriculum action plan</li> <li>• Subject specific long-term and medium-term planning documents: <ul style="list-style-type: none"> <li>– Evidence of life skills, SMSC and British Values is embedded into plans</li> </ul> </li> <li>• Monitoring and evaluating provision: The curriculum review, destinations and outcomes collectively evidence the impact the current curriculum has on pupils. This evaluation informs any necessary changes.</li> <li>• Life skills passport evidences each pupil's increasing fluency and independence</li> <li>• Subject leaders have planned and sequenced so that new knowledge &amp; skills build on what has been taught before</li> <li>• Outstanding provision to develop skills for employment, as demonstrated through the level 2 Employability programme (92% pass rate summer 22) and all Gatsby benchmarks fully met. Excellent Enterprise scheme, work experience and University visits.</li> </ul>	
<p><input type="checkbox"/> Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this isn't yet fully the case, it's clear from our actions that we are in the process of bringing this about.]</p>	<ul style="list-style-type: none"> <li>• We continue to develop our curriculum to ensure it is adapted, designed and developed to meet the needs of the individual.</li> <li>• Life skills passport evidences each pupil's increasing fluency and independence</li> <li>• Curriculum Map <ul style="list-style-type: none"> <li>– Evidences how the curriculum will meet the needs of all learners</li> </ul> </li> <li>• Curriculum review: <ul style="list-style-type: none"> <li>– Evidences each curriculum areas development over time.</li> </ul> </li> <li>• Curriculum policy clearly outlines the curriculum intent and how it is designed to meet the needs of our pupils</li> <li>• Teaching, learning and assessment policy evidences we are ambitious in developing pupils' knowledge, skills and abilities over time.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Impact of curriculum interventions which have been implemented to meet the needs of individual SEN pupils: <ul style="list-style-type: none"> <li>○ Meeting mental health needs can be evidenced through therapy worker's SDQ's and reports and case studies</li> <li>○ Meeting educational needs through bespoke one to one support sessions and the progress these pupils make as a result of this intervention.</li> <li>○ Pupil premium strategy/audit identifying individual needs both academically and emotionally</li> </ul> </li> <li>• Students' voice / feedback inspires and empowers students to take charge of their learning. This can be evidenced through minutes from Pupil Voice meetings.</li> </ul>	
<p><input type="checkbox"/> Our pupils study the full curriculum; it's not narrowed.</p> <p>In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9.</p> <p>[If this isn't yet fully the case, it's clear from our actions that we are in the process of bringing this about.]</p> <p>In secondary schools: Our school's aim is to have the EBacc at the heart of its curriculum, in line with the department for education's ambition, and good progress has been made towards this ambition.</p>	<ul style="list-style-type: none"> <li>• Continuous development of the curriculum to ensure it stays as broad as possible with possible solutions to ensure humanities are offered through to KS4</li> <li>• Leaders ensure pupils access a range of subjects within the curriculum including the core and a full range of foundation subjects. (Ofsted 2019). Further evidence can be seen during curriculum reviews and curriculum maps.</li> <li>• 83% of parents feel there is a good range of subjects available to their child at this school (Parent survey April 2022)</li> <li>• Our curriculum is designed to meet the individual needs of an SEMH pupil. The subjects available are in place to give the best possible progression opportunities for each individual pupil, post key stage 4. There is a wide range of curriculum opportunities to meet the individual passions and interests of pupils.</li> <li>• New PSHE and RSHE programmes developed for implementation for September 2022.</li> <li>• Curriculum policy shows the holistic approach to our curriculum to meet educational, but also social, emotional and mental health needs. <ul style="list-style-type: none"> <li>○ 90% of parents agree the School supports their child's wider development (Parent survey 2022)</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>• Assembly rota demonstrates the humanities are a key part of our curriculum, throughout the school.</li> <li>• Long-term and medium-term plans demonstrate the curriculum is broad</li> <li>• At KS4, the core subjects English, Maths and Science are taught. Students choose their options from a range of subjects on offer in year 9, including: craft, music, sport, food technology and IT.</li> </ul> <p style="text-align: center;">At KS4, students work towards their GCSEs and Functional skills in Maths and English.</p>	
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**IMPLEMENTATION**

<p><input type="checkbox"/> Our teachers have good knowledge of the subject(s) and courses they teach. Our leaders provide effective support for those teaching outside their main areas of expertise.</p>	<ul style="list-style-type: none"> <li>• Lesson observations evidence that teachers have good subject knowledge.</li> <li>• There is a good quality of teaching, learning and assessment by teachers (Ofsted 2019). In addition, this is evidenced through lesson observations and work scrutiny.</li> <li>• ~90% of lessons are consistently graded as Good/Outstanding</li> <li>• Curriculum reviews evidence that teachers have a full understanding of the courses they teach and the relevance of their courses</li> <li>• Performance management include staff training and development plans for those staff that need additional support.</li> <li>• We are developing a bespoke 121 mentoring and coaching support programme for our new staff, which is being led by an experienced middle leader.</li> <li>• There is now an established staff induction programme to ensure all staff are equipped with the skills and knowledge to work at Hailey Hall.</li> <li>• Ongoing curriculum CPD is delivered to all staff and this can be evidenced in the staff training record, curriculum maps, and British</li> </ul>	
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	<p>Values and SMSC curriculum audit and performance management documentation</p> <ul style="list-style-type: none"> <li>• Curriculum leads mentoring and supporting less experienced staff, or staff new to the sector/subject. Science co-ordinator mentoring NQT through induction programme. Refer to NQT portfolio.</li> <li>• Following the RSHE in summer 2022, we are implementing a new programme of study for RSHE, which will be launched in September 2022.</li> </ul>	
<p><input type="checkbox"/> Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<ul style="list-style-type: none"> <li>• Evidence of support given to all teachers to improve and develop can be seen in performance management documentation</li> <li>• A thorough knowledge of the age-related expectations across the curriculum in all key stages is used to plan learning for all levels if ability well. (Ofsted 2019). This is evidenced through pupil progress meetings, work scrutiny and lesson observations.</li> <li>• Teachers check pupil understanding regularly through the marking and feedback of pupil work. Through this feedback, misconceptions are addressed and pupils have an opportunity to respond to feedback. Evidence of this can be seen in books and records of SLT work scrutiny.</li> <li>• Teachers and teaching assistants have a clear understanding of pupils' academic and personal starting points (Ofsted 2019)</li> <li>• Staff use questioning well to encourage pupils to explain their answers verbally. As a result, pupils are confident to play and active role in their lessons. This can be evidenced in lesson observations and behaviour data.</li> <li>• CPD: Our 'grow your own' approach to developing new teachers has led to a member of staff completing his NQT year and another becoming qualified. This training has enabled them to adapt their teaching to meet individual needs. We are also proud to have 2 former pupils who are now part of the staff team.</li> <li>• Our internal CPD programme for teachers has upskilled staff on subject areas such as: <ul style="list-style-type: none"> <li>○ Level 2- Understanding Young People and Children's Mental Health</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Level 2- Understanding Autism</li> <li>○ Level 2- Understanding Specific Learning Difficulties</li> <li>○ Level 2- Understanding Behaviour that Challenges</li> <li>○ Level 2- Understanding Behaviour that Challenges in Children</li> <li>○ Metacognition</li> <li>○ Handwriting skills</li> <li>○ Protective behaviours</li> </ul> <p>The impact of this upskilling of staff can be seen in the needs of the pupils being met. Lesson observations show good levels of engagement in learning</p>	
<p><input type="checkbox"/> Over the course of study, our teaching is designed to help pupils to remember long term the content they've been taught and to integrate new knowledge into larger ideas.</p>	<ul style="list-style-type: none"> <li>● Our stimulating curriculum ensures that pupils deepen their knowledge and learn new skills well (Ofsted 2019)</li> <li>● Regular pupil progress meetings with curriculum leads and teachers, meticulously looks at each pupil's learning and progress are being introduced. This information along with lesson observations will enhance the ability to measure the impact of the learning.</li> <li>● Work scrutiny focuses on long term learning and shows that learning is sequenced to enable pupils to remember long term the content they have learnt. Evidence can be seen in book looks and lesson observations.</li> <li>● One to one interventions are designed as a bespoke intervention for individual pupils to reinforce the learning content to aid memory over the long term. Evidence of progress can be in achievement data and reading, writing and spelling tests.</li> <li>● Excellent outcomes for pupils, evidences the impact of our teaching over time.</li> <li>● Curriculum policy/Teaching, Learning and Assessment Policy evidence of the need to sequence is contained in these policies.</li> </ul>	

<p>□ Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</p> <p>Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or pupils.</p>	<ul style="list-style-type: none"> <li>• Use of the Teaching, Learning and Assessment techniques, as defined in the T,L&amp;A policy supports continuous assessment for learning.</li> <li>• Regular work scrutiny evidences many modes of assessment for learning. This is also evidenced in lesson observations and book looks.</li> <li>• Marking and feedback evidences assessment for learning embedded into feedback to pupils</li> <li>• Regular moderation with linked school, internal/external verification of coursework ensures consistent and current use of assessment in line with national expectations. This can be evidenced through moderation forms.</li> <li>• Reduction in number of 'data captures' to ease burden on staff.</li> <li>• We are beginning to use joined up data to inform subject leads of emerging trends which generates interventions, impact of interventions are analysed during pupil progress meetings with subject leads. Evidenced with PowerBi.</li> </ul>	
<p>□ Our teachers create an environment that focuses on pupils. Our textbooks and other teaching materials that teachers select – in a way that doesn't create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.</p> <p>These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> <li>• Curriculum implementation: explaining what and how your teachers teach</li> <li>• HfL safeguarding review (summer 2022) evidences the safe environment which is productive for learning and focuses on keeping every individual safe. 'There is a clear understanding of the central role that safeguarding, and the development of protective characteristics and behaviours have in ensuring students at the school are able to keep themselves and others safe' HfL Summer 2022.</li> <li>• Teaching and learning policy</li> <li>• Teachers create a stimulating working environment which is optimised for learning, while also being considerate of individual needs. Evidence - Tutor boards exclusively focus on individual's passions and interests, as well as achievement information</li> <li>• We have reduced unnecessary workload for staff by being smarter in the way we use teaching resources and materials. Evidence - Home learning is set electronically to reduce unnecessary paper</li> </ul>	

	<p>being carried to and from school for pupils, tutor programmes are now fully electronic to make the systems more efficient.</p> <ul style="list-style-type: none"> <li>• All materials for learning are carefully chosen to drive the sequenced curriculum which has clear progression pathways. Evidence – Lesson observations and book looks.</li> </ul>	
<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> <li>• Long-term and medium-term planning: evidence of the way the curriculum progresses throughout the school</li> <li>• Evidence in pupils' books/work shows a level of differentiated challenge each pupil has, however this needs to be evidenced more in lessons</li> <li>• Pupil progress meetings with curriculum leads and teachers will examine each pupil's learning and progress meticulously. By combining this information with lesson observations, we will be able to improve how we measure the impact of our lessons.</li> </ul>	
<p><input type="checkbox"/> Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<ul style="list-style-type: none"> <li>• Teaching Learning and Assessment policy: Evidence - explaining how reading is taught at Hailey Hall School, across the curriculum</li> <li>• We continue to develop reading as it is a key element in the tutor programme we deliver here at Hailey Hall School and the Reading For Pleasure programme, Lexia and 'that reading thing' plus the Sam Learning programme demonstrates the progress and love for reading our pupils have. Pupils regularly visit the school library to select books for their Reading For Pleasure programme.</li> <li>• Reading assessment data (Access Reading) shows the positive progress our pupils make with their reading</li> </ul>	
<p><input type="checkbox"/> We have a rigorous and sequential approach to the reading curriculum, this develops pupils' fluency, confidence and enjoyment in reading.</p> <p>At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.</p> <p>Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<ul style="list-style-type: none"> <li>• Teaching Learning and Assessment policy: Evidence - explaining how reading is taught at Hailey Hall School, across the curriculum</li> <li>• Reading is a key element in the tutor programme we deliver here at Hailey Hall School and the Reading For Pleasure programme, Lexia and 'that reading thing' plus the Sam Learning programme demonstrates the progress and love for reading our pupils have. Pupils regularly visit the school library to select books for their Reading For Pleasure programme.</li> </ul>	

<p><input type="checkbox"/> Our teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<ul style="list-style-type: none"> <li>• Staff are supported through performance management, if they need to develop their reading, writing and spelling. Evidence – PMR’s for those staff that have this support built into their performance management.</li> <li>• Modelling of spoken and written English in all lessons regardless of subject. Evidence – Lesson observations and book looks</li> </ul>
<p><b>IMPACT</b></p>	
<p><input type="checkbox"/> Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.</p> <p>This is reflected in our results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>	<ul style="list-style-type: none"> <li>• School data compared with local and national is very good: evidence of sustained and continuous improvement.</li> <li>• Evidence - The school’s progress 8 score from summer 2019 is excellent at, -1.33. In comparison with other Hertfordshire SEMH schools it is the best and nationally places Hailey Hall in the top 10 in the country for 2019. Despite no Progress 8 published data for 2021 (due to Covid – 19) year 11 school leavers in summer 2021 did extremely well, as evidenced below: <ul style="list-style-type: none"> <li>○ 50% of pupils achieved GCSE’s 4 or above in English language and maths. The highest we have ever had.</li> <li>○ A GCSE 7 for English literature and maths</li> <li>○ 77% achieved GCSE 4 or above in Art</li> <li>○ 100% Level 2 Pass or higher in Food and Cookery, Craft and Employability</li> <li>○ 5 Level 2 Merits in BTEC science</li> </ul> </li> <li>• P8 2022 -1.51</li> <li>• Good quality work across the curriculum demonstrates development of detailed knowledge and skills. Evidenced in book looks.</li> <li>• ‘Pupils explained how the school helped them to learn to be safe and independent young people and prepared them for the next stage in their learning’ (HfL Summer 2022)</li> <li>• 93% of parents feel their child does well at Hailey Hall School (Parent survey April 2022)</li> </ul>

<p><input type="checkbox"/> 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.</p> <p>Our pupils with SEN and/or disabilities achieve the best possible outcomes.</p>	<ul style="list-style-type: none"> <li>• End of key stage 4 assessment results are very good. All exam entered pupils gained the relevant qualifications to progress onto their desired destination. All of our 18/19 leavers went onto either education, employment or training. 94% of our 19/20 leavers went onto either education, employment or training and 100% of our 20/21 and 21/22 leavers have gone onto education, employment or training.</li> <li>• We have an excellent KS2 to KS3 transition programme where our engagement support worker builds strong working relationships with the primary schools, parents and pupils. Pupils visit the school while in year 6 for 'taster days' and normally engage in our new week long summer school programme, during the summer holidays to prepare them for life at Hailey Hall. As a result, year 7's have excellent attendance and make good progress. This can be further evidenced through parent surveys.</li> <li>• 93% of parents agree that the School gives their son the support they need to succeed (Parent survey April 2022)</li> </ul>	
<p><input type="checkbox"/> Pupils' work across the curriculum is of good quality.</p>	<ul style="list-style-type: none"> <li>• Evidence of high expectations and high-quality work. Evidence – Book looks, moderation samples with other schools and lesson observations</li> <li>• Lesson observations: evidence of intervention and support for teachers</li> <li>• Performance management: evidence of intervention and support for teachers</li> </ul>	
<p><input type="checkbox"/> Our pupils read widely and often, with fluency and comprehension appropriate to their age.</p> <p>They're able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<ul style="list-style-type: none"> <li>• Teaching Learning and Assessment policy: Evidence - explaining how reading is taught at Hailey Hall School, across the curriculum</li> <li>• Reading is a key element in the tutor programme we deliver here at Hailey Hall School and the Reading For Pleasure data demonstrates the progress from individual starting point and love for reading our pupils have. Pupils regularly visit the school library to select books for their Reading For Pleasure programme. Pupils more so than ever enjoy reading and we have seen an increase in the number of pupils who read in their own time for pleasure.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Evidence in pupil's books/work demonstrates they are able to apply mathematical knowledge, concepts and procedures</li> <li>• School assessment data is used to assess current attainment and progress of all pupils. Pupil progress meetings with teachers identifies the pupils who are not making the necessary progress. Strategies and interventions are implemented to help these pupils achieve their full potential</li> <li>• MyMaths has been implemented into the curriculum to narrow the gaps in basic mathematics skills.</li> </ul>	
<b>REQUIRES IMPROVEMENT</b>		
<input type="checkbox"/> The quality of education provided by our school isn't good.		
<b>INADEQUATE</b>		
The quality of education is likely to be inadequate if any one of the following applies.		
<input type="checkbox"/> The curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that don't build their knowledge, skills or understanding.		
<input type="checkbox"/> Pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.		
<input type="checkbox"/> The range of subjects is narrow and doesn't prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.		
<input type="checkbox"/> Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This doesn't apply for some pupils with SEN and/or disabilities.)		



<input type="checkbox"/> The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.		
<input type="checkbox"/> Pupils with SEN and/or disabilities don't benefit from a good-quality education. Expectations of them are low, and their needs aren't accurately identified, assessed or met.		
<input type="checkbox"/> Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.		

BEHAVIOUR AND ATTITUDES	EVIDENCE	RAG
<b>OUTSTANDING</b>		
<input type="checkbox"/> Our school meets all the criteria for good in behaviour and attitudes securely and consistently	<ul style="list-style-type: none"> <li>• All statements in the good judgement are highlighted in green</li> <li>• Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures</li> </ul>	
<input type="checkbox"/> Behaviour and attitudes are exceptional in our school.	<ul style="list-style-type: none"> <li>• Evidence of outstanding behaviour and attitudes to learning over an extended period of time</li> <li>• School values are understood and upheld by all</li> <li>• Impact of school behaviour interventions</li> <li>• School behaviour policy: evidence of consistency throughout the school</li> </ul>	
<input type="checkbox"/> Our pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	<ul style="list-style-type: none"> <li>• School improvement plan: evidence of whole school behaviour initiatives and the impact this has had</li> </ul>	

	<ul style="list-style-type: none"> <li>• Behaviour logs: evidence of support and intervention given to pupils and the impact of this on their learning</li> <li>• Impact of learning walks observing behaviour throughout the school</li> </ul>	
<p><input type="checkbox"/> Our pupils consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties. Our pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Our pupils actively support the wellbeing of other pupils.</p>	<ul style="list-style-type: none"> <li>• School improvement plan: impact of any school behaviour initiatives</li> <li>• Opportunities for pupils to role model behaviours for peers: evidence of peer-to-peer support and the impact this has</li> <li>• Evidence of learning walks, observing and communicating with pupils</li> <li>• Pupil surveys: evidence of listening to and supporting their needs</li> </ul>	
<p><input type="checkbox"/> Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If our pupils struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.</p>	<ul style="list-style-type: none"> <li>• Behaviour logs: showing minimal behaviour interventions</li> <li>• Impact of support given to pupils: evidence of intervention groups and the impact this had on learning</li> </ul>	s.
<b>GOOD</b>		
<p><input type="checkbox"/> We have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in our pupils' positive behaviour and conduct. Low-level disruption isn't tolerated and pupils' behaviour doesn't disrupt lessons or the day-to-day life of the school. Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines.</p>	<ul style="list-style-type: none"> <li>• The behaviour of pupils is good. Evidence – Ofsted report January 2019.</li> <li>• Evidence of excellent pupils behaviour in HfL RSHE and safeguarding review reports in summer 2022</li> <li>• External behaviour review (Herts for learning) <ul style="list-style-type: none"> <li>○ Behaviour for learning policy was updated to include recommendations from the review:</li> </ul> </li> </ul>	

- Positive report identified improved and consistent behaviour management throughout the school
- Disruption of all types is not tolerated and is challenged by staff. Evidence -:
  - Behaviour data/case studies: showing positive trends
  - Lesson observations: : impact of high pupil engagement in lessons and positive behaviour and conduct
- Pupils whose behaviour is of concern are provided with quick and supportive interventions. Evidence-:
  - Weekly SLT behaviour meeting focussing on:
    - Pupils at risk / identified cohorts
    - Emerging trends
    - Monitoring and supporting school to home communication
- SLT support staff in managing behaviour. Evidence - :
  - SLT behaviour action sheets demonstrate leaders supporting staff in managing behaviour on a daily basis
  - Staff surveys demonstrate they feel supported by SLT. In May 2022 93% of staff felt senior leaders supported staff in managing behaviour
  - All staff are provided with training opportunities to develop their behaviour management through Herts STEPS
- Leaders modified daily routine at break time and lunch to reduce negative behaviour incidences. The impact was a reduction in poor behaviour

	<p>during morning break. Evidence – See Behaviourwatch data</p> <ul style="list-style-type: none"> <li>• Leaders recognised afternoon teaching sessions had the highest levels of poor behaviours. In response, the school day was remapped to ensure most learning time came earlier in the day. The impact was a reduction in poor behaviour in the afternoons. Evidence – Behaviourwatch data</li> <li>• Impact of whole school behaviour initiatives <ul style="list-style-type: none"> <li>○ Anti-bullying (Diana Award)</li> <li>○ Mentoring</li> <li>○ PSP's (Intervention demonstrates reduction in negative behaviour for individuals on Pastoral Support Plans)</li> <li>○ Counselling (strengths and difficulties questionnaire demonstrates a modification of negative behaviour)</li> <li>○ 1-2-1 in-class support (individual 1-2-1 support for individuals demonstrates an improvement (JHe)</li> <li>○ 1-2-1 out of class education intervention</li> </ul> </li> </ul>	
<p><input type="checkbox"/> Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren't allowed to spread.</p>	<ul style="list-style-type: none"> <li>• Relationship education during group work with school therapist and classwork in Life Skills (PSHE): evidence of supporting pupils to know and understand how to respect each other and adults</li> <li>• Behaviour logs: bullying logs (data to support this)</li> <li>• Case studies: evidence of bullying incidents and the impact of our intervention (Victims NM, JM, KG)(Bullies BW, TC, RWy)</li> <li>• Detailed behaviour data, including bullying data is presented to Trustees regularly.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Annual Anti Bullying Week with a range of assemblies and activities throughout the academic year</li> <li>• 'The school has also identified and trained students as anti-bullying ambassadors and have found this to be highly effective in promoting peer to peer support' HfL Summer 2022</li> <li>• 97% of staff agree that the school deals with any cases of bullying effectively (May 2022)</li> <li>• 80% of parents agree that if their child has been bullied, the school dealt with it quickly and effectively. (April 2022)</li> <li>• Diana Award</li> </ul>	
<p><input type="checkbox"/> There's demonstrable improvement in the behaviour and attendance of our pupils who have particular needs.</p>	<ul style="list-style-type: none"> <li>• Impact of support given to pupils with particular needs <ul style="list-style-type: none"> <li>○ ALP programme demonstrates an improvement in behaviour and attendance (IR, JW and YY)</li> </ul> </li> <li>• Intervention groups: case studies showing impact on a pupil level</li> <li>• Processes to monitor attendance and engaging with pupils with high levels of absence or lateness: impact of interventions demonstrate improvements in individual attendance and ultimately whole school</li> <li>• School rewards system to encourage pupils to transition from extrinsic motivation (i.e. 'Points') to self-motivation, in preparation for life beyond Hailey Hall</li> <li>• Pupils are able to access their behaviour data to monitor their progress, via their tutor.</li> </ul>	

<p><input type="checkbox"/> Our pupils' attitudes to their education are positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements</p>	<ul style="list-style-type: none"> <li>• Pupils' work and books: evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this</li> <li>• Lesson observations: evidence of pupils taking their learning seriously, showing pride in their work, motivated and able to show resilience</li> <li>• Regular pupil surveys evidence a positive attitude to education</li> <li>• Progress 8 score 2022 - -1.51</li> <li>• Pupils take pride in their work and will bring it to show members of the SLT. Evidence – Displays around the school.</li> <li>• Soft skills data shows pupils progress with their resilience.</li> </ul>	
<p><input type="checkbox"/> Our pupils have high attendance, come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action.</p>	<ul style="list-style-type: none"> <li>• There are rigorous systems in place to monitor attendance and punctuality. Evidence: <ul style="list-style-type: none"> <li>○ School attendance policies and procedures</li> <li>○ Individual case studies</li> <li>○ Impact of school attendance initiatives such as home visits, parental meetings, regular school contacts, referrals to attendance officer, ALP programme, rewards etc</li> </ul> </li> <li>• Whole school end of year cumulative attendance for the academic year 21/22 was 82.8%, GOV.UK end of year national attendance data in all state-funded schools was 80.8%.</li> <li>• The wide range of interventions and use of our tracking and monitoring data is effective in swift action to maintain and improve all pupils' attendance.</li> </ul>	
<p><input type="checkbox"/> Fixed-term and internal exclusions are used appropriately.</p>	<ul style="list-style-type: none"> <li>• Only 1 permanent in 21/22 academic year</li> </ul>	

<p>We reintegrate excluded pupils on their return and manage their behaviour effectively.</p> <p>Permanent exclusions are used appropriately as a last resort.</p>	<ul style="list-style-type: none"> <li>• Internal exclusions are used where necessary and are solution focused. Evidence – See R&amp;R logs</li> <li>• SLT scrutinise and where appropriate consult with other school leaders over all evidence obtained on incidents before any decision is made, ensuring consistent and fair decision making.</li> <li>• Behaviour logs: evidence of any fixed-term and internal exclusions (R&amp;R's)</li> <li>• Pupils are reintegrated, with their parents following suspensions. Evidence - Reintegration documents demonstrates strategies to support the pupil moving forward. Restorative justice used when appropriate.</li> <li>• Evidence of success stories: pupils who have been excluded and are now in school and making good progress (ABatten, GDixon, JCoton, WKeane)</li> <li>• Suspensions have reduced from 71 (adjusted for pupil numners) in 2018-19 (pre-pandemic) to 56, showing a decline in the number of serious incidents.</li> </ul>	
<p><input type="checkbox"/> Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<ul style="list-style-type: none"> <li>• Observations of the interaction between pupils and staff: in class, around school and in the playground.</li> <li>• 'Students feel safe in the school. They feel safe around the site.' 'Students know there are staff they can speak to; they are all able to identify trusted adults at the school. The SLT are approachable and listen to them. They know who the DSL is and feel comfortable to speak with her.' Herts for Learning safeguarding review (Summer 22)</li> <li>• Pupil surveys demonstrate that most pupils feel safe in school. Pupils feel able to speak to staff</li> </ul>	

	<p>with concerns they have. Evidence – See CPOMS entries</p> <ul style="list-style-type: none"> <li>• Safeguarding assemblies remind pupils of what to do if they are concerned. ‘Students described assemblies that provided them with information and guidance to keep safe.’ (HfL summer 2022)</li> <li>• External mentors are used support identified pupils to promote respect and safety. Evidence – Dgaze and Killian</li> <li>• Onsite mental health interventions supporting identified pupils. Evidence – Case studies/SDQ’s</li> <li>• Schools behaviour for learning policy clearly structures reflection and repair strategies which support building positive relationships.</li> <li>• Safeguarding/child protection policy: evidence of all systems in place throughout school</li> <li>• Students enjoy sitting with members of staff during lunchtime and share their versions of their days</li> <li>• Initiatives have been developed such as safeguarding assemblies, external mentors’ support and a new whole school strategic approach to mental health. The outcome of these is that staff surveys demonstrate that all staff feel all pupils are safe in school.</li> <li>• Students come to staff with any concerns and feel safe to do so, in the knowledge they will be dealt with promptly <ul style="list-style-type: none"> <li>○ Extra-curricular trips are always a positive experience, and these are used to boost positive relationships between students and staff</li> </ul> </li> </ul>	
<b>REQUIRES IMPROVEMENT</b>		
<input type="checkbox"/> Behaviour and attitudes in the school aren’t good.		



<input type="checkbox"/> Pupils are safe and they feel safe.		
<b>INADEQUATE</b>		
Behaviour and attitudes are likely to be inadequate if any one of the following applies.		
<input type="checkbox"/> Leaders aren't taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They don't support staff adequately in managing behaviour.		
<input type="checkbox"/> Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.		
<input type="checkbox"/> A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.		
<input type="checkbox"/> Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work.		
<input type="checkbox"/> Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.		
<input type="checkbox"/> Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.		
<input type="checkbox"/> Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.		
<input type="checkbox"/> Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.		

PERSONAL DEVELOPMENT	EVIDENCE	RAG
<b>OUTSTANDING</b>		
<input type="checkbox"/> Our school meets all the criteria for good in personal development securely and consistently	<ul style="list-style-type: none"> <li>• All statements in the good judgement are highlighted in green</li> <li>• Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures</li> </ul>	
<input type="checkbox"/> Personal development in our school is exceptional.	<ul style="list-style-type: none"> <li>• Evidence of outstanding personal development opportunities and experiences over an extended period of time</li> </ul>	
<input type="checkbox"/> Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for our pupils to develop their talents and interests are of exceptional quality.	<ul style="list-style-type: none"> <li>• Impact of your school SMSC policy: evidence of opportunities your pupils have been offered and the impact these have had</li> <li>• Impact of school fundamental British values learning opportunities and initiatives</li> <li>• Impact of enrichment activities offered to pupils throughout the school: including whole school events, before and after school opportunities</li> <li>• Evidence of ways your school curriculum allows all pupils to develop talents and interests</li> </ul>	
<input type="checkbox"/> There's strong take-up by pupils of the opportunities provided by our school. The most disadvantaged pupils consistently benefit from this excellent work.	<ul style="list-style-type: none"> <li>• Before, during and after school provision: evidence of pupil engagement, especially most disadvantaged pupils</li> </ul>	
<input type="checkbox"/> We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen our school's offer.	<ul style="list-style-type: none"> <li>• Evidence of extra-curricular provision in school improvement plan: what are your short-term, medium-term and long-term plans?</li> </ul>	
<input type="checkbox"/> The way we develop pupils' character is exemplary and is worthy of being shared with others.	<ul style="list-style-type: none"> <li>• Evidence of collaboration with other schools</li> </ul>	

	<ul style="list-style-type: none"> <li>• Character education is systematically planned for all pupils: evidence of opportunities and experiences pupils have and the impact of these</li> </ul>	
<b>GOOD</b>		
<p><input type="checkbox"/> Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. Our work to enhance pupils' SMSC development is of a high quality.</p>	<ul style="list-style-type: none"> <li>• Life skills curriculum gives pupils an opportunity to track their development, equipping them with key social coping skills.</li> <li>• Life Skills passport demonstrates the skills acquired beyond the academic, vocational and technical curricula.</li> <li>• SMSC is mapped through the curriculum and evident in the day to day teaching.</li> <li>• SMSC policy</li> <li>• Evidence of how our school enhances pupils' SMSC and the impact of this can be seen in: <ul style="list-style-type: none"> <li>○ Healthy schools' agenda</li> <li>○ Rewards system</li> <li>○ Behaviour policy</li> <li>○ Community cohesion and British values policy</li> <li>○ Safeguarding and single equality policy</li> <li>○ Mental health support worker</li> <li>○ Pupil voice</li> <li>○ Soft skills track social development</li> <li>○ Humanities curriculum</li> <li>○ School assembly's rota</li> <li>○ Breaking The Chain drama performance</li> <li>○ Black history month</li> <li>○ Anti-bullying</li> <li>○ Diana award</li> <li>○ Sex education</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Careers programme/policy</li> <li>○ Charities and cross curricular days</li> </ul>	
<p><input type="checkbox"/> Our curriculum and the School's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<ul style="list-style-type: none"> <li>● This can be evidenced in: <ul style="list-style-type: none"> <li>○ Work experience programme</li> <li>○ Peer mentoring and the Diana Award</li> <li>○ Life skills passport which develops independence and relationships skills</li> <li>○ Sports leaders programme</li> <li>○ The new Careers' Programme</li> </ul> </li> <li>● Character education is systematically planned for all pupils: evidence of opportunities and experiences pupils have and the impact of these. This will be accomplished and assessed by the soft skills curriculum.</li> <li>● Curriculum builds pupils confidence, resilience and independence Evidence – Soft skills analysis demonstrates progress.</li> <li>● Engagement support worker roles wider work supports pupil independence</li> <li>● Haileybury pupils as part of their community service role model to our pupils how to be resilient, confident and independence</li> <li>● Rotary dinner for Belmont View care home</li> <li>● Enterprise project (cake sale)</li> <li>● From the school improvement/development plan search procedures have been reviewed and amended to provide pupils with greater responsibility, independence and trust whilst still providing sufficient safeguarding.</li> </ul>	
<p><input type="checkbox"/> We provide high-quality pastoral support.</p>	<ul style="list-style-type: none"> <li>● Relationships and sex education (RSE) policy: The impact this has on our pupils:</li> </ul>	

<p>Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p>	<ul style="list-style-type: none"> <li>○ promoting consistent confidence and self esteem to value themselves and others</li> <li>○ Awareness and respect, tolerance towards others sexual orientation and gender preferences</li> <li>○ Understanding protective behaviours</li> <li>● ‘Sexplain’ sex education is an age appropriate programme to help pupils understand a healthy relationship</li> <li>● PE curriculum educates pupils how to maintain an active life style.</li> <li>● Behaviour for learning policy provides structure for healthy interpersonal relationships</li> <li>● Food technology/PE curriculum educates pupils how to eat healthily</li> <li>● Eat healthily, maintain an active lifestyle and keep physically and mentally healthy fit is fully embedded in our curriculum.</li> <li>● Impact of whole school initiatives to eat healthy, maintain an active lifestyle and keeping physically and mentally healthy can be evidenced through: <ul style="list-style-type: none"> <li>○ In house mental health interventions/support i.e.MHST, counsellor, protective behaviour</li> </ul> </li> <li>● Pastoral provision in school: impact of support given to pupils can be evidenced in pupil questionnaires</li> <li>● School therapist helps pupils maintains/supports pupil’s mental wellbeing</li> </ul>	
<p><input type="checkbox"/> We provide a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Our pupils appreciate these and make good use of them.</p>	<ul style="list-style-type: none"> <li>● Passions and interests are tracked and used to support teaching and mental health bespoke individual programmes.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Individual interventions i.e PH tennis, IR tree surgery. This also informs the allocation of Pupil Premium funding.</li> <li>• Work experience provides a range of opportunities develop pupils talents and interests</li> <li>• Careers programme/Post 16 destinations</li> <li>• Evidence of extra-curricular provision: <ul style="list-style-type: none"> <li>○ Lunch and enrichment clubs</li> <li>○ Boarding activities</li> <li>○ Sporting and technology tournaments</li> <li>○ Rewards trips are aligned to pupils passions and interests</li> </ul> </li> <li>• Humanities curriculum provides a range of diverse opportunities of experience outside of the normal learning environment</li> </ul>	
<p><input type="checkbox"/> We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.</p>	<ul style="list-style-type: none"> <li>• Impact of school fundamental British values learning opportunities and initiatives: <ul style="list-style-type: none"> <li>○ Pupil voice elections</li> <li>○ In house General Election vote</li> <li>○ Inclusion of local community in the school's celebration of the D-Day landings</li> <li>○ Themed assemblies such as: Remembrance day, Good citizenship.</li> <li>○ Mutual respect is promoted throughout the curriculum and can be evidenced through lesson observations</li> <li>○ Restorative Justice promotes the rule of law</li> <li>○ Displays</li> <li>○ Anti-bullying activities</li> <li>○ Diana Award</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• SMSC mapped across the curriculum</li> </ul>	
<p><input type="checkbox"/> We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	<ul style="list-style-type: none"> <li>• Equality policy: This is supported through our promotion of pride and celebration of difference, equality and diversity in school</li> <li>• Through the above a culture is fully established where pupils are happy to discuss their differences in a non-judgemental way. This can be evidenced in pupil surveys.</li> <li>• Cross curricular days celebrate cultural/personal differences and similarities around the world.</li> </ul>	
<p><input type="checkbox"/> Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<ul style="list-style-type: none"> <li>• Opportunities for pupils to meet and work with a range of pupils and adults: impact this has had on our pupils: <ul style="list-style-type: none"> <li>○ Work experience and careers visits</li> <li>○ Sports and technology tournaments give our pupils opportunities to communicate and work with pupils from other schools.</li> <li>○ Supported external clubs</li> <li>○ Humanities curriculum</li> </ul> </li> </ul> <p>The impact of the above is an increased understanding and tolerance of difference, this can be evidenced in pupil surveys.</p> <ul style="list-style-type: none"> <li>• RSE education: pupils understanding how to respect others, few incidents of discrimination recorded</li> <li>• Anti-bullying week enhances pupils' understanding</li> <li>• In house school general election allows pupils to engage with views, beliefs and opinions that are different from their own in considered ways.</li> </ul>	

<p><input type="checkbox"/> We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.</p>	<ul style="list-style-type: none"> <li>• Pupil voice has had positive impact on the school, local and national environment by: <ul style="list-style-type: none"> <li>○ Promoting change to timings of the school day, meat free Monday, recycling, charity days, uniform and behaviour reviews.</li> </ul> </li> <li>• Peer leadership responsibilities for pupils to role model positive behaviours such as the summer school where current pupils supported transitional year 6 pupils. Sports leaders programme supported a local community school</li> <li>• In house school general election allows pupils to contribute positively to society.</li> <li>• Breaking The Chain drama performance on County Lines, knife crime and drugs</li> <li>• English curriculum allow them the opportunity to discuss issues and ideas in a considered way.</li> <li>• Diana Award gives meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute actively to society</li> <li>• Whole-school charity events have enabled pupils to contribute to the needs of local, national and international groups: <ul style="list-style-type: none"> <li>○ Red nose day</li> <li>○ Local food bank</li> <li>○ Help for heroes</li> <li>○ Jeans for genes day</li> <li>○ Children in need</li> <li>○ Save the children</li> <li>○ Supporting rotary club with the annual elderly residents' dinner</li> </ul> </li> </ul>	
<p><input type="checkbox"/> Secondary schools prepare pupils for future success in education, employment or training.</p>	<ul style="list-style-type: none"> <li>• School careers programme: This has supported pupils in having a greater knowledge and understanding and prepares them for future</li> </ul>	



<p>We use the Gatsby Benchmarks to develop and improve our careers provision and enable a range of education and training providers to speak to pupils in years 8 to 13.</p> <p>All of our pupils receive unbiased information about potential next steps and high-quality careers guidance.</p> <p>We provide good quality, meaningful opportunities for pupils to encounter the world of work.</p>	<p>steps. This is evidenced with the continuously low number of NEET pupils.</p> <ul style="list-style-type: none"> <li>• Assessment of where pupils have moved onto after year 13</li> <li>• Evidence and impact of work experience</li> <li>• Excellent work experience programme, with all year 10's engaging in work experience (Summer 2022). Evidence and impact of pupils meeting employers and employees</li> <li>• Impact of careers guidance on pupils: case study, assessment data</li> <li>• External mentor providing key skills in interview techniques and practice interviews</li> <li>• Regular Compass audits demonstrating meeting the Gatsby Benchmarks. All 8 Gatsby benchmarks are being achieved (April 2022) which is a great achievement when compared with the national SEN school average of 4.16. See Careers and Enterprise Company report.</li> </ul>	
<b>REQUIRES IMPROVEMENT</b>		
<input type="checkbox"/> Personal development in the school isn't good		
<b>INADEQUATE</b> Personal development is likely to be inadequate if any one of the following applies.		
<input type="checkbox"/> A significant minority of pupils don't receive a wide, rich set of experiences.		
<input type="checkbox"/> Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.		

<input type="checkbox"/> Leaders and those responsible for governance aren't protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.		
<input type="checkbox"/> Leaders and those responsible for governance are actively undermining fundamental British values and aren't protecting pupils from radicalisation and extremist views.		
<input type="checkbox"/> Pupils or groups of pupils are discriminated against, and the school isn't taking effective action to address this.		
<input type="checkbox"/> Pupils are unprepared for life in modern Britain		
<input type="checkbox"/> The school doesn't ensure that pupils get access to unbiased information about potential next steps, high-quality careers guidance and opportunities for encounters with the world of work.		

LEADERSHIP AND MANAGEMENT	EVIDENCE	RAG
<b>OUTSTANDING</b>		
<input type="checkbox"/> Our school meets all the criteria for good in leadership and management securely and consistently.	<ul style="list-style-type: none"> <li>• All statements in the good judgement are highlighted in green</li> <li>• Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures</li> </ul>	
<input type="checkbox"/> Leadership and management are exceptional in our school.	<ul style="list-style-type: none"> <li>• Evidence of outstanding leadership and management over an extended period of time leading to continued school improvement</li> </ul>	
<input type="checkbox"/> Our leaders ensure that teachers receive focused and highly effective professional development.	<ul style="list-style-type: none"> <li>• Performance management targets: impact on teaching performance and pupil results</li> </ul>	

	<p>Our teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Impact of support your teachers and support staff have been offered: how has this supported school improvement? Include national professional qualifications, self-study opportunities and whole school improvement</li> <li>• Continuous professional development: what are your school priorities? How has this impacted your school?</li> </ul>	
<input type="checkbox"/>	<p>Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly.</p>	<ul style="list-style-type: none"> <li>• School surveys: staff, pupil and parents. How do the results impact your school improvement planning?</li> <li>• 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?</li> <li>• Impact of ways in which your school has successfully addressed staff workload</li> </ul>	
<input type="checkbox"/>	<p>Our staff consistently report high levels of support for wellbeing issues.</p>	<ul style="list-style-type: none"> <li>• Pastoral support offered to NQTs, middle and senior leaders: impact of this on staff performance</li> <li>• Staff retention: impact of support given enabling staff to continue working at your school.</li> </ul>	
<p><b>GOOD</b></p>			
<input type="checkbox"/>	<p>Our leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through <b>strong</b>, shared values, policies and practice.</p>	<ul style="list-style-type: none"> <li>• Since the Ofsted inspection in January 2019, the school improvement plan was the focus for SLT during the academic years 18/19 and 19/20. This was superseded by the school development plan (SDP) in 20/21, as all improvement criteria was met.</li> <li>• The following highlights evidence to demonstrate strong practice:</li> </ul>	

- Evidence of involving the whole school community including staff, parents and the board of trustees in developing and writing the plan - presentation to staff and trustees
- Action plans developed for each area for improvement - lead by individual members of SLT.
- Evidence of PMR targets linked to SDP in PMR's from Leadership downwards
- Exam results and pupil progress demonstrates we are providing a high-quality education for all.  
Evidence:
  - Outcomes, progress including P8
  - Destinations
- Review of governance undertaken to meet required standards.
  - Evidence of Action Plan and completion of activities.
- Review of Pupil Premium undertaken successfully to identify and cater for individual needs
- School policies are effective and reviewed regularly to ensure any recommended improvements are included.  
Evidence of:
  - Processes in place to review template and content of policies and procedures at committee level, where necessary.
  - Pupil Premium strategy implemented and being monitored regularly.
- School Development Plan is ambitious with challenging targets to aim towards being a good/outstanding school.

<p>□ Our 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. The practice and subject knowledge of our staff, including NQTs, build and improve over time.</p>	<ul style="list-style-type: none"> <li>• SLT have developed created a CPD calendar focusing on T&amp;L, Behaviour, SEN needs</li> <li>• Regular moderation takes place with linked schools</li> <li>• We encourage and develop unqualified teachers. Evidence of staff undertaking qualification: <ul style="list-style-type: none"> <li>○ SW gained QTLS</li> <li>○ JH completed NQT year</li> <li>○ SOS completed NQT year</li> <li>○ JOS completed second year of certificate of education</li> </ul> </li> <li>• Development of School's mental health strategic approach enabling us to better meet the needs of individual pupils with strategies in place for the development of 1:1 basic skills, small group and individual sessions. Case studies demonstrate evidence of progress.</li> <li>• A more robust PMR system in place: <ul style="list-style-type: none"> <li>○ Smarter objectives that are linked to the SDP.</li> <li>○ CPD targets linked to PMR/SDP</li> <li>○ objectives.</li> </ul> </li> <li>• Whole staff training sessions, evidenced by Tuesday programme of training, and INSET Training</li> <li>• TA training programme developed</li> </ul>	
<p>□ 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 and don't allow gaming or off-rolling.</p>	<p>Interventions are tailored to individual need, which enable the best progress for our pupils.</p> <ul style="list-style-type: none"> <li>• Impact of school interventions such as: <ul style="list-style-type: none"> <li>○ Linking the curriculum to their passions and interests</li> <li>○ Knowing Your student care plan</li> </ul> </li> </ul>	

- Risk reduction plans
- Baseline testing. Data used to identify pupils who need more support with basic skills.
- Pupils passions and interests displayed in their books
- On-going curriculum reviews to ensure individual needs are met.
- Individualised mental health assessments linked to the mental health strategy
- Individualised sessions for PP boys.
- Evidence of support given to pupils who are at the risk or have been excluded is evidenced through:
  - PSP's
  - Emergency EHCP reviews
  - Liaison with external agencies
  - Internal strategies for mental health and basic skills.
  - More able (PH)
  - Bespoke educational programmes.
  - Governor support
- The above interventions have resulted in an evidenced avoidance of permanent exclusions. (TPal, TCav)
- Progress and attainment data for pupils who have completed programmes of study. Impact of support they have been given.
- Support interventions such as:
  - Reading for Pleasure, maths for Pleasure and Lexia
  - 121 literacy and numeracy support

	<ul style="list-style-type: none"> <li>○ Coursework catch up sessions</li> <li>○ Home learning</li> <li>○ Access arrangements for pupils in exams</li> <li>○ Individual support for mental health issues</li> <li>○ Easter school</li> <li>○ Individualised study programmes</li> <li>● The above interventions have resulted in good examination results and progression opportunities aligned to their passions and interests. Evidence – 2019 P8 of -1.33 (estimated P8 for 2021 of -0.31), 2022 P8 -1.51 and in 2021 and 2022, 100% of year 11 leavers going onto education, employment or training.</li> <li>● Support to staff includes CPD align to targets and career goals, additional PPA, support for teacher qualification programmes.</li> </ul>	
<p><input type="checkbox"/> Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.</p>	<ul style="list-style-type: none"> <li>● Effective engagement with pupils by leaders can be evidenced through: <ul style="list-style-type: none"> <li>○ School surveys, pupil voice, assemblies, open door policy, regular 121 catch ups.</li> <li>○ EHCP reviews</li> <li>○ Home school liaison visits</li> </ul> </li> <li>● Effective engagement with parent/carer by leaders can be evidenced through: <ul style="list-style-type: none"> <li>○ Regular SLT contact for at risk pupils, consultations evenings including parent evenings, termly newsletter, re-integration meetings / PSP / ALP, annual review</li> <li>○ Ability to flexibly respond and increase contact when circumstances necessitate (ie child off due to illness, Covid etc)</li> </ul> </li> </ul>	

- Parent survey April 2022 show:
- 90% feel the school communicates information effectively
- 83% feel that when they have raised concerns, they have been dealt with effectively
- 87% feel the school is well led and managed
- 100% agree the school lets them know how their son is doing
- 90% agree they receive valuable information about their child's progress
- 93% would recommend this school to another parent
- Consultation evening with parents led to the creation of a communication development plan from which came the following actions:
  - Coffee morning with the Headteacher
  - Redesign of weekly tutor email home to make it more purposeful
  - Clear lines of communication between parents and staff
- Effective engagement with providers, local services and agencies by leaders can be evidenced through:
  - ALP provider monitoring visits, annual reviews, care agencies, work experience/careers visits, SEMH workstream, special heads, liaison with the police and fire brigade, LA, TYS, School Nurse, Attendance officer
- Governance: evidence of working collaboratively with trustees to develop School Improvement Plan .
- Link Governor visits



	<ul style="list-style-type: none"> <li>• Impact of working with members of the local community (professionals, local schools, local services) to support school improvement: <ul style="list-style-type: none"> <li>○ Meeting the Gatsby 8 benchmarks, consortium groups created within local special schools, keeping current with national strategies.</li> </ul> </li> <li>• Impact the above has on school improvement planning: <ul style="list-style-type: none"> <li>○ All SEMH Hertfordshire schools have aligned their internal training days to support collaborative work.</li> <li>○ Moderation visits</li> <li>○ Continued development of informal partnerships and networking with other schools (Special and other), by senior leaders and support staff.</li> </ul> </li> </ul>	
<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> <li>• Staff surveys are reviewed regularly and the following actions taken are: <ul style="list-style-type: none"> <li>○ Streamlining care plans and knowing your students for more accessible and effective use by staff</li> <li>○ Reduction in the number of data entries</li> <li>○ New reporting system adopted enabling more efficient entry of reports</li> <li>○ Weekly tutor contact home enhanced for speed and clarity.</li> <li>○ Streamlining of target setting</li> <li>○ Monitoring of staff directed time</li> <li>○ Creation of staff well-being group with regular feedback opportunities with SLT.</li> <li>○ Weekly subject area time with subject leads</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Introduction of a 2 week October half term, in recognition of the pressured of a long autumn term</li> <li>○ Introduction of protected regular line management meeting time.</li> <li>● Leaders support staff with personal issues with an open-door policy for all.</li> <li>● Leaders are sensitive to the day-to-day pressures on staff and respond accordingly.</li> <li>● Staff survey from May 2022 shows: <ul style="list-style-type: none"> <li>○ 100% of staff feel the school has improved since it was last inspected</li> <li>○ 100% of staff are proud to be members of staff at Hailey Hall</li> <li>○ 86% of staff feel leaders use professional development to encourage, challenge and support individual staff improvement</li> <li>○ 90% feel leaders have created a climate in which staff are trusted to take risks and innovate in ways that are right for the pupils.</li> <li>○ 100% feel the school is well led and managed</li> <li>○ 86% of staff feel well supported working in this school</li> <li>○ 90% of staff feel they are treated fairly and with respect at this school</li> <li>○ 86% feel leaders and managers are considerate of their well-being</li> <li>○ 100% of staff agree they have someone to go to at work, if they need support.</li> </ul> </li> </ul>	
<input type="checkbox"/> Our leaders protect staff from bullying and harassment.	<ul style="list-style-type: none"> <li>● Impact of performance management and pastoral support: to enable all staff to continually develop professionally</li> </ul>	

	<ul style="list-style-type: none"> <li>• Robust policies in place to ensure there is a fair and consistent approach.</li> <li>• School development plans to take into account staff mental health and wellbeing</li> <li>• Ongoing training provided to senior and middle leaders regarding good HR Policy and People Management practices.</li> <li>• Staff surveys and low incidence of staff complaints evidence that bullying and harassment is not an issue.</li> </ul>	
<p><input type="checkbox"/> Those responsible for governance understand their role and carry this out effectively.</p> <p>Our governors/trustees 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.</p>	<ul style="list-style-type: none"> <li>• Trustees actively involved in school improvement planning and school self-evaluation.</li> <li>• Governance review undertaken with following actions: <ul style="list-style-type: none"> <li>○ Clearly defined roles and responsibilities</li> <li>○ Restructuring of committee groups</li> <li>○ CPD for trustees</li> <li>○ Increase in the number of governors</li> </ul> </li> <li>• Statutory functions of governance: impact of supporting your school: <ul style="list-style-type: none"> <li>– Continue to develop the vision, ethos and strategic direction</li> <li>– Annual vision meeting with trustees and members, to develop a 5 year strategic plan</li> <li>– Holding school leaders to account for the educational performance of school and performance management of staff</li> <li>– Overseeing the financial performance of the school, making sure money is well spent including pupil premium</li> </ul> </li> <li>• Regular meetings between Chair Of Trustees and Headteacher</li> </ul>	

<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> <li>• Trustees support in checking the school fulfils all statutory duties by: <ul style="list-style-type: none"> <li>○ Prevent and safeguarding reporting in-line with government recommendations and in consultation with the link trustee.</li> <li>○ Policies are scrutinised through the new policies committee to ensure they are in-line with current legislation and recommendations.</li> <li>○ Link Governor visits</li> </ul> </li> </ul>	
<p><input type="checkbox"/> We have a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• <b>Help</b> pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help</li> <li>• <b>Manage</b> safe recruitment and allegations about adults who may be a risk to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding/Child Protection Policy: <ul style="list-style-type: none"> <li>○ The school adopts the recommendations from KCSIE 2022 in the above policies and training is provided on this annually</li> </ul> </li> <li>• Pupil surveys: 87% of pupils feel safe in school (June 2022)</li> <li>• All staff are safeguarding and Prevent trained so all staff are vigilant and swift in identifying and responding to any concerns.</li> <li>• Very positive feedback from HfL safeguarding review in Summer 2022. See report which includes: <ul style="list-style-type: none"> <li>○ Staff are able to explain signs of neglect or abuse</li> <li>○ Pupils feel safe in school</li> <li>○ Pupils know there are staff they can talk to and can identify trusted adults</li> <li>○ Pupils can explain how the school helps them to learn to be safe</li> </ul> </li> <li>• Staff are fully aware of the systems and procedures in reporting safeguarding concerns.</li> </ul>	

- All staff made aware of low-level concerns and who and how to report them to.
- CPOMs records evidence the impact that staff safeguarding training has had on safeguarding in school.
- Relationships and health education is an integral part of the curriculum giving pupils greater awareness and knowledge of health and relationship issues evidenced through the life skills passport, soft skills, pupil questionnaires and Pupil Passports.
- Smoothwall alerts staff of IT issues including indicators for wellbeing concerns.
- Assemblies are held to communicate safeguarding parameters to pupils
- Safeguarding quiz for staff evidences high level of understanding and keeps Safeguarding 'live'
- Hailey Hall staff attend meetings for pupils and families working with Children Services and other agencies.
- The school follows the safer recruitment expectations by:
  - staff and trustees interviewing have up-to-date training
  - school single central record is accurate and up-to-date
  - staff personnel files are complete
  - Interview questions always contain safeguarding questions to test knowledge and skills
  - Online checks completed before interviews
- There is evidence of staff allegations recorded and due process followed. All staff are aware of low-level concerns and their responsibility to report them.

	<ul style="list-style-type: none"> <li>• We have developed excellent professional relationships with all agencies involved with pupils and families ensuring good communications and information sharing to get the best outcomes for all pupils. This is evidenced by the excellent feedback we receive from professionals and the excellent outcomes our pupils achieve.</li> </ul>	
<b>REQUIRES IMPROVEMENT</b>		
<input type="checkbox"/> Leadership and management aren't good.		
<input type="checkbox"/> Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and don't leave children either being harmed or at risk of harm.		
<b>INADEQUATE</b> Leadership and management are likely to be inadequate if one or more of the following applies.		
<input type="checkbox"/> The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support (support from your MAT isn't considered external).		
<input type="checkbox"/> Leaders aren't doing enough to tackle weaknesses in the school.		
<input type="checkbox"/> The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.		
<input type="checkbox"/> The school is systematically gaming its results, entering pupils for courses that aren't in their educational best interest.		
<input type="checkbox"/> There's evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove		

their child from the school roll, and leaders have taken insufficient action to address this.		
<input type="checkbox"/> Leaders aren't aware of, or aren't taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.		
<input type="checkbox"/> There's a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.		
<input type="checkbox"/> Safeguarding is ineffective. The school's arrangements for safeguarding pupils don't meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident		

OVERALL EFFECTIVENESS	EVIDENCE	RAG
<b>OUTSTANDING</b>		
<input type="checkbox"/> The quality of education in our school is outstanding.	<ul style="list-style-type: none"> <li>• Evidence that we have met all of the 'good' requirements and the 'outstanding' requirements</li> <li>• Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures</li> </ul>	
<input type="checkbox"/> All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there's convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every	<ul style="list-style-type: none"> <li>• Evidence that we have met all other outstanding requirements</li> </ul>	

<p>one of the good criteria but falling short on the outstanding for that key judgement.</p>		
<p><input type="checkbox"/> Safeguarding in our school is effective.</p>	<ul style="list-style-type: none"> <li>• Safeguarding/child protection policy: evidence that all processes and procedures are in place</li> <li>• Evidence that we have met all statutory requirements</li> <li>• Evidence and impact of staff safeguarding training</li> <li>• Safeguarding incident logs are up-to-date</li> <li>• Any incidents and allegations are managed effectively</li> </ul>	
<p><b>GOOD</b></p>		
<p><input type="checkbox"/> The quality of education in our school is at least good.</p>	<ul style="list-style-type: none"> <li>• Evidence that we have met all of the good requirements for quality of education</li> </ul>	
<p><input type="checkbox"/> All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.</p>	<ul style="list-style-type: none"> <li>• Evidence that we have met all other good requirements</li> </ul>	
<p><input type="checkbox"/> Safeguarding in our school is effective.</p>	<ul style="list-style-type: none"> <li>• Safeguarding/child protection policy: evidence that all processes and procedures are in place</li> <li>• Evidence that we have met all statutory requirements</li> <li>• Evidence and impact of staff safeguarding training</li> <li>• Safeguarding incident logs are up-to-date</li> <li>• Any incidents and allegations are managed effectively</li> <li>• <a href="#">HfL safeguarding review Summer 2022 report</a></li> </ul>	



<b>REQUIRES IMPROVEMENT</b>		
<input type="checkbox"/> Other than in exceptional circumstances, it's likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.		
<input type="checkbox"/> Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.		
<b>INADEQUATE</b>		
<input type="checkbox"/> The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.		