

SEF- SELF EVALUATION FOR PENKFORD



SCHOOL 2021-23

Anne Kyle

School Context

Penkford School is a Local Authority Community SEMH Special School. We are a 55-place school, (expanding to 65 places September 2022, on a brand-new site and school). All our pupils have an Education, Health and Care Plan (EHCP), with Social, Emotional and Mental Health (SEMH) needs being their primary area of need. Up to 20% of our pupils have an Autistic Spectrum related condition as their secondary area of need on their EHCP.

Currently all our pupils are boys, however we do have capacity for girls, and we are working with the local authority to ensure when we relocate, we can accommodate girls. We have a KS2 provision and then KS3 and 4, from year 4 up to year 11. The vast majority of the school are White British with only two pupils with an ethnic minority background. Children Looked After making up around 5% of the pupil population. Many of our pupils have outside agency involvement with CSC, Youth Justice Service (YJS), and others.

We have between 60-70% of the school at any one time on Free School Meals/Ever 6, and we serve the whole of St Helens, which is part of the Liverpool City Region, the most deprived area of England in the last available Multiple Deprivation Index data.

Penkford School comprises of 28 staff, a head teacher, deputy head, assistant head, DSL, three TLR holders, school business manager, two admin staff, three learning mentors, 11 FTE equivalent teachers and the remaining are support staff.

We work in partnership with the local primary and high schools to provide and promote SEMH support for special needs and are involved in CPD, research and assistance for early help and assessment of SEND needs in St Helens. We also link with the local authority Alternative Education provision for pupils at risk of exclusion and the two other local special schools.

We have achieved many outcomes in the few years. These include the Arts Gold Mark, the Excellence in Tackling Bullying Award for four years running 2018-2022.

The John Muir Forest Schools Award, the Liverpool City Region Reading Mark, Accredited Duke of Edinburgh Award provider and The Schools Network Quality Specialism Mark. We are currently working towards the Carnegie Mental Health Award.

Changes since last inspection

- Acting Head teacher from February 2020 until new Head teacher in post January 2021.
- New SENCO appointed Spring 2021- due to the Covid related death of previous SENCO
- TLR holder's re-evaluation, to maximise expertise and grow middle leaders
- Full restructure of the Governing Body committees to focus on quality and standards in education and learning – Summer 2021
- Introduction of Behaviour Watch to assist staff and SLT with tracking and monitoring pupil behaviour, IEPs, rewards, exclusions, key worker roles and target setting.
- New £7.8 million building to open September 2022- planning and design nearing end of project
- New subjects to expand curriculum- BTEC Personal and Social Development, GCSE History, GCSE Geography, BTEC sports studies, ICT and KS2 coding.
- New systems and structures- including 4 working group parties to look at Mental Health and Wellbeing, Assessment and Feedback, Staff workload, Personal and Social Development.
- Reading intervention further developed
- Literacy strategy introduced and working well

Key Strengths

- Curriculum is broad and balanced for all
- Staff differentiate for all pupils based on need
- School ethos and 'vision' is strong and enacted by all staff daily, demonstrated throughout all areas.
- Reading planning provision and interventions have a clear progression set out from baselines of pupils' starting points.
- Children's behaviour is well managed – school adopts the principles of resilience, nurture, Team Teach and use them appropriately
- Staff are well trained in understanding and educating children with complex special needs
- Safeguarding is very strong, and we are a local leader in effective safeguarding practice and regularly train and shape the Local authority training.
- GCSE offer is very good for a small special school- we offer a wide range, including English Literature, History and Geography.
- Outdoor education and Forest Schools are strong areas of curriculum and support learning in all academic areas.

The Quality of Education- judgement good to outstanding

■ Outstanding (1)

We believe our curriculum to have many outstanding features to meet the needs of our young people.

- Our school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what our teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of our school lessons and activities contribute well to delivering the curriculum intent. **Our curriculum intent is overt, and staff appreciate that whilst on the one hand we are trying to help students to embed skills and knowledge that will be of most use to them, we are also trying to develop them personally as young people so they can move on to their next destination as confident, thoughtful and resilient young people. Our curriculum is bespoke enough to provide for individual's learning needs e.g. MFL tutoring if pupil is able to access, GCSE statistics, and wide spread coverage to cater for all abilities.**
- The work given to our students, over time and across the school, consistently matches the aims of our curriculum. Individual lessons in subjects are part of a well-planned curriculum that has been carefully mapped out to enable the necessary skills to be learned and embedded to the long-term memory. **Subject 'end points' are identified at both medium term and long-term level. Our curriculum is sequenced and planned towards our students' having sufficient knowledge and skills for future learning and employment. This is evidenced in our Long-Term Plans and diversity of subjects.**
- Our students' work across the curriculum is consistently of a high quality. **This is evidenced across the curriculum, with some subject areas exhibiting work of an extremely high standard, notably maths, art. We had 12 pupils in the 2021 academic year who were eligible for a TAG (teacher assessed grade). The staff worked tirelessly from the early Spring Term to gather the evidence needed and complete the extensive paperwork required for such an important area. There were 131 qualifications gained in total, over years 9,10 and 11, 26 pupils. 46 of the qualifications were GCSE or equivalent, 35% of the total. The year 11s had 85 out of the 131 that is an average of 7 qualifications each. 43.5% of our year 11s left with a GCSE, 100% left with recognised qualifications. This data compares very well with previous years, but it is not being used for any official purposes.**
- Our students consistently achieve highly, particularly the most disadvantaged. **Students with SEND achieve exceptionally well. At the end of the academic year 2020-21 data of all our students were on or above target, from their individual starting points, in fact this figure is about average for the whole year. All students are disadvantaged and classed as students with SEND. National results for the past 3 years have seen our students performing in**

line or slightly better than schools with similar population characteristics. In each Key stage our pupils access an ambitious curriculum with whole school supported data for them. This enables them to be ready to learn and access their work.

■ Good (2)

■ Intent

We believe our curriculum is exceptionally good because of the following: -

- Our Leaders adopt or construct a curriculum that is ambitious and designed to give all students, **particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life. We link our curriculum with resilience, and the philosophy of the Six Pillars of Resilience underpins all our work and support for our students' learning.** Teachers embed our intent into planning but additionally identify their own intent for their subject areas throughout pupils' time at school.
- This is either the national curriculum or a curriculum of comparable breadth and ambition. **Our curriculum intent is clear at meeting of needs for all students. Curriculum is aspirational to give our students the tools to succeed allowing for a varied numbers of learning pathways to be followed with outcomes that range from examples of 5 levels of progress over 6months for one KS3 pupil In maths to 18 months improvement in Reading Age in 6 months for one KS2 pupil. Curriculum is aspirational to give our students the tools to succeed. A salient feature of all curricula intents is the focus on personal, social and emotional development and the need to equip all students with the necessary skills and knowledge to access their future learning/employment with success college or work. All our pupils have access to bespoke personal development.**
- Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. **Subject curricula have been carefully planned with both GCSE end points and personal development/life skills in mind. The long-term plans and individual units of learning reflect this and have carefully identified end points that will ultimately enable students to develop and acquire the necessary knowledge and skills to enable them to access future learning and employment. This includes a focus on reading and writing and careers/employability skills. We have half termly careers lessons per subject across the school. Our Long-term plans follow the National Curriculum, and we benchmark against the National Curriculum. KS3 links to prior learning in KS2 and so KS4 follows learning and builds on sequences learnt lower into the school. We have maximised time for staff to work cross phase and cross curricular to make the links, help with planning and reduce workload. From year 10 onwards pupils have the opportunity to access vocational education via alternative education placements.**
- CIAG – Our Gatesby benchmark Action Plan and working towards gaining 8 benchmarks the school has a designated Careers Leader who is a member of SLT and is therefore able to champion and influence the direction of the careers programme. We also have a Careers Assistant (equivalent to 1 day per week). The school has a dedicated Enterprise advisor who is employed by Careers Connect. We have a Careers Policy, a Fair Access Policy and a whole school careers programme all of which are published on the school website in compliance with statutory guidance.
- The Careers Leader has completed a Careers Leadership training course fully funded by the careers and Enterprise Company.
- At present all our year 11 and year 10 pupils received a minimum of one career interview by an independent Careers advisor. As a result of the interviews each pupil had their own detailed action plan. Year 11 pupils were also given assistance in completing college and apprenticeship application forms by the advisor. KS3 have a dedicated careers session half termly and KS2 have linked careers drop downs and projects throughout the year. Recent pupil survey indicated that 100% of pupils either strongly agreed or agreed that 'staff help pupils develop the skills they need to succeed'. . Our careers advisor is on site one a week and pupils are aware that they can access further support if needed. Our careers

advisor will accompany pupils to college open evenings and interviews if pupils need additional support, in addition to facilitating further transition 'meet and greet' sessions with individual college tutors prior to post-16 transition if needed.

- We have used the Compass Self Evaluation Tool twice during the last year to evaluate our progress against the eight Gatsby Benchmarks. **We have made progress over time, and we aim to achieve all eight benchmarks by the end of academic year 2020-21, we are 80-85% inline with all of the CIAG Gatesby and 'Baker clause' CIAG benchmarks. We will be fully compliant by the end of 2022.**
- Our overall aim is to have a coherent careers programme that meets all the Gatsby benchmarks and supports all our pupils to move through their education and on to the next stage of their life, equipping them to manage their future progression through learning and work. Our programme will not just be a collection of activities but a progressive and planned pathway through a range of different learning opportunities.
- Our curriculum is successfully adapted, designed and developed to be ambitious and meet the **needs of students with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Subject curriculums are planned carefully to support the development of fluency in key skill areas. Our IEPs and Long-term plans are linked to the Key areas of SEND need. We have introduced in 2021-2022 new aspirational courses- including new GCSEs- History, English Literature, Geography, Statistics, and BTECs in Personal Development, and BTEC sports awards. The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills, and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.**
- The Vast majority of our students study the full curriculum; it is not narrowed. **Our school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. Special Schools such as ours have exemptions- EBACC is not for all our students and the intent justifies this- but we have broad and balanced access for students to variety of subjects and qualifications- At key stage 2 and 3 the national curriculum is followed by all. Students following this programme of study are challenged to meet standards of excellence. A similarly demanding curriculum is available for our more able KS4 students, but a language at present disappplied for the majority of pupils via the Annual Review of pupil and parent voice, but we do offer a MFL via a tutor for those able to access this part of the curriculum. We have drop down MFL days, and cultural links within many subjects too.**

■ Implementation

- Our teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. All teachers have at least a good knowledge of their subject and the courses they teach. **One Teacher delivers outside their area of expertise, for example mathematics, support is received from middle and senior leaders. Inhouse CPD, 6 staff on NPQs, National College accredited training, subject network meetings linked to outstanding local schools, LA training, memberships to nationally recognised associations e.g. PSHE association, Geographical association, STEM learning and any other CPD relevant to staff roles- e.g. Senior Mental Health lead training, Dyslexia screening and diagnostic level 5 training, SENCO training, Access arrangements, Exam board training etc. Directed time is provided for teachers of each subject to review planning and assessment together each half term to ensure continuity of progression throughout the key stages.**
- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. **They check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. All teaching staff have completed training which focusses on adapting**

teaching to provide universal support for all pupils in class without having to create unnecessary elaborate resources: *Developing and Implementing Effective Pedagogical Practice for Pupils with SEND* (National College). All staff have been provided with the NASEN Teacher Handbook by our acting SENCO which provides subject specific examples of how to adapt teaching to support accessible, effective learning for all pupils. Educational needs as outlined on each of our pupils' EHCPs are taken into account by teachers; for each class, teachers have a 'Class on a Page' overview which outlines pedagogical provision that is put in place for each pupil. Class on a Page documents are driven by Section F of each EHCP in addition to teacher expertise regarding how pupils learn best in their subject.

- In our school, teaching is designed to help students to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Interleaving, retrieval, etc., built into the school year to help staff and students, build into schemes of work and lessons to enable long term memory and learning to be embedded, CPD has been given on this topic and staff are familiar with current research on helping students to remember what they learn. As such a number of pedagogical techniques are used to support students to remember long term, namely interleaving, spacing and retrieval. This is triangulated through work scrutiny, low stake quizzes etc . Directed time is dedicated to teaching and learning each week (Wednesday afternoon TLA Hub. Teaching staff meet to discuss current research on pedagogical and assessment approaches, share good practice and devote time to ongoing development of their practice with their colleagues
- Our teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. **Our Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.** Following a staff consultation and review of EEF research 'Teacher Feedback to Improve Pupil Learning' (June 2021), our school Feedback Policy was overhauled in September 2021. Our school policy is now non-prescriptive, with a clear focus on what the principles of effective feedback are and providing ongoing training and support for staff. Subject leads now have the autonomy to plan for effective feedback within their subjects based on 3 over-arching principles outlined in our policy. In order to ensure consistency in assessment across the school, we use topic sheets which provide pupils with 'I can statements' – end points for each topic 'I can statements', Star reading tracking, IEPS, BTECs, GCSES, Functional skills, End of topic and assessment weeks. Base line assessments are carried out in many subjects to identify the gaps in learning and to allow staff to close the gap. Planning in all subjects is based on the mapping out of key skills and knowledge/understanding over time and end points for each topic and year group are known and shared with the students. Teachers diagnostically assess against these criteria and revisit skills that are not secure until fluency emerges. Low threat assessment techniques and end of unit assessments are used for this purpose. We have robust Baseline Induction testing all of our students go through, including Spelling and Reading Age testing, subject specific baseline assessments. These help staff to gain a better understanding of gaps in our students learning and also help students understand how we they can improve in short spaces of time from joining us.
- Our teachers create an environment that focuses on students. **Our textbooks and other teaching materials that our teachers select – in a way that does not 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. All our staff work hard to create engaging learning environments but never lose sight of the ambitious end points that are being worked towards. We aim never to leave students behind or hold them back.
- The work given to students is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. **Lesson materials reflect the content of the carefully planned curriculum and the learning journey towards the ambitious end points of the**

curriculum. Work in books often displays this progression in line with planning expectations. Reading is prioritised to allow students to access the full curriculum offer. Literacy Strategy, whole school budget and action plan

- Our rigorous and sequential approach to the reading curriculum develops students' fluency, confidence and enjoyment in reading. **At all stages, our student's reading attainment is assessed, and gaps are addressed quickly and effectively for all students. Reading books connect closely to the knowledge students are taught when they are learning to read. Our Spelling programmes run during form time with the aim being to embed spelling competency of the top 500 most used words. Literacy Strategy, whole school budget and action plan. The promotion of reading and writing is the responsibility of all teachers and staff and features prominently in all lessons in line with the Literacy policy. Outcomes from reading and spelling assessments (Accelerated STAR reading programme = assessment tools) on entry, are shared with staff and enable teachers to differentiate resources accordingly. Furthermore, assessment outcomes enable progress to be tracked and helps inform intervention, especially for students who are not able to access the curriculum because of poor reading skills. Form period time along with morning registration is also used to further promote reading and writing skills and DEAR, Literacy Focus fortnights, no pen days and drop everything and read strategies are all used to promote skills in this area. Individual subject teachers are expected to incorporate reading into their lessons and focus on developing subject specific vocabulary.**
- Our teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well. **Oracy/Literacy- whole school focus, Reading and Spelling ages, Literacy Focus Fortnight, Discrete Communication and Social Skills lessons timetabled for KS2 and 7/8CB to develop speaking and listening skills and training for literacy specific cross curricular work. . Reading books are also available for all different reading abilities and are colour coded for this purpose. As such children are challenged to read ambitious literature. A reading/spelling intervention programme also operates for those children who are too weak to successfully access the curriculum. In addition, there are also half termly reading challenges that once again encourage students to read for fun**
- **Impact**
- Our students develop detailed knowledge and skills across the curriculum and, as a result, achieve well. **This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. We had 12 pupils in the 2021 academic year who were eligible for a TAG (teacher assessed grade). The staff worked tirelessly from the early Spring Term to gather the evidence needed and complete the extensive paperwork required for such an important area. There were 131 qualifications gained in total, over years 9,10 and 11, 26 pupils. 46 of the qualifications were GCSE or equivalent, 35% of the total. The year 11s had 85 out of the 131 that is an average of 7 qualifications each. 43.5% of our year 11s left with a GCSE, 100% left with recognised qualifications. This data compares very well with previous years, but it is not being used for any official purposes.**
- Our Students are ready 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. Students with SEND achieve the best possible outcomes.

subject	Below Level 1 Functional Learning or GCSE levels	Achieved GCSE or equivalent	comment
maths	12/12 100%	7/12 58%	All students achieved a maths qualification

English	12/12 100%	2/12 17%	SIP area of development
Science	11/12 91.6%	5/12 (10 GCSES as science is a double award) 41.6%	1 pupil could not access the curriculum
art	N/A	6/8 75%	Not all pupils accessed GCSE art
History	1/5 20%	N/A	SIP area of development
BTEC Sport	6/6 100%	6/6 100%	

- Our students' work across the curriculum is of good quality. **Pupil survey February 2022- 81% of pupils either strongly agreed or agreed that the Head teacher and staff do a good job.**
- Our students read widely and often, with fluency and comprehension appropriate to their age. **They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. access to books on the classroom shelving, dedicated form time/ tutor time for whole school reading focus, celebrations in assembly etc This is supported by a very robust Reading and Spelling age program of tracking and intervention. In February 2022 KS2 reading ages 75% of them had achieved their ceiling. That is despite Covid interruptions etc. That also had 2 new pupils that had not yet been baselined. School Literacy policy and Calculation policy – both in place to ensure continuity in approach throughout all subjects and year groups.**

Special School Specific guidance

Outstanding (1)

The quality of education is outstanding.

All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, if there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.

Safeguarding is effective.

Good (2) Special School Specific guidance

Pupils with SEND have a range of different needs and starting points. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.

However, as with all provision, SEND provision has some specific factors that should be taken into account. Inspectors will gather and evaluate evidence about:

- Whether leaders are ambitious for all pupils with SEND.
- How well leaders identify, assess and meet the needs of pupils with SEND.
- How well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.

- How successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.
- How well leaders include pupils with SEND in all aspects of school life. Pupil on a Page, Class on a Page, planning documentation
- How well the school assesses learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in:
 - communication and interaction
 - cognition and learning
 - physical health and development
 - social, emotional and mental health. Pupil IEPS

■ How well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

Because of the often vastly different types of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities.

The school continues to be fully compliant with statutory safeguarding guidance for schools. The Safeguarding / Child Protection policy has been re-written to include new updates including a process for supervision. All staff have completed relevant Safeguarding Training ensuring compliance with KCSIE.

All staff have signed to state they have read and understood Part 1 of KCSIE (Keeping Children Safe in Education) All new staff have received training, updates and an induction. Staff vigilance, confidence and competency in safeguarding and child protection are secure.

All pupils have a 'signs of safety' that is updated regularly

Penkford School are up to date with Section 175 Safeguarding Audit (completed in December 2021). Governors have completed a full Safeguarding Audit October 2021.

Weekly Safeguarding meetings are always completed with minutes and timely actions.

Policies and procedures are all up to date / staff training.

Safeguarding CPD for staff and Safeguarding Leads. We also run a Safeguarding update session every half term.

A rigorous system is in place and effective for dealing with child protection concerns (Safeguarding Matrix)

A rigorous system, the Safeguarding Matrix, is in place and effective for dealing with child protection concerns. The Safeguarding Matrix updated daily. This continues to enhance daily communication between the safeguarding, SEN and attendance team on the welfare of pupils and operated as a tool to record staff and external professional's information and concerns about each pupil.

Behaviour and Attitudes- judgement- Good

■ Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently. **Staff survey Autumn 2021- 99% strongly agree that school has a culture that encourages calm and orderly conduct and is aspirational for all pupils. 99% strongly agree the school is well led and managed. Pupil survey February 2022- 84% strongly agree that teachers and staff are friendly and helpful.**
- Students behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. **4 years running awarded the Excellence in tackling Bullying Award.**
- Students consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Students make a highly positive, tangible contribution to the life of the school and/or the wider community. Students actively support the well-being of other students. **Pupil survey February 2022 – 82% strongly agree that Adults take time to help me improve in learning, 100% of pupils feel safe.**
- Students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If students struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. **Pupil survey February 2022- 88% strongly agreed that there was an adult they could go to if worried- and 100% agreed there was someone to go to if worried. Behaviour targets are linked to Key worker sessions (2-3 weekly), IEPs, the 'Fresh start' approach of every day, lesson, time it's not too late to make the right choices.**

■ Good (2)

- Our school has consistently high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly and are dealt with quickly before any escalation. Leaders support all staff well in managing student behaviour- **SLT Code Of Conduct- staff survey Autumn 2021- 100% leaders use professional judgement to encourage, challenge and support staff improvements.** Staff make sure that students follow appropriate routines. **School has a clear and simple behaviour policy. It is applied consistently by all staff in all Key Stages. Pupils are aware of and accept the policy. The student Council played a role in drawing up the policy. The school has a Behaviour manager who is responsible for coordinating the application of the policy. Underpinning the system is the software package Behaviour Watch. The behaviour management is built on de-escalation techniques which are applied consistently and fairly by all staff.**
- Our Leaders, staff and students create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. **e.g. dedicated email for reporting anonymously any bullying- Restorative Justice approach to conflict resolution, mentors, bullying advocates for school student council. Bullying is not tolerated and is swiftly dealt with. Pastoral staff are skilled at de-escalation and in restorative justice meetings. If personal issues cannot be resolved pupils may be placed on one of the three satellite sites. The dedicated anonymous email address for reporting bullying is rarely (if ever) used. - Restorative Justice approach to conflict resolution, mentors, bullying advocates for school student council, healthy lifestyles mentoring**
- There is demonstrable improvement in the behaviour and attendance of students who have particular needs.

School years	2018-19	2019-20	2020-21
Number of days exclusion	102.5	14.5 (Covid)	39

Interventions used to support pupils academically, emotionally, behaviourally, socially, family and outside of school.

This gives governors a good oversight on all the additional 'interventions' and extra 'value added' services we as a school offer- 2020-21

Type of Intervention offered	Active Literacy [07/09/2020-]	Reading & Spelling Age [07/09/2020-]	Attendance & Family Support	Attendance Family Support & Welfare Out of School Term	Attendance Family Support Home Visits	Attendance Joint Education Welfare Service	Attendance Transport Assistance	Careers [07/09/2020-]	Counselling [07/09/2020-]	Draw and Talk [07/09/2020-]	Forest School [02/11/2020-]	CELLS Project CIC	Safer Communities [07/09/2020-]	St Giles Trust mentoring	Youth Justice Service	Numeracy Dynamo [07/09/2020-]	Pupil/Parent Medical & Additional Needs Support	Pupil/Parent New Pupil Transition	Pupil/Parent Support	Pupil/Parent Support Home Visits	Pupil/Parent Welfare Support Out of School Term
2				7		5															
3			9												1			49	12		
4			37			1									1			49	42		
5			38		4	2	1											100	12		
6			49	8	3	9	1												18		
7		10	118	28	26	49	5	13				2							90		11
8		14	312	41	17	63	3	23	6		6				1		3	17	104	4	4
9		10	455	27	40	77		28	5					4	8		2		104	10	30
10	1	18	324	37	47	44	13	11	14			2			6		2	13	118	4	23
11	6	28	520	55	43	69	16	24	66		21	2	22	1	27		34	22	308	10	43
12	3	10	232	32	14	28	4	8	16		4			13	25		9	14	110	13	16
13	13	22	251	43	30	25	14	1	17		15	2	44	10	23	10	9	63	185	7	31
14	17	12	122	29	6	17	6	2	4		1		21		10	11	4		84	2	9
15	5	12	125	12	8	15	6		34	17	9		22	6	10	5	1		82	9	26
16	4	8	90	11	2	10	27		25	11	26		24		4	14	1	18	61	16	6
Grand Total	49	144	2682	330	240	414	96	110	187	28	82	8	133	34	116	40	65	345	1330	75	199

- Our Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. **Celebration Assemblies, Noticeboards- positive messages and affirmations, Student Council, Reward points, Tuck shop. A wide range of rewards are in place as a counter-balance to the system of sanctions. These include Achievement Celebration Assemblies, Reward Trips, and Reward points exchangeable in the tuck shop, Award of growth mindset and celebration of achievement on notice boards and on the school web site. Pupils may also be invited to join the school council and/or be made a prefect with entitlement to certain privileges.**
- Our Students aim for high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. **Pathway Programme, Internal Isolation, then clear reintegration back, bespoke timetables and learning packages**

- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded students on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. **This academic year external exclusions data have been on a downward trend since then to date. Internal exclusions have been used where staffing will allow and roughly mirror the number and trend of external exclusions.**
- Exclusion data which supports the idea that exclusions are used appropriately and are effective at modifying certain types of behaviour.
- After exclusion pupils are reintegrated back into school. Depending on the reason they were excluded they may be back into the main school site, or on a Pathway reintegration programme to regain success in education. ST*RS pathway, where appropriate mentoring and a dedicated support package can be utilised to enable an eventual return to the main site. Our Relationships among students and staff reflect a positive and respectful culture; students are safe, and they feel safe. Penkford school have been awarded the Bullying Intervention Group Award for 2021-22 (4 years running). The BIG AWARD is given for excellence in bullying intervention.

Personal development- judgement- Good to outstanding

• Outstanding (1)

- Our school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional- Wellbeing, Rewards, mentoring, PSHE, school trips, Key Workers, Targeted mentoring following data analysis, Key Workers, Kite mark/ Award for Wellbeing and Mental Health being actively sought.
- Our school consistently promotes the extensive personal development of students. Our school goes beyond the expected, so that students have access to a wide, rich set of experiences. Opportunities for our students to develop their talents and interests are of exceptional quality.
- Our students take up the opportunities provided by the school. Our most disadvantaged students consistently benefit from this excellent work.
- Our school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing students' character is exemplary and is worthy of being shared with others. Our school continues to demonstrate that all pupils have a voice that is valued. The voice of the child is captured every half term and any concerns are addressed. We also run a pupil elected 'Student Safeguarding Council' every term where pupils are provided with a voice on key matters around School. A Pupil Survey is also completed each half term in which outcomes show that a significant number of pupils feel that safeguarding is strong at School.
- Contextualised Safeguarding at the school is strong. Due to our close work with pupils, families, agencies, CYPS, community etc. and the support we provide at L2, our awareness of family and community, wider issues, and the bigger picture, is effective.
- At Penkford we value the views, opinions and well-being of our parents and carers. In order to maximise parent and carer engagement, we run a successful half termly 'Family Focus Group'. Each half term, families are invited to School to participate. These groups provide an opportunity for parents and carers to come together to debrief, reflect and evaluate school and family practices. The gatherings are also an opportunity for parents and carers to ask any questions or share any concerns they may have regarding their child's experience at school. Our Family Focus Group is led by our Pupil and Parent Support worker and is an opportunity for open, honest discussion about complex students and their unique needs. In addition to this, every half term, we send our families a Parent / Carer newsletter which covers key information, advice and guidance on current topics such as online safety, exploitation, sexual violence, and sexual harassment etc.

Good (2)

Our curriculum extends beyond the academic, vocational or technical and provides for students' broader development. The school's work to enhance students' spiritual, moral, social and cultural development is of a high quality. Forest schools, Nurture, BTEC PSD, BTEC Independent living, Community Involvement- Cells, Drug Rehab Centre etc

- Our curriculum and the school's effective wider work support students to be confident, resilient and independent, and to develop strength of character. post 16 data, last 3 years, reintegration back into mainstreams, last 2 years data. Work experience figures and variety and uptake, Emotional Literacy data, school trips- variety
- Our school provides high-quality pastoral support. Students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. Wellbeing, Behaviour Systems, safeguarding, links to YJS, etc, SMSC, Citizenship, British Values, Code of Conduct Behaviour Systems, safeguarding including participation in Operation Encompass which is an early warning system from the Police to schools about incidents involving Domestic Violence, Children and Family Wellbeing Service etc

Early Help (early intervention) is a strength of Penkford School, reducing risk factors and increasing protective factors for all our pupils. This is evidenced not only by our practices, but it has also been acknowledged by the local authority (Safeguarding Children in Education Coordinator) who, in December 2021, stated that Penkford school "do really strong Early Help work within their setting." As a result of our effective Early Help work, the local authority has invited us to attend the 'Priority Work - Early Help' council as the representative for schools, which will allow us to share good practice and make improvements across the partnership.

Our high-quality pastoral support is evidenced by our strong partnership work and the opportunities we provide to all of our pupils. This includes opportunities for pupils outside of the curriculum to develop understanding of safeguarding matters in order to keep them safe.

Our more recent support and interventions include:

- Weekly 'in house' Youth Justice Prevention work for our pupils most at risk. This includes the 6-week intervention / prevention work carried out across January and February 2022 by YJS and Merseyside Police.
- Weekly 'in house' Barnardos interventions (mental health and resilience support)
- Weekly 'in house' restorative Justice sessions
- Safeguarding Calendar (our monthly themes covered include safer internet day, online safety, anti-bullying week, world suicide prevention day, mental health awareness day). Each month has a minimum of one key theme that is promoted throughout School. This continues to demonstrate Penkford Schools commitment to Safeguarding ensuring that it is a constant thread across the school.
- Regular assemblies that cover key themes e.g. knife crime, mental health, bullying, exploitation etc.
- Martin Murray 'Think Fast' Academy which aims to offer high quality social support and development to the most hard-to-reach young people of St Helens – February 2022.
- CELLS workshops
- Operation Target workshop
- 'In house' St Giles Trust interventions for pupils identified as at risk – a charity using expertise and real-life past experiences to empower young people that are held back by poverty, being exploited or abused, those dealing with addiction or mental health problems, those caught up in crime or a combination of these issues and others.
- Weekly 'in house' ASB interventions for KS2 pupils – Melissa Wilcock (Safer Communities)

Our effective partnership working includes close links with a variety of key agencies, including Youth Justice Service, Safer Communities, Barnardos, FCAMHS, CYPS, Early Help, YPDAAT, Youth Service, Career Connect, Teardrops, Merseyside Police, Merseyside Fire Service, CELLS etc. This continues to demonstrate our strong partnership working with multi agencies and our consistent support for all our pupils. Our multi-agency work also includes the very successful TAPS (Team around Penkford School) - Multi agency / partnership working. These half termly meetings allow us the opportunity to work together with the family support services and other key partners in order to give additional help and support to those pupils who need it with representation from the Local Authority, Alternative and Outreach Education, Youth Justice Service, SEN, Children's Services, Merseyside Police, Safer Communities and Health.

- Our school provides a wide range of opportunities to nurture, develop and stretch students' talents and interests. Students appreciate these and make good use of them.
- Our school prepares students 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. BTEC PSD for all students regardless of if they take GCSE, new GCSE history, and National Curriculum Humanities for KS3. Student Council, elections and reps,
- Our school promotes equality of opportunity and diversity effectively. As a result, students 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 students 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.
- Our school provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Students know how to discuss and debate issues and ideas in a considered way. School Council
- Secondary schools prepare students for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to students in Years 8 to 13. All students receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for students to encounter the world of work. Links with St Helens Enterprise, Careers Coordinator, Now working with Careers Connect Charity to track local skills gap and liaise with local employers, work experience take-up, Careers plan for all students, Going for Gatsby Benchmark-

Leadership and Management- judgement- Good to outstanding

■ Outstanding (1)

- Our school meets all the criteria for good in leadership and management securely and consistently. **Staff survey Autumn 2021- 100% staff strongly agree that Leaders focus on improving teaching and learning across the school. 100% strongly agreed they enjoy working at this school. Pupil Survey February 2022- 88% of pupils strongly agreed that the head teacher and staff do a good job. Governors are robust, attend relevant training, challenge the school and are involved- e.g. safeguarding audits, Rotary competitions, most improved school leavers awards, emotional support for SLT,**
- Our Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. **CPD, CPD budget,**

NLE/SLE input, Inset/Twilight, Investments- QTLS/NPQSL, Apprenticeships, etc Behaviour Systems, safeguarding including participation in Operation Encompass which is an early warning system from the Police to schools about incidents involving Domestic Violence, links to YJS, Young Carers, Children and Family Wellbeing Service etc, SMSC, Citizenship, British Values, Code of Conduct

- 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 are consistently dealt with appropriately and quickly. Staff survey Autumn 2021- 100%
- Our Staff consistently report high levels of support for well-being issues. **Education Support Partnership help, all the benefits of 24/7 helpline for all staff, DSL supervision, Barnados staff 'mental wellbeing drop-in sessions', Work life balance weeks every term, and Friday early efforts every half term. Wellbeing ad Workload working group run by staff for staff- new ideas and initiatives being implemented all the time.**
- **Full Governing Body involvement in all areas. New Wellbeing/ Mental Health Award** The award will focus on ensuring effective practice and provision is in place that promotes the emotional wellbeing and mental health of both staff and pupils. The focus of the award is on changing the long-term culture of a school, and embedding an ethos where mental health is regarded as the responsibility of all.
- **The Award will demonstrate Penkford School's commitment to: -**
 - **Promoting mental health as part of everyday school life**
 - Improving the emotional wellbeing of their staff and pupils
 - Ensuring mental health problems are identified early and appropriate support provided
 - Offering provision and interventions that matches the needs of its pupils and staff
 - Raising awareness of the importance of mental health awareness
 - Capturing the views of parents, pupils and teachers on mental health issues

■ **Good (2)**

- Our Leaders have a clear and ambitious vision for providing high-quality education to all students. This is realised through strong, shared values, policies and practice. **SLT Code of Conduct, Role models etc- sharing Vision and School Improvement plans throughout the year.**
- 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 staff, including newly qualified teachers, build and improve over time. **CPD- larger dedicated cost centre, INSET, twilights, NPQs, ITT, QTLS etc, investment in CPD, Middle leaders training- TLRs, Work experience links- links to LCC and mainstream schools, Subject Network meetings. INSET/twilights- emphasis on pedagogy, Head teacher qualified coach, NLT |Practitioner, SLT and middle leaders trained in coaching and NLP- coaching model of appraisal, performance management. TLA Hub sessions weekly**
- Our Leaders aim to ensure that all students successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. **clear tracking of students who leave, systems and process, no off rolling, all year 11s entered for all exams they are able to, multiple entered for FS exams to enable them to pass- big school investment.**
- Our Leaders engage effectively with students and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive. **Work experience, Drug rehab links and visits, Fire service, Local Enterprise links, Cells,**
- Our Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. **Regular wellbeing initiatives, no meeting weeks, early finish, team building,**

- Our Leaders protect staff from bullying and harassment. **robust wellbeing- supervision, new helpline etc from the Education Support partnership, and new Wellbeing/Mental Health Award for Schools**
- Our governance understands their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. **Provide challenge- (FGB minutes and visits), specific designated roles, involved in SEF and SIP, budget setting and planning for school improvement**
- Our governance ensures that the 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. **Training for Safeguarding is refreshed every Academic year** Our school has a culture of safeguarding that supports effective arrangements to: identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help students 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; and manage safe recruitment and allegations about adults who may be a risk to students. **safeguarding, -robust- MASH, hubs, information sharing, local CSC referrals, staff training, supervision, clear tracking on BW**
- Our school has a culture of safeguarding that supports effective arrangements to: identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help students 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; and manage safe recruitment and allegations about adults who may be a risk to students. **Safeguarding, -robust- MASH, hubs, information sharing, local CSC referrals, EHAT referrals, Children and Family Wellbeing Service, Young Carers, YJS, Engage Team for CSE and CCE -staff training which includes CSE, CCE, Forced Marriage, FGM, Honour Based Violence, Modern day Slavery etc Supervision, clear tracking on BW, ethos in school that Safeguarding is everybody's responsibility and that it "could happen here".**

Areas for Development- School Improvement Plan for details

Key Priority

- To continue to drive forward the English focus.
- Curriculum and pedagogy work to be done to enable staff to deliver new framework and link to student's memory and retrieval of learning
- Achieve all 8 Gatesby Benchmarks for careers
- Achieve Dyslexia Quality Mark
- Carnegie Award for Wellbeing/Mental Health Award for Schools
- Staff wellbeing tracked for impact on staff wellbeing and absence.
- Links with mainstream English specialist to support the existing English teacher, realisation by SLT and Governing Body English needed strengthening as it is area of difficulty of Penkford students
- TLRs to be reviewed and re-evaluated in line with the middle leadership responsibilities.

- staff now in place to drive Intervention in Literacy and Numeracy- specific Teaching Assistant to be assigned
- Form time change of time, structure, whole school buy in from staff and students to include Literacy Ninja and Numeracy Ninja and other linked activities- middle leaders to track this and continue to embed
- reading and spelling ages and tracking of this with new reading programme
- GCSE history entries to link in with aspirational ethos of curriculum
- BTEC PSD introduced for focused work on Personal, Social development

Key Issue from previous OFSTED inspection- We believe that we adequately address these points below within the previous information contained in this self-evaluation.

- ☐ Not all teachers and support staff consistently take full account of the specific literacy needs of some pupils when planning their lessons. As a result, pupils occasionally become distracted from their learning and do not always make sufficient progress.
- ☐ Provision for design technology and computing- does not yet give the full range of curriculum opportunities for pupils. A lack of specialist knowledge, skills and understanding by staff in design technology and computing limits pupils' learning in these subjects