



HAILEY HALL SCHOOL

Believe | Strive | Achieve

SEF SUMMARY 2020/21

School Context

The main characteristics of the pupils and the communities served by the school

- Hailey Hall is a converter Academy Special School for boys aged 11 – 16. We cater for boys who have learning, social, emotional, behavioural, and mental health difficulties (SEMH). All of our pupils have an Educational Health and Care Plan.
- At the end of the academic year 20/21, the percentage of Pupil Premium Pupils was 63% and Free School Meals pupils 53%.
- Pupils with mental health needs continues to rise, and the percentage of pupils with specific diagnoses of Dyslexia or Specific Learning Difficulties was 15%, Autistic Spectrum Disorder 51% and Attention Deficit Hyperactivity Disorder 59.1%.
- In addition, there were 3 pupils who were Children Looked After, 9 pupils who were Children in Need, 1 Child Protection pupil and 10 pupils whose families were being supported by Families First/ Families Solutions.
- Approximately 80% of our pupils are White British, with others being represented from either a variety of ethnic backgrounds, or not wishing to supply this information.

Vision

- Our vision is to offer an outstanding and stimulating learning environment, where pupils are able to develop socially, academically, emotionally and have good mental health, in order to become effective citizens and life-long learners. We operate from a growth mind-set, that is we allow our pupils the possibility of overcoming their obstacles in life to fulfil their potential.
- Our community are partners in the educating of pupils. We promote co-production and we encourage parent/carers/families to join in our training and learn how we work with our pupils, so that this might be replicated at home.
- The Trustees and the Senior Management Team meet regularly and most recently to discuss the overall aims and longer term strategies of the School. It was determined that it would be more beneficial to become a School that prioritises Mental Health Provision, which will be aimed at a much larger % of our pupils, rather

than retain a Sports Specialism. Historically, when the School's profile was an EBD School, more pupils were interested in Sport. This has declined significantly with the change of the School profile to SEMH. As we move through the 21/22 academic year, a new Strategic Plan will be developed which outlines our aspirations for excellence in mental health provision.

The school population and admission profile

- The school population is drawn mainly from all parts of Hertfordshire and Essex, especially the larger urban areas. Some pupils also come to us from Enfield. The urban areas contain socio-economically deprived housing estates. The rural areas contain small primary schools or larger secondary schools that cater for wide geographical catchments.
- The School currently offers up to 77 day places and being a residential school, up to 33 bed places per week, over 4 nights (up to 72 day places were offered in 20/21). The pupils access the residential provision for varying amounts of nights during the week. Extended day is also available to pupils at certain times of the year. This was available more frequently during the lockdown periods of the Covid Pandemic.
- The number of day places was increased from 1st September 2021, in alignment with the overall SEMH Strategy of Herts Count Council (HCC). HCC also provided financial and building support for classroom development to facilitate this in August 2021.
- Similarly, aligned to the overall Strategic Aims of HCC, the School is currently undergoing external consultation to close the residential provision. The needs of the pupils have changed significantly, and the number of pupils accessing this service has been in decline for a number of years.
- The vast majority of pupils admitted are working below age related expectations.
- We are experiencing a year on year rise in pupils with significant mental health needs.

Staff profile

- We have staff who have expertise in all the core subject areas, as well as the foundation subjects.
- We are keen to ensure that our staff cohort grow and develop during their tenure with the School. As a result, several of our unqualified teachers and teaching assistants have undergone qualification programmes to become qualified teachers. Equally, all other teaching and non-teaching staff have training and development targets to ensure that they achieve their personal best and that they meet the pupils' individual needs.

Progress made against previous inspections

The School's Improvement Plan, and subsequently Development Plan has focused on the areas for improvement. A detailed evaluation of our progress and outstanding areas for development is undertaken each term, using the Ofsted 2019 framework and checklist (adapted from Ofsted's 2019 school inspection handbook).

The progress made against improvement requirements since our last inspections, (Integrated Education/Residential Ofsted Inspection Jan 2019 and separate Residential Ofsted Inspection – June 2019) is summarised as follows:

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| <p>The main areas that required improvement or were areas for development were:</p> <ul style="list-style-type: none"> • Over time, trustees and governors have not worked effectively or collectively to hold leaders to account in the school, including residential provision. • Leaders and governors do not use meaningful information to evaluate the impact of their work. They do not know enough about the underperformance of some pupils by the end of key stage 4. | <p>Progress Made</p> <ul style="list-style-type: none"> • Following the Ofsted inspection in 2019, a review of Governance was undertaken by Herts CC. The result of which has been that Governance is now undertaken in an effective and efficient way. The final progress report from Herts CC in 2020 stated that <i>“The board and the school have worked very hard since the External Review and continue to deal with many challenges. There was an overall feeling with those present of optimism for the future. The committee and sub committees have been re-established and are working well. So much has been achieved in a relatively short period of time, that now there is an opportunity to take stock and plan the visionary event for next year...”</i> • A new programme (PowerBI) has been developed for the School which allows many forms of data (attendance, behaviour, achievement etc.) to be drawn together to assess individual pupils' needs holistically. This is an evolving |
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| <ul style="list-style-type: none"> • The pupil premium funding is not well monitored or used. It is not raising standards for disadvantaged pupils quickly. • Staff do not consistently encourage pupils to develop an appropriate level of independence as they prepare for adulthood • Leaders do not challenge external agencies sufficiently over the quality of support being provided to pupils. • Some parents are unsatisfied with the quality of communication from school leaders. • The school does not meet all the national minimum standards for residential special schools. • The School needs to provide managerial commentary and oversight of the independent visitor's reports is not provided. • The School needs to ensure that essential maintenance checks are undertaken within appropriate time frames and recorded accurately. • The School needs to ensure that fire checks in boarding are undertaken and recorded in accordance with the fire risk assessment. • The School needs to ensure that all boarding records are accurate and provide sufficient evaluation and oversight | <p>piece of work which allows Leaders and Trustees to evaluate the impact of their work and tailor interventions relating to underperformance, poor behaviour etc.</p> <ul style="list-style-type: none"> • A new SENDCo was appointed to post from September 2020, and she has introduced new systems for allocating and monitoring Pupil Premium funding. A more detailed and informative Pupil Premium Report has also been developed, which identifies exact allocation of spend by year group, together with details of the type and cost of interventions that have been funded by Pupil Premium. Anonymised case studies are included within this to highlight exactly how the interventions have supported the needs of individual pupils. This document is available on the website. • Our Careers Lead has developed a full and enriched Careers' Programme which is now an integral part of the curriculum for our pupils. Part of the website is now dedicated to our Careers' Programme. This is aligned to achievement of the eight Gatsby Benchmarks. The Enterprise Co-ordinator for the National Carers' Enterprise Company has commended the Lead for Careers for his work in this area. The success of this programme can be evidenced in the impact of work experience, case study assessment data, development of interview skills and regular Compass audits demonstrating that we are meeting Gatsby Benchmarks. Enhancement to the Life Skills Programme and development/completion of the Life Skills Passport, further evidences each pupil's increasing fluency and independence. • A new Designated Safeguarding Lead was appointed in September 2020. This post, together with the new SENDCo, have developed improved monitoring systems to work with external agencies and ensure that they are challenged regarding the support being provided to pupils. This approach is reported through to Trustees and has been commended by parents/carers. • New processes are in place to ensure that Leaders and other staff communicate with parents/carers. Parent/Carer evenings are held virtually if necessary to assist access to meetings, and Parent/Carers are kept up to date with School developments. The structure of weekly communication sent home by teachers to parent/carers has been improved and is quality assured. A termly newsletter is also sent to parents/carers and other stakeholders, updating them of news and developments in the School. • A subsequent Residential Ofsted Inspection has been undertaken, which confirmed that all of the national minimum standards are being met for residential care. • The Headteacher now provides commentary, and signs, the Link Trustee section 20 reports. • The School Contract List has been adapted to include the dates when maintenance checks are due. A revised system has also been developed by the Operations Manager to log evidence/outcomes of all of the regulatory checks, together with relevant certificates. This system is used to also ensure that fire checks are undertaken and monitored. • The Head of Residential Care has been supported by the Herts CC, Integrated Services for Learning Consultant (Children's Services) to improve the boarding records and ensure that they provide all relevant information in an accurate and timely way. |
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The evidence shows that all of the areas that required improvement have been progressed, and the 20/21 School self-assessment was therefore evaluated against the 'Good Criteria'.

QUALITY OF EDUCATION – Judgement Good

Intent

Curriculum Design and Coverage

- All subjects have their own curriculum Intent, which is aligned to the whole school Intent. This is shared with all teaching staff, to generate awareness of curricula for all subject areas. This helps develop cross curricula work (cross curricula days etc.). Literacy and numeracy are embedded into all schemes of work. For example - Year 8/ Biology/Autumn Term – where scaffolded writing frames are used. Marking and feedback across all curriculum areas is used as a tool to develop spelling, punctuation and grammar.
- Mental Health is now an integral part of the School's curriculum offer. There is a Counsellor on site to respond to specific needs of pupils and staff, and provide strategies to help them engage more fully with life and education. In addition, general Protective Behaviour training is provided to all staff, and specific Protected Behaviour training is provided to some individual TA's. Part of their role is to deliver 1:1 and small group therapeutic work to pupils, to support ongoing mental health needs. The NHS Broxbourne Mental Health Team is accommodated at Hailey Hall, and the Mental Health Practitioner offers pupils' mental health support for mild/moderate anxiety, low mood and emotional regulation. Group work/workshops for pupils, staff and parents/carers for self-help interventions are also offered.
- Regular moderation with other schools (e.g. Batchwood) allows for comparison of curriculum content and assessment. This ensures that the curriculum offer is ambitious and meets the needs of our pupils
- The Curriculum is continually developed, which is evidenced in particular in the curriculum review undertaken for Humanities and Life Skills. For example the Life Skills curriculum now includes the Life Skills Passport, which demonstrates how each pupil is progressing towards independence.
- The Curriculum Maps show depth and breadth of learning taking place throughout the School. Evidence in lesson observations, curriculum reviews and Schemes of Work identifies that subject leaders know why they are teaching their curriculum, and in what sequence to embed their teaching (learning, remembering, applying the knowledge and skills gained).
- Assemblies address the School's values of Believe, Strive, Achieve and serve to challenge pupils' thinking so that they can be successful working towards their passions and interests.
- The evidence gathered as part of the destination data, pupil progress meetings, curriculum reviews and career pathway documentation identifies that School Leaders are supporting pupils to maximise their opportunities for work and further training when they leave Hailey Hall, e.g. destination data for 20/21 year 11's, showed that 100% of pupils either entered further education, training or employment.
- The Pupil Premium Strategy/audit identifies individual needs academically, socially, emotionally and for a mental health perspective, together with proposing resources/strategies to meet these needs.
- The School's HIP assesses the School's curriculum and quality assures this with the Headteacher, as part of her regular review meetings. In particular, she has looked at English and Maths as part of her support for the school.

Curriculum Planning

- We have a Curriculum Action Plan (20/21) which clearly identifies our planning processes. Long and medium-term planning is evidenced within the Plan. Life Skills, SMSC and British Values are also embedded into plans.
- The curriculum review, destination and outcomes, evidence the impact the current curriculum has on pupils, as above. This also informs further development of the curriculum.

Breadth of Curriculum

- *'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 in curriculum reviews and Curriculum Maps. At KS4, core subjects of Maths, English and Science are taught. At KS4 a range of subjects are taught and pupils work towards GCSEs and Functional Skills in Maths and English.
- Our Curriculum Policy shows the holistic approach to our curriculum to meet educational needs in addition to social, emotional and mental health needs, and the Assembly Rota demonstrates that Humanities is a key part of our curriculum, throughout the school.

Implementation

Quality of teaching and learning

- Lesson observations and work scrutiny evidence that *'There is a Good quality of teaching, learning and assessment by teachers' (Ofsted 2019).*
- Curriculum reviews evidence that teachers have a full understanding of the courses that they teach and the relevance of these.

- Performance Management, staff training records, CPD plans for teachers and teaching assistants', evidence that there are training and development plans tailored to individual needs. Bespoke one to one mentoring and coaching support programmes are also provided for our new teachers from a subject specialist e.g. our new DT/FT teacher. Examples of CPD:
 - Grow Your Own approach to developing new teachers
 - Level 2- Understanding Young People and Children's Mental Health
 - Level 2- Understanding Autism
 - Level 2- Understanding Specific Learning Difficulties
 - Level 2- Understanding Behaviour that Challenges
 - Level 2- Understanding Behaviour that Challenges in Children
 - Metacognition
 - Handwriting skills
- Ongoing curriculum CPD delivered to all staff, can also be evidenced in the Curriculum Maps, British Values, SMSC and the curriculum audit
- *A thorough knowledge of the age-related expectations across the curriculum in all key stages is used to plan learning for all levels of ability well. (Ofsted 2019).* This is evidenced through pupil progress meetings, work scrutiny and lesson observations.
- *Teachers and teaching assistants have a clear understanding of pupils' academic and personal starting points (Ofsted 2019)*
- SLT scrutinise evidence in books/folders/records which demonstrate that teachers check pupils' understanding. Lesson observations and behaviour data evidence good staff questioning to encourage pupils to explain their answers, and gain confidence in lessons.
- Our teaching is designed to help pupils remember over the long term, the content they have learnt, and how to integrate knowledge. This is evidenced in pupil progress meetings, work scrutiny and one to one bespoke interventions. Guidance regarding this is also outlined in Curriculum Policy and Teaching and Learning Policy.
- *Our stimulating curriculum ensures that pupils deepen their knowledge and learn new skills well (Ofsted 2019)*

Assessment and feedback

- Assessment is used well, as evidenced in work scrutiny, lesson observations, book looks, marking and feedback. Work scrutiny evidences many modes of assessment and regular moderation (moderation forms). External/internal verification of coursework evidences consistent current use of assessment. Power Bi is used to join up data to inform of emerging trends to generate appropriate interventions.

Curriculum adaption to meet the needs of our pupils

- The Life Skill's Passport further evidences each pupil's increasing fluency and independence, and the Curriculum Map evidences how the Curriculum will meet the needs of learners.
- The Curriculum review evidences the development of each curriculum area over time, and the Curriculum Policy/Teaching, Learning and Assessment Policy, evidence how the curriculum is designed to meet the needs of pupils and the School's ambitions for the development of pupils' knowledge, skills and abilities over time.
- The impact of the curriculum interventions to meet individual SEN needs can be evidenced in the therapy worker's SDQ's, progress as a result of bespoke one to one support sessions and the Pupil Premium Strategy.
- Minutes/feedback of the Pupil Voice meetings evidence how they are taking charge of their learning.
- Teachers create an environment which focuses on pupils, ensuring that teaching materials are appropriate and support the curriculum intent. This is evidenced via tutor boards, electronic set up of Home Learning, and in lesson observations and book looks.
- Our quality assurance processes tell us that teachers plan and deliver highly effective lessons, taking into account any adaptations that might need to be made to allow individual pupils to achieve ambitious outcomes.

Reading and Maths

- Reading is a key element of the tutor programme, and Reading for Pleasure, the Sam Learning data demonstrates the progress and love for reading our pupils have. The Teaching, Learning and Assessment Policy highlights expectations with regard to how reading is taught across the curriculum.
- Mathematical knowledge, concepts and procedures are evidenced in pupils work and books.

Impact

School assessment data

- Compared with National/Local schools' outcomes for similar types of Schools, our achievements are very good. There is evidence of sustained and continuous improvement, as follows:
- In comparison with other Hertfordshire SEMH schools our Progress 8 score from summer 2019 was excellent at, -1.33. It is the best in Hertfordshire SEMH and nationally places Hailey Hall in the top 10 in the country for 2019. Despite no Progress 8 published data for 2020 and 2021 (due to Covid – 19) year 11 school leavers in summer 2021 did extremely well, as evidenced below:
- 50% of pupils achieved GCSE's 4 or above in English language and maths. The highest we have ever had.
- A GCSE 7 for English literature and maths
- 77% achieved GCSE 4 or above in Art
- 100% Level 2 Pass or higher in Food and Cookery, Craft and Employability
- 5 Level 2 Merits in BTEC science
- Despite there being no published Progress 8 score for the academic year 20/21, our calculations suggest our Progress 8 score would have been -0.31, which is excellent.
- Good quality work across the curriculum demonstrates development of detailed knowledge and skills. Evidenced in book looks.

Preparedness for next stage of education

- 100% of 20/21 leavers have gone onto further education, training or employment.
- An excellent KS2/3 transition programme is delivered, where engagement support worker builds relationships with primary schools, parents and pupils. Taster days and Summer School is arranged for new year 7's. Parent survey outcomes demonstrate the impact of this.

Area for Development – Judgement Good

- Broader research to be undertaken and evidenced when developing and building the curriculum
- Increase the number of joint pupil progress meetings to analyse the progress of individual pupils, and determine ongoing interventions required to improve progress.

Areas of Excellence – Judgement Good

- Excellent curriculum planning with all subject areas having a clear Intent, which is aligned to the whole school Intent. Implementation is good, with all lessons consistently graded as Good/Outstanding.
- The impact of our curriculum is excellent with pupils making good progress and outcomes in year 11 are excellent.
- Moderation with other schools ensures that the curriculum offer is ambitious and meets the needs of our pupils
- We have bespoke staff CPD programmes, which develop individuals to support them along their career pathways.
- Focused and targeted interventions in place for individuals to address gaps and accelerate progress

BEHAVIOUR AND ATTITUDES – Judgment Good

Expectations for pupils' behaviour and conduct.

The behaviour of pupils is Good (Ofsted 2019). Our expectations for pupil behaviour and conduct is high which is evidenced as follows:

- An external behaviour review was undertaken by Herts for Learning. This review was positive and identified improved and consistent behaviour management throughout the school. Our Behaviour for Learning Policy was updated to include recommendations from the review.
- Disruption of all types is not tolerated and is challenged by staff. This is evidenced by:
 - 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, evidenced by weekly SLT meetings, where behaviour is a standing agenda item, which focus on pupils at risk/identified cohorts, emerging trends and monitoring/supporting school to home communication
- SLT support staff in managing behaviour. Evidenced as follows:
 - SLT behaviour action sheets demonstrate leaders supporting staff in managing behaviour on a daily basis
 - Staff surveys demonstrate they feel supported by SLT. In September 2021 100% of staff felt senior leaders supported staff in managing behaviour
 - All staff are required to undertake training to develop their behaviour management through Herts STEPS
- Leaders modified daily routine at break time and lunchtime to reduce negative behaviour incidences. Lunchtime and break time was reduced, to allow for more structured time in enrichment etc. The impact of this was a reduction in poor behaviour during morning break. This is evidenced in the Behaviourwatch data
- 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, evidenced by the Behaviourwatch data.
- The impact of whole school behaviour initiatives can also be evidenced as follows:
 - PSP's- Intervention demonstrates reduction in negative behaviour for individuals on Pastoral Support Plans
 - Counselling - strengths and difficulties questionnaire demonstrates a modification of negative behaviour
 - One to one in-class support - individual one to one support for individuals demonstrates an improvement
 - One to one out of class education intervention demonstrates improvement

Bullying and discrimination

- A positive environment is created in which bullying is not tolerated. This is evidenced through relationship education during group work with the therapist, classwork in life skills, behaviour logs, case studies, anti-bullying week and assemblies/activities throughout the year. Safeguarding/Child Protection and the Behaviour for Learning Policies also provide evidence of the systems that are in place throughout the School to support pupils to build positive relationships.
- Observations of interactions between pupils and staff demonstrate that relationships amongst these groups reflect a positive and respectful culture. Pupils also state that they feel safe and can speak to staff with concerns which is evidenced in the CPOMs and Pupil Surveys.
- External mentors and onsite mental health interventions identify support to pupils to promote respect and safety. This is evidenced in case studies/SDQ and soft skills data.

Attendance and punctuality data

- Whole school attendance up to 27/11/20 was 91%, and despite the challenges of Covid-19 we still achieved an end of year (July 21) attendance rate of 71%.
- There is evidence of improvement in behaviour and attendance of our pupils evidenced through our ALP programme, group intervention case studies, and school rewards systems (transition from extrinsic to self- motivation). Pupils are also able to access their behaviour data to monitor their progress, via their tutor.
- There are also rigorous systems in place to monitor and attendance/punctuality and engage pupils with high absence or lateness problems. School attendance initiatives, such as home visits, parental meetings, regular school contact and referrals to the attendance officer, have also ensured attendance is optimised.

Attitudes to learning

- Pupils' attitudes to their education are positive. This is evidenced through work and books which demonstrate consistently good presentation. Lesson observations and pupil survey outcomes evidence that pupils are taking their work seriously, take pride in their work, are motivated and able to show resilience.

Exclusion data: fixed and permanent

- There has only been 1 permanent exclusion for last 2 academic years.
- Internal exclusions are used where necessary and are solution focused. Evidence of this can be seen in the R&R logs. 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.
- Pupils are reintegrated, with their parents/carers, following fixed term exclusions. The evidence contained in reintegration documents demonstrates strategies to support the pupil moving forward, with restorative justice being used when appropriate.
- There is evidence of success stories: pupils who have been excluded and are now in school and making good progress.

Area for Development – Judgement Good

- Final completion of Diana Award
- Continue with development of termly behaviour reports showing comparisons and improvements, ready for submitting to Trustees.
- Assess ways in which pupils can independently access their own behaviour data to monitor their progress (currently accessed via tutor)

Areas of Excellence – Judgement Good

- Pupil behaviour is consistently good and harbours an excellent environment for learning.
- Staff are extremely well trained and experienced when dealing with pupil behaviour.
- Bullying is not tolerated and we proactively approach this with the introduction of the Diana Award.
- Our attendance is consistently excellent, in comparison with similar schools.

PERSONAL DEVELOPMENT– Judgement Good

SMSC

- Our work to enhance pupils' SMSC development is of high quality, evidenced in our Life Skills curriculum which allows pupils to track their own development. The Life Skills passport also demonstrates that skills are acquired beyond the academic, vocational and technical curricula.
- SMSC is mapped through the curriculum and evidenced in everyday teaching. Specific evidence of how the School enhances pupils' SMSC and the impact of this can be seen in the following:
 - Healthy schools agenda
 - Rewards system
 - Behaviour/Community Cohesions and British Values /Safeguarding Policies
 - Mental Health Support Worker
 - Pupil Voice
 - Humanities Curriculum
 - School assembly rota
 - Breaking The Chain drama performance
 - Black history month
 - Anti-bullying
 - Diana award
 - Sex education
 - Careers programme/policy
 - Charities and cross curricular days

Character Education

- Our curriculum, and the School's effective wider work, supports pupils to be confident, resilient, independent and develop strength of character. This is evidenced in the Work Experience Programme, Peer mentoring, Life skills Passport which develops independence and relationships skills, Sports Leaders Programme and the new Careers' Programme.
- Character education is evidenced and assessed by the soft skills curriculum and community work (Rotary Dinner for neighbouring Care Home, Cake Sale etc). In addition, Haileybury pupils, as part of their community service, role model to our pupils how to be resilient, confident and independent.
- Search procedures have also been adapted to provide pupils with greater responsibility, independence and trust

PSHE

- High quality pastoral support is provided to our pupils to ensure that they can maintain health, active lifestyle, and have an age-appropriate understanding of healthy relationships. In order to ensure this, we have relevant PSHE (Life Skills) RSE (Relationships and Sex Education) and Behaviour Policies. We also deliver the 'Sexplain' programme and ensure that the PE and Food Technology curriculum embeds and educates the pupils regarding healthy lifestyle, mental wellbeing and

healthy eating. The impact of this can be evidenced through the in-house/mental health intervention/counsellor and protective behaviours. Further evidence is also provided in pupil questionnaires.

Opportunities to nurture, develop and stretch pupils' talents and interests

- Individual teaching and mental health programmes are evidenced which are used to track passions and interests.
- Individual interventions, such as PH tennis and Tree Surgery are provided with Pupil Premium funding, and work experience opportunities, Careers Programme, lunch/enrichment clubs, boarding activities, rewards trips and sporting/technology tournaments are all aligned to pupils' passions and interests.
- The Humanities curriculum provides a range of diverse experiential opportunities outside of the normal learning environment.

British Values

- We prepare pupils for Modern Britain effectively through initiatives such as; pupil voice elections, in-house general election vote, inclusion of local community in celebration of D-Day landings, themed assemblies (i.e. Remembrance Day, Good Citizenship), school displays, anti-bullying activities, Restorative Justice (rule of law) and the Diana Award.
- SMSC is also mapped across the curriculum, and mutual respect can be evidenced through lesson observations.

Equality of Opportunity

- This is promoted through our Equality Policy. Evidence in Pupil Surveys indicates that pupils are happy to discuss this in a non-judgemental way
- Cross curricula days celebrate personal differences and similarities around the world (e.g. Black History Month, Jeans for Genes Day, Remembrance Day and Holocaust work)
- There are opportunities for pupils to work with, and meet, a range of pupils and adults, e.g. through work experience, careers visits, tournaments, external clubs and the Humanities Curriculum. Anti-Bullying week has increased pupils' understanding and tolerance of difference. This is evidenced in pupil surveys, and in-school general election which demonstrates that pupils can engage with different views, beliefs and opinions.

Pupil Voice and Peer Leadership

Pupils are given meaningful opportunities to understand how to be responsible, respectful and active citizens through the following:

- Pupil Voice – by promoting things such as recycling, meat free Monday, charity days, change to school day timings, uniform and behaviour
- Pupils are able to role model positive behaviours during programmes such as Summer School (supporting year 6 transitional pupils) and Sports' Leaders Programme.
- Other initiatives, such as the in-house general election, Diana Award, whole school charity events (red nose day, local food bank' Help for Heroes, Jeans for Genes day etc.) evidence ways in which pupils can contribute positively to society, and how to responsible and respectful citizens.

Preparation for the next stage of learning/careers guidance

- Our Careers Lead has developed a full and enriched Careers' Programme which is now an integral part of the education offering for our pupils. Part of the website is now dedicated to our Careers' Programme. This is aligned to achievement of the eight Gatsby Benchmarks, and the Enterprise Co-ordinator for the National Carers Enterprise Company has commended the Lead for Careers on his work in this area. The success of this programme can be evidenced in the impact of work experience, case study assessment data, development of interview skills and regular Compass audits demonstrating that we are meeting the Gatsby Benchmarks.

Area for Development – Judgement Good

- Utilise soft skills data further to provide term on term comparison reports to demonstrate progress and appropriateness of curriculum
- Further development of the use of joined up data (PowerBI), to inform subject leads of emerging trends of individual pupils over time, in order to generate appropriate interventions, and to assess the impact of these interventions.
- Anti-bullying accreditation to be finalised, once Diana Award providers can resume their work with young people.
- Further develop RSHE curriculum to demonstrate and evidence progress against desired outcomes.

Areas of Excellence – Judgement Good

- SMSC is mapped through the curriculum and evidenced in everyday teaching and planning
- Our careers and work experience programmes are real strengths and develop confident, resilient, independent young people, who are ready for the world of work.
- We work extremely hard to create bespoke, individualised experiences that appeal to individual passions and interests.
- We promote and adhere to British Values across the school and ensure pupils have a forum to express their views

LEADERSHIP & MANAGEMENT – Judgement Good

School Improvement Plan

The School Improvement Plan was the focus for SLT during 18/19 and 19/20. This was superseded by the School Development Plan (SDP) in 20/21. The School Development Plan is ambitious with challenging targets to ensure that we have a clear and ambitious vision for providing high-quality education for all pupils:

- The following highlights evidence to demonstrate good practice in developing the SDP and completing actions:
 - 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 and completed for each area for improvement - lead by individual members of SLT.
 - PMR targets linked to SDP in PMR's from Leadership level downwards
 - Review of governance undertaken to meet required standards.
 - Review of Pupil Premium undertaken successfully, to identify and cater for individual needs and Pupil Premium strategy implemented and being monitored regularly
 - School policies are effective and reviewed regularly to ensure any recommended improvements are included.
 - Processes in place to review template and content of policies and procedures at committee level, where necessary.
- Evidence of high-quality education can be seen in exam results, progress data (including Progress 8), destination data (all year 11 pupils are either in further education, training or employment).

Continuous Professional Development – teachers' subject, pedagogical and pedagogical content knowledge

Our leaders focus on improving teachers' subject, pedagogical content and knowledge to enhance teaching of the curriculum and good assessment. This is evidenced by the following:

- CPD calendar created focusing on T&L, Behaviour, SEN needs
- Regular moderation takes place with linked schools (e.g. Batchwood)
- We encourage and develop unqualified teachers. Three staff have completed their qualification, and two are in their final year of qualification.
- 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.
- A more robust PMR system in place with smarter objectives and CPD targets linked to SDP objectives.
- Whole staff training sessions, evidenced by Tuesday programme of training, and INSET Training
- TA training programme developed

Leaders aim to ensure that pupils successfully complete programmes of study

- Interventions are tailored to individual need, to enable the best progress for pupils, such as; linking curriculum to pupils' passions and interests, development of the 'Knowing Your Student' Care Plan, Risk reduction Plans, WRATS/BPVS/CATS data used to identify pupils who need more support with basic skills, individualised mental health assessments and individual sessions for pupil premium pupils.

- Other support interventions, such as, Reading for Pleasure, Maths for Pleasure, Spelling for Purpose, 121 Literacy and Numeracy Support, Home Learning/Catch up sessions, Easter School and individualised support/study programmes have resulted in in good examination results and progression opportunities.
- Pupils at risk of exclusion, or who have been excluded are given support through PSPs, Emergency EHCP reviews, liaison with external agencies , bespoke educational programmes, mental health strategies etc. The avoidance of permanent exclusion by using some of the above interventions can be evidenced for two pupils in particular.

Parents and local community

- Our leaders engage effectively with pupils and parents by regularly contacting parents/carers of at risk pupils, and via parent consultation evenings/newsletters/reintegration meetings/EHCP meetings and coffee mornings with Headteacher. Evidence that communication is improved is identified in Pupil Voice minutes, School parent/pupil survey feedback, EHCP documents etc.
- Effective communication with the community is made via engagement with local services and agencies, such as, work experience/careers visits, liaison with police/fire brigade/Local Authority staff (School Nurse/Attendance officer) and local schools etc. This is evidenced in reports of monitoring visits, notes of meetings with agencies, EHCPs, correspondence with LA staff, minutes of consortium groups created with local special schools etc.

Staff mental health and wellbeing

Leaders engage with their staff and take account of the main pressure on them by:

- Developing streamlined data sources, processes and documentation, such as care plans and 'Knowing Your Student', so that duplication of work is minimised
- Introducing new reporting systems to enable more efficient entry of reports, and streamlining target setting
- Monitoring staff directed time and creation of well-being group with feedback to Senior Leaders.
- Providing regular opportunities for feedback to subject leads, including weekly meetings.
- Developing robust policies to ensure a fair and consistent approach to personal management, and ensuring development is integral through performance management and CPD plans.

Governance

- Trustees are actively involved in school improvement/development planning and evaluation. A Governance review was undertaken by Herts CC in 2019/20, the outcome of which enabled; governance roles and responsibilities to be clearly defined, a restructuring of committee groups, development of a CPD programme for all trustees, and trustees leadership on development of the School's vision and Strategic Plan. The governance structure/training documents evidence this, together with notes/minutes of discussions regarding the Strategic Plan and the draft development of this.
- Minutes of committee meetings also evidence a more robust level of scrutiny and questioning of School Leaders.
- The Chair of Trustees meets the Headteacher before each Board meeting, and the Chair of Finance and Premises (F&P) regularly liaises with the business and finance team to ensure that budget paperwork is in order, for presentation to the F&P Committee. Scrutiny of the School's financial performance can be evidenced in the F&P minutes.
- The Safeguarding Lead reports to the Trustees and updates regularly regarding Safeguarding and Prevent Training, and the HR Lead reports on all equality issues. All policies regarding these are submitted to the HR Committee and the Board for scrutiny.
- Link Trustees also now visit regularly and report the findings of their visit back to Committees. A Trustee link for safeguarding was appointed to ensure further scrutiny of this.

Safeguarding

- The School adopts policies, procedures and recommendations from Herts CC with regard to Safeguarding and Child Protection. This ensure compliance with the Government's statutory 'Keeping Children Safe in Education' (KCSIE) guidance.
- All staff are trained with regard to Safeguarding and Prevent, which is evidenced in training and attendance logs. Certificates are also given to staff to confirm this. A weekly staff quiz is held which evidences a high level of safeguarding knowledge and keeps this topic live.
- CPOM's is used to record safeguarding issues, and relevant staff are trained to use this, and other procedures for reporting and dealing with safeguarding concerns. This is evidenced in training records and via the standard of the CPOMs records.
- Relationships and Health Education is an integral part of the curriculum, and this, together with relevant assemblies, give pupils greater knowledge/awareness of appropriate relationships. This is evidenced through the Life Skills Passport, soft skills, pupil surveys and 'Knowing Your Student' care plans.
- Our SENSO IT programme alerts the Safeguarding Lead to inappropriate internet use.

The School follows safer recruitment practice by:

- Ensuring staff and trustees are up to date regarding interview training.
- Accurate maintenance and development of the Single Central Record, as per government regulation.
- Ensuring recruitment and appointment processes comply with 'Safer recruitment' practice and regulation.

Allegations against staff are recorded and due processes followed, to ensure that pupils are safe. This is evidenced in complaint and disciplinary investigations and records.

Area for Development – Judgement Good

- Support the development of two further unqualified staff to become qualified
- Continue with training to senior and middle leaders regarding HR policy and good People Management practices

Areas of Excellence – Judgement Good

- The School Development Plan is ambitious with challenging targets to ensure that we have a clear and ambitious vision for providing high-quality education for all pupils
- Clear long term strategic planning which involves all stakeholders
- Excellent communication with parents who are also given a forum to share their thoughts and experiences with the Headteacher and Chair of Trustees
- Senior leader are conscious and sensitive to the mental health and wellbeing of staff, with professional support provided to those in need
- Trustees are actively involved in strategic planning and provide robust scrutiny of senior leaders
- Safeguarding in the school is excellent, where robust training, practice and policies ensure the safeguarding all in the school community