

SELF-EVALUATION
Document
(SEF) September 2023 V1

Characteristics of the school

- The Valley School is a special school for students in Key Stages 3 and 4 with learning difficulties. All students have Education, Health and Care Plans (EHCPs).
- In recent years, the school's intake has changed. Due to lack of places in neighbouring SEMH provisions, it now accepts an increasing number of students experiencing social, emotional and mental ill health.
- Currently there are 178 students on roll.
- Due to an in-year financial deficit we have increase the agreed number to 175 to help counteract this. We have more students than our agreed number due to tribunals. This has meant a rise from 155 to 178 in two years.
- We are hoping to move in to a new build in January 2024.
- Unfortunately the investment in the new build means no investment in this old one.
- The running costs of the old build are exponentially expensive.
- A large majority of our students are from areas of high deprivation. According to the Government Deprivation Indicators, students live in areas with a mean deprivation of 58% with 45% having no or low qualifications.
- The school has a high Pupil Premium percentage compared to other local schools in Hertfordshire. This is currently around 46%
- Currently 8 students are in the care of the local authority.
- External alternative provision is available to students in all years, where necessary.
- The school also has strong links with the nearby Barnwell School, North Herts Educational Support Centre, North Herts College, other Hertfordshire special schools and the local DSPL, all of which help to support its work and provide greater learning opportunities for students.

Quality of Education (Good)

<ul style="list-style-type: none"> • The quality of education is at least good. 	<p>Teaching and Learning</p> <p>There are 26 learning walks scheduled every two weeks that are completed by middle leaders and senior leaders. These focus on quality of delivery, allow coaching, inform CPD and determine where additional support is required.</p> <p>Ofsted Inspection July 2023 stated 'Staff have high expectations for pupils, and pupils work hard to reach these.'</p> <p>Parents and careers completed questionnaires in May with extremely positive results. 98% of parents stated that their child was happy at the school.</p> <p>Ofsted Inspection July 2023 stated 'This is a happy and welcoming school. Pupils are cheerful, polite and enthusiastic learners. They take part in a wide range of activities that help them to develop confidence, independence and social skills.'</p>
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<ul style="list-style-type: none"> All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good. Safeguarding is effective. 	<p>Comments made reflect parents' positive attitude towards the school.</p> <p><i>"Amazing school since they got the new headteacher."</i> <i>"We are so happy with The Valley Staff."</i> <i>"Thank you for everything you do to make the school an enjoyable experience for my child."</i> <i>This is a very good school"</i> <i>"Teachers and Head are great."</i> <i>"I am pleased with ***** progress since being at The Valley."</i></p> <p>Students completed/responded to questionnaires in May 23 which was overwhelmingly positive.</p> <p>100% positive responses were received for the following questions:</p> <p><i>"Do teachers make it clear what is expected of you?"</i> <i>"Are you able to ask questions in lessons"?</i> <i>"If you are worried or upset is there someone you can talk to"?</i> <i>Are you rewarded for good work"?</i></p> <p>Staff completed a Governors feedback question in Dec 2022 and May 2023 which were positive, but provided us with some actions and training.</p> <p>Positives reflected in feedback include: Positive feedback from Parents (Nov 2022/ May 23) Positive feedback from students (Nov 2022/May 23) Positive feedback from Staff (Dec 2022/May 23) Positive relationships with students Good use of adaptations to meet students' needs Lessons well planned Good use of a learning wall and other resources Good use of independent learning Good questioning Excellent support of literacy Good use of Learning Partner 100% scores on all areas of Gatsby Benchmarking (June 23)</p> <p>Safeguarding is effective, ratified by Ofsted July 2023 'The arrangements for safeguarding are effective.' 'Staff are well trained, understand the potential risks to pupils in the community and know what signs to look for that might indicate a pupil is worried or at risk of harm. Staff refer and record concerns appropriately. Leaders deal with concerns effectively to ensure that pupils get the precise support they need to stay safe. This includes seeking help from external agencies when needed.'</p>
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<p>Intent</p> <ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] • The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] • The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.] • Pupils study the full curriculum; it is not narrowed. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.] <p>Implementation</p> <ul style="list-style-type: none"> • Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. • Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. • Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. 	<p><i>Ofsted July 2023</i> ‘Leaders have developed a curriculum that ensures that all pupils have access to a range of learning experiences. This curriculum has been set into three different pathways. Staff identify which pathway is appropriate and, in most subjects, match learning well to the different needs of pupils across all year groups. This means pupils access the curriculum at a level appropriate to their needs. This supports pupils to make progress from their individual starting points.’</p> <p><i>“Learning walks show that the curriculum offers a broad range of experiences, preparing pupils for the next stage of their lives and is clearly ambitious. “ HIP May 2023</i></p> <p><i>“There was consistent agreement between the governors, headteacher and HIP about the improvements to the implementation of the curriculum, especially in the establishment of a strong ethos for learning, developing students’ understanding of what they were learning, the use of pedagogy and well-chosen resources to adapt learning to each student’s needs, the promotion of literacy and language comprehension and the use of ongoing assessment in lessons.” HIP Sept 2022</i></p> <p>Governors’ questionnaire to staff July 2022 and May 2023 state that 100% of staff think that the curriculum matches the students’ needs.</p> <p><i>Ofsted July 2023</i> The school’s vocational curriculum helps pupils to develop practical skills in a purposeful way. Pupils carefully design and construct woodwork and are proud to share their work with the school and visitors. Pupils learn to grow and nurture plants. They put the vegetables they grow to good use. These skills prepare pupils for a range of appropriate further learning when they leave. Most pupils gain qualifications at various levels to continue successfully with their education at the end of Year 11.</p> <p>Students state that they enjoy their lessons and 100% of them state that they are rewarded for good work. Students state that the work is generally set at the right level for them to succeed. Parents state that their children make good progress at the school.</p> <p><i>Ofsted July 2023</i> ‘This is a happy and welcoming school. Pupils are cheerful, polite and enthusiastic learners. They take part in a wide range of activities that help them to develop confidence, independence and social skills. ‘</p>
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<ul style="list-style-type: none"> Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum. Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. <ul style="list-style-type: none"> Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <ul style="list-style-type: none"> The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. <ul style="list-style-type: none"> Reading is prioritised to allow pupils to access the full curriculum offer. 	<p>This is utilised as a tool to support students working from home. They engage in the same curriculum as those in school to support reintegration.</p> <p>Evidenced in Learning Walks and HIP visit May 2023 <i>"However in discussion with the teacher it became clear that planning had been adapted to bridge a gap in pupils' knowledge and skills. This demonstrated good use of assessment in reviewing and updating the sequence of learning in planning. "</i></p> <p>Governors' staff survey May 2023 100% staff agreed that they have the capacity to meet the needs of their workload.</p> <p>Arbor has now been implemented March 2022 and our assessment system is being moved over to centralise. Training has been undertaken with staff to ensure the assessment process is manageable and workable. (March 2022)</p> <p>New assessment system introduced <i>"This is the first time ever that I understand where my daughter is at and where she is moving to."</i> Parent at Year 7 Information Day Jan 2022 <i>"Due to the Lead IVs being new to the roles this year and the English Assessor also being new to the role, a decision was taken to IV all the papers this year. The SV was impressed by such a thorough IV process."</i> BTEC Verification report June 2022</p> <p><i>"Joint learning walks show that the implementation of the curriculum is more consistent across the school since the previous visit and staff have clearly benefited from the training the school has provided in this area."</i> HIP Sept 2022</p> <p>Ofsted July 2023 'Leaders have created an environment where staff are motivated to provide the very best for pupils. As a result pupils are keen learners, attend regularly, and consistently engage well with their learning' <i>"It was amazing to see such an exemplary marking process where the IV's and Assessor's markings were both very clear. The IV addressed each criterion and clear annotations in different coloured pen were included. The centre should maintain this good practice."</i> BTEC Verification report June 2022 Evidenced in Learning Walks and HIP visit June 2022 Evidenced in Learning Walks and HIP visit June 2022</p> <p>Ofsted July 2023 'Leaders have developed a curriculum that ensures that all pupils have access to a range of learning experiences. This curriculum has been set into three different pathways. Staff identify which pathway is appropriate and, in most subjects, match learning well to the different needs of pupils across all year groups. This means pupils access the curriculum at a level appropriate to their needs. This supports pupils to make progress from their individual starting points.'</p> <p>This is an area that we are developing as a school Ofsted 2023 stated</p>
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<ul style="list-style-type: none"> • A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. • The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. • Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. 	<p>'Leaders and middle leaders are continuing to develop the English curriculum. In key stage 3, pupils study books that link to their topics. This helps to broaden pupils' reading experiences.' All aboard phonics purchased as a phonics programme and targeted students working through it. Vertical reading groups created to support reading development. Lexia purchased and rolled out across the school. Whole school literacy strategy</p> <p>Students state that teachers read to them, teach them new words and focus on literacy. (Nov Questionnaires 2022 May 2023)</p>
<p>Impact</p> <ul style="list-style-type: none"> • Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. • Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact. • Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. • Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. 	<p>Evidenced in Learning Walks and HIP visit June 2022 <i>"lessons were carefully planned to ensure that learning was carefully sequenced and appropriate adaptations were made to enable all pupils to access learning on an individual basis. This is clearly reflected in the 5-Minute Lesson Plans which teachers have adapted for their subjects. The technical vocabulary relating to the lesson is recorded in the plan. " HIP June 2022</i></p> <p><i>"Reading is promoted in English lessons and across all subjects through careful attention to developing pupils' understanding of technical vocabulary. In the English lesson seen a pupil was sharing reading of a non-fiction book about rock climbing and another pupil accurately read his own writing. In all cases the class teacher checked pupils' understanding of new words and pupils were encouraged to use phonics to sound out unfamiliar words. One pupil accurately blended the word 'cap'. Books that pupils read are carefully matched to their level of phonics ability and the teacher carefully develops each pupil's comprehension skills" HIP June 2022</i></p> <p>Evidenced in Learning Walks and HIP visit Sept 2022 May 2023 <i>"Literacy skills were promoted effectively with the components of technical vocabulary clearly rehearsed with students so that they were able to access meaning." HIP Sept 2022</i></p>
<p>Culture Capital</p> <p>As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum</p>	<p>Ofsted July 2023 'Leaders offer a wide range of trips and clubs in school. They provide transport so that all pupils have access to the many after-school clubs.'</p> <p>Whole school trip to Gullivers Land in July 2023 Forest School and D of E part of our curriculum Over 90% of students attended the Cinema in Nov 2022. Many accessed an ASD friendly showing. Some attended this experience for the very first time. A trip to the Theatre to see a Pantomime was attended by 80% of students in December 2022. Over 60% of these have never attended a Pantomime. All students accessed a travelling play, Oliver Twist March 2023 and had the opportunity to perform in our whole school production of The Lion King May 2023.</p> <p>Embryonic signs of a raise in attainment at all levels. Feedback from External Verifier June 2022</p>

	<p>No NEETS – all students have meaningful destinations after The Valley. <i>“Learning walks show that the curriculum offers a broad range of experiences, preparing pupils for the next stage of their lives and is clearly ambitious.”</i> HIP June 2022</p> <p>Evidenced in Learning Walks and HIP visit June 2022/May 2023 Literacy strategy and Numeracy strategy</p> <p>Evidenced through Headteacher’s newsletter regarding all trips and visits and onsite activities. Learning for Life Curriculum.</p>
<p>Why we are not yet outstanding</p>	<ul style="list-style-type: none"> • Our curriculum is less than a year old and is not yet consistently embedded. • Teaching and learning is consistently good, but outstanding practice could be more frequent. • Our literacy strategy at KS3 is still work in progress • Phonics needs further development in the school to support students’ reading. (Ofsted July 2023) • The English curriculum does not set out in enough detail the important skills that pupils need to learn to become secure and confident writers. (Ofsted July 2023) • We have not communicated well enough on student progress for Year 7s in the Autumn Term (Parent Questionnaire Nov 2022) • We can improve communication with Year 10 & 11 parents (Parent Questionnaire May 2023)
<p>Areas For Development Reflected In School Development Plan.</p>	<ul style="list-style-type: none"> • Embed the literacy strategy and through this develop the understanding of teaching vocabulary. • Further enhance opportunities for children to read for pleasure. • Further develop staff training in phonics • Embed a phonics reading programme for those students that need one. • Ensure a consistency in the teaching of writing through the school. • Improve our communication about student progress in Year 7 in the Autumn Term.

Behaviour and Attitudes (Outstanding)

<ul style="list-style-type: none"> • The school meets all the criteria for good in behaviour and attitudes securely and consistently. • Behaviour and attitudes are exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> • Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are 	<p>Ofsted July 2023</p> <p>‘This is a happy and welcoming school. Pupils are cheerful, polite and enthusiastic learners. They take part in a wide range of activities that help them to develop confidence, independence and social skills. Pupils enjoy the performing arts curriculum. They are proud to have been part of the whole-school show and to have performed at the Albert Hall.</p>
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<p>identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p> <ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. 	<p>Pupils’ behaviour is exemplary. Pupils learn to understand and manage their emotions. During lessons, lunch breaks and around the school, pupils behave sensibly and are respectful towards adults and each other. Pupils accept and understand that people are different. They are safe and appreciate the way that adults understand their individual needs. Pupils benefit from extremely positive relationships with staff. ‘</p> <p><i>“The school is a very calm and settled environment and the SLT stated that staff set high expectations for learning and behaviour across the school with a stronger ethos for learning seen in classes as an outcome of the school’s own monitoring through regular pop-ins to lessons.” HIP June 2022/May 2023</i></p> <p><i>“In all lessons seen, there was a strong ethos for learning and good behaviour. As a result, students’ conduct was consistently good, they were well-motivated, trying hard to complete their tasks and they remained focused on learning. Students responded well to the high expectations set for their behaviour with no incidents of disruption seen.” HIP Sept 2022</i></p> <p>Clearly evidenced in Governor Questionnaire responses from staff on staff and student wellbeing and effectiveness that intimidation will be dealt with effectively. Dec 2022 and May 2023</p> <p>Student questionnaire states that they feel safe, supported and are rewarded for good work. They know who they can turn to if they need help. Nov 2022/May 2023</p> <p>Parent questionnaire states that their child feels safe, supported and are rewarded for good work. They know who they can turn to if they need help. Nov 2022/may 2023</p> <p>Very high level of engagement in lessons. Mutually supportive environment.</p> <p>Headteacher has led behaviour workshops for other schools.</p> <p>Governors’ minutes show very low levels of bullying that are effectively addressed</p>
<p>Areas For Development Reflected In School Development Plan.</p>	<ul style="list-style-type: none"> • Embed Zones of Regulation across the school • Provide leadership opportunities for students through Sports Leadership and similar.

Personal Development (Good)

<ul style="list-style-type: none"> The school meets all the criteria for good in personal development securely and consistently. Personal development is exceptional. <p>In addition, the following apply:</p> <ul style="list-style-type: none"> The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. 	<p>Ofsted July 2023 'Pupils' well-being is at the heart of leaders' work. Leaders do their utmost to ensure pupils come to school and enjoy the everyday experiences of learning in an inclusive environment. Pupils learn about different religions and to accept people for who they are. Leaders offer a wide range of trips and clubs in school. They provide transport so that all pupils have access to the many after-school clubs.' Evidenced in Headteacher's newsletters. Evidenced through 'Learning for Life' Curriculum Evidenced in Learning Walks and HIP visit June 2022/May 2023 Careers delivery and preparing for life after The Valley scored 100% in all areas through Gatsby Benchmarking (Dec 2022) Evidenced through 'Learning for Life' Curriculum Extensive work in the community, Waste-Not-Want –Not Nurseries etc. Evidenced in Headteacher's newsletters. Extra-curricular programme and clubs on offer. Whole School Production 'Lion King' with over 60% of students involved. Evidenced through Parent and Students questionnaires (Nov 2022/May 2023)</p>
<ul style="list-style-type: none"> Why we are not yet outstanding 	<p>The range of experiences offered to students are developing under the supervision of new staff. The range of opportunities are broad but are not yet consistent and embedded.</p>
<p>Areas For Development Reflected In School Development Plan.</p>	<ul style="list-style-type: none"> Embed the new Post 16 Transition Programme Continue developing partnership working with College and local schools to broaden opportunities for our learners.

Leadership

<ul style="list-style-type: none"> Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period. 	<p>Ofsted July 2023 'Governors know the school well. They support and challenge school leaders effectively. Staff welcome the most recent changes and are well supported by leaders. Leaders know where the school needs to improve. The actions they have taken are beginning to make a difference.' <i>"The school continues to move from strength to strength under the strong leadership of the headteacher. The process of school development planning and self-evaluation are secure."</i> HIP Sept 2022</p> <p>Strategic Vision Shared with staff termly including four Whole School Goals. <i>"Every lesson every days good or better Every student to achieve their potential High quality CPD for every member of staff 360 degree wrap around care for students and their families."</i> Staff explore what they would like to Keep Improve</p>
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<ul style="list-style-type: none"> Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education. Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period. Leaders protect staff from bullying and harassment. Those responsible for governance understand their role and carry this out effectively. Governors ensure that 	<p><i>Start</i> <i>Stop</i> <i>Termly and this feeds into the SDP.</i></p> <p>An in year deficit of £230K has resulted in a restructure meaning two senior leaders being made redundant. One left in employment in March 2022 and the other left in August 2022. This decision was ratified by an external financial audit (March 2021)</p> <p>This was successfully achieved whilst maintaining staff moral and a supportive culture within the school. Evidenced in Governor reports.</p> <p>100% of staff stated that there are good training opportunities at The Valley School in the July 2022 Governors' questionnaire to staff. 99% continue to believe that in Governor Questionnaire May 2023</p> <p>We are supporting an ECT through the programme and four UQTs to become qualified.</p> <p>A comprehensive training programme was implemented at the start of the pandemic to support staff with high quality safe remote education.</p> <p><i>"Since the previous visit, during the spring term, the school continues to move from strength to strength in developing the curriculum. The Headteacher was rightly confident that this would be reflected in the learning walks." Hip visit June 2022</i></p> <p>There is a high attendance to school events such as The Easter Extravaganza, Parents' Evenings, Year 6 into 7 Evening.</p> <p>There is a recent establishment of The Valley school PTA. Sept 2022</p> <p>Ofsted July 2023 'Governors know the school well. They support and challenge school leaders effectively. Staff welcome the most recent changes and are well supported by leaders. Leaders know where the school needs to improve. The actions they have taken are beginning to make a difference.'</p> <p>Responses from Governors' questionnaire to staff July 2022, Dec 2022, May 2023 state positively that:</p> <ul style="list-style-type: none"> Staff work well as a team Communication is good at all levels Staff feel valued and respected The curriculum matches students' needs Staff have good training opportunities Any intimidation of staff or students will be dealt with effectively There is a high priority given to staff and student wellbeing Staff have enough capacity to meet their workload. The school continues to improve The school is a rewarding place to work. <p>Ofsted July 2023</p>
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<p>the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p> <ul style="list-style-type: none"> • Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. • The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. 	<p>'Governors know the school well. They support and challenge school leaders effectively. Staff welcome the most recent changes and are well supported by leaders. Leaders know where the school needs to improve'</p> <p>Evidenced through Ofsted July 2023 Governors' reports Evidenced through policies</p> <p>Evidenced through HCC Commissioned School Visit Report Oct 2022 Under the current Headteacher, <i>"there is now a robust commitment to improving the governing body's strategic contribution to monitoring and evaluation."</i></p> <p><i>"There is a robust and secure system for managing the performance of all staff, including the Headteacher. Governors are confident in their knowledge of how PM is used to support school improvement."</i></p> <p>Safeguarding is effective, ratified by Ofsted July 2023 <i>"Safeguarding continues to be a robust aspect of the school's work."</i> HIP June 2022 May 2023 <i>"Safeguarding continues to be strong."</i> HIP June 2022</p> <p>Use of CPOMS acknowledged as best practice from HIP Nov 2021? May 2023 Introduction of SCR online commended by HIP June 2022 SCR also audited by HfL April 2022 Evidence of effective safeguarding through HIP visits Nov 2021, June 2022, May 2023 Effective safeguarding evidenced through safeguarding audit and through safeguarding visits. Safeguarding is a standing item at all Governors and SLT meetings.</p>
<p>Why we are not yet outstanding</p>	<p>Leadership is not yet exceptional as we are not outstanding in all other categories. We have a range of new staff in leadership positions. It will take time for their impact to become embedded as they become familiar will the unique demands of our environment.</p>
<p>Areas For Development Reflected In School Development Plan.</p>	<ul style="list-style-type: none"> • Through HIP training develop Governors understanding of The New Ofsted Framework and how they can best support the school. • Through the coaching model continue to embed leadership at all levels. • Support Associate Assistant Headteacher in developing their leadership skills.