

Harlow Fields School and College

SEF

Quality of Education (Intent, Implementation & Impact)

Strengths:

- Leaders aware that the curriculum requires addressing & concrete plans in place to develop the curriculum (meeting schedule in calendar 2023-24)
- Curriculum offer is broad, balanced, bespoke & fit for purpose (caters for the student population at HFS&C)
- Staff have good subject knowledge & support in place for those who may teach outside of specialism and expertise
- Assessment cycles revised so that there is follow up after a cycle ensuring that all students are stretched and challenged (not to create unnecessary burden on teacher workload and student / teacher wellbeing)
- Programme of reading intervention planned
- Students achieve well in reading, writing, English, Maths and ASDAN

Areas for development:

- Leaders to continue to construct a curriculum that is appropriately ambitious for all students
- Teachers to have metacognition training
- Embed cultural capital experiences into the curriculum so that students have sufficient knowledge and skills for their next steps (inc employment)
- Teachers use questioning to ensure all students participate in learning and there is an expectation amongst students that they will be called upon to share their thinking
- Teachers regularly check students' understanding during the lesson and identify misconceptions. They reteach concepts to remove these misconceptions
- Teachers provide clear, direct feedback. The marking policy is embedded
- Teaching consistently supports students to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- Teachers and leaders to use assessment effectively
- Check student understanding to inform teaching
- Teachers consistently create an environment that allows the students to focus on learning
- Develop a rigorous approach to the teaching of reading so that it develops students confidence and enjoyment of reading
- Where appropriate ensure that students read widely and often (with fluency and comprehension)

Behaviour and attitudes

Strengths:

- HFS&C has high expectations for student behaviour & conduct
- Students are ambitious - they want to work hard and do well
- All create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread
- Ethos of supporting diversity and inclusion
- Staff are supported in managing student behaviour

Areas for Development:

- Ensure that expectations for student conduct are applied consistently and fairly by all staff
- Ensure that student attitudes to their education or training are consistently positive in all curriculum areas
- Continue to provide post pandemic pastoral care to support students to be resilient to setbacks and take pride in their achievements
- Ensure that all students have high attendance and are punctual to school
- Ensure that relationships among students and staff reflect our motto of 'working together to succeed'
- Ensure that rewards take a visible forefront in and around school (merit shields)
- Pastoral meetings are scheduled as part of the whole school meeting cycle, providing regular opportunities for discussions around behaviour and conduct

Personal development

Strengths:

- Student centred support system allows young people to report any incidents which occur within the school and local community anonymously and without fear. Content delivered to raise awareness on a wide range of subjects including: Bullying, Health, Community Issues, Weapons and Hate Crime.
- Students make contributions to the school and wider community to develop relationships through extra-curricular activities which leads to a strengthening of personal development
- Students engage in extra-curricular activities such as; music, art, drama and Physical Education beyond the statutory curriculum. The impact of these subjects aids positive

relationships and connections amongst peers. As a consequence our students are developing their emotional confidence, health and wellbeing.

- Personal Development encompasses the principles of RSE (Relationship and Sex Education), SMSC (Spiritual, Moral, Social and Cultural), British Values and Cultural Capital and is part of our students learning journey
- As part of the student leadership, we celebrate British society and values. Our students engage in social activities through music, fashion, art, politics, literature, language and dance from the five continents of the world. The festival promotes respect, individuality, patience, forbearance through immersive interactive experiences.
- Religious Education is a key component to the personal development of our students. We wish to enlighten our students on a number of religions, faiths and cultures that make up our British society. As part of the educational offer students are able to justify and articulate their own ideas while providing detailed evaluation of the perspective of others. Our students are taught and made aware of the dangers of extremism and radicalisation.
- Careers programme to support students for future success in their next steps
- Student leaders
- Educational visits have substantial benefits to the education and personal development of students. For many of our students this is one of the few opportunities to broaden their horizons and enrich their experiences.
- Events and competitions model positive personal development and behaviours through assemblies, special rewards events.
- Personal development through awareness days such as; sexual awareness - Wear It Red Day, International Women's Day, Black History Month & LGBTQ+ Awareness

Areas for development:

- Ensure that the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- Ensure that the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- Expanding the PSHE offer brings external speakers that have lived negative and positive experiences to share with our students and bring in further contextual knowledge and understanding.
- Active citizenship in the local community
- Develop service opportunities within the local community e.g. collections for local food & clothing banks
- Increase support, training and awareness of mental health and its impact on the school community.
- Embed zones of regulation training alongside Essex Steps to support students self regulation of their own behaviours

Leadership & management

Strengths:

- Recognition of the journey that HFS&C needs to undertake and clear robust plans on how to get there
- Governors who share the same vision for outstanding SEND provision
- Strong strategic direction of travel (3 year plan, SIP and associated documentation and plans)
- Robust plans focus on improving staff's subject and pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment
- Unwavering on the fact that all learners complete their full studies at HFS&C
- Expansion of the school to allow for an increased student roll across the school, including at 6th form level
- Workload and working party established (every term) resulting in changes in the area of communication to alleviate workload and wellbeing of staff.
- Staff protected from bullying and harassment by the implementation of a code of conduct (Juniper policy)
- Strong culture of student leadership in the 6th form

Areas for development:

- Full wellbeing programme in place for staff
- Full Line Management system in place so that all have a point of contact with a leader
- Develop a strong culture of professionalism and accountability that embodies our distinct approach of 'working together to succeed' and the Nolan Principles of Public Life
- Ensure that leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all by incorporating a diversity and equality performance management target for all in the 2023-24 cycle?
- Ensure those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
- To continue to ensure positive staff well-being and promote a positive working environment and good communication between staff and the leadership team, especially when issues arise
- Continue to embed a culture of safeguarding
- Develop a robust programme of Performance Management for all staff
- Further develop a staff handbook to ensure all staff know what are the expectations and have a common point of reference