#

Highfield Ely Academy – Contextual information

**\*This plan is being updated each half term during the COVID19 pandemic. All items in red relate specifically to how the school will continue to ensure the best possible progress in a safe way for all students and staff, beyond normal measures.**

Highfield Ely is an all age (2-25), area special school which is part of the Active Learning Trust. Highfield Ely works in partnership with Highfield Littleport, also an area special school, which opened in Sept 2017. All pupils at Highfield Ely have an Education, Health and Care Plan. Many pupils have additional medical, behavioural, sensory, communication and/or physical disabilities. Highfield Ely Academy also incorporates LINC - a provision for young adults with a high level of need aged from 19-25.

Many pupils and their families are supported by social services, usually from the Disabled Children’s Team. For the most part this support is in the form of provision of regular respite care. Many pupils and their families have multi-agency involvement because of the complexity of their identified needs.

Most pupils are entitled to transport, with some pupils travelling long distances to attend. Around 35 pupils travel to school with parents or carers, which is higher than other Cambs Area Special Schools.

**Pupil Population** (as of September 2020)

The school roll currently stands at **124 (137, including LINC)**. This is slightly above average for a school of this type. The population is comprised of **11.8% pupils with PMLD, 48% SLD, 43% MLD**. Other identified additional needs are **48% ASC, 5.5% SEMH and 31.4% SLCN**. We have **22% female and 78% male students**. Other pupil data is:

* We have **8 CiC currently on roll**, which is **above average** for the pupil roll. We have **5 FCiC** students
* The number of pupils eligible for FSM is increasing and is currently at **34.1%** of our population**.** This isbelow the national average of **37.6% for 2019**
* The **school deprivation indicator is 0.13** which is **below the national average of 0.21**
* Pupils from **ethnic minorities are below the national average at 3%**

**The overall strengths of the school are:**

Behaviour, Safety and Safeguarding

Personal development and attitudes to learning

The broad range of curriculum options for all pupils

Work related learning

Pastoral support for families and students

Development of and opportunities for our staff

Capacity for further development

**What makes Highfield Ely special?**

The behaviour and attitudes to learning of pupils throughout the school are excellent and they are supported by staff consistently well. They are confident, independent and self-assured learners. There is a positive, pupil focused ethos with a curriculum that meets each learner’s individual needs. We work with, and support parents well through open communication, sharing progress information for their child freely and where there are support needs through our Family Liaison Worker. We prepare learners for their next steps, be this within Highfield or a carefully planned transition to a future placement.

**What do we define as ‘Good’ Progress?**

We expect that all of our pupils make at least good progress over time. Good progress at Highfield is defined as:

*“progress that meets our challenging expectations in subject areas and within their Outcomes in Education, Health and Care Plans (EHC Plans)”*

Progress judgements are arrived at through professional conversations between teachers and Department Leaders and these are reviewed by Department Leaders with the Head of School. We do not use CASPA or compare progress of learners with that of other learners. We know our students as individuals and assess them as such. We apply high expectations to all pupils, whatever their need, through regular progress meetings between teachers and our leadership team.

**Use of Teaching Assistants**

Highfield has a significant resource in its Teaching Assistants and recognises that their impact on pupil progress is substantial. Teaching Assistants are line managed by class teachers, and are directed to work in ways that meet the individual needs of each pupil in teaching groups. Sometimes this means sitting alongside a pupil/s, directing their attention, at other times they may lead small groups or work with individuals on their learning objectives. Within our Higher Needs classes there is close to 1-1 staffing level due to the pupils’ Profound and Multiple Learning Needs, personal care support, physio, and so on.

**Summary Data**

**Attendance**

* Target for attendance this year is 92%
* Attendance overall in the academic year 2018/2019 was 91.1% We had 3 pupils who weren’t attending school at the time.
* The average attendance for all special schools Autumn 2017 and Spring 2018 was 89.7% (source DfE website)
* **Attendance has been hugely affected by COVID19. Some students (between 10-25% over a period of time) have been in school but most haven’t. We have developed a remote learning offer over the past few months and almost all students are able to engage to some extent.**

**Student Outcomes 2018/19 (data for 19/20 incomplete)**

Whole School

|  |  |  |
| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 5/125 | 7/95 |
| Progress as Expected | 97/125 | 84/95 |
| Above Expected Progress | 23/125 | 4/95 |

EYFS/KS1

|  |  |  |
| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 2/19 | 4/19 |
| Progress as Expected | 13/19 | 14/19 |
| Above Expected Progress | 4/19 | 1/19 |

KS2

|  |  |  |
| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 0/8 | 1/8 |
| Progress as Expected | 5/8 | 5/8 |
| Above Expected Progress | 3/8 | 2/8 |

KS3

|  |  |  |
| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 1/33 | 1/33 |
| Progress as Expected | 30/33 | 32/33 |
| Above Expected Progress | 2/33 | 0/33 |

KS4

|  |  |  |
| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 1/27 | 0/27 |
| Progress as Expected | 20/27 | 27/27 |
| Above Expected Progress | 6/27 | 0/27 |

 KS5

|  |  |  |
| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 1/8 | 1/8 |
| Progress as Expected | 2/8 | 6/8 |
| Above Expected Progress | 5/8 | 1/8 |

Higher Needs

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| --- | --- |
|  | EHCP outcomes |
| Below Expected Progress | 0/24 |
| Progress as Expected | 21/24 |
| Above Expected Progress | 3/24 |

LINC

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| --- | --- |
|  | EHCP outcomes |
| Below Expected Progress | 0/6 |
| Progress as Expected | 6/6 |
| Above Expected Progress | 0/6 |

Students in receipt of Pupil Premium

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| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 1/38 | 1/33 |
| Progress as Expected | 30/38 | 30/33 |
| Above Expected Progress | 7/38 | 2/33 |

Children in Care or CFiC

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| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 0/13 | 0/9 |
| Progress as Expected | 11/13 | 9/9 |
| Above Expected Progress | 2/13 | 0/9 |

Students in receipt of FSM/Ever 6

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| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 1/43 | 1/38 |
| Progress as Expected | 33/43 | 35/38 |
| Above Expected Progress | 9/43 | 2/38 |

Students with EAL

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| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 0/8 | 1/5 |
| Progress as Expected | 5/8 | 4/5 |
| Above Expected Progress | 3/8 | 0/5 |

Blue Pathway

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| --- | --- |
|  | EHCP outcomes |
| Below Expected Progress | 0/14 |
| Progress as Expected | 12/14 |
| Above Expected Progress | 2/14 |

Green Pathway

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| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 3/59 | 5/40 |
| Progress as Expected | 44/59 | 31/40 |
| Above Expected Progress | 12/59 | 4/40 |

Yellow Pathway

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| --- | --- | --- |
|  | EHCP outcomes | Curriculum targets |
| Below Expected Progress | 1/52 | 0/52 |
| Progress as Expected | 44/52 | 52/52 |
| Above Expected Progress | 6/52 | 0/52 |

2018/19 Leavers’ Destinations

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| --- | --- |
|  |  |
| FE College | 16/17 |
| Employment | 0/17 |
| Social Care Provision | 0/17 |
| Training | 0/17 |
| NEET | 1/17 |

2017/18 Leavers’ Destinations

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| --- | --- |
|  |  |
| FE College | 10/10 |
| Employment | 0/10 |
| Social Care Provision | 0/10 |
| Training | 0/10 |
| NEET | 0/10 |

2016/17 Leavers’ Destinations

|  |  |
| --- | --- |
|  |  |
| FE College | 7/10 |
| Employment | 0/10 |
| Social Care Provision | 3/10 |
| Training | 0/10 |
| NEET | 0/10 |

**Priorities**

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| --- | --- | --- | --- |
|  | **Priority** | **Responsible** | **By When** |
|  | **Develop home learning capabilities to future proof against possible lockdowns/students not able to attend**  | **Leadership team and teachers**  | **Ongoing from July 2020** |
|  | **Ensure that mental health and wellbeing of students and staff is at least good and that supportive action takes place where it is not** | **AD/SB/DM and all staff** | **Ongoing from July 2020** |
|  | **Ensure that areas for “catch up” are identified and acted upon on an individual basis** | **Leadership Team and teaching staff** | **Ongoing from July 2020** |
|  | **Ensure that Safeguarding measures/training take into account any new risks brought about by changes linked to lockdown/COVID** | **AD, Leaders and all staff** | **Ongoing from April 2020** |
|  | **Ensure that risk assessments are in place to make school COVID secure for all stakeholders** | **AD/SB/DM** | **Ongoing from March 2020** |
|  | **Ensure that Governors are focused on recovery plans post re-opening** | **AD/SB/DM/Governors** | **Ongoing from July 2020** |
|  | **Ensure that all learners attend from Sep 2020. Those who cannot will need plans in place to ensure progress** | **AD/SB/DM** | **Ongoing from July 2020** |
| 1. | Increase Governor involvement with school | SB,AD,Gov body | Ongoing from Jan 2021 |
| 2. | Embed newly developed Reading strategy across school  | RB, Leadership team, Teachers | Ongoing from Jan 2021 |
| 3. | Curriculum development - Green and Yellow Pathways need further detail in each topic area (Learning organisers/S.O.W). Curriculum requires mapping to ensure coherence and thoughtful sequencing | Leadership Team, Teachers | Ongoing (permanently being reviewed and developed). |
| 4. | Embed rigorous internal and external moderation system | AD/SB/DM/Dept Leads | Nov 2020 |
| 5. | Embed the “Steps” behaviour management model | AD/DM/all staff | Ongoing from October 2020 |
| 6. | Embed the use of “Zones of Regulation” across the school  | AD/DM/RB/JH/all staff | Ongoing from Jan 2021 |
| 7. | Embed use of Engagement Steps in relevant classes | DM/SR/JA/Teachers | Ongoing from Jan 2021 |

**Effectiveness of leadership and management**

**Where we aspire to be**

A1. CPD continues to be effective and personalised so that it meets the changing needs of pupils and staff over time

A2. Governors have a sound understanding of the school’s effectiveness and hold leaders to account

A3. Leaders focus relentlessly on outcomes for pupils, driving pupil outcomes to be better than expected through highly personalised provision

A4. Almost all parents feel involved in many aspects of school life

A5. Staff at all levels have a clear understanding of the school’s vision and their role within it

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| **Where we are currently** | **Evidence** | **Impact** | **Next steps** |
| 1. CPD is effective in raising standards
 | Case studies, PMR’s, quality of teaching, outcomes New whole-school approaches such as Nurture, Steps and Zones of RegulationHuge staff take up in self led CPD | Improved behaviour/reduced anxiety of many learners leading to excellent outcomesIn-house “pipeline” of promotion at all levelsGreater understanding of a range of conditions – better experiences for students | H of S to continue to collate evidence in CPD folder that assesses impact |
| 1. Perf Mgt is effective in rewarding those who are performing well, and addressing staff performance issues, though could be more of an ‘ongoing conversation’ between teachers and their line managers
 | Perf Man records, recommendations to LGB on performance related pay Clearer and more detailed curriculum contentNew TA review process more focused on development | Raised standards across the school in all rolesRetention and development of staffEthos of “we can all improve” can be evidenced at all levelsBetter experiences for students | Dept leads to discuss Perf Mgt targets with Teachers on a termly basisReview standard expectations for TeachersReview process for L1/2 and L4 TA’s |
| 1. The leadership team set a very clear improvement agenda and lead by example. Leaders are ambitious in what they want to develop for our pupils and the school community
 | Support meeting notes, briefing minutes, delegated responsibilities in the staffing structure.Ongoing projects underway | Staff at all levels feel empowered to suggest and/or lead on ideas eg. Outdoor Learning, D of EMore engagement from learners, leading to improved outcomesBroad curriculum which meets needs and adds challenge. |  |
| 4. Leadership is devolved. Middle and Senior leaders trust each other and staff at all levels to lead on a wide range of topics | Meeting notesOngoing projects | Rapid, sustainable changeImproved experience for learners |  |
| 5. The school has a very good capacity for further improvement working in partnership with Highfield Littleport | School Plans, HLA School Plan | Curriculum content/mapping improvedInitiatives such as Steps,Zones, Nurture shared – positive impact on all learners | Review staffing structure, roles and responsibilities as the school and it’s work within the Trust develops |
| 6. There is a culture of high expectations in the school | External reports, lesson observations, progress data, progress against pupil outcomes, challenge and support meetingsLeavers’ outcomes | Pupils who struggled elsewhere are thriving | Gather case studies |
| 7. PE & Sport Premium is used effectively, pupils enjoy a range of sports including Rebound and Dance | PE & Sport Premium website statements | Engaging curriculum, engaged students |  |
| 8.Life in modern Britain, or British Values is taught effectively through PSHE and modelled by staff | PSHE plans. Website. Staff modelling behaviour | Excellent attitudes and understanding of learners |  |
| 9.Governors provide support and challenge to the leadership team through some focused Governor visits | Governors meeting minutes/visit notes | Continuing evaluation of provision – how can we get better? | Increase in Governor visits/recruit Governors |
| 10. Middle and Senior Leaders monitor pupil progress so that very few underachieve over time  | Pupil Progress meetings minutes and paperwork | Progress is a constant focusStaff focus on those not making at least good progress – improved outcomes | Further develop use of Evidence for Learning - interrupted by COVIDPlan is to share with ALT in 2021 |
| 11. Parents have many different ways in which to engage with, and be supported by, the school | Annual reviews, Class Dojo, parents evenings, progress information home, coffee mornings, E4L input | Excellent relationships with most families, who feel able and confident to communicate with the school | Continue to review and develop opportunities for parental involvement, e.g. parental training |
| 12. Those eligible for Pupil Premium make similar progress to those who aren’t - this is tracked in Progress meetings | Progress data | Better outcomes |  |
| 13. The progress of CiC and CFiC in the school is in line with progress of the remainder of pupils - this is tracked in Progress meetings | Progress data, LAC Governor visit and report | Better outcomes |  |
| 14. Governors know the school reasonably well, and exercise their statutory duties efficiently. We are working towards improving Governor’s knowledge of the school during 2019/20/21 | Governors meeting minutes. New Governors |  | Increase in Governor visits - interrupted by COVID |
| 15. The school demonstrates equality and respect for each pupil | School policies, Review outcomes 2016 to 19. Parental comments. | Happy students and families and better progress |  |
| 16. Staff at all levels have many opportunities to develop their practice and gain new roles | Staffing structure, Graduate Teacher programme, new specialist roles, joint training with other schools, HLA, LINC 19-25. TA qualifications, internal promotions | Development of expert staff with deep understanding of SENDImproved retention, wellbeing |  |
| **Commentary****Feb 2021** * Massive staff uptake in self selected CPD, increasing knowledge in a range of areas
* New Family Liaison Worker now in place and has started making contact with several families
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**Quality of teaching, learning and assessment**

**Where we aspire to be**

A1. We aspire to have consistently brilliant teaching which engages learners and leads to fantastic progress

A2. The curriculum our pupils access is highly engaging, relevant and prepares them for their next steps and for the future

A3. Assessment systems provide clarity in measuring progress for all learners, helping teachers, learners and parents in understanding and planning for their next steps

A4. Moderation systems give us confidence in our judgements

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| **Where we are currently** | **Evidence** | **Impact** | **Next steps** |
| 1. Teaching standards continue to be Good or better overall. Staff who require support to develop their practice are receiving it.
 | Drop-in records, meeting minutes | Engagement and progress are largely good or better | Continual fine-tuning to take all teaching towards “outstanding”. Largely focussed on differentiation where appropriate and curriculum content review. Culture is moving towards one where staff invite observations as a collaborative opportunity to improve |
| 1. The teaching standards form the basis of performance management with individualised targets added for each staff member
 | Perf Man records |  | Dept leads to have more conversations on PM with teachers in their Depts through the year |
| 1. HoS and Exec Head have undertaken joint obs with external reviewers, validating judgements
 | Drop-in records, external reports |  | Joint obs between leaders at HLA and HEA and internally at HEA |
| 1. There are numerous extra-curricular opportunities that enhance the school curriculum
 | Website, Class Dojo, Curriculum maps |  |  |
| 1. Learners access a broad and stimulating curriculum that meets their individual learning needs
 | Pathway curriculum plans, curriculum policy, interventions accessible |  |  |
| 1. There is a culture of high expectations in the school
 | Previous review reports, lesson observations, progress data | Better outcomes for learners | Continual development of Pathways curriculum  |
| 1. There is strength of provision in working with pupils with difficult/dangerous behaviour
 | Drop-in records, Department plans, case studies | Excellent outcomes for learners who may otherwise have left education at a young age | Embed Steps to improve this further |
| 1. Accurate assessment is used in deciding the ‘next steps’ for each pupil. Parents are involved in this conversation
 | Drop in records, EHCP folders, Annual review paperwork | Successful placements, improved outcomes |  |
| 1. There are clear handover structures between classes and future placements so progress is not slowed
 | Meetings schedule, annual reviews, leavers’ tracking information | Continuation of good progress both in-school and to other placementsReduced stress for learners and their families | New transition day - review success. Review tracking system of former students for 3 years post HEA. |
| 1. Systems for pupils to join Highfield are very effective in making sure pupils have the best possible start
 | Pre-admission meetings, new parent meetings, ‘moving up’ day | Reduced pressure on familiesLess anxiety for students and familiesBetter progress long term | Agree improved admission process with Local Authority  |
| **Commentary****Feb 2021*** Numeracy mapping and reading strategy development is moving forward quickly
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**Personal development, behaviour and welfare**

**Where we aspire to be**

A1. The personal development of every learner will continue to be outstanding

A2. Teachers continue to have high expectations of pupils’ behaviour and attitudes to learning, supporting each learners’ individual needs very effectively

A3. Attendance continues to be over the national average for Special schools

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| --- | --- | --- | --- |
| **Where we are currently** | **Evidence** | **Impact** | **Next Steps** |
| 1. Absence rates over time compare well to national averages because pupils are motivated to attend school
 | Absence data |  | AD Follow up 2 students with poor attendance |
| 1. Where attendance is not as good as it could be, action is taken to improve this
 | Contact with parents, regular meetings between Attendance Lead and Head of School |  | As above – also including involvement of Family Liaison worker |
| 1. Case studies and other progress information outline clearly that this area of school provision continues to be outstanding
 | Case studies and other progress information |  | DM Gather more recent case studies |
| 1. The school has a proven track record in making successful placements for students that have broken down elsewhere including other special schools and mainstream environments
 | Case studies and other progress information |  | Continue productive discussion with the LA on options for MLD students with SEMH |
| 1. There is an excellent level of team working to support pupils’ individual welfare andbehaviour needs in school involving outside agencies where necessary
 | Case studies, meeting minutes, Therapies, Family Worker | Improved outcomes |  |
| 1. The supportive ethos of the school is the foundation for the majority of pupils’ exemplary behaviour
 | Challenge Partners reports 2016 - 19, LAC Audit report Sept 2016, and ALT Review 2017 |  | Roll out STEPS at HEA to the staff team to provide alternative ideas running alongside Team Teach |
| 1. Parents/carers continue to have confidence in the care that the school provides
 | Parental surveys, annual reviews, diary entries, Dojo messages |  | Family Liaison worker to review procedures to gain parental feedback. Resend parental survey summer term. Parent Inset offer drawn up and on website |
| 1. Safeguarding is effective
 | CP reports to Govs, CP file audit, DP meeting notes, two external audit reports |  | RB to be trained as Designated Person |
| 1. Students attitudes to learning are excellent
 | Drop-ins, Challenge Partners report 2018, ALT Review 2017 |  |  |
| 1. Students have a voice in how the school develops
 | Pupil voice surveys, School Council minutes, teacher interviews process notes, Challenge Partners report July 2016 - 2019, safeguarding audits 2018 |  | Recruiting staff member to oversee and support council |
| **Commentary**Feb 2021 * Steps overview for parents being developed
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| CPD |
| **Oct 2019** - STEPS Tutor training**Oct 2020** – STEPS roll out to all classroom staff**Nov 2020** – Zones of Regulation training for two staff to roll out across school |

**Outcomes for pupils**

**Where we aspire to be**

A1. Every learner will be very well prepared for their next steps, whatever they may be

A2. Every learner will have vastly improved long term opportunities as a result of attending HEA

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| --- | --- | --- | --- |
| **Where we are currently** | **Evidence** | **Impact** | **Next Steps** |
| 1. The very large majority of pupils make expected or above progress from starting points
 | Progress from starting points, EHCP Outcomes, EYFS progress, progress meeting notes |  |  |
| 1. The vast majority leave Highfield to access further study at college or within bespoke curriculum packages. Very small number of NEET.
 | Leavers’ destinations |  | Track leavers for at least three years, and use any learning to inform school provision Leavers to run a “Back to the Future” day on transition to FE |
| 1. Work related learning is developing into a very strong part of Highfield provision
 | Evidence of work placements, evidence against Gatsby benchmarks, appointment of Work Experience Co-ordinator and Transitions Advisor |  | Audit WRL provision and placements and adapt as necessarySchool online shop being developed |
| 1. The progress of each learner is reviewed regularly by the class teacher, middle and senior leaders
 | Impact for pupils shown through pupil progress meeting notes | Better outcomes in all Pathways |  |
| 1. Teaching across departments enables an effective transition between KS3 and 4 and progress is not slowed
 | Baseline and progress through KS4 |  |  |
| 1. Consistency and depth of moderation needs to develop – this is planned
 |  |  | Asst Head of School to embed system with Leadership team/Teachers |
| 1. The Pathways curriculum is broad and balanced and meets all learners needs
 | Curriculum provision map, website |  | Continue to develop and review the Pathways model |
| 1. Learners with PMLD have another good quality option for post 19 now that LINC 19 - 25 is open
 | Parental comments, progress towards EHCP Outcomes |  | Embed Life Challenges curriculum, grow roll |
| 1. A very flexible and broad provision is in place, reflecting the changing needs of learners for example the Nurture provision
 | Nurture provision and excellent progress by learners in this group |  |  |
| **Commentary**Feb 2021 * Former pupil gained paid F/T employment following Prep for Work course
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**Effectiveness of the early years provision**

**Where we aspire to be**

A1. Learners in EYFS will make an exceptionally good start to their schooling

A2. We will feel confident that we can self evaluate our EYFS department as “Outstanding” again

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| **Where we are currently** | **Evidence** | **Next Steps** |
| 1. The small number of pupils overall make strong progress in EY
 | Development Matters progress trackers, EHCP outcomes | EYQF continues to be used as a development tool for EYFS this year. Develop EYFS rationale in light of Pathways curriculum and pupil groupings |
| 1. Assessment systems identify clearly where the pupil is and what their next steps are
 | Obs involve whole class team, identifying next steps. Regular staff reflection. |  |
| 1. The curriculum is flexible and based on students’ individual needs
 | Curriculum map (My skills etc), individualised planning, TEACCH, Outdoor Learning | Continuing development of curriculum |
| 1. Quality of teaching in EY is Good or better
 | Lesson observations, external reviews, Peer Observations |  |
| 1. Pupils make a strong start to their education in EY
 | Comprehensive baselines using PDJ and previous settings assessments, transition and home visits if appropriate | Dept Lead to draw up rationale to clarify processes etc. |
| 1. Taking into account their additional needs, pupils demonstrate excellent behaviour and attitudes to learning
 | Lesson observations, photos and video, Class Dojo, Evidence for Learning, Challenge Partners and external reviews 2016 - 2019, progress against EHCP Outcomes |  |
| 1. Most staff in the EY department have received training related to their roles in supporting pupils to achieve their potential
 | Observation and assessment for whole school, individual department updates termly, identification of training | Dept Lead to arrange observation training for any staff who have not received it |
|
| 1. **Parents are given many opportunities to be involved in their child’s education**
 | EY curriculum information session, parents evenings, WOW contribution slips, Class Dojo comments, Annual Reviews | Review opportunities, re-introduction of open afternoons |
| **Commentary** |

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| **CPD** |
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**Effectiveness of the 16 to 19 study programmes**

**Where we aspire to be**

A1. All students will make excellent progress and be well prepared for whatever their next stage is

A2. Transition from Highfield will be well planned, relevant, involve all stakeholders and will prepare the student for a successful next step

A3. We will know the journeys of our former students well into their next steps and beyond

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| **Statement** | **Evidence** | **Next Steps** |
| 1. The quality of teaching is Good or better
 | Drop-in evidence |  |
| 1. Students receive an appropriate life skills based curriculum
 | Baseline information, progress through KS4, lesson observations, meeting notes |  |
| 1. Students are well prepared for their next steps and we invest resources into making this even better
 | Leavers destinations, extremely low numbers of NEET, Employment of Transitions Advisor | Continue tracking leavers longer term and use learnings from this in developing provision |
| 1. Highfield has a strong and long-standing track record of making a success of placements that have broken down elsewhere
 | Case studies, progress meetings notes |  |
| 1. Assessment identifies clearly the next steps in their learning students need to take
 | Annotated students work, progress meetings |  |
| 1. The personal development, behaviour and welfare of learners is excellent
 | Lesson observations, case studies, annual reviews |  |
| 1. Leadership of 16-19 provision is strong
 | Support meeting notes, observation | Continue to develop leadership skills - CPD opportunities to be explored for next year |
| 1. Careful transition planning means students move onto College courses often sooner than the end of Year 14. This is so that they have a sufficient level of challenge which perhaps cannot be met at Highfield Ely
 | Annual reviews, Leavers destinations |  |
| 1. The curriculum includes many opportunities to learn about the workplace
 | Curriculum outline, lesson observations, appointment of work experience coordinator and transitions adviser | Continue to develop work related learning placements and curriculum content  |
| 1. The next steps for learners post school are planned very carefully and with the student and their parents
 | Annual reviews/appointment of Transitions Adviser/ Lack of NEET |  |
| **Commentary****Feb 2021** |  |  |

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| **CPD** |
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**Evidence for Spiritual, Moral, Social and Cultural development**

**Where we aspire to be**

A1. All Highfield students will experience a curriculum that is rich in spiritual, moral, social and cultural content, developing their understanding in these areas and making them well-rounded, happy citizens.

**Spiritual development**

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| **Statement** | **Evidence** |
| Most students are able to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values | General observations around school, conversations with students, lesson observations |
| Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them | Lesson observations, annual review paperwork |
| Students use imagination and creativity in their learning | Lesson observations, student work |
| Most students are willing to reflect on their experiences | Lesson observations, conversations with students |

**Moral development**

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| **Statement** | **Evidence** |
| Most learners are able to recognise the difference between right and wrong and respect the law | Lesson observations, conversations, incident forms |
| Most students understand the consequences of their behaviour and actions | Lesson observations, conversations, incident forms |
| Most pupils can offer views about moral and ethical issues and have the ability to understand and appreciate the viewpoints of others on these issues | Lesson observations, general observations of interactions |

**Social development**

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| --- | --- |
| **Statement** | **Evidence** |
| Most pupils can use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | Comments from visitors |
| Most students demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | Strong emphasis on learning in the community |
| Most students show acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | KS3 and 4 curriculum includes opportunities to learn about voting |

**Cultural development**

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| --- | --- |
| **Statement** | **Evidence** |
| Most pupils show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others | Assemblies on a range of multi-cultural and faith themes |
| Most students show an 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 | Curriculum from KS2 shows a broad range of content from different cultures |
| Most pupils have good knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain | KS3 and 4 curriculum includes opportunities to learn about voting/parliament, lesson obs  |
| Students show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | Numerous cross-school events/Christingle/Assemblies/concerts/plays |
| Most students show an 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 |  |
| **Commentary**Feb 2021 |

**Summative Judgements**

|  |  |  |  |
| --- | --- | --- | --- |
| Area | **Self evaluation grade Feb 2021** | **Commentary on self evaluation grade and judgements** | Current RAG rating |
| ***Effectiveness of leadership & management*** | **2** | Leaders at all levels know the school well. The school has a clear vision for development that is well understood by all. To move to Outstanding evidence over time needs to be collated that demonstrates strong, consistent practice throughout the school. The Local Governing Body needs to be more involved in school life again. |  |
| ***Quality of teaching, learning and assessment*** | **2** | Quality of teaching remains Good. Monitoring evidence found the very large majority of teaching to be Good or Outstanding. To move to Outstanding there needs to be further curriculum development and in some teaching differentiation being applied more effectively. Teaching Assistants are used consistently and effectively in assessing pupil progress. |  |
| ***Personal development, behaviour and welfare*** | **1** | Pupils continue to demonstrate excellent attitudes to learning. They are highly motivated to achieve well, care for each other and feel safe and supported at school. The school continues to have a strong track record of making successful placements for those who have come from placements that have broken down elsewhere. Safeguarding is effective and challenging behaviour worked with very effectively. |  |
| ***Outcomes for children and learners*** | **2** | Outcomes for learners overall is good or better. To move this area to Outstanding, more evidence needs to be gathered of the positive outcomes pupils experience. Where progress for learners is good making it even better, and where progress for learners is not as good as it could be quickly removing any barriers. |  |
| ***Effectiveness of the early years provision*** | **2** | Early Years Provision is Good. Pupils have a positive beginning to their educational journey whatever their individual starting points. Pupils make strong progress through Early Years, shown through Learning Journeys, progress towards EHCP Outcomes, parental feedback and monitoring of teaching. |  |
| ***Effectiveness of the 16 to 19 study programmes*** | **2** | Our small 16-19 cohort continues to do well. Teaching is strong, with individual students making good progress. Students’ individual needs are well met and they receive an appropriate level of challenge in their curriculum.  |  |