

Cambridge School SEF

| | | |
|--------------------------------------|---|----------------------------|
| Headteacher: Alan Campbell | Chair of Governors: Mark Harris | Date: 28/02/2024 |
|--------------------------------------|---|----------------------------|

| | |
|--|------------------------|
| Date of previous inspection: 19/05/2019 | Judgement: Good |
| Self - evaluation grading | |
| Overall effectiveness | Good |
| Quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal Development | Outstanding |
| Leadership and management | Good |

Context of our school

- Cambridge School is a special needs secondary school in the London Borough of Hammersmith and Fulham. It is situated in Wormholt & White City ward, the second most deprived ward in the borough.
- There are currently 137 students on roll which represents dramatic and rapid growth over the last 5 years. When the current head teacher took up post in April 2015, the roll was 53 and the school did not have a sustainable future. The school has changed its admission policy and where it fits in the Local Offer to ensure it has a stable and secure future.
- Boys represent 84% of the cohort (115 students) with girls accounting for the remaining 16% (22 students).
- 90% of pupils are in receipt of Pupil Premium demonstrating the levels of deprivation in the school community. The national average is 20.8%. 67% of students currently are in receipt of Free School Meals. The national average is 22.5%. There is a significant social and cultural capital deficit within our school community.
- The ethnicity of pupils represents the diverse demographics of this part of West London. The largest ethnic group is White British at 25%, followed by Mixed White/Black Caribbean at 14%. Other significant groups are Black Caribbean at 8% and Black African at 7%.
- 27% of students do not start the school in their chronological age group in Year 7. These mid-term admissions are often from failed mainstream placements and are often disaffected and disappointed by education. They are dislocated and initially do not always have a sense of belonging here.
- Students are drawn from eleven London Boroughs with the majority coming from LBHF at 25.6% followed by Brent at 20.44%, Hounslow 16.79%, Westminster 14.6% and RBKC 13.14%.
- Attendance is currently 87.74% for the week beginning 15/01/24, but is 84.26% for the school year to date. Persistent absence is too high at 46% for the autumn term. Currently, the national average across all schools for attendance is 92.7%, in special schools it is 87.3% and in AP/PRUs it is 59.3% with 81.2% persistent absence rates.

- The school roll is complex in need. 30% of learners have SEMH conditions, 40% have a diagnosis of ASD and 20.4% are officially diagnosed with ADHD.

A new Deputy Head Teacher was appointed in April 2021 along with a new Pod leader. The Deputy Head left in August 2023 to take up a Headship which is testimony to the mentoring and coaching provided by the Headteacher. Despite these new appointments there is still a lack of capacity in the Senior Leadership Team to drive school improvement. A leadership restructure took place in summer 2023 and 3 new Assistant Headteachers were appointed; one leading on Curriculum and Attendance, one leading on Culture, Performance and Development and the third on Behaviour, Attendance and Safeguarding. One was an external appointment and two were internal promotions.

- 1 of the 14 class teachers is new to the school in September 2023 and we have 5 unqualified teachers who are on level 5 routes into teaching courses teaching across the school. We have one ECT teaching the exams pathway in Atlantic Pod. Another trainee teacher is on the PGCE with QTS Apprenticeship programme delivered by Coventry University.
- The building is not fit for purpose and constitutes a major barrier to school improvement.

AFI's identified at the previous inspection and progress made:

- The school was told it had to improve attendance and robust measures are in place to secure this objective.
- The school was tasked to address in-school variation and has introduced the pod system and a new curriculum planned collaboratively with its emphasis on life skills and transferable skills across subjects within a thematic topic based structure. The assessment system has been revised to reflect this approach.

Changes since the previous inspection

- Significant changes to senior leadership team and a further restructure was implemented for 2023-2024
- Attendance improved, but needs to improve further. Attendance 2022-2023 was 86.1% and currently in 2023-2024 it has reached 90.07% for the w/b 19th February and is 87% for the Spring term
- New curriculum introduced September 2020 during Covid and has been embedded with further changes being planned for 2024-2025 such as Duke of Edinburgh Award and ASDAN Personal Progress for lower attainers, as well as rolling out Prince's Trust qualifications which were piloted with 2 groups in 2022-2023. Assessment overhauled in 2022-2023 to reflect the new curriculum.

Quality of Education

Curriculum Intent (design, ambition, cultural capital, range)

Evaluation

Evidence

| | |
|--|--|
| <ul style="list-style-type: none"> • The curriculum has an emphasis on functionality, with Life Skills being explicitly taught and assessed. A thematic, topic based curriculum was introduced in September 2020. Students follow a 2 year key stage 3 curriculum and in Year 9 move to a Preparing for Adulthood curriculum or an Accreditation Exams Pathway depending on condition and need and progress data over time. • All learners study the core subjects and subjects such as Humanities and Creative Arts. There is an emphasis on PHSE and Emotional Intelligence to help equip learners for life after school. • Midterm plans have a clear sequence of learning and a clearly identified knowledge and skills set to be taught. Each pod follows the same thematic curriculum but each teacher differentiates and personalises the curriculum for each learner in the class. • Teachers and teaching assistants were involved in the design of this curriculum and worked collaboratively in subject specific groups to share their expertise. • There are built in opportunities for enrichment to address the lack of cultural and social capital of our students. Trips to The Science Museum, the British Museum, The Victoria and Albert Museum and The Natural History Museum have been integral to the curriculum in 2022-2023 as subjects like Ancient Greece, Vikings and Medieval Britain have been explored. This year's topics have included The Spanish Armada and Black History Month as evidenced in Learning Walks (November 2023) Students have attended West End theatre productions of Back to the Future and A Christmas Carol. | <p>SIP report Nov 2021 "Pupils' targets and Next Steps, drawn from the school's own bespoke assessment "Can Do" statements and EHCP objectives, were clearly and consistently displayed in most classes, and at individual pupil's work stations"</p> <p>"Clear long and medium term planning has been completed by teaching staff as part of the collaborative curriculum review process"</p> <p>LBHF Advisor report Oct 2021 "Curriculum adapted to meet individual needs" "Thorough mapping of new curriculum covers all subjects"</p> |
|--|--|

Implementation (teaching and learning, leadership, assessment for learning, literacy, retrieval, workload)

| Evaluation | Evidence |
|---|---|
| <ul style="list-style-type: none"> • Classes are mainly taught using the Primary model, especially in Atlantic pod where the teacher has a holistic knowledge of all the pupils in their care. This means that they can teach explicit skills and knowledge and provide opportunities for learners to transfer these skills across different aspects of the curriculum. • In key stage 4, pupils have different teachers for their BTEC options who have specific knowledge of these vocational qualifications. Some Pacific Pod classes have specialist English and Maths teachers. Subject leaders have been appointed in English, maths and Science to coordinate the curriculum to ensure sequencing, progress and consistency. • Teaching and learning is regularly monitored by leaders through learning walks and feedback is given to teachers on how to hone and refine their practice, usually following regular Learning Walks that follow up on specific topics covered in CPD sessions. • The school's online assessment programme, Onwards and Upwards, enables staff to assess pupils' progress regularly and incrementally. This enables them to set regular and meaningful targets for improvement which can be shared with the students and parents. In 2022-2023, a major piece of work was carried out to reduce and regularise the sheer quantity of "I Can" statements in each subject. This was as a result of listening to staff voice on workload in the Staff Survey (Summer 2023). This has resulted in sharper, more coherent and more focused targets within each level descriptor, allowing staff | <p>SIP report Nov 2021 "BTEC classes were working effectively, and these courses have been well structured to allow pupils at different stages in the course to participate together"</p> <p>"There is a robust focus in functional skills across the curriculum, designed to ensure that pupils have the skills they will need at the next stage of their education"</p> <p>"There was evidence of progress in pupils' books and folders."</p> <p>LBHF Advisor report Oct 2021 "Well informed staff that understand and can explain the purpose of learning activity" "Strength in Preparation for Adulthood and life in modern Britain" "Clear progress seen."</p> <p>Challenge Partners Report March 2023</p> <ul style="list-style-type: none"> • Leaders focus on core pedagogy when delivering CPD |

| | |
|---|---|
| <p>to plan more consistently and confidently against explicit success criteria.</p> <ul style="list-style-type: none"> We have brought more subjects online for Assessment in 2023-2024, including Drama, History, Geography and PE. Baseline tests were carried out in these subjects in September 2023. Music, Dance and ICT will be introduced in 2023-2024. In January 2021, all students in the school were re-baselined in English and Maths so an appropriate recovery curriculum could be introduced to address the gaps in learning inflicted by Covid restrictions and lock downs. An interventions programme was introduced to address these gaps and to ensure that students were well prepared for their final assessment. Events such as World Maths Day and World Book Day in March 2023, as well as regular Book fayres, have helped to bring the curriculum alive. The buzz generated by World Maths Day in particular with Who Wants to Be a Maths Millionaire beamed live from the Meetings Room into every classroom was palpable. We have created a Dynamic Maths Team who aim to make Maths fun, functional and fulfilling. Students really enjoyed dressing up as their favourite characters from literature and this helped promote reading for pleasure. Our curriculum is designed to be enjoyed, engaged in with enthusiasm and to promote progress. The most recent Curriculum Enrichment Day in February 2024 was an English Curriculum day on self-expression which allowed students to explore their creativity. The school is working with the Education Development Trust to work through the Gatsby Benchmarks to improve the scope and depth of employability and careers education. Interviews Skills Workshops and CV writing workshops were scheduled in March and April 2023 and there is a comprehensive Work Related Learning in place for 2023-2024. The most recent Compass report on the Gatsby benchmarks on January 25th 2024 showed we were 100% compliant in four of the eight benchmarks. | <p>for staff. Recent training on quality and variety of questioning was followed up by a learning walk to evaluate how these techniques were being implemented</p> <ul style="list-style-type: none"> Leaders regularly check on the quality of teaching and the impact training has had on it, giving regular feedback to teachers. <p>School Improvement Partner Report, September 2023</p> <ul style="list-style-type: none"> The school presented a positive ethos, and walking around the site, students were very largely engaged in their learning, with positive behaviour and attitudes, keen to achieve, in a calm, well-regulated environment. |
|---|---|

Impact (achievements, examination results, destinations)

| Evaluation | Evidence |
|---|---|
| <ul style="list-style-type: none"> Due to the Covid restrictions and the fractured school year, we reduced the aspirational target of 80% good or outstanding progress for every learner to 70% to reflect the disruptive year. In 2020-2021, all subjects within the school met this standard apart from Biology and Physics, which are taught in termly modules. Results in these subjects suffered from most of the children being at home and finding it difficult to access online learning. From 2021-2022, we have set ourselves the challenge of reinstating the aspirational 80% progress target to reflect the high expectations set by the Senior Leadership Team. This has presented us with some challenging and | <p>See Exams Analysis Report for Governors September 2023</p> <p>Whole School Progress Report Summer 2023</p> |

fluctuating sets of results as we have dealt with the post-Covid effect with large knowledge deficits and gaps in learning and curriculum coverage. Due to the editing and streamlining of the “I Can statements” in Onwards and Upwards in 2023-2024, we have reverted to 70% representing good progress.

- In June 2023, we had exams taken by 45 learners across Years 9-11. Our preparation for exams continues to grow year on year, with younger learners now being prepared for specific exams at point of entry. However, there needs to be greater gatekeeping about entry requirements as not all of the Year 9 learners were psychologically or intellectually equipped for the exams in this assessment window.
- In English, 73% of learners passed their Speaking & Listening exams. All exams were internally designed and conducted, but were subject to thorough external exam board checks
- 79% of learners also passed their Reading exams whilst 76% of learners passed their Writing papers. Learners in Year 9 and Year 10 who did not pass have the opportunity to resit in January 2024 and a structured bespoke Interventions Strategy has been devised.
- In Maths, students once again found the new split paper system difficult – you have to pass both the non-calculator and calculator papers. Students at the lower entry levels found the non-calculator paper too difficult and therefore didn't get enough marks to achieve the qualification this year. 61% achieved Entry 2 and 50% achieved Entry 3. This year, staff will be focusing more on the non-calculator paper with support from the Interventions tutor.
- 90.4% of learners passed their Science exams in the past year which includes an experiment and an exam paper. This compares to 86% last year. 14% achieved at Entry 1 57% achieved Entry 2 and 19% achieved Entry 3. Science is point based and so some learners at lower levels did not achieve enough points to achieve Entry 1. This is a two year course so many other learners will be claimed in this coming year.
- Our AQA Awards Programme has also really taken off, with 802 units claimed across Year 7- Year 11 in the last academic year – the most

ever claimed! This compares to 432 in June 2022. Students take a variety of units based around life skills, employability and make up a key part of our KS3 and KS4 Enrichment programme. There will be an even bigger push on completing these portfolios this year to ensure that all students can achieve in all age brackets

- The most successful set of results were for the Year 11 BTEC cohort. 13 year 11s left with 25 separate BTEC Level 1s in Business, Art, Hospitality, Performing Arts and Sport. There were 12 Diplomas, 11 Certificates and 2 Awards which is testimony to the perseverance and resilience of both students and staff over the duration of these courses which are all rigorously internally and externally moderated.
- In terms of whole school progress, we reintroduced the aspirational success target of 80% to reflect our pre-Covid aims. Most subjects within the school came reasonably close to meeting this very demanding target – with English Communication 79%, Reading 66%, Writing 65%, Maths Number 78%, Maths Measure and Space 79%, Maths Data Handling 70%, Biology 69%, Physics 61% and Chemistry 70%. The shortfall in Reading is thought to be due to our large Autism cohort who can find prediction, inference and comprehension questions difficult when reading – and also that access to a range of reading material was significantly reduced in lockdowns. The school has already introduced a Guided Reading strategy this year to tackle this, with the Interventions Tutor working with students who were unable to meet their target last year. Please see the Whole School Progress Summary for more detail.

Quality of Education — areas to further embed/develop

1. Create more opportunities for students to engage in sustained pieces of writing developing their writing stamina.
2. Give students the opportunity to write in different genres
3. Ensure all students benefit from the Guided Reading initiative in addition to the Phonic strategy for lower ability learners. In 2023-2024, Reading is now timetabled every day in every class.
4. Teach more explicitly the mathematical procedures without using a calculator.

5. Build in more exam practice in solving word problems in Maths.
6. Review Exams Entry Requirements to ensure all students are ready to sit the exams when they are in Year 9 or Year 10.
7. GCSEs in English and Maths are being introduced for a small cohort of learners in our SEMH pod.
8. A specific Year 9 Science curriculum is being introduced in September 2024 to bridge the gap between the KS3 curriculum and Entry level examinations.

Behaviour and Attitudes

High expectations, consistency, fairness

| Evaluation | Evidence |
|---|--|
| <ul style="list-style-type: none"> • Behaviour continues to improve across the school. In autumn 2018, there was an average of 67 incidents per week, at 0.3 incidents per pupil. This has reduced to an average of 32 incidents per week in Autumn 22, at an average of 0.2 incidents per pupil. In Summer 23, incidents had fallen to an average of 25 incidents per week at an average of 0.2 incidents per student. • Unsurprisingly, the majority of incidents occur in Pacific Pod, where the majority of our SEMH cohort are situated. We have introduced security access measures and enhanced the fencing and external security of the site. We also regularly search students to ensure compliance regarding phones, weapons and drugs. • The school has relaunched its Positive Behaviour Policy in Spring 2023, making it more pod specific to take account of the different presentations of our diverse cohort. • Putting it Right is an immediate sanction which means students lose their lunchtime provision and have to reflect on their actions with an emphasis on repairing relationships and restorative justice • In Autumn 22, as of 8th November there had been 9 Fixed Term Exclusions, equating to 19 days of lost education • In Autumn 2023 fixed term exclusions fell to zero. This is a significant achievement as it ensures learners remain in school engaging in education and working on restorative processes • As of 28/02/2024, the exclusion rate for 2023-2024 remains at zero. • The school has introduced Internal Reflection sessions in Autumn 23 for students who are not able to meet our high expectations and these are individual coaching/ mentoring sessions with the Behaviour Support Team who analyse the cause of the behaviour and work on finding solutions and consequences to get the learners back into class as soon as possible to minimise lost learning opportunities. The relentless focus is on “Putting it Right” and reflective practices including restorative justice. • The school is a lead school in the Inclusive Nurturing Schools programme funded through the Mayor of London. | <p>SIP Report Nov 21 “In all but one group, pupils were focused, engaged and purposeful.”</p> <p>LBHF Adviser report Oct 21 “A positive and purposeful learning environment across the school.”</p> <p>Trevor Davies SIP Report March 3rd 2023 “Behaviour in the school is outstanding, given the context and complexities of students attending the school – this was also evidenced through learning walk observations.</p> <ul style="list-style-type: none"> ▪ Consistently good learning behaviours in classroom ▪ Strong peer to peer and peer to adult relationships – students are highly supportive of each other. ▪ The school’s knowledge and expertise in trauma informed practice. ▪ Any behavioural incidents that do arise are addressed through reflection and restorative practices – although consequences do exist ▪ Excellent transitions – from playground to class, into assemblies, lunch and around the school. <p>Clear professional boundaries for teacher-student relationships</p> |

This is Domestic Violence Reduction initiative focusing on tackling misogyny, homophobia, transphobia and toxic masculinity. We work with our partners Nurture UK and Tender Re;SET which involves whole staff training and pupil awareness workshops as well as auditing the RSE and PSHE curriculum.

Learners' attitudes

Evaluation

- Learners are able to show respect and trust for adults in the school and the majority of reciprocal pupil relationships are also based on these values.
- Learners demonstrate positive attitudes to learning.

Evidence

SIP Report Nov 21
"There were warm, professional relationships between pupils, and between pupils and staff."

LBHF Adviser Report Oct 21
"Good staff/pupil rapport"

Challenge Partners Report March 2023

- Staff have established clear routines and high expectations
- Teachers use the Boxall profile to establish pupils' emotional awareness and diagnostically assess gaps that prevent them from learning... pupils showed empathy and understanding."

Attendance and Punctuality

Evaluation

- Attendance is stable. Whole school attendance for 2022-2023 was 86.10%, falling short of our 90% target. Current attendance for Autumn 23 is 85.5%
- A new Attendance Policy has been introduced and a dedicated Attendance Officer has been appointed to streamline procedures
- Early help referrals are made at an earlier stage, increasing the profile and level of intervention
- The Attendance Officer is robust in parental dialogue and the First Day Calling system is effective
- The Rewards and Motivation strategy for encouraging good attendance has been upgraded to generate more interest such as weekly and termly draws, attractive end of year prizes and whole class prizes in the spirit of friendly competition.

Evidence

Attendance report

Relationships reflect a positive and respectful culture

| Evaluation | Evidence |
|--|----------|
| <ul style="list-style-type: none"> Please see above | |

Behaviour and Attitudes — areas to further embed/develop

- The Behaviour Policy was introduced in Spring 23 to make it more Pod specific with bespoke solutions and sanctions as well as rewards. New Pacific Pod Rewards system to be introduced Spring 24
- Consistent behaviour script in Pacific Pod to reduce in-pod variation.
- Alternatives to fixed term exclusions explored and introduced. We are seeing the benefits of this in the significant reduction of Fixed Term exclusions.

Personal Development

Beyond the academic, technical or vocational

| Evaluation | Evidence |
|--|---|
| <ul style="list-style-type: none"> We are hosting Careers Days, Careers Talks and Mock Interview Days to bring to life our school motto, "Learning for Life, Learning for Work." Students have been to work taster days at Clayton Hotel to gain valuable insights We are building partnerships with other educational institutions to ensure hard to reach learners engage in a stimulating curriculum, eg Bike Maintenance, Vehicle Maintenance and Hair and Beauty. Students have a Pod specific School Council which gathers the views from each class and then elected representatives come together as a joint school council to put together a whole school view. School Council has focused on school meals and the revamp of the playground We are participants in the Ambassadors Programme which focuses on Youth Social action. The focus in 2023-2024 is intergenerational relationships so we are working with care homes to break down the barriers between the generations The school is involved in Youth Parliament Week and hosted a visit from Andy Slaughter MP on Thursday 9th November to understand who and what an MP is and does. The school participates in the annual West London Inclusive Arts Festival and we always mount a dance or drama performance at the Royal Albert Hall as well as support sensory stories for schools with SLD and PMLD learners In Summer 2023, Wiltshire class performed as part of a mass choir in the production, "Music Makes ME" at the Royal Albert Hall We are currently involved in the establishment of a Makaton choir, working with QE11 Jubilee School. We held a very successful talent Show in December 2023. Our students participated in the London Youth Games in summer 2023, winning an impressive array of medals. They also participated in the London Youth Games Special Schools | <p>Trevor Davies SIP report 3rd March 2023 "Cambridge School does much to promote the social, emotional and personal development of its students, as well as the core skills for life beyond school and the world of work, appropriate to their specific individual needs. Students flourish in an environment based on caring supportive relationships and strong professional values. As a result, students achieve well and enjoy school, as do the staff. " "The School Council is</p> |

| | |
|--|--|
| <p>Football Tournament in Summer 2023 at Hackney Downs, showing excellent sportsmanship.</p> | <p>another positive initiative, and already students seem to be responding enthusiastically”</p> |
|--|--|

Developing character, keeping healthy

| Evaluation | Evidence |
|------------|----------|
|------------|----------|

| | |
|--|--------------------------------|
| <ul style="list-style-type: none"> • We have 3 Learning mentors and 3 Behaviour Mentors who work with students on self-esteem, self-regulation, anger issues and conflict resolution as well as friendship. They each have a dedicated caseload and map interventions through entry and exit strategies involving students, staff and parents to measure impact. Students are referred through MDT and are allocated for specific interventions such as independent travel training, music production and bespoke home learning packages for school refusers. • We have a very experienced drama therapist who works with students who have experienced trauma. • Mental Health is at the heart of the curriculum. Zones of Regulation and Emotional Intelligence are explicitly taught and Circle Time is used to explore thoughts and feelings. • Our Apprentice TA, who attended a special school, has run workshops on dyslexia and overcoming adversity, modelling how students can achieve. Students found this inspiring and empowering • We have organised visits from inspirational figures such as the son of our Attendance Officer, who has been signed on a full time contract by Premiership team, Brentford and Zainab Alema, the Muslim mother of 3, smashing stereotypes in women’s rugby • We have hosted a Youth Futures Round Table event where police officers came on site to meet with students to hear about their opinions and attitudes towards the police | <p>Mentors Impact data</p> |
|--|--------------------------------|

Preparing for future success

| Evaluation | Evidence |
|------------|----------|
|------------|----------|

| | |
|---|--|
| <ul style="list-style-type: none"> ▪ The Life Skills curriculum and PSHE foreground independence, resilience and how to access support and guidance at appropriate levels for our learners. ▪ Visits to post-16 providers take place and lessons on interview skills, presentations and writing a CV take place in Years 10 and 11. | |
|---|--|

Preparing for life in modern Britain

| Evaluation | Evidence |
|--|-----------------|
| <ul style="list-style-type: none"> • The school runs events such as Black History Month and LGBTQ+ month to help students understand issues such as equality and diversity. In October, all students are a Black Culture inspired lunch and took part in drumming and sorrel workshops. The school does not just tolerate differences, it embraces and celebrates diversity. For example, a unit of work was written around trans rights to help a student reintegrate into school and feel acceptance and belonging. All classes engaged positively and have welcomed their peer. • Learners are taught specifically about their conditions and understand their strengths and blind spots • Mental health Awareness is foregrounded through events such as Time to Talk day | |

Personal Development — areas to further embed/develop

1. Further sharpen the effective use of mentors in targeting interventions for vulnerable learners including entry/exit data to measure impact and running group sessions to transfer and apply skills learnt in different scenarios and contexts
2. Increase opportunities for both in-school and community based Work Experience

Leadership and Management

High quality, inclusive education & training for all. Learners completing studies.

| Evaluation | Evidence |
|---|--|
| <ul style="list-style-type: none"> • Leaders have high expectations for all members of the school community and hold staff to account for pupil progress and behaviour through robust line management and Performance Development structures. • Leaders frequently conduct learning walks and other quality assurance strategies to monitor school effectiveness. In 2023-2024, Learning Walks have been focused on Emotional Intelligence and Executive Functioning and Formative Assessment and Work Scrutiny (November 2023) • Trainee teachers have an in-house programme delivered by SLT on Mondays to supplement and enhance the programme offered by their external provider, Carlton Training. Sessions have focused on adaptive learning and Questioning as well as formative assessment. They have weekly coaching sessions with the Assistant Headteacher, Culture, Performance and Development • Our leadership coach, Barney Tremblay meets colleagues at all levels in the school to build their leadership skills and capacity. She is currently working on a six week project with our cohort of trainee teachers , working on a specific trait they need to develop and a personal development goal they need to hone. Roz Caught, an experienced leadership coach, is working with every member of SLT, both individually and collectively, to help us perform as a united entity • All TAs have had training in Phonics delivery, either Fresh Start or Toe by Toe to ensure interventions take place in every class, every week • The school has recently started working with a Science consultant, Ruth Davies, to audit the curriculum and delivery as well as support the new Acting Science Lead (October 2023 ongoing) • Subject Leaders in the core subjects have been appointed to help create a middle layer of leadership to offer progression routes and enable a grow your own leadership culture, building leadership capacity and increasing accountability at all levels • We are constantly reviewing our curriculum offer and have introduced Duke of Edinburgh in Spring 2024 to build students' independence, resilience and stamina whilst gaining social and cultural capital | <p>Trevor Davies SIP Report March 2023 “ Senior leaders have done much to enhance positive behaviour and relationships in the school through policies and processes, excellent modelling and self-fulfilling expectations”</p> <p>Challenge Partners March 2023</p> <ul style="list-style-type: none"> • Leaders are ambitious to continually improve the school • Leaders have implemented a topic-based approach to curriculum planning that makes learning relevant for pupils • Leaders have provided career progression training for eight HLTAS, now on a level 5 teaching course. Pod leaders mentor and support them highly effectively in school and several now have class teaching responsibilities. • Leaders provide all staff with externally led professional reflection sessions. This enables staff to maintain their own well-being when providing co-regulation and support for vulnerable pupils |

Enhancing teaching of the curriculum and use of assessment.

| Evaluation | Evidence |
|------------|----------|
|------------|----------|

- In school CPD takes place weekly focusing on School Improvement, teaching and learning strategies, ASD and ADHD specific strategies. Focused sessions have taken place on Vision and Values, adaptive learning and formative assessment this term and are followed up with focused Learning Walks to measure impact
- All staff have had specific Emotion Coaching sessions as well as whole school Trauma and Attachment training
- OT and SALT deliver specific sessions to pods
- The school Educational Psychologist is delivering specific Nurture training and the school is a pilot Nurture UK school
- Growing our Own strategy to build capacity, 8 unqualified teachers currently supported on teacher training courses
- The school has been working hard to ensure it is offering high quality vocational education and has been working closely with the Education Development Trust to ensure we are making progress in hitting the Gatsby Benchmarks. We are also working with Sparks to ensure all Year 11 learners get a high quality Work Experience Placement in 2023-2024.
- There is Careers Speed Networking event for Year 10s planned in December 2023 and a Year 11 Careers Morning on 22nd November 2023 with a Marketing company called Atkins and Career Insight days planned , including one with Chelsea FC in January 2024

Community engagement - parents, carers, employers, local services inc post school provision

| | |
|---|--|
| <ul style="list-style-type: none"> • The school has moved EHCPs online and has increased parental participation rates accordingly • The school has run 2 very successful events this term. One being for Year 7 parents to see how their child had settled in to Cambridge and one for Year 11 parents at a College Open Morning in collaboration with Jack Tizard School where they could meet all the local providers. • Our drama therapist runs The Space, a monthly online forum for parents to exchange views, experiences, challenges and solutions • We have re-established links with West London College and are sending 3 classes there this academic year 2023-2024 to follow a course on Employability and have immersive taster sessions to experience the lived experience of college • We are sending students to West Thames College to study Hair and Beauty courses, starting November 2023 • As part of our Enrichment programme students attend Evolve Hub in Hounslow where they have sessions in boxing and multi-gym fitness sessions from a trained boxing coach | |
|---|--|

Staff engagement, constructive management, workload reduction, support

| Evaluation | Evidence |
|-------------------|-----------------|
|-------------------|-----------------|

| | |
|--|--|
| <ul style="list-style-type: none"> • Staff workshops run by MIND on wellbeing • Drama therapist workshops on mindfulness • Staff lunch at INSET days • No meetings weeks every term and moving to half termly after Christmas to reduce stress • Staff Surveys have shown that communication is key so line management has been refined and improved (Leadership restructure 2023) • All staff, whether permanent or long term agency, are given Performance Development targets with regular feedback on progress | |
|--|--|

Governance effectiveness inc holding Leaders to account

| Evaluation | Evidence |
|-------------------|-----------------|
|-------------------|-----------------|

| | |
|---|--|
| <ul style="list-style-type: none"> • Full governing body meetings include robust interrogation of leaders and minutes demonstrate this • Link governors beginning to attend school again • Vice Chair has visited half termly to engage in learning walks, particularly in Pacific Pod and focusing on positive behaviour management, wellbeing and safeguarding | <p>Governing Body minutes Governors' Visit Reports</p> |
| Safeguarding | |
| <p>Evaluation</p> <ul style="list-style-type: none"> • We currently have 5 trained DSLs • Staff Induction and training programme is comprehensive and robust • We undertake annual Safeguarding audits conducted by external consultants to ensure our compliance and good practice. | <p>Evidence</p> <p>Safeguarding audit reports</p> |
| Leadership and Management - areas to further embed/develop | |
| <ol style="list-style-type: none"> 1. To further develop leadership at all levels for succession planning 2. To further develop coaching at all levels to aid school improvement. | |
| Overall Effectiveness | |
| <p>The school continues to be a good school.</p> | |