SEF HOPE HIGH SCHOOL 2020-2021

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| Updated: September 2020 | | |
| Context | **Context**  A popular and expanding school serving North, Central and West Lancashire  NOR – 2015-2016 = 34 , 2017-2018 = 57, 2018-2019 = 61, 2019-2020 – 69, 2020-2021 – 83  100% pupils EHCP. 86% boys, 14% girls.  94% White British, 2% Any other white Background, 1% White and black African, 2% Any other mixed background.  Type of SEN – SEMH = 77% ASD = 12% MLD = 7% SpLD = 2%  **Pupil Premium**  2020-2021 PP = 47% (39 pupils) FSM = 52% (43 pupils). FSM for Ever 6 = 41% (34 pupils). CLA = 13% (11 pupils).  Academic year 2020-2021 PP is used for accelerated reading.  **Year 7 Catch up**  83% of year 7’s have access to year 7 catch up funding. Hope High use a specialist teacher to provide personalised 1:1 sessions for these pupils.  **Attendance**  Improved year on year up to 2019/20 academic year; 2015/16 = 85.2%, 2016/17 = 88.2%, 2017-2018 = 88.4%, 2018-2019 = 94.03% (without Alternative provision) = 88.2% (whole school including alternative provision)  2019-20 = 85.1% (Attendance affected by COVID 19 pandemic) Attendance is also affected by CAMHS/medical appointments during the school day. Pupils feel happy and safe. Pastoral team complete Home visits. Pupil questionnaires – audit, analysis, feedback and plan.  **Exclusions**  2015-2016 – Permanent Exclusions = 2. Fixed term Exclusions = 73.5 days. 2016-2017 = Permanent exclusions = 1, Fixed Term Exclusions = 31 days. 2017-2018 = 0 fixed/permanent exclusion, 2018-2019 = 0 fixed/permanent exclusions, 2019-2020 = 0 fixed/permanent exclusions  Since October 2016 Hope High have had 0 fixed term exclusions. Engaging curriculum, highly skilled staff, positive learning, nurturing and therapeutic environment. Impact of Interventions, pastoral, school counsellor, specialist teacher, nurture room, Enrichment Curriculum  **Social-Economic Factors**  2018-2019 – 78.68%  2019-2020 – 49.25% of pupils live in the **most** deprived areas - parents & pupils often demonstrate low self-esteem, unemployment & limited life experiences. Enhanced curriculum, after-school club and Residential Expeditions.  **Parents as Partners**  Engage difficult to reach parents via effective communication systems, effective CAF + TAF process, engage within CP and CIN programmes, working with CAMHS, EHCP Transitions, Annual Review Meeting, Multi-Agency Meetings, Home visits. Family and community events.  **Learning Environment**  8 classrooms each class supported by class teacher and 2 teaching assistants. Each class has visual timetables, working walls to support learning. Learning resource (accelerated reading intervention), pastoral room (Thrive intervention), dining room, Conference Room, Willow room (therapeutic intervention/ including dog therapy), Sports Hall, climbing wall, fitness suite, Food Tech Room, Art Room, DT room, Science lab, IT suite, music room. School has full access of all the latest technologies. Large outdoor Area, 2 Playgrounds, Sensory garden, Forest school area. School has 1 minibus and a school car available during the school day.  **External Partnership**  Lancashire LA, Liverpool LA, LSSHTA, NWSSHTA, Tor View Teaching School, Lancashire BESD School Federation, North West Special Schools, West Lancs Headteacher Network, Team Teach, MIDAS, LA School Advisory Service, Forest Schools Programme, DOE accredited school, CAST, Learnfit, TLC, PVC, Fix It British Cycling, digital healthy schools  **Awards**  Team Teach Accredited Trainers (Intermediate), DOE accredited school, SFVs, Thrive,  Working towards equality award and Nurture award, Healthy schools | |
| Progress against previous inspection – 17th-18th December 2019 | | |
| Areas to improve | | Progress |
| * Plans in some subjects, such as art, history and geography, have only just been introduced and have not had sufficient time to become embedded in practice across the school. Leaders should ensure that the curriculum plans are successfully implemented and are having the intended impact so that pupils know more and remember more in these subjects. * Some subject leaders are new and need time to develop their skills and subject knowledge. Leaders have begun to train and support these teachers so that they can help pupils to learn more. Leaders should continue this work so that staff develop subject-specific expertise and carry out their new roles effectively. | |  |
| School improvement priorities | * Teaching and Learning to be consistently outstanding, increasing the number/percentage of outstanding lessons to improve outcomes for pupils. Using a coaching method to develop Teaching and learning. * To increase number of qualifications offered from year 9 to improve outcomes for pupils. * To develop therapeutic interventions across the school, developing dog therapy, sensory garden and music therapy. * To develop wellbeing and supervision across the school to improve staff mental health * To continue to develop the governing body | |

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| **QUALITY OF EDUCATION** – Good working towards outstanding | | | |
| Strengths | Intent:   * At Hope High, we have adopted a broad and balanced curriculum that’s ambitious and designed to give all our pupils, the knowledge and cultural capital they need to succeed in life. Our Curriculum is not narrowed in year 9 and we endeavour to support and challenge pupils in all their subjects so that they can succeed at GCSE level. Our curriculum is based on ‘Learning for life’ and all subjects provide pupils with skills, knowledge and understanding to become successful citizens. * Our school’s curriculum intent and implementation are embedded securely and consistently across the school. The curriculum allows our pupils to achieve and develop skills in preparation for life after Hope High. It’s evident from what teachers do that they have a firm and common understanding of our school’s curriculum intent. * We have developed a clear curriculum policy and this is evident through learning walks and lesson visits that this is implemented consistently and secure in practice. Across all parts of our school, lessons contribute well to delivering the curriculum intent. * Our school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment * Our curriculum is successfully adapted, designed and developed to be ambitious and meets the needs of all our pupils developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. * Throughout years 7 to 11 all pupils are taught English, maths, science, geography, history, reading, citizenship, RE, computing, foodtech, PE, art, music and Design Technology. During Key Stage 3, all our pupils experience Forest School in our very own, purpose built woodland area providing learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences. Keys stage 4 begins in Year 9, where pupils work towards Entry Level Certificate or Functional Skills level 1 and BTEC level 1 qualifications. Pupils in Year 10 and 11, if suitable for the individual, will work towards functional skills level 2, BTEC level 2 and GCSE qualifications. All our pupils work towards our progress 5 measure (a minimum of 5 GCSE’s or equivalent). In years 10 and 11 pupils are taught Preparation for life and start working towards a qualification in this area. * Hope High are working towards the Gatsby bench mark across the curriculum. * At Hope High all pupils have special educational needs (SEN) or disabilities and considering this they achieve exceptionally well and to a high standard. | |
| Implementation:   * Our teachers have good knowledge of the subjects and courses they teach. At Hope High our leaders provide effective support for those teaching outside their main areas of expertise. We have links and network meetings with local mainstream, Lancashire special schools to support teachers develop and share good practice. We are part of a local teaching school to support and develop all staff. * Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, our teachers respond and adapt their teaching as necessary. * Over the course of study, our teaching is designed to help pupils to remember long term the content they’ve been taught and to integrate new knowledge into larger ideas. * Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Our leaders understand the limitations of assessment and don’t use it in a way that creates unnecessary burdens on staff or pupils. Assessment is collected and used to plan, identify gaps and support learning three times a year. * Our teachers create an environment that focuses on pupils. Our textbooks and other teaching materials that teachers select – in a way that doesn’t create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. We are developing across the school a ‘Mend it Monday’ or ‘Fix it Friday’ where pupils are given time to respond to ‘next steps’ feedback. * At Hope High Reading is prioritised to allow pupils to access the full curriculum offer. Each year group has two reading lessons a week, all pupils have a 1:1 reading session in the learning resource. We are introducing a ‘Vocab Project’ to work alongside reading to improve pupil outcomes. We believe as a school if we can improve pupil’s vocab and reading pupil’s outcomes will improve over time. * We have a rigorous and sequential approach to the reading curriculum, this develops pupils’ fluency, confidence and enjoyment in reading. At Hope High school we follow and use Accelerated Reader. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. * Our teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. Hope High’s academic intervention (Learning resource) works alongside our specialised teacher and SALT (Speech and Language Therapist). | |
|  | Impact:  Year 11 Outcomes in the last 3 Years   |  |  |  |  | | --- | --- | --- | --- | | Results | Summer 2018 | Summer 2019 | Summer 2020 | | % of pupils achieving Grades 1-9 in GCSE English and Maths | 100% | 100% | 100% (10% Grade 4-9) | | % of pupils achieving Grades 1-9 in GCSE Art | 100% (67% Grade 4-9) | 100% (50% Grade 4-9) | No entries | | %of Pupils achieving Grades 1-9 in GCSE Double Science | No entries | No entries | 100% | | % of pupils achieving Functional Skills Level 1 in English | 90% | 100% | 100% | | % of pupils achieving Functional Skills Level 2 English | 100% | 50% | 100% | | % of pupils achieving Functional Skills Level 1 Maths | 88% | 100% | 100% | | % of pupils achieving Functional Skills Level 2 Maths | 100% | 50% | 86% | | % of pupils achieving BTEC Level 1 Sport | N/A | 100% | 100% | | % of pupils achieving Entry Level Certificate in Science | 100% | 100% | 100% | | % of pupils achieving Entry Level Certificate in DT | N/A | 100% | No entries | | Average number of qualifications per pupil | 4 | 5 | 7 | | Student Destinations: The number of pupils staying in education or employment after key stage 4. | 10 out of 11 | 6 out of 6 | 10/11 |   Year 10 Outcomes – COVID 19 has impacted negatively on year 10 outcomes in Functional skills maths and English.   |  |  |  | | --- | --- | --- | | Results | Summer 2019 | Summer 2020 | | % of pupils achieving Functional Skills Level 1 in English | 90% | 80% | | % of pupils achieving Functional Skills Level 2 English | 50% | 100% (2 entries) | | % of pupils achieving Functional Skills Level 1 Maths | 90% | 50% (4/8 entries) | | % of pupils achieving Functional Skills Level 2 Maths | 67% | 40% (2/5 entries) | | % of pupils achieving Btec Level 1 Sport | 100% | 100% |   Summary     * The vast amount of pupils at Hope High school make outstanding progress towards their challenging targets across the curriculum and achieve the best possible outcomes. In March 2020, the school partially closed due to COVID 19 epidemic. At that time, 55% of pupils were on track to make good or outstanding progress in English and 74% of pupils were on track to make good or outstanding progress in Maths. * 65% of CLA are on track to make good or outstanding progress in Maths and English * The school has robust data relating to pupil outcomes. When analysing examination data in the last two years, pupils at Hope High outperform pupils at similar centres and all centres nationally on all GCSE (Percentage of pupils achieving grades 1-9), all Functional Skills Level 1 and Level 2 and all Entry Level Certificate qualifications. * We provide a robust transition to post 16 for all our pupils, coordinated by an independent careers advisor (Working towards level 6) who prepares our pupils for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. * We provide a robust transition from Key Stages 2 to 3. Year 7 transition starts in March with home visits, coffee mornings, visits to current setting and a full week at Hope High School, * Pupils’ work across the curriculum is of good quality. All Pupils make good progress across the school academically and socially. * Our pupils read widely and often, with fluency and comprehension appropriate to their age. A small number of our pupil’s support Ks1 pupils with their reading at a local primary school reading. | |
| Actions from previous year:   * To further develop the ‘buddy system,’ both intra and inter-school, to improve quality and consistency of teaching and learning across the school. * To ensure differentiation is consistent across all classes/ Key stages to enable all pupils to access the curriculum. * To ensure that ALL pupils are acting on teachers’ feedback in red pen and link this with ‘pride in work award’. Embed ‘Mend it Monday/ Fix it Friday’. * To introduce the buddy system for TA’s with a focus on learning support rather than behaviour support to improve learning outcomes | | Impact of actions:   * Buddy system is now in place and supporting developing teaching and learning. Staff have enjoyed sharing good practice. Leaders will attend a coaching course during the autumn term and develop this through the school. * This has developed across school and will continue to be on development plan and work with the teaching school will support this. * This is still developing across the school, some pupils struggle to respond to feedback. We will review the marking policy to ensure it has impact. * This has not been developed yet and will continue on the development plan 2019-2020. This is due to new staff |
| Areas for development | * Assess the impact of COVID 19 on pupils with regards to mental health and academic gaps. * Intervention including small group and one to one tuition to address gaps in learning * Develop a robust Remote Learning Policy * Teaching and Learning to be consistently outstanding, increasing the number/percentage of outstanding lessons to improve outcomes for pupils. Using a coaching method and buddy system to develop Teaching and learning. * To develop cross curricular links that deepen pupils understanding * To embed the buddy system to support teachers planning so that pupils are able to remember key concepts in their academic subjects * To plan immersive experiences to strengthen knowledge of other cultures and religions | |
| Next steps | * Deputy head to complete Remote Learning policy and have this ready to launch by 14th September 2020 * Deputy head to complete coaching course * Attend teaching school groups to develop staff   . | |

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| **BEHAVIOUR AND ATTITUDES** - Outstanding | | |
| Strengths | At Hope High School we have high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and securely. This  is reflected in our pupils’ positive behaviour and conduct. Low-level disruption isn’t tolerated and pupils’ behaviour doesn’t disrupt lessons or the day-to-day life of the school. Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines. This is evident in reduction in behaviour data, RPI’s, Serious incidents. Across the academic year 2018/19 the use of RPI reduced by 20% on the previous academic year 2017/18, and 29% on year 2016/17 despite the increase in pupil volume by 32%. Although the amount of Serious Incidents seem to be on par with previous years the percentage of pupils involved in serious incidents has vastly reduced with 54% of pupils involved in SIRs in 2016/17 to 22% in year 2018/19. In 2019-20 academic year, the reduction of RPIs and SIs continued to follow the downward trend. However, the advent of the COVID 19 crisis and school closures has affected comparable data collection.  Behaviour and attitudes are exceptional in our school. At Hope High our leaders, staff and pupils create a positive environment in which bullying isn’t tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively, the casual use of such language in challenged through the whole school ethos. This is done through restorative practice, individualised intervention programmes and through the whole school curriculum. The positive relationships staff foster with pupils supports this process and helps to prevent incidents from re occurring. Our pupils maintain consistently high levels of respectful behaviour towards others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, whilst difference is valued and nurtured. This is supported through the curriculum e.g. SEAL, citizenship and the respect point system.  The success of the use of positive interventions such as Nurture interventions and The Thrive Programme in improving personal development, behaviour and attitudes across the school is evident in the pastoral data analysis. The pastoral team record the type of intervention undertaken on a half termly basis;   * 37% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support. * 36% of pastoral time is responding to and putting in place pupils’ individual behaviour strategies as detailed in PLPs and ECHPs to support pupils successfully accessing the learning environment. * 27% of pastoral time is undertaking Walk and Talk intervention, where they respond to pupils who have disengaged with the learning environment, require support resolving issues and require support re-engaging with active learning.   This evidences our proactive rather than reactive response to pupil individual needs, developing a culture that reflects modern Britain, shows personal and social growth, and prepares our pupils effectively for their responsibilities as active citizens. Our pupils respond to support, employ strategies and engage in restorative practise in a highly effective manner so that their learning and development is not impeded.   * Intervention for de-escalating incidents - 94% pupils settled in class by the next lesson, 79% ready to learn again within 20 minutes. * Intervention for disruption of learning environment - 95% pupils settled in class by the next lesson, 79% ready to learn again within 20 minutes * Intervention for pupils in crisis - 94% pupils settled in class by the next lesson, 67% ready to learn again within 20 minutes * Intervention for pupils dis-engaged from the learning environment - 95% pupils settled in class by the next lesson, 85% ready to learn again within 20 minutes & 22% ready to learn again within 5 minutes. * Intervention for pupils dealing with sensory issues - 99% pupils settled in class by the next lesson, 89% ready to learn again within 20 minutes and 40% ready to learn again within 5 minutes.   Our pupils have high attendance considering their backgrounds and Special educational needs, Pupils arriving to school on time can be impacted by transport provided and medical appointments such as CAMHs. Pupils are punctual to lessons. When this isn’t the case, we take appropriate, swift and effective action and use appropriate interventions to support the pupils. The whole school attendance figure for the academic year 2018-19 is 88.6%, however our school caters also for pupils for whom tradition academic classrooms are not appropriate, who would be persistent non-attenders in any other setting. We provide alternative work and education placements for such pupils which allows them to gain qualifications in the work place setting. When you deduct this cohort who are on role at Hope High school but attend our alternative provisions our attendance data raises to 94 %. This clearly shows the impact of the whole school attendance policy. We work with parents and carers in improving not only attitudes and responsibilities towards education but provide the nurturing environment which our pupils wish to attend. Again, the advent of the COVID 19 crisis and school closures has affected comparable data collection for the academic year 2019-20, however attendance between September 2019 to February 2020 continued to be exceptionally high for for a specialist educational setting.  Our pupils consistently have highly positive attitudes and commitment to their education. They’re highly motivated and persistent in the face of difficulties. Our pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Our pupils actively support the wellbeing of other pupils. Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If our pupils struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.  At Hope High we have had zero fixed and permanent exclusions since October 2016. Our ethos and believe is that exclusion do not have a positive impact on changing our pupil’s behaviour. We believe in a nurturing and therapeutic approach so we can help pupils reflect and learn from their own actions.  Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. This is evident from pupil’s voice. They enjoy coming to school. | |
| Actions from previous year:   * To ensure that the SEMH and curriculum needs of girls are being met across school to improve pupil outcomes * To introduce ‘Thrive’, aiming to overcome the gaps in place from younger childhood to improve pupil outcomes. * To ensure all pupils understand the diversity of modern Britain, developing respect and tolerance towards others * Improve attendance to 90% * Develop as a nurture school and gain the qualification as a nurture school. * Introduce Dog Therapy Intervention | | Impact of actions:  Diverse curriculum and learning approaches to challenge features of thinking and behaving to suit all individual needs regardless of gender. Girl cohort increased to 10% of population  Ensure behaviours characterised by high anxiety, which drives a need to control and avoid the ordinary demands of everyday life, are challenged and modified  Targeted interventions to close the gap adverse life experiences have had on social and emotional empathy and identity.  School is nearly and accredited nurture school and has also support other local PRUs in gaining their accreditation.  We have an enthusiastic staff member attending training to further develop Dog Therapy. Children engage well with both on site dogs and are developing resilience, responsibility and independence through the intervention. |
| Areas for development | * Improve whole school attendance to 90% or above * Develop as a therapeutic school, developing sensory garden, dog therapy, sensory support, to improve positive well Being of pupils. | |
| Next steps | * Improve attendance * Complete sensory garden * Develop Sensory Integration support for pupils with sensory needs | |

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| **PERSONAL DEVELOPMENT** – Outstanding | | |
| Strengths | Personal development in our school is exceptional. Our curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. Our work to enhance pupils’ SMSC development is of a high quality. This is provided through SEAL, DOE, forest schools, citizenship and across the whole curriculum. A small number of pupils have read to KS1 pupils at a local primary school, they have taken part in sporting fixtures and been a credit to the school.  At Hope High school we have Head boy/girl, prefects and school council members. The school council is active, pupil voice is prevalent through their fundraising and school improvement activities. The school council has recently taken on the responsibility of publishing the school newsletter. Pupil voice is active across the school particularly is the school’s strong safeguarding ethos. Pupils have a firm and realistic understanding of not only their own individual needs and how to manage these but also the needs of others which is captured through interventions, SEAL and restorative practise.  Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for our pupils to develop their talents and interests are of exceptional quality. Pupils in KS4 access placements to develop skills in a working environment. We hold community days; pupils take on roles and responsibilities during these events. Pupils value and appreciate the varied opportunities provided by our school. The most disadvantaged pupils consistently benefit from this excellent work. We provide these rich experiences in a coherently planned way, through the whole school curriculum and extra-curricular activities, which considerably strengthen our school’s offer.  The way we develop pupils’ character is exemplary and is worthy of being shared with others. Pupils have developed empathy, intrapersonal skills and an understanding of each other’s needs. Pupils will support others by offering advice and guidance. We develop this through our respect points, therapeutic interventions such as dog therapy, thrive and celebration assemblies.  We provide high-quality pastoral support. Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. Pupils recently took part in Mental Health Awareness week. We are completing digital healthy schools.  We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. The school has a calming and warm ethos and positive relationships and staff modelling British Values reflects across the school. Pupils support with the recruitment of staff process.  We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities  Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.  We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way  At Hope High School we have an independent careers advisor (Level 6). Our school prepares pupils for future success in education, employment or training. We use the Gatsby Benchmarks to develop and improve our careers provision and enable a range of education and training providers to speak to pupils in years 8 to 13. All of our pupils receive unbiased information about potential next steps and high-quality careers guidance. We provide good quality, meaningful opportunities for pupils to encounter the world of work. | |
| Actions from previous year:   * To invite outside speakers into school to present to pupils for example: hate crime, criminal exploitation, county lines, * Pupils to attend careers fairs and colleges to come into school to discuss and support pupils with destinations. | | Impact of actions:   * Pupils to be educated on how to keep themselves safe being vulnerable * Pupils sign posted to suitable post 16 provisions, pupils supported with applications, reduce number of NEET figures. |
| Areas for development | * To work towards the Gatsby bench mark * Developing pupils preparing for adulthood, invite outside speakers into school, college fairs in and out of school * Increase the capacity for recording pupil voice | |
| Next steps | * Develop Careers Provision in line with Gatsby Benchmarks * Improving recording of pupil voice on CPOMs | |

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| **LEADERSHIP AND MANAGEMENT** – Outstanding | | |
| Strengths | Leadership and management are exceptional in our school. Our leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.  HT has supported two Lancashire special schools, one as an advisor role, the other as an Associate HT. Looking to work towards NLE.  Our leaders ensure that teachers receive focused and highly effective professional development. Our teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. Our leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of our staff, including NQTs, build and improve over time. We have developed NQT’s, and supported teachers gain QTS.  Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they’re consistently dealt with appropriately and quickly.  At Hope High our staff consistently report high levels of support for wellbeing issues. We complete wellbeing weeks, meetings and we have introduced external supervision for senior leaders and all intervention staff who support our most vulnerable pupils.  Our leaders engage with their staff and are aware and take account of the main pressures on them. They’re realistic and constructive in the way they manage staff, including their workload.  Our leaders aim to ensure that all pupils successfully complete their programmes of study. We provide the support for staff to make this possible. We create an inclusive culture and don’t allow gaming or off-rolling.  Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive. We have three community days a year, ‘Hope’s got talent’, Amy day and summer BBQ, we also invite parents to coffee mornings. We support events and invite the community to Macmillian coffee morning each year, red nose day, children in need. The school council support organising these events. During these events agencies we work along side are invited, e.g YOT, police, CSC, SEND.  Our leaders protect staff from bullying and harassment. The whistle blowing policy is displayed on the back of toilets and safeguarding training is robust.  Those responsible for governance understand their role and carry this out effectively. Our governors/trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. The GOG meets fortnightly with the headteacher. The governor board also have separate committees e.g School development plan committee, School improvement committee, health and Safety committee,  Those with responsibility for governance ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding. All governors have access to Hope Highs educare modules so they can complete upto date training on safeguarding and specific areas of safeguarding.  We have a culture of safeguarding that supports effective arrangements to: · Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation · Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help · Manage safe recruitment and allegations about adults who may be a risk to pupils. We have regular safeguarding audits from external professionals. This has ensured that safeguarding at Hope High School is exceptional. This can be identified through staff, parent and pupil voice. CPOMS safeguarding system supports us we analysing if training has been effective and allows us to put early help in for pupils before crisis. We have appointed a member of SLT to be the main DSL and lead on safeguarding. | |
| Actions from previous year:   * The governing board to have clear roles and understanding of the whole school priorities and challenge leaders. * For school to take role of managing home/ school transport for all pupils, improving outcomes for pupils. * To embed and develop the SLT team with clear roles and responsibilities. * To ensure the school website has clear and up to date information available | | Impact of actions:   * We have a strong governing body with a wealth of experience. This varies from Head teachers, Educational psychologist, SEND, business. The governing board challenge at Full governors. * A decision form the governors was that this project was not viable. * SLT has now developed and has velar roles and responsibilities * ADHT has developed the website that has up to date information and now has a regular twitter feed. |
| Areas for development | * To develop headteacher as a NLE or executive headteacher to support other Special schools. * To develop wellbeing and supervision across the school to improve staff mental health * To develop new governors and clear roles and responsibilities | |
| Next steps | * Headteacher to apply for NLE and Executive head teacher route. * To introduce external supervision * Course from Lancashire governance service, educare, | |

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| **OVERALL EFFECTIVENESS** – Outstanding | | |
| Strengths | Hopes Highs strength is the ethos and culture. Pupils behaviour is exceptional, staff go above and beyond to support pupil’s wellbeing. The therapeutic interventions have had a significant impact on whole school behaviour. Hope High have had zero exclusions since October 2016. Staff relationships with pupils is outstanding and this has a significant impact on behaviour and wellbeing of pupils. The senior leadership team are strong and work well as a team to develop staff and promote positive wellbeing. The senior leadership team are able to lead the school in the absence of the Headteacher. The Headteacher is developing herself by supporting other special schools in the local authority. Teaching and learning is consistently good and moving towards outstanding. The number of qualifications offered from year 9 is having a significant impact on pupils’ outcomes and post 16 opportunities. Hope High have used the Gatsby benchmark across the curriculum.  Safeguarding is exceptional. Pupils and families are offered early before crisis, pupils are supported from the moment the walk into school in a nurturing approach. Strong links with families and agencies helps us offer early help when needed. School use a CPOMs system that is robust in monitoring and identifying if a pupil/family need support. CPOMs also helps analyse if training is having an impact across the school. | |
| Actions from previous year:   * To develop a substantive leadership team with clear roles and responsibilities * To promote British Values and improve links with the wider community * To ensure website in legal and contains up to date information * Increase number of qualifications pupils can work towards at Hope High School | | Impact of actions:   * DHT moved on, DHT and AHT appointed, Created a HLTA safeguarding role on SLT, Behaviour lead, SBM. Clear roles for all SLT, DSL role has created more capacity for SLT. * Lots of community events in school across the year, coffee mornings, summer BBQ, school play, progress evenings. Raising school profile, * Parents and public can access up to date information. Daily up to date twitter feed * Hope High now work towards a progress 5, start entering pupils for functional skills at year 9, giving them more opportunities to achieve. |
| Areas for development | * All teaching and learning to be outstanding * To increase number of qualifications from year 9 to improve pupil outcomes * To embed wellbeing and supervision across the school to support staff mental health * The governing body to have clear roles and understanding of the whole school priorities and challenge leaders | |
| Next steps | * Coaching AHT to complete coaching * External supervision for senior leaders and intervention staff | |

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| Evidence to support summary evaluation | |
| Ofsted inspection report: | 17th-18th December <https://files.ofsted.gov.uk/v1/file/50143450> |
| Quality of education: | Assessment data, Quality of teaching file (book scrutiny, Lesson obs, Buddy system, progress meetings), Pupils books, work displayed around school, Curriculum statement explaining the 3i’s, Curriculum policy, Teaching and learning policy, Assessment policy, Marking and feedback policy, Curriculum plans, SDP, Destinations, Internal assessment, Curriculum action plan, Curriculum intent statement (website), Intervention data, Learning Resource, Reading data, Accelerated reader, KS3 homework, CPD, Appraisal cycle, NQT’s mentoring documents, MER calendar, HT governors report standards and Curriculum, Exam results, Transition policy, Impact of transition . |
| Behaviour and attitudes: | CPOMS – behaviour logs, safeguarding, early help, working with outside agencies, HT report to governors, Case studies and action plans, PLP’s, assertive mentoring and behaviour self -assessment Attendance data, LA attendance team. Individualised provision, pupil voice, pupil survey, safeguarding quiz, celebration assemblies, intervention data, RPI and SI data, School ethos and values, Behaviour and welfare policy, Attendance policy, Safeguarding and Child protection policy, SDP, Learning walks, lesson observations , Pupils books presentation, pride in work and appearance award, (Quality of teaching file), Citizenship, SEAL, Restorative practice, Intervention logs – pastoral, Thrive, Willow, Pupil and staff relationships, |
| Personal development: | SMSC policy, Equality and Diversity policy, Citizenship policy, Safeguarding and child protection policy, forest school, DOE, Interventions willow room, Thrive, pastoral, residential trips, respect points, lunchtime, community days, fundraising, breakfast club, nurture award, Extra curricular activities, links with other schools (pupils reading to KS1 pupils), school values and ethos, Restorative practice, SDP, citizenship, SEAL, Mental Health awareness week, positive relationships between staff and pupils, Outside speakers (knife crime, colleges), Relationship and sex education, school council, Gatsby bench mark, destinations, family Liaison, Alternative provision, placements, |
| Leadership and management: | Safeguarding and child protection policy, Assessment data, Appraisal cycle, performance management, Advisory reports, governor visits, school network meetings, Stakeholders views (parents, staff and pupils), SDP, Wellbeing weeks, wellbeing meeting, introducing supervision, Teachers PPA at home, NQT mentoring, staff retention, school vision and aim, school policies, CPD matrix, safeguarding CPD matrix, Induction policy, Intervention data, HT report to governors, governor minutes, governors CPD, governors visits, working with agencies, early help, mentoring, budge, Pupil premium, SCR, safer recruitment training, Staff personnel files |
| Overall effectiveness: | All of the above |