



Lancaster School Self Evaluation Summary for Parents & Carers

School Context.

Lancaster School is a Community Special School for students aged 14 to 19 years with a range of complex needs including Physical and Neurological Impairments, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Complex Medical conditions.

Prittlewell Chase
Westcliff-on-Sea
Essex SS0 0RT

Tel: 01702 342543

Fax: 01702 352630

E mail: office@lancaster.southend.sch.uk

Website: www.lancaster-school-southend.sch.uk

School Profile: http://www.parentscentre.gov.uk/school_profile
then search for Lancaster School



Lancaster School provides a safe, enjoyable and challenging education with support and guidance for all our students to enable them to develop skills for life.

The **OFSTED report (June 2013)** said:

This is a good school.

- The head teacher's drive to do the best for every student has led to huge improvements in the quality of education the school provides.
- Her well-thought out plans, positive outlook and calm determination have made sure the necessary changes have taken place to raise standards, improve teaching and students' progress since the last inspection.
- Governors, staff and parents are right behind her and have fully supported her actions for improvement.
- She has re-organised the school leaders well so that they can help everyone share all the best ideas and practice.
- Teaching is mostly good and some is outstanding. Students really enjoy their lessons.
- Students' achieve well because teachers keep a close eye on their work, and help them catch up quickly if they fall behind.
- Excellent relationships are a real strength of the school. Students show respect for staff and each other. They behave extremely well and feel very safe.
- Staff manage any difficult behaviour very well. Potential difficulties are nipped in the bud so lessons are not interrupted.
- The school works hard to make sure parents feel that they are listened to. Parents think the school is 'brilliant' and has really made a difference.
- The sixth form is good and prepares students well for life after school by giving them a range of practical, useful experiences and basic skills that prepares them effectively for their next stage of life.
- Governance is good. Governors have provided consistent and effective support to the school throughout its period of change and the headteacher has been given the necessary support and guidance to drive improvement quickly. Governors are appropriately shaping the strategic direction of the school.

Monitoring and Development Plan Links with OFSTED recommendations June 2013:

Lancaster is not yet an outstanding school because:	Monitoring & Development Plan Priority Area x-ref:
Although teaching is usually good, not every teacher always plans work that is just right for every student to do the best they can.	Priority Area 1 Learning 1.6 Curriculum 1.7 Quality of Teaching
Sometimes staff do things for students when they need to learn to do tasks by themselves.	Priority Area 2: Learners 2.1 Students: Promoting Independence
Not all teaching assistants are fully involved in planning lessons and helping students' learn.	Priority Area 1 Learning 1.6 Curriculum 1.7 Quality of Teaching
The information about how well students are doing is not used as well as it could be to show the good progress that students make in lessons and to plan the next step in learning for individuals	Priority Area 2: Learners 2.2: Monitoring and tracking student progress

Vision

Lancaster School aspires to :

- ❖ provide a first class education to all learners to develop skills for life and be the best they can be
- ❖ be a school of choice
- ❖ become a proactive advocate of 21st century learning for students with special educational needs

Mission

- ❖ To raise standards and realise potential of all students through quality learning and teaching delivered by quality staff.
- ❖ To support our students, through partnership working, into adult life, so that they can exercise choice and control, allowing them ownership of their future.
- ❖ To embed a culture of life- long learning in all our learners; staff and students alike
- ❖ To work aspirationally and tirelessly with the students so they can be the best they can be

Values

Respect
Courtesy
Manners
Relentless drive for improvement
Excellence for all and from all
Strength of partnership
Life- long learning

Beliefs

Everyone at Lancaster School should:

- ❖ enjoy learning and achieving
- ❖ show care and concern for themselves, others and the environment
- ❖ treat others with respect and dignity and accept and tolerate others and their individual differences
- ❖ be safe, healthy and happy and be a valued member of the community
- ❖ develop self-confidence and self-esteem
- ❖ put students and their families are at the centre of everything we strive for.

Key significant data as of Census 2015:

- Ethnicity:

76 %:	White British
3 %	White European
0 %	Black African
3 %:	White Asian
3 %:	White Irish
0 %:	Black Caribbean
2 %	Pakistani
2 %	Bangladeshi
3 %	Indian
3 %	Chinese
5 %	Any other mixed race
0 %:	Other
0 %:	refused to disclose

- Language:

86 %	English as their first language
2 %	Hindi as their first language

2 % Punjabi as their first language
 2 % Portuguese as their first language
 2 % Hindi as their first language
 2 % Chinese as their first language.
 2 % Tamil as a first language
 2 % Bengali as a first language

- Gender and gender identity:
33%

of students are female

67%

are male

- Disability:
 - All students are registered disabled
- Socio-economic background (based on free school meals):
28 % of students are entitled to free school meals of which:
80% are male 20% are female
- 16-19 Bursaries: 3 students currently received bursaries:

Vulnerable Group	Discretionary
3 students	4 student

- Statement of Special Educational Needs:
 - All students have a Statement of Special Educational Needs of which:

Cognition & Learning(C & L)- inc. MLD/GLD/SLD	60%
Communication & Interaction (C & I) – inc.ASD/SLCN	14%
Social, emotional and mental health difficulties (SEND)- inc. ADHD/BESD/ADD	6%
Sensory & physical needs (S & P) – inc. PMLD/PD/VI/HI	20%

- Number with potential for challenging behaviour related to their category of need: 2%
- Number of wheelchair users:

Permanent	Occasional
15 %	13 %
- Number of students requiring intimate personal care: 28%
- Number of students requiring emergency medication in school: 18%
- Number of students who are gastronomy fed: 5%
- Number of LAC: 6
- LAC Placements:

In -borough students	Out of borough
33%	67%
- Exclusions:

Permanent	Fixed Term
None	None
- Attendance (in line with DFE Annual Absence Return reflecting 2 ½ terms up to May 2016)
Including long term hospital stays and long term illness of medically vulnerable students: 88.9%
- Transition:
 - 100 % of leavers continued in some educational provision (2015 leavers)

This SEF is divided into the four OFSTED judgements

- Achievement of pupils at the school
- Quality of teaching in the school
- behaviour and safety of pupils at the school
- Quality of the leadership in and management of the school.

It provides a 'snap shot' of where the school is at this moment in time.

Lancaster School operates an in-depth three year rolling Monitoring and Development Plan (MDP), evaluated and approved annually by the Governors.

Self Evaluation Summary Judgements (September 2015- based on previous OFSTED CIF) See Appendix 1

Overall quality	Overall Effectiveness	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Achievement of students	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Teaching and Learning	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Behaviour and safety	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Leadership and management	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	

We believe Lancaster School is better than good and is now starting to now provide an outstanding education for its students.

Interim Self Evaluation Summary Judgements (June 2016- based on new OFSTED CIF August 2015)

Overall quality	Overall Effectiveness	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Achievement of students	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Teaching and Learning	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Behaviour and safety	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Leadership and management	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	

Appendix 2 Judgements against OFSTED CIF August 2015

Appendix 3 Safeguarding based on Inspecting safeguarding in early years, education and skills setting Guidance for inspectors undertaking inspection under the common inspection framework OFSTED August 2015

Appendix 4: British Values and SMSC

Appendix 5: Student Progress information

We continue to believe that Lancaster School provides a better than good and frequently outstanding education for its students under the new OFSTED August 2015 CIF.

Achievement of students at the school

This section deals with academic achievement, taking account of students' attainment and their rate of progress, together with the quality of learning and progress by different groups of students.

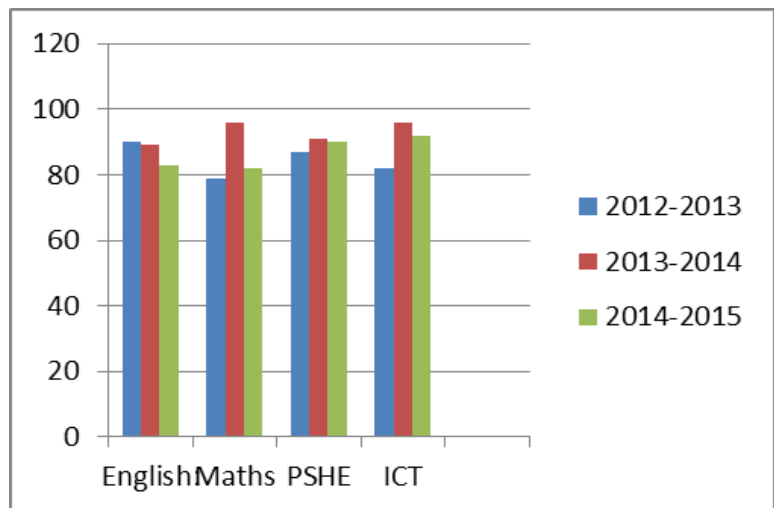
A. Attainment trends over the last 3 years:

	End of Year attainment outcomes July 2014 % achievement 'expected or above expected progress'		
	2012-2013	2013-2014	2014-2015
English:	90	89	83
Maths	79	96	82
PSHE	87	91	90
ICT	82	96	92

Conclusion: Good

This is due to:

- An appropriate curriculum with a committed and skilful middle management team.
- Inclusive ethos and education
- Positive atmosphere for learning and climate of achievement
- Shared sense of responsibility
- Mutual respect for each other and for learning between staff and students
- Celebration assemblies
- Ethos of high expectations and 'can-do' attitude
- 'No excuses accepted' ethos
- Accredited courses offer recognition of achievement to learners
- Suitability of ASDAN to our learners
- Enhanced learning with off site visits and trips.
- Students are selected for courses that reflect and meet their needs
- Effective teaching, use of resources and adult support in the classroom
- Differentiation and personalisation of learning
- High level of students engagement with learning
- Regular moderation: school and borough
- Use of appropriate assessment systems to benchmark different categories of need and evidence progress.
- Use of IT for learning and communication
- Multi-agency approach to learning
- Emphasis on independence
- Good quality CPD to support learning
- Early identification of underachieving.
- Provision mapping to address holistic learning
- Timely scrutiny of data and feeding it into informed planning
 - BKSB
 - Hampshire exemplars



<ul style="list-style-type: none"> ○ Routes for Learning ○ LAPPS ● Improved predicting of whole school outcomes from projected data ● Cross school moderation ● Assessment for Learning ● Scrutiny and challenge by Governing Body 	
--	--

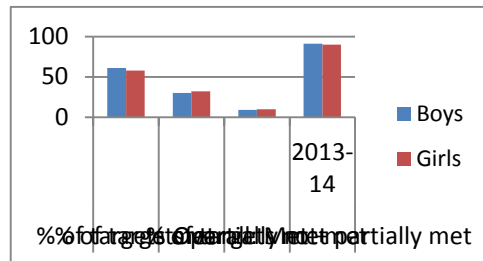
B Achievement against Annual review targets reviewed 2014-15

● **Gender:**

	% of targets met	% of targets partially met	% of targets not met	Overall: Met + partially met
Boys	61	30	9	91
Girls	58	32	10	90

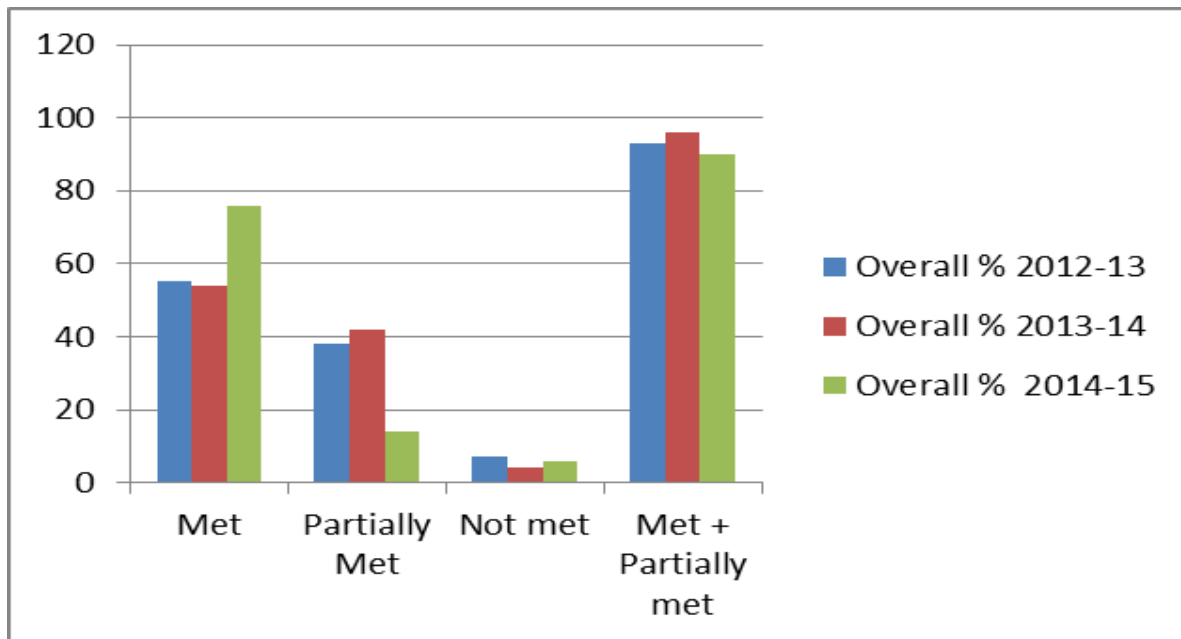
Conclusion: Progress towards annual review for boys and girls is This is due to:

- Inclusive curriculum
- Positive and collaborative environment that foster achievement and celebrates success
- Students and staff have mutual respect for each other
- Personalised learning
- Appropriate and relevant curriculum
- SMART AR targets
- Embedding of Transferrable Life Skills throughout curriculum and assessment schemes
- Excellent parental involvement in Annual Reviews 100% of parent/carers engaged in AR.
- Close liaison between home – school-external agencies.
- Robust monitoring and tracking.



- **Overall Achievement trends for Annual Review Targets over the last 3 years:**

	Overall % 2012-13	Overall % 2013-14	Overall % 2014-15
Met	55	54	76
Partially Met	38	42	14
Not met	7	4	6
Met + Partially met	93	96	90



- **Achievement against category of need for existing students 2013-14 & reviewed 2014-15:**

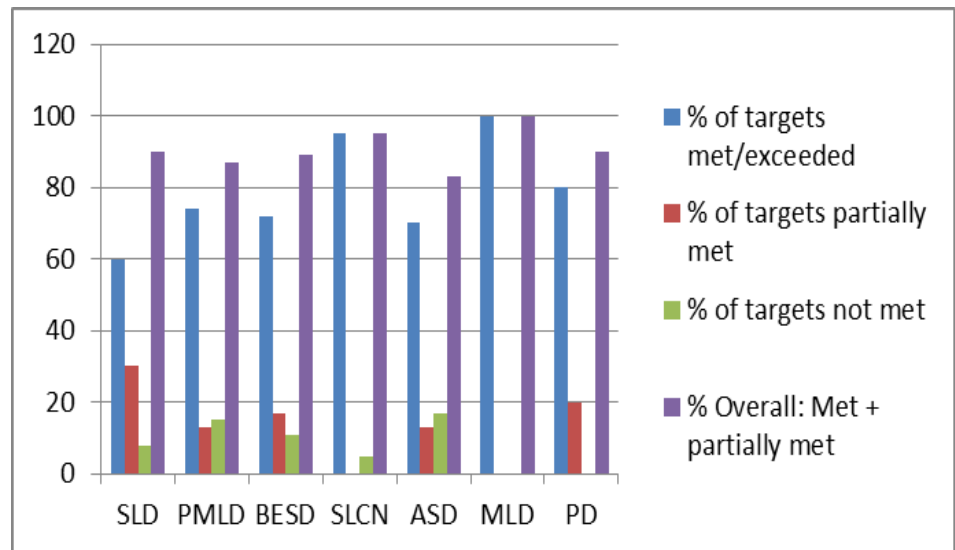
	% of targets met/exceeded	% of targets partially met	% of targets not met	% Overall: Met + partially met
SLD	60	30	8	90
PMLD	74	13	15	87
BESD	72	17	11	89
SLCN	95	0	5	95
ASD	70	13	17	83
MLD	100	0	0	100
PD	80	20	0	90

Conclusion: Outstanding

This is due to

- Inclusive curriculum
- Positive and collaborative environment that foster achievement and celebrates success
- Students and staff have mutual respect for each other
- Personalised learning
- Appropriate and relevant curriculum
- SMART AR targets
- Embedding of Transferrable Life Skills throughout curriculum and assessment schemes
- Excellent parental involvement in Annual Reviews 100% of parent/carers engaged in AR.
- Close liaison between home – school-external agencies.
- Robust monitoring and tracking systems introduced in 2012-13, embedded this year.
- Scrutiny and challenge by Governing Body

Annual Review achievement by category of need



- **Disadvantaged groups**

- **LAC: 6 students:**

	% targets met	% partially met	% Overall achievement
A	40	50	90
B	0	69	69
C	87	13	100
D	80	20	100
E	100	0	100
F	0	53	53
Average	52	34	86

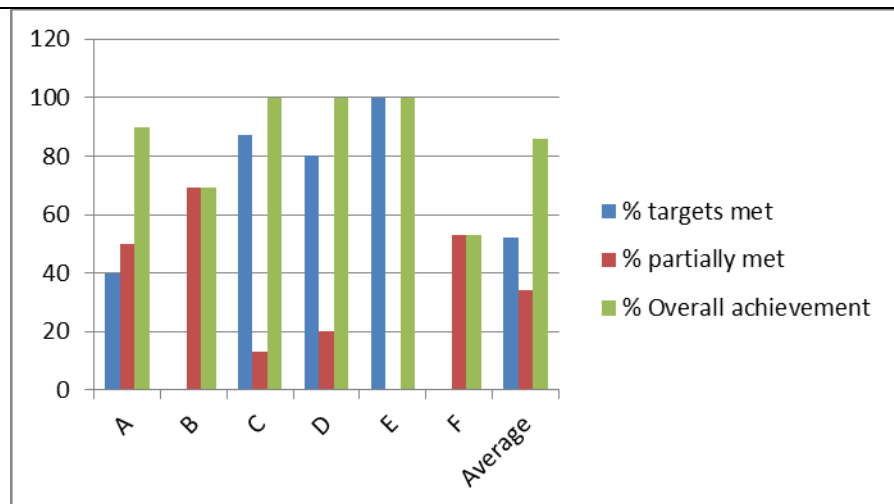
- **FSM: 14 students**

Student	% targets met	% partially met	% Overall achievement
A	27	60	87
B	67	33	100
C	20	53	73
D	80	20	100
E	20	80	100
F	100		100
G	100		100
H	33	60	99
I	53	33	86
J	60	40	100
K	7	87	94
L	23	62	85
M	53	40	93
N	89	11	100
Average	55	45	94

Conclusion: Outstanding

This is due to

- Inclusive curriculum
- Appropriate and relevant curriculum
- Positive and collaborative environment that foster achievement and celebrates success
- Students and staff have mutual respect for each other
- Personalised learning, reflecting learning needs rather than vulnerable group



Achievement against Annual Review targets for LAC students.

Annual Review achievement of Free school meals students

<ul style="list-style-type: none"> status • Embedding of Transferrable Life Skills throughout curriculum and assessment schemes • Excellent parental involvement in Annual Reviews 100% of parent/carers engaged in AR. • Close liaison between home – school-external agencies. • Robust monitoring and tracking systems for vulnerable groups introduced in 2013-14, embedded this year. • Scrutiny and challenge by Governing Body 	<p>Series 1: % targets met/exceeded Series 2: % targets partially met Series 3: % Combined A – N: students</p>
---	---

Overall Quality	Achievement of students	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
------------------------	--------------------------------	--------------------------------	----------	-------------------------	--	---------------------------------	--	-------------------------------	--

Quality of teaching in the school

At Lancaster School we believe the role of teaching is to promote learning so as to raise students' holistic achievement. In doing so, we promote their spiritual, moral, social and cultural development. When evaluating the quality of teaching at the school we include teachers' planning and implementing of learning activities across the whole curriculum, as well as marking, assessment and feedback and it comprises activities within and outside the classroom, such as support and intervention.

Planning

Conclusion: **Outstanding**

This is due to:

- Regular monitoring and feedback
- Standardised planning pro forma
- Whole school focus over the last year
- CPD sessions
- Middle Managers providing focussed support and guidance for colleagues

Teaching

Conclusion: **Outstanding (overall flavour)**

58% outstanding/ 42% good

Assessment

Conclusion: **Outstanding**

Action to raise standards:

- Embedded assessment model with assessment of deep learning –LAPP scale
- Firm up Progress files
- CPD T&L: assessment focus for 2015-16
- Stronger focus during Autumn Term 2015 on lesson observations
- Evaluate effectiveness of new weekly and daily lesson plan pro-forma
- Dedicate staff sessions to moderation and standardisation
- Two level scrutiny –
 - middle managers to moderate and standardise with teaching and support staff
 - SLT to scrutinise and challenge Middle managers
- Log of moderation outcomes; identifying impact on learning

Scrutiny and challenge by Governing Body

Overall Quality	Teaching	Outstanding 1	x	Good 2		Satisfactory 3		Inadequate 4	
------------------------	-----------------	--------------------------------	----------	-------------------------	--	---------------------------------	--	-------------------------------	--

Behaviour and safety of students at the school

At Lancaster School we believe that behaviour is a form of communication and needs to be listened to and understood to progress learning. The whole school behaviour approach is based the Team Teach and Discipline with Dignity approach

Behaviour

Conclusion: **Outstanding**

This is due to:

- High expectations
- Modelling of behaviour
- Effective Positive Behaviour Plans
- Whole school approach through Team Teach
- 'No Shouting' philosophy across the school
- Whole school belief that behaviour is a form of communication so listen and 'learn the child'
- Whole school celebration of behavioural achievements
- Whole school 'action-consequences' approach to support students to make positive choices about their behaviour
- Bullying is rare and swiftly managed, informing and involving parents/carers
- Students feel safe at school and know what to do if they are bullied
- Parents/carers feel their child is safe at school
- Rolling programme of Team Teach training up dates
- Evaluate risk assessment on key students
- Multi-agency working to develop a collaborative approach
- Effective deployment of staff
- Partnership working with parents/carers for consistency

Attendance

Conclusion: Outstanding

This is due to:

- Strong home school links
- Effective relationship with parents/carers
- Multi –agency working
- Close monitoring and tracking
- Open door policy

Clear lines of communication

- In the first two terms, 67% of students had attendance rate above 94%, 22% had an attendance rate between 80-94% and only 11 % had a attendance rate (due to complex medical conditions) below 80%.
- Weekly review at SLT

Safety and wellbeing

Conclusion: Outstanding

This is due to:

- Proactive PSHE programme
- Student Council and tutorial programme ensures the students have a voice
- Strong transition arrangements
- Good RSE programme
- Community visits provide opportunities for students to practise personal safe 'in situ'
- Incident and Cause for Concern log analysed and issues acted upon
- Thorough visit assessments & risk assessment for off-site activities
- Safer Recruitment training and procedures
- Relevant policies and procedures in place
- Regular health and safety 'walk –about' by Governors and SLT
- Governor monitoring and scrutiny
- Effective partnerships with parents/carers
- Interventions
- Risk assessments on any 'high risk' behaviours exhibited by students
- Buddying system
- Transition Youth Club Fun United
- Prevent training

Annual Safeguarding training

Spiritual, moral. Social and cultural development

Conclusion: Outstanding

This is due to:

- SMSC is an integral part of the school ethos
- Overt teaching of 'right & wrong' and 'responsibilities and consequences' thread through the curriculum
- PSHE programme encourages discussion and debate
- Students show high level of consideration and respect for each other and staff
- Themed cross- curricular & multi cultural days and assemblies
- School Magazine promotes SMSC
- Students involved in their own target setting and self – evaluation/learning diaries

- Student Voice
 - Creative Relaxation
- Embedding of British values

Overall Quality	Behaviour and Safety	Outstanding 1	x	Good 2		Satisfactory 3		Inadequate 4	
------------------------	-----------------------------	--------------------------------	----------	-------------------------	--	---------------------------------	--	-------------------------------	--

Quality of leadership in and management of the school

Leadership and management of Lancaster School falls into the following broad areas:

- School vision and expectation
- School management
- Whole School targets to improve teaching and learning
- Curriculum development
- CPD
- Governance
- Financial Management

The school has a strong and purposeful vision that is shared at all levels. Everyone at the school has worked tirelessly towards creating a culture of high expectations, 'limitless learning' and excellence in holistic development for our young people.

Excellent leadership at all levels has sustained outcome improvements and high levels of student progress over the last three years. The students at Lancaster School make excellent holistic progress. Students are thoroughly prepared for their adult life. Robust monitoring has ensured there are no gaps between disadvantaged groups and their counterparts. There is equitable progress between boys and girls.

The quality of teaching across the school is now outstanding over time, leading to sustained progress. Assessment is robust, discerning and appropriate for next step planning.

School vision and expectation

Conclusion: Outstanding

Purposeful & embedded

Re structuring has re-focussed staff. Ethos is more purposeful.

School Management

Conclusion: Outstanding

This is due to:

- High level skill set of SLT & MLT
- Sound structures and systems within the school
- Established roles and responsibilities regularly reviewed and skills matched to tasks
- Sound and efficient deployment of staff/staffing structure
- Matrix of roles and responsibilities
- Good meeting structure and minutes that ensure everything is actioned
- Robust school monitoring and development plan and forward planning
- Regular self evaluation & reflection
- Training as coaches
- Financial prudence

Whole School targets to improve teaching and learning

Conclusion: Good accurate predictions can now be made and targets set with greater confidence due to a robust tracking system

This is due to:

- An appropriate curriculum as a framework for learning
- Effective teaching, use of resources and adult support in the classroom
- Students are selected for courses that reflect and meet their needs
- Suitability of ASDAN to our learners
- Regular moderation

- Use of CASPA/LAPPS/Hampshire Exemplars/BKSB/Routes for Learning to monitor and track progress
- Students are keen to engage with learning
- Ethos of high expectations and 'can-do' approach
- Use of IT for learning
- Multi-agency approach to learning
- Emphasis on independence
- Good quality CPD to support learning: staff much more confident in using the assessment system.
- Differentiation of learning
- Use of peer observations for CPD purposes only, not to inform standards and judgements
- Focussed Learning walks & lesson observations
- HoL observations of support staff

Curriculum development

Conclusion: Outstanding

This is due to:

- Excellent short/medium/long term planning
- Strong leadership from Middle Managers
- Ongoing evaluation of planning and curriculum content
- Transferrable life skills as the driver
- Reflective ethos
- Work sampling
- Work scrutiny
- Moderation
- Effective assessment systems

CPD

Conclusion: Outstanding

- Assessment has been the main priority
- T & L focus has been maintained to raise standards of learning

Governance

Conclusion: Good

- Re-constitute FGB in line with new regulations has made Gov Body purposeful and focussed
- Improved Governor's engagement in training
- 100% attendance at Gov visits during termly monitoring weeks

Financial Management

Conclusion: Outstanding

Overall Quality	Leadership and management	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
------------------------	----------------------------------	--------------------------------	----------	-------------------------	--	---------------------------------	--	-------------------------------	--

Summary Judgements June 2016

Overall Quality	Achievement of students	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Teaching and Learning	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Behaviour and safety	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	
Overall Quality	Leadership and management	Outstanding 1	X	Good 2		Satisfactory 3		Inadequate 4	

Interim Self Evaluation. Based on OFSTED Common Inspection Framework

Achievement of pupils at the school

<p>Outstanding (1) <i>Many new students at post 16 make rapid progress in the first term that then becomes sustained.</i></p> <p><i>There are no gaps between disadvantaged groups and their peers at Lancaster School</i></p>	<p>Almost all pupils, including where applicable disabled pupils and those with special educational needs, are making rapid and sustained progress in most subjects over time given their starting points. They learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly in a wide range of different subjects across the curriculum, including those in the sixth form and areas of learning in the Early Years Foundation Stage. They develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are exceptionally well prepared for the next stage in their education, training or employment. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages for all pupils with many above average. In exceptional circumstances where standards of attainment, including attainment in reading in primary schools, of any group of pupils are below those of all pupils nationally, the gap is closing dramatically over a period of time as shown by a wide range of attainment indicators.</p>
<p>Good (2)</p>	<p>Pupils are making better progress than all pupils nationally given their starting points. Groups of pupils, including disabled pupils and those with special educational needs, are also making better progress than similar groups of pupils nationally. Performance will exceed floor standards. Pupils acquire knowledge quickly and are secure in their understanding in different subjects. They develop and apply a range of skills well, including reading, writing,</p>

<p><i>There are no gaps between disadvantaged groups and their peers at Lancaster School</i></p>	<p>communication and mathematical skills, across the curriculum that will ensure they are well prepared for the next stage in their education, training or employment. The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing. In exceptional circumstances, where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally over a sustained period.</p>

Quality of teaching in the school

<p>Outstanding (4) <i>Many new students at post 16 make rapid progress in the first term that then becomes sustained.</i></p>	<p>Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils are making rapid and sustained progress. All teachers have consistently high expectations of all pupils. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. The teaching of reading, writing, communication and mathematics is highly effective. Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects.</p>
--	--

<p><i>Homework is set at the teachers discretion where it enhances learning and skill development.</i> <i>Marking is contextualised according to need</i></p>	<p>Appropriate and regular homework contributes very well to pupils' learning. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.</p>
<p>Good (2)</p> <p><i>Homework is set at the teachers discretion where it enhances learning and skill development</i></p>	<p>As a result of teaching that is mainly good, with examples of outstanding teaching, most pupils and groups of pupils, including disabled pupils and those who have special educational needs, are achieving well over time. Teachers have high expectations of all pupils. Teachers in most subjects and key stages use their well developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks. They use effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs so that pupils learn well across the curriculum. The teaching of reading, writing, communication and mathematics is very efficient. Teachers and other adults enthuse and motivate most pupils to participate. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities. Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills, including communication, reading and writing and mathematics, across the curriculum. Appropriate and regular homework contributes well to pupils' learning. Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve</p>

Behaviour and safety of pupils at the school

<p>Outstanding (1)</p>	<p>Parents, carers, staff and pupils are highly positive about behaviour and safety. Pupils make an exceptional contribution to a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving at school and lessons. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. They are very calm, orderly and considerate when moving around the school. There are excellent improvements in behaviour over time for any individuals or groups with particular behavioural difficulties. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring. The school has an active and highly effective approach to identifying and tackling bullying. All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. It is likely that attendance will be above average for all groups of pupils or will show sustained and convincing improvement over time.</p>
<p>Good (2)</p>	<p>There are few well founded concerns expressed by parents, carers, staff and pupils about behaviour and safety. Pupils are typically considerate, respectful and courteous to staff and each other and consistently meet the school's expectations.</p>

	<p>This makes a very positive contribution to a well ordered, safe school. The very large majority of pupils are consistently punctual to school and to lessons. In lessons, pupils demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. Pupils, including those with identified behavioural difficulties, respond very well to the school's strategies for managing and improving behaviour, which are applied consistently. Disruptive incidents seldom occur. There are marked improvements in behaviour over time for individuals or groups with particular needs. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are rare. Pupils have a good awareness of different forms of bullying and take active steps to prevent it from occurring. The school swiftly and successfully addresses any incidents of bullying that do occur, thus gaining the full confidence of pupils, parents and carers. Pupils feel safe at school. They understand clearly what constitutes unsafe situations and how to keep themselves safe. Where pupils are able to influence their own attendance, it is likely that attendance will be above average for all sizeable groups of pupils, or showing sustained and convincing improvement over time.</p>
--	--

Quality of leadership in and management of the school

Outstanding (1)	<p>The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils, including disabled pupils and those who have special educational needs, over a sustained period of time. All leaders and managers, including the governing body, are highly ambitious for the school and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good. The school's curriculum: provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development. The school has highly successful strategies for engaging with parents and carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. The school's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern.</p>
------------------------	---

Good (2)	<p>Key leaders and managers, including the governing body, consistently communicate high expectations and ambition. They model good practice and demonstrably work to monitor, improve and support teaching, encouraging the enthusiasm of staff and channelling their efforts and skills to good effect. As a result, teaching is improving and is at least satisfactory, with much that is good. Planned actions based on accurate self-evaluation to overcome weaknesses have been concerted and effective. As a result, achievement has improved or consolidated previous good performance. The school's curriculum provides well organised, imaginative and effective opportunities for learning for all groups of pupils including disabled pupils and those with special educational needs, promotes positive behaviour and safety and provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development. The school usually works well with parents and carers, including those who might traditionally find working with the school difficult, to achieve positive benefits for pupils. The school's arrangements for safeguarding pupils meet statutory</p>
---------------------	--

Interim Self Evaluation. Based on OFSTED CIF August 2015

Grade Descriptors for the quality of Leadership and Management**Outstanding (1)**

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils'

behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Grade descriptors for the quality of teaching, learning and assessment

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what

pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. *At discretion of the teachers. It must be beneficial to the students learning and skill development.*
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Grade descriptors for personal development, behaviour and welfare .

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Grade descriptors for outcomes for pupils

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special

educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.

- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
- Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.
- From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

Grade descriptors: the effectiveness of the 16 to 19 study programmes

Outstanding (1)

- Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.
- Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.
- Learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.
- High quality impartial careers guidance ensures that learners follow study programmes that build on their

prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.

- Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.
- Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.
- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.
- Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.
- Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.

Good (2)

- Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.
- Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.
- Learners without GCSE grades A* to C in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards grade C.
- Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.
- Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.
- Learners develop personal, social and employability skills, including through high quality non-qualification

activities and work experience relevant to their needs. They are punctual and attendance is high.

- Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.
- The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing. *No gaps*
- The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Progress on level 3 qualifications in terms of value added is above average or improving across most subjects.

Safeguarding

Compliance with Inspecting safeguarding in early years, education and skills settings

Guidance for inspectors undertaking inspection under the common inspection framework OFSTED August 2015

In judging the effectiveness of leadership and management, inspectors **must** also judge whether the school's arrangements for safeguarding pupils are effective, and whether the governing body ensures that these arrangements are effective. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in early years, education, skills settings'.

Also: see LA Safeguarding audit

The signs of successful safeguarding arrangements	Compliance/Judgements about safeguarding arrangements	Evidence to support safeguarding arrangements
Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so	Outstanding	Student annual questionnaire Parent/carer annual questionnaire
There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance	Outstanding	Highly experienced and vigilant staff Excellent knowledge of students CPD/Safeguarding INSETC4C pro forma, log and annual evaluation.

children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.		
Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate	Outstanding	PREVENT training HT & Dep HT PREVENT NUMBER: 9730186 PREVENT action plan INSET: 12.02.16
Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect	Outstanding	PSHE programme RSE programme Comprehensive records kept of incidents in each area. Records are shared with Govs, evaluated and any issues built into MDP
Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being.	Outstanding	Acceptable Use Policy (staff) PSHE programme Firewalls etc on school system Multi-agency approach should incidents be reported. No mobile telephones in school Briefings at Coffee mornings
Leaders and staff make clear risk assessments and respond consistently to protect learners while	Outstanding	Risk assessments on: <ul style="list-style-type: none"> • high risk students

enabling them to take age-appropriate and reasonable risks as part of their growth and development		<ul style="list-style-type: none"> • on site activities • off site visits • residential trips • Travel training • College mornings • Work experience and work related activities
Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner	Outstanding	<p>Know the child philosophy Strong ethos of safeguarding in school Team Teach approach Discipline with Dignity approach Open and strong home-school communication and collaborative working with parents/carers. Parent/carers annual questionnaire</p>
Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time	Compliant	<p>Team Teach Behaviour and Conduct Management policy Staff training records Bound book records Case studies</p>
Staff and volunteers working with learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk	Compliant	Recruitment records
There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other	Compliant	Staff training records

adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk		
The physical environment for learners is safe and secure and protects them from harm or the risk of harm	Outstanding	Health and Safety records
All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners	Compliant	Read and take responsibility to read' signed statement Published Whistleblowing policy and procedure

British Values and SMSC

British Values: *Very strong in the school. Embedded in the school ethos and the Lancaster Way principle.*

		Democracy for all	Law of the land	Freedom and Liberty for all	Equal respect for everyone	Tolerance not discrimination
11-Sep	Helping new students					
18-Sep	Jeans for Genes					
25-Sep	McMillan Tea party					
02-Oct	Firework Safety					
09-Oct	Telephone					
16-Oct	HARP					
23 Oct	Halloween Disco					
6 Nov	Poppy Day					
13 Nov	Children In Need					
20 Nov	What is Christmas?					
27 Nov	National Road safety week					
4 Dec	Show and Tell					
11 Dec	Festive messages					
18 Dec	Christmas Disco					
Christmas holidays						
		Democracy for all	Law of the land	Freedom and Liberty for all	Equal respect for everyone	Tolerance not discrimination
8 Jan						
15 Jan	Chinese New Year					

22 Jan	World Religion Day					
29 Jan	Australia Day					
5 Feb	Positivity					
12 Feb INSET						
19 Feb Half Term						
26 Feb	Disability sport					
4 Mar	Book Day celebration					
11 Mar	Commonwealth Day					
18 Mar						
25 Mar/1 Apr/8Apr Easter Break						
		Democracy for all	Law of the land	Freedom and Liberty for all	Equal respect for everyone	Tolerance not discrimination
15 Apr	Send my friend to school					
22 Apr	Queen's 90 th birthday					
29 Apr	Dancing in different cultures: Salsa					
6 May	Sport Achievements					
13 May	Day for Change					
20 May	Walk to school					
27 May	Quiz					
3 June Whitsun holidays						
10 June						
17 June						
24 June						
1 July						
8 July						
15 July						

SMSC: Very strong across the school. Evident in the manner the students conduct themselves and behave towards peers and staff.

	18/12 Christmas Disco	11/12	4/12	27/11	20/11 Rev Pierce What is Christmas?	13/11 Children In Need	6/11 Poppy day	23/ 10 Halloween Disco	16/10 HARP	13/10 Pop Art Day	9/10 Alexander Graham Bell	2/10 Firework safety Fire Service	25/9 McMillan Tea Party	18/9 Jeans 4 Genes	11/9 Helping new students
The spiritual development															
ability to be reflective about their own beliefs, religious and respect for different people's faiths, feelings and values															
sense of enjoyment and fascination in learning about themselves, others and the world around them															
use of imagination and creativity in their learning															

willingness to reflect on their experiences.																			
The moral development																			
	11/9 Helping new students	18/9 Jeans 4 Genes	25/9 McMillan Tea Party	2/10 Firework safety Fire Service	9/10 Alexander Graham Bell	13/10 Pop Art Day	16/10 HARP	23/10 Halloween Disco	6/11 Poppy day	13/11 Children In Need	20/11 Rev Pierce What is Christmas?	27/11	4/12	11/12	20/12 Christmas Disco				
ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England																			
understanding of the consequences of their behaviour and actions																			
interest in investigating and offering reasoned views about moral and																			

ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.																				
The social development																				
	11/9 Helping new students	18/9 Jeans 4 Genes	25/9 McMillan Tea Party	2/10 Firework safety Fire Service	9/10 Alexander Graham Bell	13/10 Pop Art Day	16/10 HARP	23/10 Halloween Disco	6/11 Poppy day	13/11 Children In Need	20/11 Rev Pierce What is Christmas?	27/11	4/12	11/12	20/12 Christmas Disco					
use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds																				
willingness to participate in a variety of communities and social settings,																				

element of their preparation for life in modern Britain															
knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain															
willingness to participate in and respond positively to artistic, sporting and cultural opportunities															
interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and															

people's faiths, feelings and values															
sense of enjoyment and fascination in learning about themselves, others and the world around them															
use of imagination and creativity in their learning															
willingness to reflect on their experiences.															
The moral development															
	7 Jan	15 Jan World Religion	22 Jan Chinese New Year	29 Jan Australia Day	5 Feb Positivity	26 Feb Disability sport	4 March Book Day celebration	11 March Commonwealth Day	18 March	15 April Send my friend to school	22 April Queen's 90 th birthday	29 April Salsa dancing	6 May Sports Achievement	13 May Day for Change	20 May Walk to school
ability to recognise the difference between right and wrong, readily apply this															

understanding in their own lives and, in so doing, respect the civil and criminal law of England															
understanding of the consequences of their behaviour and actions															
interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.															
The social development															
	7 Jan	15 Jan World Religion	22 Jan Chinese New Year	29 Jan Australia Day	5 Feb Positivity	26 Feb Disability Sport	4 March Book Day celebration	11 March Commonwealth Day	18 March	15 April Send my friend to school	22 April Queen's 90 th birthday	29 April Salsa dancing	6 May Sports Achievement	13 May Day for Change	20 May Walk to school
use of a															

liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.															
The cul tural development															
	7 Jan World Religion	15 Jan Chinese New Year	22 Jan Australia Day	29 Jan Positivity	5 Feb Disability Sport	26 Feb Book Day celebration	4 March Commonwealth Day	11 March Send my friend to school	15 April 18 March	22 April Queen's 90 th birthday	29 April Salsa dancing	6 May Sports Achievement	13 May Day for Change	20 May Walk to school	
understanding and appreciation of the wide range of cultural influences that have shaped their															

own heritage and that of others															
understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain															
knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain															
willingness to participate in and respond positively to artistic, sporting and															

cultural opportunities															
interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities															

Appendix 5

Interim Student Progress Information Spring Term 2015-16

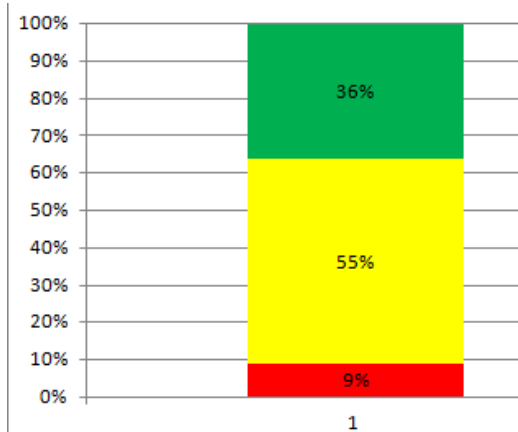
ENGLISH – READING

	No of Students	%
Exceeded Target – New Target Set	20	36%
Made some progress towards target	31	55%
Made no Progress	5	9%

December 2015



March 2016



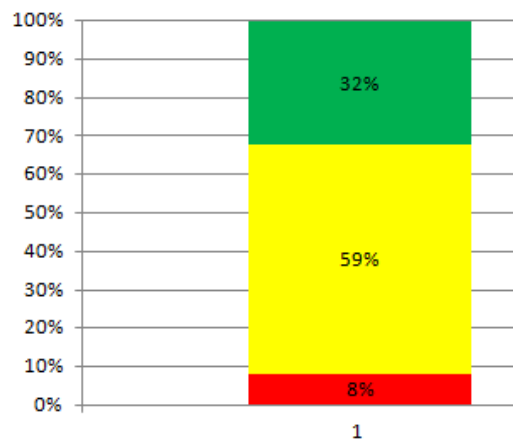
ENGLISH – WRITING

	No of Students	
Exceeded Target – New Target Set	18	32%
Made some progress towards target	33	59%
Made no Progress	5	8%

December 2015



March 2016

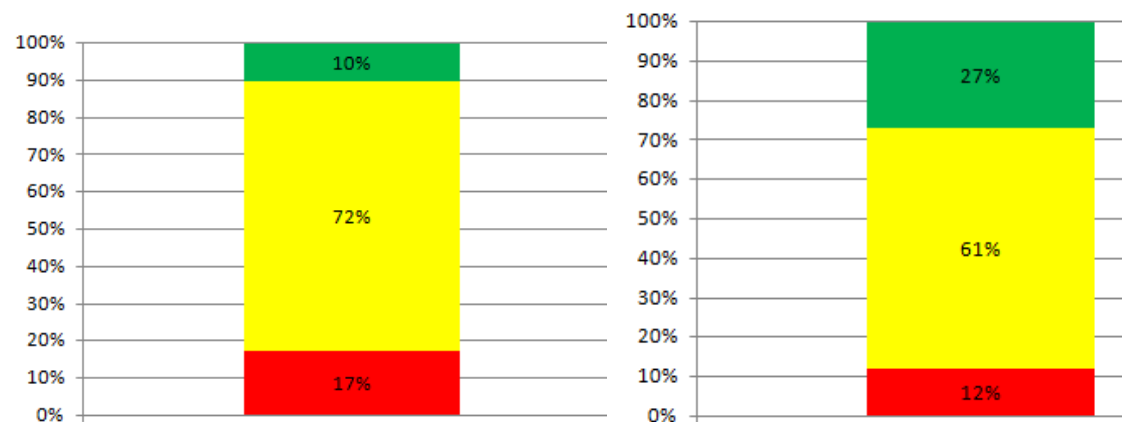


ENGLISH - SPEAKING

	No of Students	%
Exceeded Target – New Target Set	15	27%
Made some progress towards target	34	61%
Made no Progress	7	12%

December 2015

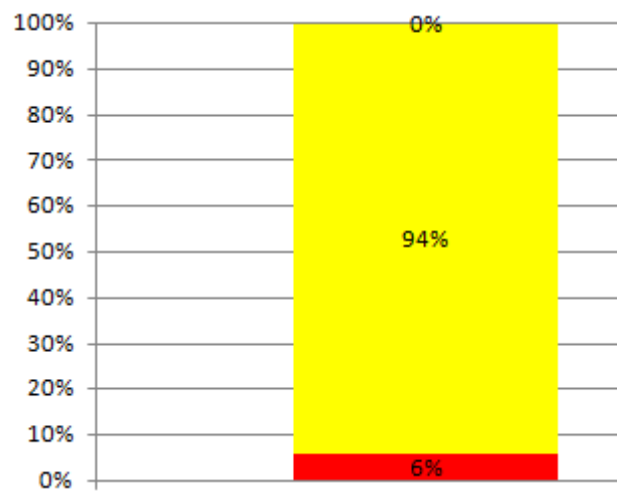
March 2016



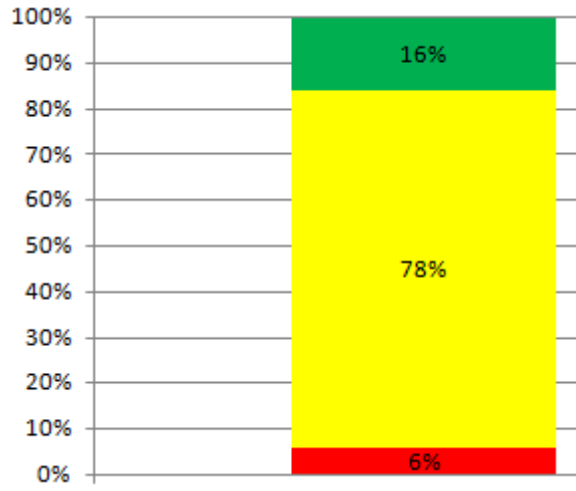
ENGLISH - LISTENING (FROM A SET OF 32 - SPEAKING AND LISTENING IS COMBINED FOR SOME STUDENTS DUE TO THE LEVEL THEY ARE WORKING ON)

	No of Students	%
Exceeded Target – New Target Set	5	16%
Made some progress towards target	25	78%
Made no Progress	2	6%

December 2015



March 2016

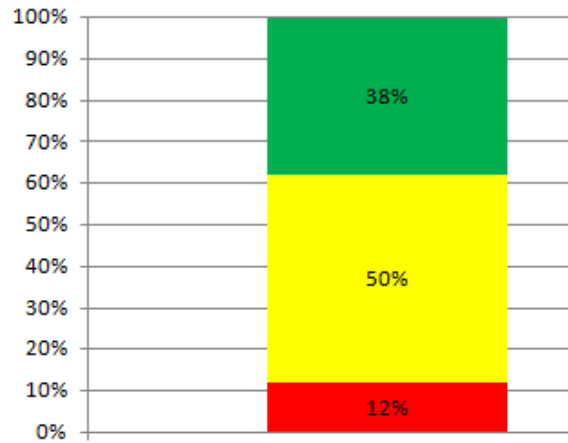


MATHS – NUMBER

	No of Students	%
Exceeded Target – New Target Set	21	38%
Made some progress towards target	28	50%
Made no Progress	7	12%

December 2015

March 2016



MATHS - USE AND APPLICATION

	No of Students	%
Exceeded Target – New Target Set	20	36%
Made some progress towards target	27	48%
Made no Progress	9	16%

December 2015

March 2016

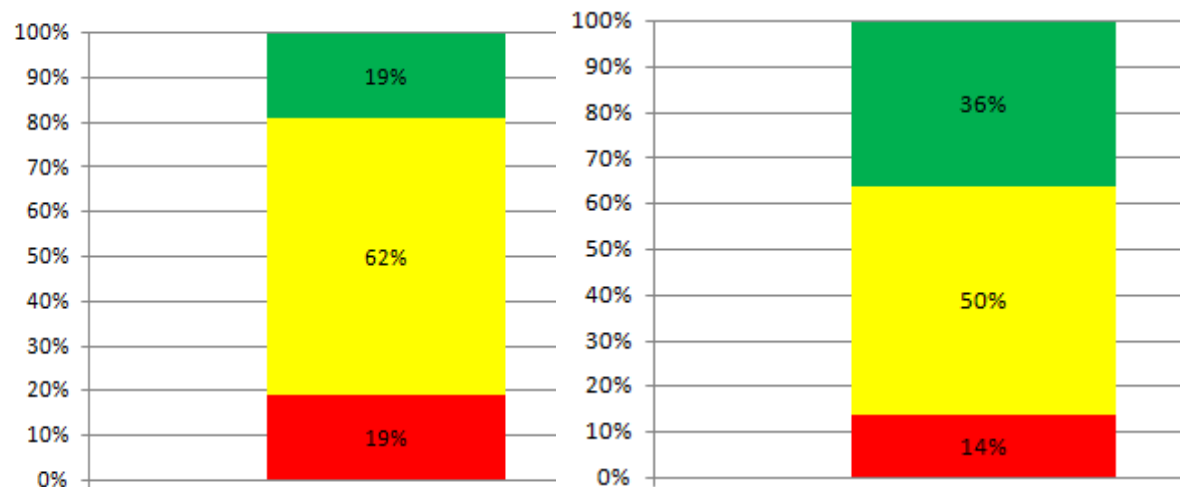


SPACE, SHAPE & MEASURE

	No of Students	%
Exceeded Target – New Target Set	20	36%
Made some progress towards target	28	50%
Made no Progress	8	14%

December 2015

March 2016

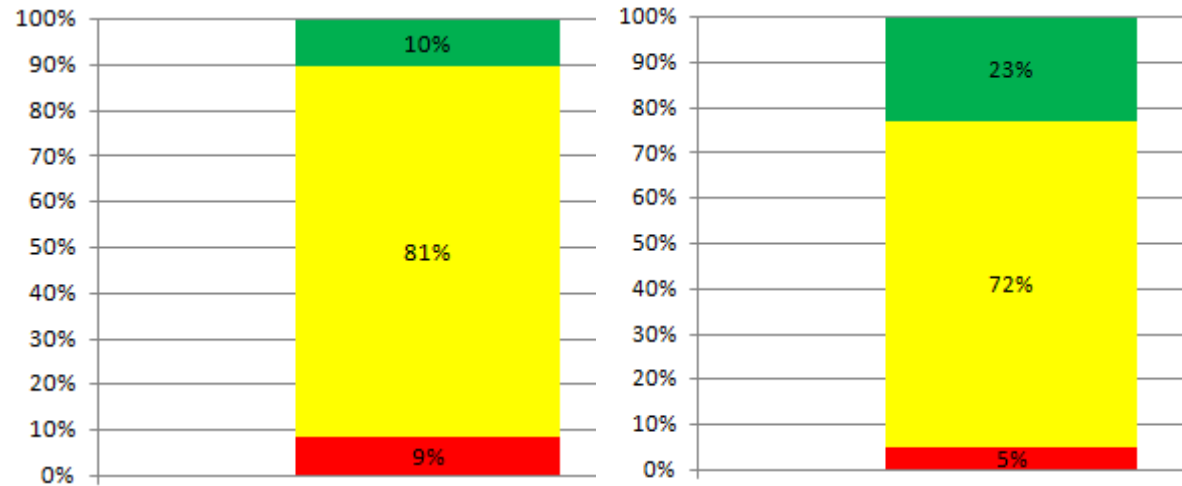


PSHE

	No of Students	%
Exceeded Target – New Target Set	13	23%
Made some progress towards target	40	72%
Made no Progress	3	5%

December 2015

March 2016

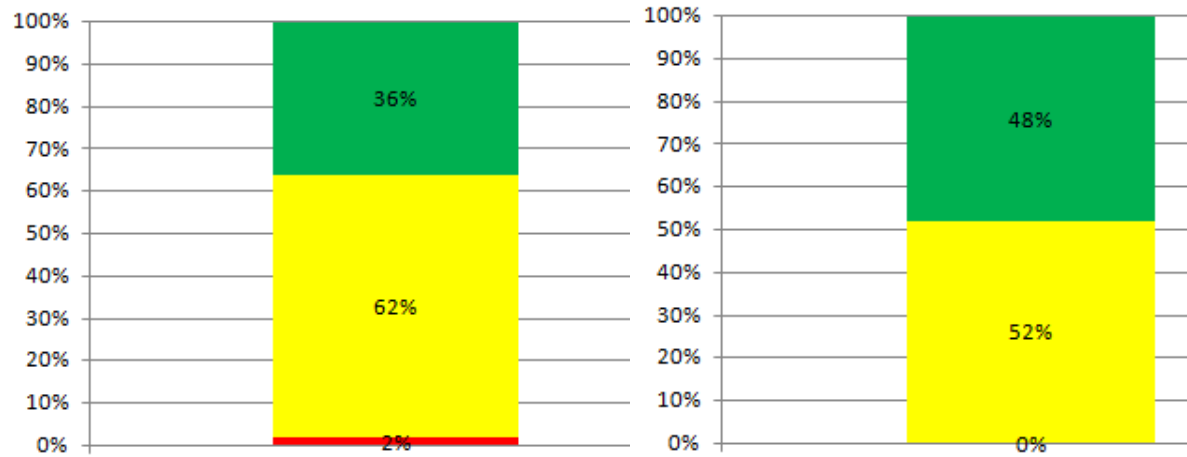


ICT

	No of Students	%
Exceeded Target – New Target Set	27	48%
Made some progress towards target	29	52%
Made no Progress	0	0%

December 2015

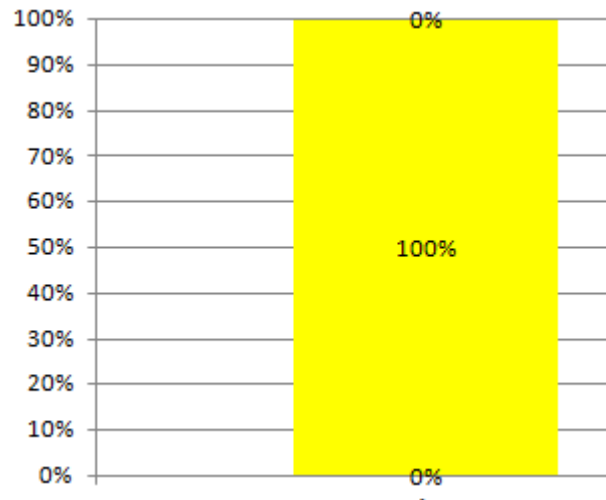
March 2016



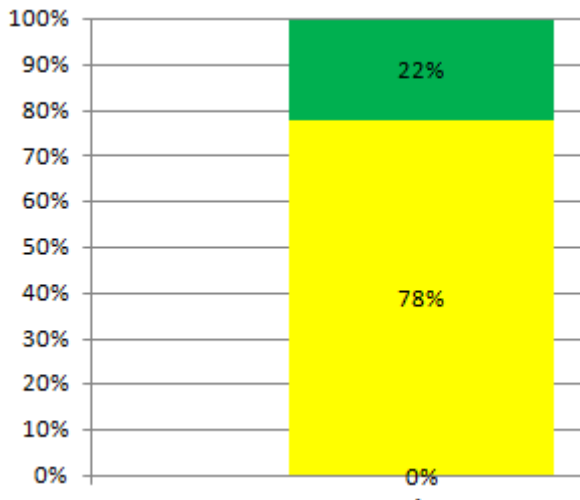
SCIENCE (KS4 ONLY)

	No of Students	%
Exceeded Target – New Target Set	2	22%
Made some progress towards target	7	78%
Made no Progress	0	0%

December 2015



March 2016



Observations from the core subject Assessment Information

- Big improvements in the headline assessment information – students are well on course to achieve the targets set for them
- PSHE is a strong subject throughout the school
- ICT continues to be a strong subject
- There has been evidence of subject interventions having a positive impact on students e.g. Maths interventions with some PSD students
- Further Maths interventions required in G1 and G2 PSD groups to address the students making less than expected progress – particularly Use and Application and Shape and Space
- G2 speaking targets to be discussed with the teacher.

Quality of Teaching and Learning

Analysis: During academic year 2015-16, 28 lessons have been observed and the analysis shows:
Quality of Teaching and Learning.

Outstanding	Good		Requires Improvement	Inadequate
58% (16/28)	21% (6/28)- solid good/almost outstanding	21% (16/28)- comfortable good	None	None
	42%			
100%				

Behaviour and welfare

Outstanding	Good	Requires Improvement	Inadequate
100%	0%	0%	0%
100%			

Evaluation:

The overall quality of teaching at Lancaster School is outstanding and never less than a good. Much of the good teaching is close to being outstanding.

As a consequence, learning is frequently outstanding and progress made by the students is often outstanding in the context of their needs now and in the future