

Short SEF – January 2020

Quality of Education	Quality of Education	Quality of Education	Leadership and Management
<p><u>Intent</u></p> <p>There is clear progression from KS3-5. The skills and knowledge pupils gain in KS3 support accreditation pathways in KS4, which, in turn, support pupils to gain further accreditation in KS5</p> <p>The curriculum design in all subjects, including life skills and PSHCE is a series of lessons, which contribute well to delivering the curriculum intent. Lesson objectives clearly and consistently show the intent of pupils learning.</p> <p>All pupils follow a broad and balanced curriculum, including life skills, Guided Reading, PSHCE and careers.</p> <p>Established teachers have a firm and common understanding of our school's curriculum intent and what it means for their practice. Teachers who are new to the school are supported to understand and deliver the curriculum with the help of our coaching and mentoring programme</p> <p>Learning walks and book looks show students learn very well because lesson objectives clearly and consistently show the intent of pupils learning.</p>	<p><u>Implementation</u></p> <p>Learning walks and reviews show us that teachers present subject matter in a clear and visual way, Learning is differentiated, practical and supported by trips and visit. Our latest Local Authority Review in July 2019 showed over 50% of teaching was exceptional.</p> <p>Our established teachers have good knowledge of the subject and courses they teach.</p> <p>Our leaders provide effective support for new teachers and those teaching outside their main areas of expertise through a rigorous coaching programme</p> <p>We have a rigorous and sequential approach to the reading curriculum. Learning walks show that teachers respond very well to continuing professional development. Since the last inspection we have focussed on improving independent writing across the curriculum. Work scrutiny and learning walks show pupils at all levels are being challenged to write independently.</p>	<p><u>Impact</u></p> <p>Our most recent data shows pupils make at least good progress in all subjects.</p> <p>.Students arrive at our school with either a low reading age, or no reading age at all. Data indicates significant improvement in reading from KS2-5, with non-readers gaining reading ages.</p> <p>At the end of KS5 our pupils are ready for the next stage of education, employment or training. 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>Pupils achieve nationally recognised accreditation in all subjects, including IGCSE in English and Functional Skills Level 1 in Mathematics at the end of KS4. Pupils build on this success in KS5 with further or improved accreditation, enabling them to move on successfully to vocational courses, apprenticeship, or employment.</p>	<p>Leaders ensure all teachers receive focused and highly effective professional development</p> <p>Leaders have ensured that subject leaders are able to develop schemes of work, which have clear intent, implementation and impact.</p> <p>Middle leaders are highly effective in supporting new subject specialists. middle leader roles.</p> <p>Student behaviour is managed exceptionally well.</p> <p>Parents contribute well in supporting pupil behaviour.</p> <p>The impact of the above is that there is that teaching is strong.</p> <p>Students tell us they feel safe and staff well being is well considered in this school.</p> <p>Governance is highly effective holding leaders to account. Safeguarding is highly effective.</p> <p>There is an excellent relationship with parents/ carers and the wider community.</p>

Behaviour and Attitudes	Personal Development	Quality of Post 16 Provision	Areas for Development
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<p>Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. The school is a calm and purposeful place where pupils feel happy and safe</p> <p>Relationships between adults and pupils are positive and pupils respond very well to adults' support. The individual needs of students are met very well .</p> <p>Pupils preparation for their next stages of learning is strengthened by supporting their emotional wellbeing through the support of a strong PSHCE programme across the school, the targeted intervention .</p> <p>There is a strong student voice in the school. For example through School Council and Pupil Surveys.</p> <p>Everyone is respected. Pupils' 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</p> <p>Our pupils consistently have highly positive attitudes and commitment to their education.</p> <p>Therapies are highly effective in supporting pupils to address their SEND</p>	<p>Overall, we provide exceptional opportunities for pupils to develop their character, including SMSC and British Values. Extra curricular activities are a strength of the school, developing pupil confidence, resilience and learning for life.</p> <p>Our school consistently promotes the extensive personal development of all pupils.</p> <p>School clubs, trips and visits strongly support persona, social and cultural development.</p> <p>There are strong community links</p> <p>There is a strong pupil voice through school council and pupil surveys.</p> <p>Therapy input raises pupils' self-esteem through conversation groups and self-help skills, i.e. learning to tie shoe laces and doing up button independently, as well as learning how to self-regulate.</p> <p>Pupils are very well prepared for life in society through an understanding of British Value and through our FRESH rule, which encourage dignity and respect for all.</p> <p>Work experience and college link places support personal development</p>	<p>The quality of sixth form provision provided is exceptional.</p> <p>The curriculum is coherent, planned and sequenced towards building sufficient knowledge and skills for future learning and destinations, with demanding curriculum goals</p> <p>The impact of our taught curriculum is strong with students achieving nationally recognised accreditation.</p> <p>Work experience and life skills support students to move on to their next stage of learning confidently.</p> <p>The careers lead is knowledgeable and ensures students are given every opportunity to successfully move into adulthood. This includes ensuring careers forms part of the curriculum offer from Year 7 and that students exceptionally well prepared when leaving KS5 through meeting employers, work experience and job interviews.</p> <p>The school has a strong careers programme based on the Gatsby Benchmarks and all pupils receive independent careers advice.</p> <p>Accreditation is individualised and builds on student success in KS4</p> <p>Enterprise and strong community links are embedded across the school. This builds confidence in making choices and developing key life skills</p>	<p><u>Quality of Eeucation</u> Ensure all actions on the 'Curriculum' Action' Plan are completed and in place. Continue to develop active teaching strategies, which promote communication and discussion. Encourage students to assess their learning and next learning steps.</p> <p>Continue to develop AQA Unit Awards offer, <u>Behaviour and Attitudes</u> Measure the impact of the Nurture Room in supporting students behaviour and ability to learn successfully. <u>Personal Development</u> Develop the life skills programme across the school. <u>Leadership and Management</u> Ensure a full, broad, balanced, sequential curriculum is in place. Staff well-being continues to be a priority. <u>Quality of Post 16 Provision</u> Support the well-being and resilience of all students, so they transition successfully through each stage of their learning, leaving school as independent young adults</p>
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