

# Burnside Self Evaluation Summary

## Update to SEF Dec 2023

### Context

Burnside School is a secondary Pupil Referral Unit commissioned for up to 46 places for pupils whose mainstream provision has broken down. Pupils are referred to us via the monthly Waltham Forest Fair Access Panel process either on a short-term placement of up to two terms before returning to mainstream, or, if they are in Year 11, to remain at Burnside to complete their GCSEs. Pupils are referred to us either because they are at risk of permanent exclusion and need some short-term specialist support and intervention or because they have been permanently excluded. The school aims to support young people to understand and manage their behaviour and associated barriers to learning.

Due to the nature of an often-disrupted school experience, pupils enter the provision with gaps in knowledge and understanding. Many pupils also have significant difficulties with their social, emotional and mental health.

### Dec 2023

Percentage of the school receiving pupil premium:	<b>60%</b> (18/30)	
Percentage of school eligible for Free School meals:	<b>46.6%</b> (14/30)	
Percentage of the school with EHCP's:	<b>13%</b> (4/30)	
Percentage of the school with EAL:	<b>16.6%</b> (5/30)	
Percentage of the school gender:	<b>Boys: 80%</b> (24/30)	<b>Girls: 20%</b> (6/30)
Attendance:	<b>75.3%</b>	

### Ofsted

The school's most recent inspection was in June 2022, where it was judged **Good**. The report recommends that the school focuses on 2 areas to improve:

- Reading: It was noted that when pupils join the school, some are not fluent in their reading. Leaders have invested in a new programme to assess and support pupils to improve their reading. Staff need to be trained as a priority.
- SEND: All SEND information needs to be shared with staff in an accessible way to enable them to adapt their teaching effectively.

### Staff turnover

The current teaching staff consists of 7.6 teachers with a range of subject specialist experience.

### Budget

The school carries a historical financial deficit. However, school leaders have successfully managed current budgets and, despite the historical deficit, the school is making prudent decisions to achieve a balanced budget.

Following a recent, independent review, it has been recognised that places are and have been significantly underfunded for a number of years. The school has worked with the LA and schools' forum to address the shortfall in funding, which has been increased to £23,000 (just below the London average) per AP place.

## Examination data 2023

Year 11 GCSE attainment data	Burnside School Predicted Grades 2022	Burnside School Actual Grades 2022	Burnside students in AP 2023	Burnside School Predicted Grades 2023	Burnside School Actual Grades 2023
% 9-4 Eng & Maths	0	0%(0/3)	0% (0/2)	60%(3/5)	40%(2/5)
% 9-1 Eng & Maths	100% (3/3)	100% (3/3)	100% (2/2)	100% (5/5)	100% (5/5)
% 9-4 Eng	0	33%(1/3)	0%(0/2)	60% (3/5)	40%(2/5)
% 9-1 Eng	67% (2/3)	100% (3/3)	100% (2/2)	100%(5/5)	100%(5/5)
% 9-4 Maths	0	0%(0/3)	0% (0/2)	66%(4/6)	33%(2/6)
% 9-1 Maths	67% (2/3)	100% (3/3)	100% (2/2)	100%(6/6)	100%(6/6)
% 5+ 9-4 inc. Eng & Maths	0	0%(0/3)	0% (0/2)	50%(2/4)	0 ( 0/4 )
% 5+ 9-1 inc. Eng & Maths	67% (2/3)	33%(1/3)	0% (0/2)	100%(4/4)	100% (4/4)

### Headlines:

- Total percentage of students achieved higher grades compared to 2022 cohort.
- 100% students entered (6/6) achieved 5+ 9-1 GCSEs
- 100% students entered for maths & English GCSE gained a 9-1 grade.
- 100% students achieved a Functional Skills Level 1 qualification in maths and English.
- 2 students attended AP colleges, one gaining a L1 Certificate in Construction & one gaining a L1 certificate in Creative Music.
- Final grades mainly in line with predicted grades.
- GCSEs sat in English Language, English Literature, Maths, Biology & Citizenship. BTECs sat in Sport and Art.
- 1 student sat a GCSE in Turkish.
- Destinations:  
2 students have secured Level 2 Accountancy places at college  
4 students have secured Level 1 Construction & Plumbing or Electrician places  
1 student has secured a Level 1 Health & Social Care place

Supporting Evaluation and Evidence

Strengths

Intent:

- Ofsted June 22 noted that we continued to be a Good school where 'Leaders are ambitious for all pupils. They have designed a programme of study that enables pupils to progress successfully to mainstream or specialist schools. Subject leaders have thought about the key knowledge pupils need to learn and remember in each subject. Leaders make sure that pupils learn things in a sensible order. This helps them to build on their prior knowledge and attempt more complex tasks.'
- Leaders and staff team have a clear vision about our core purpose and what that means for the curriculum offer we provide. We focus on enabling students successfully return to mainstream, other specialist provision or post 16, after a period of intervention that provides high quality learning experiences as well as personal development.
- We have an Enrichment, Lifeskills and Wellbeing curriculum, which Ofsted Report June 2022 noted was 'well planned'.
- We have created a whole school Curriculum Intent statement, which reflects our ambition and purpose, as well as subject specific curriculum intent statements.
- We seek to build students' subject knowledge, and readiness to move on, by offering clearly sequenced programmes of study that are ambitious and provide opportunities for progress and greater independence.
- Where possible, all new schemes of learning build on knowledge and skills already taught. Learning is adapted so that all students can be challenged to achieve well and remember what has been taught previously.
- We aim to successfully re-engage all students in education by understanding their needs on arrival, both through their Individual Education Plans and initial assessments.
- Reading is encouraged every day and progress tracked from baseline

Implementation:

- The curriculum and quality of teaching and learning has been implemented in line with our intent statement
- Our curriculum reflects our core ethos by offering a range of key academic qualifications including English, Maths, Science, PE, Creative Arts, Citizenship, Humanities and PSHE as well as placing equal importance on developing personal skills, social skills, cognitive skills, creative skills and wellbeing.
- We ensure that student needs are understood, and met, across our academic, enrichment, wellbeing and life skills curriculum. We regularly review student progress and hold formal review meetings with parents/carers and students in order to keep aspirations focused on achievement and moving on.
- The majority of students are engaged and focussed on their learning – see QUIP April 23
- Learning walks and observations demonstrate that the majority of students are on task and engage in their lessons. This was also externally validated by the LA QA inspection report in April 23.
- Questioning by staff allows students to expand on their responses and demonstrate that they have understood their learning and recall prior knowledge
- The majority of student work is of a high quality and students take pride in what they do and achieve.
- Weekly Learning Outcome sheets are used in all subjects which clearly identify the learning and expectations for the lesson.

- Student friendly curriculum outlines are in place so that students are aware of the sequence of their learning for each topic.
- Students can articulate the progress they have made since being in the school.
- Year 11 students were well prepared for their exams and were confident in securing college placements for September. They all stated to the Local Authority QA team In April 23 that they felt pushed academically and could access the curriculum fully
- Enrichment, Wellbeing & Life Skills: We provide our students with a broad curriculum so that they gain the tools to equip them with the skills and qualities to work independently and build resilience. It is important to us that students develop wider skills in order to be able to navigate life more successfully and be able to cope better when faced with adversity. We offer a range of opportunities including Boxing, Swimming, Cooking, Music, Multi-sports, Creative Arts and Trampolining.
- Assessment for Learning and Marking and Feedback: All students are regularly assessed to ensure that they are making progress from their starting points. Interventions are put in place where there are identified gaps in learning. We use assessment regularly to be able to plan more precisely how to meet individual student needs. We use a range of assessments including quizzes, mini assessments to check understanding, tests and exam style practice. We mark student work regularly and provide clear feedback and areas for improvement which students are expected to respond to in order to demonstrate progress. Progress is also shared with parents/carers on a regular basis.
- Re-integration & Transition: We provide ongoing support to students at time of transition and re-integration into their new school or college. We ensure that we work in partnership with parents/carers and stakeholders to provide a holistic approach to ensure that transition and re-integration is successful. Progress is closely tracked and support strategies are put in place to ensure that the most positive outcomes are achieved.
- Cultural Capital: We provide regular opportunities for students to experience a range of trips and visits beyond the classroom that enhances the curriculum offer. We ensure that students' understanding of their curriculum is broadened and that their confidence, creativity and enjoyment of learning is enhanced.
- We have a regular cycle of lesson observations, learning walks and peer book reviews to quality assure our delivery. Where inconsistencies have been observed, staff have been supported to ensure their practice is in line with school policy and expectations.
- Pupil progress is assessed half termly using a robust assessment framework. Teachers are familiar with the framework
- All students have had a reading baseline assessment.
- A wide range of reading books are available and attractively set out in our library, colour coded according to reading age
- Most of KS3 students are reading regularly in tutor group and English lessons.
- A range of interventions have been put in place to support students to regulate themselves more effectively and use better strategies to navigate challenging situations. For example, weekly EP and CAMHs, weekly Spark2Life group and 1:1 mentoring, ChangeGrowLive, Safer School Officers and IEPs with 3 and 6 weekly progress reviews to support successful return to school.
- As a result, students are well supported to return to mainstream or specialist provision with 50% successfully returning to mainstream or other specialist provision.

- Wellbeing, Enrichment & Lifeskills programme is now built into the curriculum offer, with very good student engagement. Activities include Boxing, Football, Swimming, Gym, Media Production, Cooking, Rowing and Music Studio.
- A tutor team system is now embedded into the school week, with a tutor period every morning, developing positive relationships between tutors, students and parents/carers.
- An essential skills framework has been implemented to teach and measure non-academic skills. This was piloted in 2021-22 with some success and was rolled out in 22-23 with further training for staff and resources identified.

Impact:

- Total percentage of students achieved higher grades compared to 2022 cohort.
- 100% students entered (6/6) achieved 5+ 9-1 GCSEs
- 100% students entered for maths & English GCSE gained a 9-1 grade.
- 100% students achieved a Functional Skills Level 1 qualification in maths and English.
- 2 students attended AP colleges, one gaining a L1 Certificate in Construction & one gaining a L1 certificate in Creative Music.
- Final grades mainly in line with predicted grades.
- 45% Summer 2023 students are at or above their expected reading level for their age. 30% are 'on watch' and 25% require reading intervention.
- June 2022 Ofsted and other external verification processes support Leaders' evaluation that the Quality of Education has improved and is now securely Good
- LA Quality Assurance inspection April 23 noted 'The improvements in teaching and learning and development of the curriculum ensure that students feel confident about their learning and the progress they are making.'

Actions from previous year

- To develop a systematic whole school approach to the development of reading
- To ensure that all SEND information is shared with staff in an accessible way to enable them to adapt their teaching more effectively
- To ensure that new teaching and support staff are supported to deliver a consistently high standard of teaching and learning and that quality assurance systems and CPD identify and address any areas of inconsistency.
- Placing English teacher in a local mainstream school to broaden her experience
- To enable teachers & support staff to develop a broader range of strategies to support learning & behaviour for learning

Impact of actions from previous year

- All staff trained in Accelerated Reader programme
- Library fully functional with a wide range of books.
- All students receive a reading baseline on admission
- Timetabled reading sessions in tutor group time and English lessons
- SEN information shared with staff in CPD sessions
- Regular quality assurance, both internal and external, of Teaching & Learning indicate that we are providing a good quality of education.
- Secured a school for our English teacher to work in one day a week, depending on capacity
- Training in place for LSA support strategies.

## Areas for Development

- Continue to embed reading and track reading progress
- Continue to adapt teaching to enable all students, including those with SEN, to make progress.
- To further develop literacy and numeracy interventions

**Self Evaluation:** Behaviour & Attitudes – Judgement: Good

## Supporting Evaluation and Evidence

### Strengths:

- Burnside is a calm and orderly school, something which has also been noted regularly through external validation.
- Ofsted June 22 noted 'Pupils behave well in lessons and during break times. They listen to each other and follow teachers' instructions. If pupils get distracted from their learning, teachers speak to them individually in a calm manner. Staff encourage pupils to regain their focus and complete their work'
- LA Quality Assurance Inspection April 23 noted 'Since the last QA visit the school has implemented a new simplified system for behaviour which heavily focuses on recognition and consequences. The impact of this over the academic year has seen a significant reduction in the number of suspensions.
- LA Quality Assurance Inspection April 23 also noted 'Students stated that they felt behaviour in the school was good and that negative incidents happen rarely if at all. All students were clear on the process and felt that staff followed up well on incidents when they did occur.'
- Whole school CPD to support a Trauma Informed approach has been implemented with follow up CPD to enable whole staff thinking about what this looks like in practice.
- Whole school CPD on Restorative Practice June & October 2023.
- We build positive relationships with students and have a welcoming and inclusive approach.
- We have a clear system of expectations, rewards consequences with half termly recognition trips in place.
- Cumulative attendance in 22-23 was 74%, above national average PRU attendance and higher than Burnside's previous 2 years' average attendance.
- Many interventions are in place to support improved punctuality and attendance including daily calls, weekly meetings with EWO re attendance, targeted meetings with students & families, letters home, home visits and professionals' meetings around attendance, SSO/Mentor welfare checks, CME forms submitted as soon as a child is reported missing and contact with child's network.
- We recognise the impact of Covid and lockdown on student attendance, many of whom fell out of good school routines during this period and put in place 3 temporary part time timetables this year to support targeted students to gradually build up their attendance and to engage positively with school, all of which were successful and resulted in better engagement and attendance.
- All permanent and long term staff are trained in de-escalation and positive handling techniques, although we have rarely had to use positive handling
- Risk assessments are built into all IEPs and, where needed, enhanced risk assessments and safety plans are written for individual students and shared with the individual parent/carer and student and their network as well as all staff.

	<ul style="list-style-type: none"> <li>• The lead for Personal Development, Behaviour and Pastoral care has been appointed from within the existing staff structure to further embed an inclusive, trauma informed approach in line with the school's behaviour policy and to ensure that a clear system of expectations, rewards and consequences is understood by students and staff and is effectively used to support behaviour for learning.</li> <li>• Student voice is regularly sought and student views contributed to the expectations, rewards and consequences system and termly reward trips.</li> <li>• Weekly provision of EP and CAMHs intervention for targeted students to support and assess students</li> <li>• Parents and carers are contacted regularly through the tutor team system</li> <li>• Exclusion data 22-23: 0 permanent exclusions and 113 days fixed term exclusions</li> <li>• Positive Handling data 22-23: positive handling needed to be used 3 times</li> <li>• Bullying data 22-23: 8 incidents of bullying</li> <li>• Discrimination data: 3 incidents</li> </ul>
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<p><b>Actions from previous year</b></p> <ul style="list-style-type: none"> <li>• Restorative training to continue so that all staff are confident and use as part of their practice.</li> <li>• Support students to use restorative approaches as part of our intervention.</li> </ul>	<p><b>Impact of actions from previous year</b></p> <ul style="list-style-type: none"> <li>• 100% staff strongly agreed or agreed that they felt confident to apply what they learnt in the restorative training October 2023.</li> <li>• Suspensions have fallen during the summer term and Autumn 1</li> <li>• Attendance is higher than the previous 2 years and higher than the national average for PRUs</li> <li>• All staff have had Trauma Informed training &amp; Restorative Approaches training. Restorative training to continue into 2024</li> <li>• Student behaviour for learning is generally very good as validated by external visitors and inspections (Ofsted &amp; LA QA 2022-2023)</li> <li>• Students state that they felt behaviour in the school was good and that negative incidents happen rarely, if at all. All students were clear on the process and felt that staff followed up well on incidents when they did occur. LA QUIP April 2023</li> </ul>
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<p><b>Areas for Development</b></p>	
<ul style="list-style-type: none"> <li>• Students, parents, and all professionals working with the child contribute to the creation and regular reviews of individual IEP's.</li> <li>• Improved quality of impact evidence on the IEP.</li> </ul>	

**Self Evaluation:** Personal Development – Judgement: Good

<p><b>Supporting Evaluation and Evidence</b></p>	
<p>Strengths</p>	<ul style="list-style-type: none"> <li>• Local Authority QA report April 2023 judged us 'excellent' in student welfare and wellbeing.</li> </ul>



- We deliver a fully planned and resourced PSHE programme, across KS3 and 4, that integrates wellbeing and health, RSHE education and employability skills, that also includes an emphasis on mental health and resilience.
- This central strand of our curriculum provides our students with weekly mindfulness opportunities, as well as opportunities to develop their emotional intelligence and life skills.
- Our PSHE curriculum strand is further enhanced by weekly Spark2Life group and individual sessions, which focus on personal development, self- reflection and contextual issues that confront many of our young people. This is very important, especially for our most vulnerable students and enhances our ability to safeguard
- The academic curriculum is also planned to include opportunities for SMSC, British Values and careers, where relevant.
- We include regular drop down sessions for all students to engage in a range of PSHE and careers related topics, such as sex education, consent, HSB, First Aid training and careers workshops
- We are a proudly inclusive school and have weekly topical assemblies where we regularly celebrate a range of cultures and religious festivals as well as topical issues in the news. We also use assembly to remind students of how they can keep themselves safe.
- We regularly invite speakers in to assembly to broaden mind sets and to educate and celebrate students about diversity and to promote inclusion.
- We have introduced a tutor group model so that pastoral relationships with students are strengthened and links with parents/carers are promoted.
- Student and parent voice is very important to us and we have sought student views throughout the year. We also ask all parents/carers and students to complete a questionnaire at the start of each term so that we can know what we are doing well and identify any areas for further development.
- We ensure that all students are provided with opportunities to develop their ability to make informed choices about future careers. We offer 1-2-1 support, interview preparation for KS4 and preparation for post-16 options. We also provide opportunities for students to attend workshops and visit industry-based providers, as well as college fairs. We have invited professionals into the school to speak to the students about career pathways.
- We work closely with other professionals including Educational Psychologist and CAMHs, to ensure the needs of our students are quickly identified. CAMHs provision was halted by the provider between November 22 and June 23 , but this now resolved and in place.
- We put in place weekly EP and CAMHs interventions for identified students and assessments, reports and referrals are made for students needing further support.
- We have a dedicated Safer Schools Police Officer who works closely with the school and is proactive in supporting and advising students about any behaviours, inside and outside of school, that might put the students at risk.
- All Year 10 students were given an opportunity to complete a 2 week work experience placement in April 23.
- KS4 students had mock job interviews with external visitors and received positive feedback and areas for development
- Careers workshops in place for KS3 students

Actions from previous year

- Ensure that regular opportunities are created for student voice to be heard, recorded and implemented as far as possible. Clear student input into recognition/rewards.

Impact of actions from previous year

- Student voice opportunities are in place and have contributed to half termly trip destinations and the Year 11 leavers' event

<ul style="list-style-type: none"> <li>• Ensure high quality careers provision for all students and that Gatsby benchmarks are met by end of Summer term 2023 and 2024</li> <li>• Support students to meet their targets and successfully reintegrate to mainstream or other more suitable provision.</li> <li>• Ensure that all students have access to a wide range of opportunities and experiences, which develop their talents and interests and promote their personal, social, cognitive, creative, physical and health development.</li> <li>• Continuously promote and celebrate diverse backgrounds, experiences and range of influences upon children so that pupils' awareness and understanding of diversity, tolerance, equality of opportunity, healthy relationships, active citizenship, through the wider curriculum is clearly evident.</li> </ul>	<ul style="list-style-type: none"> <li>• 88.8% (8 out of 9) of Gatsby Benchmarks were fully met in July's 2023 Compass evaluation, compared to 77.7% (7 out of 9) in October 2022</li> <li>• 50% students successfully re-integrated either to mainstream, specialist provision or AP</li> <li>• PSHE curriculum introduced and cultural capital opportunities promoted and in place. Trips to Science Museum, Woburn Safari Park, Bowling, Ice Skating, Southend and music studios took place in 2022-23</li> <li>• Promotion of inclusivity and diversity regularly achieved in weekly assembly</li> <li>• Regular 'Masculinity' workshops to challenge male stereotypes Summer 2023</li> <li>• The majority of Year 10 students completed a 2 week work experience placement</li> <li>• KS4 students had mock job interviews with external visitors and received positive feedback and areas for development</li> <li>• Careers workshops were organised for KS3 students</li> <li>• Students speak very highly of the staff at the school and of their feelings of safety and security in school. They were unanimous about how well they feel supported by all staff and that the school is very much a safe space for them. –LA QA inspection April 2023</li> </ul>
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**Areas for Development**

- Embed Skills Builder to measure progress and success of essential skills

**Self Evaluation:** Leadership & Management – Judgement: Good

Strengths	
Strengths	<p>Leadership:</p> <ul style="list-style-type: none"> <li>• Leadership and Management in the school is strong and staff have high expectations and a good awareness of where the provision currently is and the work, they must do to improve. The improvements in teaching and learning and development of the curriculum ensure that students feel confident about their learning and the progress they are making. LA QUIP April 2023</li> <li>• The senior team has been extended from the current Head and Deputy, to include the lead for Personal Development, Behaviour and Pastoral Care, the DSL and Attendance Lead, the part time SENDCo and an Associate Leader from The Difference programme. This provides a greater depth of leadership in order to drive school improvement.</li> <li>• We have now been categorised as a 'green' school by the local authority – November 23, meaning we are performing well against the Local Authority's agreed indicators of ongoing school improvement.</li> </ul>

- Embedded cycle of senior team leaders presenting systems, actions, updates and data informed impact at fortnightly senior team meetings.
- Leaders are ambitious for all students. This drives all aspects of the carefully designed curriculum offer.
- A school development plan is securely in place to drive school improvement, with clear success criteria, key milestones and success criteria.
- CPD is carefully planned to support and embed the school development plan. This year we have focussed specifically on safeguarding and restorative approaches.
- A clear cycle of performance management is in place, with objectives that align with school development priorities, with mid-year reviews in place to reflect on progress.
- School policies are regularly updated on a cycle and taken to Governors for approval
- There is clear accountability to the Governing Body with regular Head Teacher reports to update Governors on progress across all aspects of the school.
- Governors regularly visit the school, meeting staff and students, and always report positively on progress and engagement.
- We produce a termly newsletter for parents and carers to share our news, celebrate student successes and share key information.

#### Safeguarding:

- Ofsted June 22 noted 'the arrangements for safeguarding are effective' and that 'Leaders have a good understanding of the context of their school and the risks faced by pupils. They ensure staff are trained to be aware of these local issues and how to spot signs that pupils may be at risk.'
- We received 'Good with outstanding features' for our safeguarding section 11 audit undertaken by the LA. We received the report on 21.11.23
- Whole school safeguarding strategy and action plan has been drawn up and shared with staff, governors and the LA.
- Staff are expected to report any safeguarding concerns on Safeguard, as well as in daily staff debriefs on the day that the concern is observed. Safeguarding concerns are followed up by the Head Teacher, DSL or Deputy DSL and escalated if necessary.
- We work closely with other agencies, including Safer Schools Officers, Spark2Life, Aspire Higher, Change Grow Live, Youth at Risk, Early Help, Social Workers, EP and CAMHs to ensure all students are fully supported and safeguarded, with regular communication between agencies and school – logged via a central system.
- All staff have certificated Level 1 safeguarding training on arrival as part of their induction, both permanent and temporary staff.
- Safeguarding is built into our CPD cycle and consists of 3 termly training sessions, covering KCSIE updates, quizzes and discussion of scenarios. This has been embedded further to include twice half termly safeguarding CPD sessions.
- Our Safeguarding and Child Protection policy is fully up to date, in line with most recent KCSIE updates.
- Networks are regularly updated and our dedicated DSL attends all CP, CIN, Team around the Child, Professionals' meetings as needed.
- MASH referrals are routinely made where safeguarding concerns arise about a child.
- Our recruitment process is robust and follows safer recruitment guidance. All statutory documentation is logged on the Single Central Record which is checked by our Safeguarding governor. All staff have had appropriate DBS checks.

	<ul style="list-style-type: none"> <li>• Students report that they feel safe at Burnside. This has been verified by Ofsted June 22, Local Authority Quality Assurance visit April 23, Safeguarding Audit January 2023 and Governor visits Jan 22.</li> </ul> <p>Health and safety, including premises:</p> <ul style="list-style-type: none"> <li>• An up to date Health and Safety Policy is in place accessible to all staff, students, carers and visitors</li> <li>• Risk assessments have been carried out to identify significant risks on site. There are completed risk assessments for individual students.</li> <li>• Fire drills take place regularly, at least termly.</li> <li>• First aid equipment and/or facilities are readily available and first aiders names are prominently displayed around the school. Further training for staff team took place in January 2023</li> <li>• Risk assessments are routinely undertaken and authorised by the Head Teacher prior to school trips and visits.</li> <li>• Students are fully supervised at all times.</li> </ul> <p>Governance:</p> <ul style="list-style-type: none"> <li>• We have a strong and consistent Governing Body, with individual governors regularly visiting the school, in line with their specific areas of responsibility, and producing records of their visits.</li> <li>• Head Teacher produces regular, timely reports to Governors, in line with agreed cycle, and Governors provide a strong challenge and support role.</li> </ul> <p>Staff mental health and wellbeing:</p> <ul style="list-style-type: none"> <li>• During 21-22 a new HLTA post was created, uplifted from an existing LSA post, to take responsibility for covering any staff absence. This has ensured that existing teaching staff are not used for covering absent colleagues in their planning, preparation and assessment time, resulting in an increase in staff morale.</li> <li>• Staff timetable has been regulated to ensure consistency, in line with outcome of staff consultation</li> </ul> <p>Parents and local community:</p> <ul style="list-style-type: none"> <li>• We have close relationships with our parents/carers and promote regular contact between tutor teams, key staff and parents/carers</li> <li>• We send out a termly newsletter to all parents/carers to share information and celebrate student achievements.</li> <li>• We hold termly review meetings with parents/carers</li> <li>• We seek parent/carer &amp; student views every term.</li> </ul>
<p>Actions from previous year</p> <ul style="list-style-type: none"> <li>• Whole school SG strategy for September 23</li> <li>• Multi Agency Meetings to be held fortnightly to secure co-ordinated , robust safeguarding &amp; early interventions Autumn Term 2023</li> <li>• Further develop senior team to ensure clear cycle of impact analysis and analysis of staff strengths &amp; areas for development</li> <li>• Simplified focus on performance management based on Quality First teaching.</li> </ul>	<p>Impact of actions from previous year</p> <ul style="list-style-type: none"> <li>• October 23: We have created a whole school safeguarding strategy and action plan and shared with staff, governors and the LA.</li> <li>• Regular cycle of strategic discussions &amp; presentations at SLT</li> <li>• We received a 'Good' Ofsted in June 22 that noted that 'Leaders are ambitious for all pupils'</li> <li>• We received 'Good with outstanding features' for our safeguarding section 11 audit undertaken by the LA. We received the report on 21.11.23</li> </ul>

- Some staff felt that they would like more opportunities to develop their practice and learn new information especially around trauma informed practice and how to support children with their learning when they have SEN needs. This has already been identified by leadership and arrangements are being made for the SENCO and EP to deliver training and support.
- Work more collaboratively with the rest of the Hawkswood Group to share best practice and develop staff skills and knowledge. Develop their in and out reach work with referring schools so that best practice is shared across the borough. This work will also help to ensure that students successfully transition back to their mainstream schools.

- Safeguarding remains paramount and has been further strengthened in 22-23 to ensure that all staff, at every level, are fully confident and clear about their safeguarding responsibilities.
- We had a safeguarding audit in January 2023 which concluded that safeguarding was robust
- SG further strengthened in 22-23 to include fortnightly meetings between HT & DSL, twice half termly safeguarding meetings, DSL training for all of the senior team and regular visits from the Safeguarding governor. In addition, regular monitoring and guidance of/for temporary staff.
- School is reducing a projected budget deficit through ongoing robust decision making.
- Consultation with students and parents/carers/stakeholders takes place in form of student voice and parent/carer /student questionnaires and informed the expectations, rewards and consequences.
- Regular reports to Governors about school progress with appropriate support and challenge from Governing Body.

## Areas for Development

- Multi Agency Meetings to be held fortnightly to secure co-ordinated , robust safeguarding & early interventions Autumn Term 2023
- Simplified focus on performance management based on Quality First teaching.
- Some staff felt that they would like more opportunities to develop their practice and learn new information especially around trauma informed practice and how to support children with their learning when they have SEN needs. This has already been identified by leadership and arrangements are being made for the SENCO and EP to deliver training and support.
- Work more collaboratively with the rest of the Hawkswood Group to share best practice and develop staff skills and knowledge.
- Develop their in and out reach work with referring schools so that best practice is shared across the borough. This work will also help to ensure that students successfully transition back to their mainstream schools.

## Overall Effectiveness- Judgement: Good

### Strengths

- Curriculum offer caters for needs of students and supports them to return to mainstream or specialist provision
- Curriculum intent is clear and combines academic, as well as essential skills offer
- Success of students returning to mainstream/specialist provision is consistently high
- Multi agency interventions are in place to support our cohort of very vulnerable young people
- School is calm and orderly. Students and staff are clear about expectations, rewards and consequences. Any incidents are dealt with calmly without disruption to the wider school community.
- Students feel safe
- Safeguarding is good with outstanding features
- Governance is robust and visits to the school are regular.
- Regular contact with parents/carers

- Leadership has been broadened so that there is greater effectiveness and capacity for whole school improvement

### Evidence to support summary evaluation

- Ofsted Report 22-23 June 2022
- Governor reports 22-23
- Records of Governor visits
- QUIP: May 2023
- Safeguard Audit January 2023
- Whole school safeguarding strategy and action plan : October 23
- Safeguarding section 11 audit undertaken by the LA: November 23
- Pupil Progress & attainment data
- Pupil Premium Strategy Statement December 23.
- Attendance & Safeguard records
- School newsletters
- SDP
- SEF
- Records of students successfully returning to school

Ofsted inspection report:

22 and 23 June 2022

Quality of education:

Good

Behaviour and attitudes:

Good

Personal Development:

Good

Leadership and Management:

Good

Overall Effectiveness:

Good