



Assessor's Evaluation for the IQM Flagship Project



School: Longdendale High School
Spring Street
Hyde
Cheshire
SK14 8LW

Head/Principal: Andrea Jones

IQM Lead: Jennifer Willis

Date of Review: 3rd March 2020

Assessor: Steve Gill

IQM Cluster Programme

Cluster Group: Inclusion Pioneers

Ambassador: Stephanie Robinson

Date of Next Meeting: 13th March 2020

Next Cluster Group Meeting Focus: Speech and Language

Sources of Evidence during IQM Review Day:

Prior to the day, documentary evidence related to inclusion and the schools Flagship status was reviewed, I was able to scrutinise both hard and electronic documents. The school submitted very comprehensive and accurate documentation of their own evaluation of progress and during the review the next steps in their Flagship Project for 2020 were discussed and agreed.

Discussions with:

- Headteacher to look at an update on the context of the school, Aspire Plus Trust, Flagship Project and their Flagship Action Plan.
- Assistant Headteachers for Inclusion to look at developments in inclusion within the school over the last twelve months.
- Trust Director of SEND and Assistant SENCO.
- A teacher who is undertaking training on Transactional Analysis.
- Senior Leader for inclusion to look at the Mental Health and Well-being of young people and Partnership Working.
- Assistant Headteacher with responsibility for Community, Enrichment & Rewards and students.
- NQT's and a trainee teacher to look at inclusion within the school.
- Deputy Headteacher and Learning Leader seconded to SLT to look at Curriculum Developments since the last review including Life Skills.
- Assistant Headteacher to look at CEIAG Provision within the school.



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Additional Activities:

- Tour of the school.
- Meet with learners and Student Leaders during the day.

Evaluation of Annual Progress towards the Flagship Project

The School's progress from the previous year were based on the project focus of 'Development of an Aspireplus Educational Trust Alternative Provision.'

LHS identified a number of students in the school community who were unable to access the wider curriculum due to barriers to learning, thereby having a negative and difficult experience in school limiting their life chances and future opportunities to lead a successful life. To ensure that the identified students have the best educational opportunities possible they are in the process of developing a bespoke tailored alternative educational provision that meets the needs of the young people identified while meeting their academic, emotional, social and physical needs.

The local offer for alternative provision is not tailored to the needs of their students and the cost continues to be prohibitive. The school and the trust therefore felt that they are best placed to meet, the needs of their students who need a highly focused but slightly different approach to their studies across the MAT by providing their own bespoke provision. From this rationale, the following actions were formulated to ensure success.

Start to explore a Trust approach to alternative provision.

The establishment of an alternative provision offer for students within the Aspireplus Educational Trust remains a key priority. Initial fact-finding is well under-way and this has included visits to other school-based alternative provision offers and meetings with leaders of off-site provisions in nearby local authorities. The financial planning for the development of AP has been factored into the Trust's business plan.

Plan a curriculum to meet the needs of the most vulnerable learners and provide support to all Trust Schools.

Since the last IQM review the whole school curriculum provision has been fully reviewed and rewritten to better reflect the needs of all learners, putting the 'joy' back into learning, whilst ensuring that all learners, including the most vulnerable make progress and are taught a curriculum that is broad and balanced. The new curriculum along with rubrics for every subject in each year group for Years 7 and 8 was launched in September 2019. This will be rolled out to Year 9 in September 2020 and the curriculum is being evaluated with a view to introducing into Key Stage 4. Additional pathways and courses are now offered to support the engagement, learning and progress and future progression routes for all learners, particularly the most vulnerable. The school has secured a place on the Ambition Institute Transforming Teaching Programme, aimed at improving the quality of teaching for all learners, but with a specific focus on those who are classed as Disadvantaged. This is already supporting the realisation of the teaching and learning vision.



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Launch the Aspireplus Educational Trust alternative provision.

As previously mentioned, initial fact-finding is well under-way. As the establishment remains an ongoing priority at both school and trust level, the school has been proactive in ensuring further inclusion developments and improvements are a key focus in the drive for continuing improvement in this area such as:

- An Aspireplus Trust SENDCo has been appointed to oversee provision at Longdendale.
- A comprehensive 'Character and Life Skills' Curriculum has been put into place.
- Inclusion leaders have concentrated on developing and subsequently embedding a culture of mutual respect and outstanding attitudes to learning.
- Supporting staff with their ongoing inclusion professional development Longdendale invested in Pivotal behaviour management training.

Offer provision to schools outside of the Trust - if review finds it is having a successful impact

The school and trust are working hard to identify and procure premises for Alternative Provision, but as yet have not been able to find the right building. Therefore, while this is still priority once the provision it has been established for the trust it is still a long way away from being able to offer AP to other schools. In the meantime, the trust is developing several options for diversification and growth, that include alternative provision.

Agreed Actions for the Next Steps in the Flagship Project

'Development of an Aspireplus Educational Trust Alternative Provision.'

The above project/plan will continue to evolve over the next twelve months to ensure that the cohort of students who are unable to access the wider curriculum due to barriers to learning, are able to engage more successfully in their education and consequently lead and enjoy a more successful life, as a consequence the project will continue to evolve and develop.

To secure support or alternative provision from the Aspireplus Trust Board of Directors.

The CEO will continue to develop and propose several options for diversification and growth for the Board to consider which will also seek to ensure that the development of AP is secured by September 2020.

Develop and plan an alternative curriculum to meet the needs of the most vulnerable learners who are struggling to access mainstream education and provide support to all Trust Schools.



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The CEO, Headteachers, Deputies and SLT will continue to meet to create the vision for AP for LHS and the Trust.

This will include Alternative curriculum partnership planning with the partner school Rayner Stephens High School. While continuing to look to find an appropriate building in which to establish AP they will also look to source high quality Alternative curriculum opportunities for current students within Tameside. To this end, the Inclusion SLT Lead will look to identify appropriate provision and to on an Excellence visit to a respected and valued alternative provision provider.

Launch the Aspireplus Educational Trust alternative provision by December 2021.

The school will identify cohorts of learners for AP by December 2021. Learners will access the provision with continuous analysis and review of the impact and outcomes to ensure success.

Offer provision to schools outside of the Trust.

The CEO of Trust will present the offer at Tameside Headteachers' meeting in December 2021 and take on a small number of learners from other settings for a trial period from September 2022 then review the success and outcomes for learners from the Trust and those outside the trust.

Expected Outcomes of the Project:

- To have the Alternative Provision up and running for December 2021 with its first identified cohort from both schools in the MAT and reviewing and evaluating the curriculum and vocational opportunities on an ongoing and regular basis to ensure that what is offered meets the needs of the students involved.
- By 2022 have the provision fully operational with a superb record of success, demonstrating how they are successfully providing for the needs of all of the students in their care.
- Ensuring through their superbly inclusive approach that all students have the best possible chance to move on to the next stage of their lives.
- Consider allowing other schools to access the provision with a small number of students, carefully selected to ensure that the provision can meet their needs.

The Impact of the Cluster Group

Longdendale High school are active participants in the cluster group having attended five of the six meetings so far. They hosted a meeting in October 2018 with a focus on 'Mental Health and Well-Being.'



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The impact within school from the previous meetings are:

- **1.2.2018** - The focus of the meetings was Learner Progress and Impact on Learning specifically intervention and monitoring of disadvantaged pupils. From this the school introduced a tiered mentoring approach for disadvantaged students at LHS.
- **20.4.2018** – The focus of the meeting was Transition. From this the school completed a review of induction and transition process and new approaches introduced as a result of the strategies shared at the Cluster Group Meeting.
- **22.3.2019** – The focus of the meeting was dyslexia. A Dyslexia action was put in place by the Assistant SENDCO – this has included briefings and training for all staff to support improved provision and outcomes for our learners with dyslexia or dyslexic traits.

Overview

Longdendale High School is a thriving 11-16 school built on strong values, it is a successful school that has undergone dynamic improvement in recent years. The school prides itself on superb pastoral care, actively promoting equality and diversity and is therefore an extremely welcoming, inclusive and caring school. The school continues to celebrate the most successful period in its history with strong levels of achievement in comparison to both local and national figures giving a clear message of the value students and parents place on being part of the school. High standards of teaching from staff and excellent learning from students, alongside the proactive encouragement of parents, have all contributed to the school's recent success. Everyone at the school is fully committed to maximising the achievement of every student, the school community should be justifiably proud of their success. Students are valued as their greatest asset and their contribution to the school is outstanding, as is their determination, creativity and willingness to participate that are the cornerstones of the success of the school.

LHS continues to be a school that is in a constant state of review evolving its educational and inclusive practice for the benefit of everyone in the school community. A place that provides a happy, stimulating and vibrant learning environment that concentrates on helping students to develop as effective independent learners and positive members of their community and society. It is clear to see that the school's actions to care for its students is in my judgement superb.

Discussions with key members of staff and a variety of students were extremely useful in confirming that the school continues to address all 8 elements of the IQM award. This was further reinforced during a meeting with the Headteacher and Assistant Headteachers with responsibility for inclusion to discuss developments since the last review that included a discussion about the ongoing search for premises for Alternative Provision, changes to the schools policy on Behaviour Management, Rewards and Community Enrichment, Mentoring for Year 11 disadvantaged students, a new curriculum for Years 7 and 8.



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The wide-ranging discussion also focused on the whole school changes to culture and vision: Inclusion – We are professional, positive and resilient. We work together in a culture of mutual respect: Teaching and Learning – Dynamic and engaging experiences challenge learners to be inquisitive, active and independent and Trailblazers – We are a team that supports others to create an inclusive, challenging and dynamic environment that enthuses all learners. A highly inclusive vision that it will be interesting to discuss at the next review.

There was also a discussion about the schools core values ASPIRE – Achievement (critical thinking), Success (collaboration), Professionalism (communication), Integrity character), respect (citizenship) and Endeavor (creativity) and the addition of competences that sit alongside each and are threaded through the Life-skills Curriculum and will be embedded in every area of school. Evidence of these changes having a positive effect were clearly seen around school and in meetings with staff and students. It will be interesting to see how they have developed and evolved at the next review.

There was an opportunity to talk with the Trust Director for SEND and the Assistant SENCO to look at how the role is expanding to fill the growing needs of the identified students and their families, that includes opportunities through EHCPs to access high quality Alternative Provision for a student for one day a week with the provider working very closely with the school to ensure successful outcomes. As well the use of programmes such as 'Teens and Tots', 'Power to be Active' and 'The Princes Trust' that are utilised well and provide fantastic opportunities for key students as evidenced when I spoke to a number of those involved. The Assistant SENDCO is now actively involved with faculties within the school attending departmental meetings and offering advice and providing differentiated support. There are also plans to offer SEND coffee mornings for parents that will provide crucial supports and begin to build networks for parental support.

There were a number of opportunities to talk to students at the school through a tour of the school with the newly appointed Deputy Headteacher who was able to give a fresh viewpoint on the school and its superb inclusive practice and also gave the opportunity to talk to students in lessons. Students spoken to in lessons were articulate about their learning, commented on the positive relationships with staff and the support they were able to access. I also spoke at length to the Assistant Headteacher with responsibility for Community, Enrichment and rewards who was very passionate about working with and engaging all students, giving a great insight into the new rewards system and the way that students willingly and actively engage in the multiple opportunities offered to them and which are well supported. All students spoken to were mature, articulate and proud of their school and the opportunities they were given, superb advocates for themselves, their families and the school.

I had a very informative and lengthy discussion with a member of staff who is interested and involved in an advanced level course on 'Transactional Analysis' which is a psychoanalytic theory and method of therapy, where in social transactions are analysed as a basis for understanding behaviour and in particular the 'Functional Fluency Model.' This is a model for understanding how people behave and a practical framework to help them 'respond' more and 'react' less.



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Her aim is to complete TA102 and be able to offer training to staff, as part of the course she is working with Giles Barrow who runs the course to deliver training to a school in Rochdale already using Functional Fluency to good effect.

There was an opportunity to discuss at length the continued development and evolution of the schools' superb provision for Mental Health and Wellbeing with the Senior Inclusion Leader. It was clear from the evidence presented and from the discussion that the work to support Mental Health and Well-Being at LHS continues to be at the forefront of what is happening in Tameside and wider afield, including their continuing work and involvement in the 'Clinical Research Trial' with Gi Thrive that has just been successfully completed and published as a case study of exemplary practice. There are continued successful partnerships with 'Healthy Young Minds - Tameside' and the new 'Rapid Response Team' initiative, there is a new relationship with the 'Safer Schools Police Partnership' that is proving to be very successful. They should be immensely proud of the staff who work in this area and of the support they offer to students, families and staff, a model of working that should have wider acclaim.

The Deputy Headteacher involved in Curriculum development and the Learning Leader talked about curriculum developments that have occurred in the last twelve months such as, moving to a three-year curriculum at Key Stage 2 and two years at Key Stage 4. Also, the ongoing development of Rubrics for all subjects at Developing - Advancing - Mastery levels and how they will be embedded and evolve over the next twelve months and then the new approach with the Life-skills Programme.

All of the above will contribute to the schools ongoing Flagship Project during the next review period. It was a pleasure to revisit Longdendale High School to conduct their Flagship review. The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. Therefore, I recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd