



## ST CHRISTOPHER'S SELF EVALUATION AND SCHOOL DEVELOPMENT PLAN

### THE CONTEXT FROM OUR SCHOOL AND KEY CHARACTERISTICS OF OUR LEARNERS:

- ✚ The Lincoln St. Christopher's School is a large Special School (240) for pupils with moderate, severe or profound and multiple learning difficulties, many of whom have autistic spectrum disorders. St Christopher's School is a co-educational provision with a 3-19 year old intake of children and young people. The pupils are predominantly from Lincoln and surrounding areas and is located on Hykeham Road, Lincoln LN6 8AR.
- ✚ The school presently has 240 pupils, 23 of which are presently in the sixth form. 63 students across the school are girls. An above average proportion of pupils are eligible for funding from the pupil premium. The social and economic background of our pupils is diverse, due to the extended catchment area with 83 pupils entitled to free school meals; 8 are service children. There are 8 looked after children at the present time. Most pupils are White British and speak English as their first language; 6 pupils have English as an additional language.
- ✚ Pupils can join the school at any point in their school life, although the main admissions take place in primary and Year 7. Most pupils arrive with well documented evidence of levels of attainment well below their mainstream peers, particularly in literacy and numeracy. Many have difficulties with personal and social development. A significant number who arrive from a mainstream context have a history of inappropriate behaviour or being difficult to manage in other educational settings.
- ✚ All students have an Education Health Care plan. The school has an increasing large proportion of children and young people with complex needs for example non-verbal children with severe autism and challenging behaviour. These children are based in the ARC (Autistic Resource Centre) provision at the school. Many of our pupils have associated difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, or other specific Learning Difficulties. 147 of our pupils have an autistic spectrum condition as their primary need; 31 have severe learning difficulties; 45 have moderate learning difficulties; 6 have profound learning difficulties. There is a specialist facility for primary aged children with severe autism. At the present time 46 children attend this facility.

### **OFSTED judgement June 2019**

Overall effectiveness	GOOD
Effectiveness of leadership and management	OUTSTANDING
Quality of teaching, learning and assessment	GOOD
Personal development, behaviour and welfare	OUTSTANDING
Outcomes for pupils	GOOD
Early years provision	OUTSTANDING
16 to 19 study programmes	GOOD

### 3 YEAR PLAN

	2019 - 2020	2020 - 2021	2021 - 2022
<b>Leadership and management</b>	<ul style="list-style-type: none"> <li>✚ Development of school vision and values.</li> <li>✚ Implementation of building project.</li> <li>✚ Develop coaching model across the school.</li> <li>✚ Development of an SLE within the school</li> <li>✚ 6% carry forward</li> <li>✚ Aspiring leaders developed.</li> <li>✚ Development of reflective classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>✚ Primary students move across to new site.</li> <li>✚ Established leadership structure for new split site model</li> <li>✚ 7% carry forward</li> <li>✚ Whole school student leadership plan imbedded.</li> <li>✚ Development of post 16 provision.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Secondary building project completed</li> <li>✚ Implementation of the new split site leadership model.</li> <li>✚ 8% carry forward.</li> <li>✚ Outreach work with mainstream settings.</li> <li>✚ Develop action research models</li> <li>✚ Imbedding post 16 provision.</li> </ul>
<b>Quality of education</b>	<ul style="list-style-type: none"> <li>✚ Development of challenging the most able</li> <li>✚ Develop pre formal curriculum.</li> <li>✚ Develop functional skills in problem solving</li> <li>✚ Develop physical education across all pathways.</li> <li>✚ Develop use of technology to improve learning</li> <li>✚ Develop individual priority curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✚ Embed quality first teaching</li> <li>✚ Develop train the trainer CPD model.</li> <li>✚ Develop collaborative teaching and learning across the federation</li> <li>✚ Embed learning through ICT.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Development of specialist pre formal complex autism provision for KS4 and KS5 students.</li> <li>✚ Development of outdoor learning</li> <li>✚ Develop staff knowledge in PMLD and care needs.</li> </ul>
<b>Behaviour and attitude</b>	<ul style="list-style-type: none"> <li>✚ Develop the BASSE provision.</li> <li>✚ Achieve Wellbeing Mark</li> </ul>	<ul style="list-style-type: none"> <li>✚ Implement positive learning environment and independent learning habits within new primary building.</li> <li>✚ Develop student leadership opportunities.</li> <li>✚ Develop wider parental involvement opportunities including wider courses</li> <li>✚ Develop restorative practice</li> </ul>	<ul style="list-style-type: none"> <li>✚ Implement positive learning environment and independent learning habits within new primary building.</li> <li>✚ Develop best practice model for wellbeing across the county.</li> </ul>
<b>Personal development</b>	<ul style="list-style-type: none"> <li>✚ Development of Student council model</li> <li>✚ Develop work experience in line with Gatesby benchmark.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Review SMSC and British values</li> <li>✚ Development of life skills curriculum within the primary site.</li> <li>✚ Develop primary personal development matrix.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Develop independent living skills within the secondary site.</li> <li>✚ Develop secondary personal development matrix.</li> </ul>

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

2018 – 2019 LEADERSHIP AND MANAGEMENT PRIORITY AREAS:	2019 – 2020 LEADERSHIP AND MANAGEMENT NEXT STEPS:
<ul style="list-style-type: none"> <li>✦ Development of a shared vision and direction that ensures the whole school community feels valued and supported.</li> <li>✦ Further development on long term leadership stability and capacity in particular the development of middle leaders.</li> <li>✦ Staff require a robust coaching model within the school to develop solution focused and reflective practice.</li> <li>✦ More effective use of PE sports grant.</li> <li>✦ Further collaboration with other schools across the county is needed to provide leaders and other staff with the opportunity to see what outstanding looks like in practice.</li> <li>✦ Further work needed on the school website to ensure that all the relevant information is easily accessible and up to date.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop whole school vision and values</li> <li>➤ Design and implementation of a the new school building project</li> <li>➤ Further work regarding annual review process and practice in particular those with banding discrepancies.</li> <li>➤ Monitor the delegated budget model.</li> <li>➤ More specific tracking and monitoring of staff absence in line with absence policy.</li> <li>➤ Complete key actions towards the wellbeing mark action plan to secure excellence for staff and student mental health and wellbeing.</li> <li>➤ Develop solution focused and reflective leadership practitioners at all levels through coaching and mentoring supported by new camera software to develop reflective practice across the school.</li> <li>➤ Specific focus on challenging the most able.</li> <li>➤ Quality assurance the effective use of all of the lesson time to maximise pupils' learning.</li> </ul>

2018 – 2019 Intention	2018 – 2019 Implementation	2018 – 2019 Impact
<p>Leaders are held to account for the quality of education and there is a clear vision and strategy and resources are managed well.</p>	<ul style="list-style-type: none"> <li>● Identified committees for governance with link governors.</li> <li>● Regular discussions with governors and leadership team, reviewing the schools funding formula.</li> <li>● Governor visits to be assured, support and challenge.</li> <li>● School improvement partner regular visits.</li> <li>● Government grant focused plan.</li> <li>● Premises updates using devolve and school fund.</li> <li>● Appointment of school business manager.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leadership and management Ofsted Judgement was Outstanding June 19.</li> <li>✓ <i>'Members of the governing body talk perceptively about the key areas of the school's performance, including safeguarding, the impact of additional funding, the achievement of pupils and the effectiveness of the curriculum.'</i> Ofsted 19</li> <li>✓ <i>'Disadvantaged pupils make good progress from their starting points, in line with their in-school peers.'</i> Ofsted 19</li> <li>✓ There is more effective use of pupil premium spending so that it has an impact on students' progress and attainment resulting in a negligible difference between PP and non PP students (see full government grant report on the website).</li> <li>✓ First carry forward the school has had in many years.</li> <li>✓ Significant reduction in the number of disparities in student banding.</li> <li>✓ Improvements in the ARC classrooms with new sensory based provision.</li> <li>✓ Devolve capital used to improve toilets and flooring in key parts of the school.</li> </ul>

<p>There is a shared vision and values with realistic and constructive management of the staff team including workload.</p>	<ul style="list-style-type: none"> <li>• Staff change team meetings seeking staff voice about key priorities.</li> <li>• Well attended, regular staff welfare team meetings to provide support and a forum for solution focused work.</li> <li>• Head teacher open door mornings.</li> <li>• Events team created to develop staff ownership of school events.</li> <li>• Continued offer of Employee assistance line and referrals to occupational health.</li> <li>• Mental health in work place training (Apr 19)</li> <li>• Wellbeing mark action plan implemented.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>'There is now a real team spirit and staff feel valued and proud to work at the school.'</i> Staff opinion June 19</li> <li>✓ <i>'Staff say that a strong team ethos with a shared vision for pupils has been established'</i> Ofsted 19</li> <li>✓ <i>'Governors are resilient and demonstrate a strong commitment to the school and to pupils. Governors' determination to provide pupils with a safe and aspirational education is realised in the pupils' behaviour, relationships between pupils and staff, and the school's curriculum.'</i> Ofsted 19.</li> <li>✓ Reduction in short term staff absence.</li> <li>✓ Successful return of 5 members of staff from long term absence with support from LCC human resources.</li> <li>✓ Increased number of staff seeking early help with mental health issues.</li> <li>✓ Increase in number of staff (rather than leadership) led events, through the events team including school prom, end of term staff events (see <b>appendix 1</b> for all of the key events throughout the year).</li> <li>✓ Feedback from staff is that there is better communication and concerns are raised and responded to in a clear and constructive way.</li> <li>✓ Federation based mental health and wellbeing policy with clear practice to support staff and students with mental health.</li> </ul>
<p>There is high quality tracking and monitoring of the quality of teaching and learning</p>	<ul style="list-style-type: none"> <li>• Introduction of monitoring of the effectiveness of teaching and learning through a spot light model.</li> <li>• Joint learning walks with other Head teachers and consultants.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The quality of teaching and learning was judged as Good by Ofsted June 19. 80% of teachers are good or better with 4 teachers now consistently demonstrating outstanding practice.</li> <li>✓ Increase in agreed internal and external moderation – appendix 4</li> <li>✓ <i>'Since the previous inspection, senior leaders have taken significant actions to rapidly improve the school. They set high expectations for staff and lead by example. Meticulous monitoring of pupils' personal development and well-being, as well as their academic achievements, ensures that pupils are well cared for and make good progress in their learning'</i> Ofsted 19</li> <li>✓ <i>'High-quality training and support from senior leaders, have swiftly improved the quality of teaching and learning. Where teaching is less effective, leaders provide targeted support so that it improves.'</i> Ofsted 19</li> <li>✓ Increase in the overall quality of book scrutiny analysis with more effective use of red responder.</li> </ul>
<p>There is high quality leadership capacity and sustainability</p>	<ul style="list-style-type: none"> <li>• Restructure of leadership team with middle leaders all accessing leadership development.</li> <li>• Targeted leadership CPD plan.</li> <li>• Head teacher attended leadership briefings and SEND leadership briefings.</li> <li>• Head teacher has visited three outstanding special schools.</li> <li>• Middle leaders have visited and made links with local primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>'School leaders have created a strong, cohesive leadership team. Leaders demonstrate a firm commitment to the school and a shared vision for every pupil to succeed to the best of their ability.'</i> Ofsted 19.</li> <li>✓ <i>'Senior leaders have provided middle leaders with relevant, good-quality training and support to lead their areas of responsibility well. Middle leaders have a comprehensive understanding of their responsibilities and are eager to drive improvements forward to improve outcomes for all pupils. Members of staff who are aspiring leaders are ambitious and feel well supported by their colleagues to advance in their careers.'</i> Ofsted 19</li> <li>✓ <i>'Pupils experience and enjoy responsibility through their elected positions as members of the school council and as sports or well-being leaders. Through these roles, they are involved in decision-making and competitions for the school and organise fundraising events for charities'</i> Ofsted 19</li> </ul>

	<ul style="list-style-type: none"> <li>• School improvement partner regular visits</li> <li>• Aspiring leaders attended SMT including a cross federation meeting.</li> <li>• Middle leaders delivered information at governor meetings.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assistant Head teacher graduated at Masters level with SENCO qualification.</li> <li>✓ All middle leaders are either on or completed their NPQM/SL qualifications.</li> <li>✓ Acting head teacher is networking more with other head teachers and is well informed of LCC and other local/national education policies and practice.</li> <li>✓ TLR holders have a stronger presence around school and support the daily management of the school.</li> </ul>
Safeguarding for all learners is effective.	<ul style="list-style-type: none"> <li>• Head teacher attending safeguarding briefings.</li> <li>• Whole school safeguarding audit completed.</li> <li>• All Midday supervisors, site and kitchen staff completed bespoke face to face training</li> <li>• Regular safeguarding governor assurance visits.</li> <li>• Development of the wellbeing leads through 2 day face to face training and other safeguarding training to support their role.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>'Systems to safeguard pupils are understood by all staff. Leaders keep meticulous records of any incidents that occur. Records for safeguarding show that leaders work diligently to ensure that vulnerable families receive the support they need. Leaders work very effectively with external agencies, when necessary, to ensure pupils' wellbeing and safety.'</i> Ofsted 19</li> <li>✓ All staff up to date with online training in line with 5 year plan.</li> <li>✓ Increase in early intervention and more direct with families and increase in home visits.</li> <li>✓ Improved capacity in safeguarding with the addition of the wellbeing posts.</li> <li>✓ Good quality internal referrals using the indicators of harm staff knowledge.</li> <li>✓ Regular review of the</li> <li>✓ More targeted monitoring of LAC money and more effective working relationship with virtual school and appropriate EPEP meetings.</li> </ul>
Leaders engage effectively with learners and others in the school community including parents/carers and other professionals	<ul style="list-style-type: none"> <li>• Parents workshops provided for RSE and safety</li> <li>• Parents invited to attend the end of term celebration assemblies.</li> <li>• Parent survey given out to parents at parents evening and online.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 96% of parents who completed the parent survey said they would recommend the school to a friend.</li> <li>✓ 'Staff work tirelessly to make sure that parents are well-informed and active partners in pupils' education. For example, parents are invited to attend workshops and stay and play sessions, which help them with strategies to support their children at home. Parents are actively involved in reviews of their children's learning, personal development and transition to the next stages of their education' Ofsted 19.</li> <li>✓ Tapestry is used to capture learning and report to parents across all the curriculum pathways. We have 77 pupils using Tapestry and 68 parents registered. That is 88% of parents signed up. Feedback is extremely positive.</li> <li>✓ Parent mail is used to engage and communicate with parents and carers with XXX% of parents now using it.</li> <li>✓ Positive parental feedback from end of term events.</li> </ul>

## QUALITY OF EDUCATION

<b>2018 -2019 QUALITY OF EDUCATION PRIORITY AREAS (PREVIOUS TEACHING AND LEARNING AND OUTCOMES):</b>	<b>QUALITY OF EDUCATION 2019 – 2020 NEXT STEPS:</b>
<ul style="list-style-type: none"> <li># More consistency is needed in student’s use of red responder to allow students to improve their work.</li> <li># Last academic year the number of students on track or exceeding in English and Maths within the MLD and MLD/SLD pathway was 60.5%.</li> <li># Although there is more rigour in tracking and monitoring student progress and attainment, further work is needed to create effect target setting that provides meaningful data.</li> <li># Teacher’s subject knowledge needs further development to allow for more challenge and differentiation.</li> <li># With a whole school provision map now in place, further work is needed to assess the effectiveness of intervention plans.</li> <li># Staff need more opportunities to see example of good and better practice to embed their practice.</li> <li># ARC/SLD assessment needs to tie more closely to the EHCP targets and include a wider group of stakeholders contributing to the creation and review of these targets including parents and other professionals. These need to be moderated and reviewed by senior management.</li> <li># Further work is needed to ensure that Tapestry is embedded across the whole school so that subjects such as PSHCE can be evidenced using a range of media.</li> <li># Last year internal progress was not at 80% or more meaning not securely good outcomes with the exception of the external examinations.</li> <li># Further challenge is needed to ensure more students access opportunities for level 1 exams.</li> <li># ASDAN based courses need to challenge students to achieve level 3 given the nature of the course.</li> <li># Accreditation in enrichment subjects need to be developed particularly for KS4/5</li> <li># The internal assessment systems including target setting needs embedding further.</li> <li># A more detailed tracking and monitoring system is needed to measure the impact of those on intervention plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Focused intervention on effective problem-solving skills and increase mathematically reasoning opportunities.</li> <li>➤ The implementation of the maths readiness course.</li> <li>➤ School to take part in the curriculum strand of the local authority mobilize project.</li> <li>➤ Implement the reviewed new Science assessment model to focus more on process than outcome.</li> <li>➤ Review and implement the communication and interaction assessment system.</li> <li>➤ Development of careers and work experience program using the Gatesby benchmark.</li> <li>➤ Development of WOW days across the year and assemblies that link to cross curriculum opportunities.</li> <li>➤ Development across all pathways of physical education curriculum.</li> <li>➤ Quality assurance of Science and communication and interaction.</li> </ul>

Intention	Implementation	Impact
Students have access to a broad and balanced curriculum that engages	<ul style="list-style-type: none"> <li>• Wrote and implemented PSHCE/RSE policy with accompanying schemes of learning and associated resources.</li> <li>• Trial of new science and communication and interaction curriculum and assessment system.</li> </ul>	<ul style="list-style-type: none"> <li>✓ ‘Teachers plan topics of learning to extend pupils’ knowledge and skills in different areas of the curriculum. Visitors to school and trips to places of interest deepen pupils’ learning and broaden their life experiences. For example, members of the emergency services visited the school as part of a recent ‘keeping healthy, keeping safe’ project.’ Ofsted 19</li> <li>✓ The principles of the school curriculum were reviewed and now teachers are co planning cross curriculum skills based learning across the Formal and Core formal pathways.</li> </ul>

<p>and challenges them</p>	<ul style="list-style-type: none"> <li>● Reviewed 19/20 timetable in line with new curriculum principles.</li> <li>● Development of Functional level English and Maths.</li> <li>● Development of Exams officer and ASDAN coordinator.</li> <li>● Implementation of Math's most able group intervention plan.</li> <li>● Curriculum reviewed in response to Peter Imray training.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students have accessed an up to date personalised PSHCE/RSE lessons increasing students' knowledge, skills and confidence.</li> <li>✓ School part of Science network moderation meetings</li> <li>✓ 2019/2020 curriculum offer now includes more opportunities for teachers to bespoke the learning for the students in their class whilst still providing breadth.</li> <li>✓ Identified student accessed the SATs exams.</li> <li>✓ All students able to access phonics screening participated.</li> <li>✓ Post 16 students accessing a wider range of course with the joint work with St Francis.</li> <li>➤ Identified year 9 students are accessing year 10 English and Maths.</li> <li>➤ Identified year 10 and 11 most able group accessing GCSE intervention.</li> <li>➤ External standard verification report acknowledged significant improvement in practice.</li> <li>➤ More robust examination process including a mock exam process.</li> <li>➤ Middle leaders have reviewed their subject area with a focus on intention, implementation and impact.</li> <li>➤ Key stage 4 have a wider range of accredited courses available to them, this continues to be developed with food technology and sports leader course being accredited.</li> <li>➤ The middle and lower school have adapted their non-core subjects to be more thematic and to ensure that the statutory PSHCE and RSE is immersed within the other life skills lessons such as personal development, employability and enterprise, topic and ICT.</li> </ul>
<p>Staff have good subject knowledge and are confident in what they are delivering.</p>	<ul style="list-style-type: none"> <li>● Head teacher attended London Ofsted framework conference.</li> <li>● Assistant Head teacher attended pre formal EQUALs conference.</li> <li>● Staff have led on a wide range of T&amp;L workshops</li> <li>● Effective dissemination of Attention autism training.</li> <li>● Wellbeing lead sent on 2 day SCERTS training</li> <li>● Both wellbeing leads took part in the county lego therapy training through LLC EP team.</li> <li>● Staff trained by Jan Hargreeves in PSHCE.</li> <li>● PDA training provided to identified staff.</li> <li>● 12 staff took part in numicon training.</li> </ul>	<ul style="list-style-type: none"> <li>✓ One teacher achieved the specialist teacher of the year award for the good work done in and out of school to improve communication systems. July 19</li> <li>✓ Attention autism practice now embedded in semi-formal and informal delivery</li> <li>✓ Both NQTs were successful in completing their NQT years and are staying on with us as permanent teachers.</li> <li>✓ Staff have been supported by wellbeing lead using SCERTS observations.</li> <li>✓ Lego therapy can now be delivered in the 19/20 timetable.</li> <li>✓ Key staff have a deeper understanding of PDA particularly in girls.</li> <li>✓ Numicon will be used through lessons and in the Individual priorities intervention in 19/20 timetable.</li> <li>✓ Improved internal and external agreed moderation reports meaning staff are more confident inaccurately judging progress.</li> <li>✓ Positive EYFS health check and external moderation complete. EYFS Ofsted judgement was outstanding.</li> <li>✓ More collaborative planning, teachers are sharing good practice.</li> <li>✓ Teachers are able to gain feedback from curriculum leaders and there is now a central place for resources to be shared.</li> <li>✓ Teachers have clear guidance on how to teach number and place value.</li> </ul>

	<ul style="list-style-type: none"> <li>• Completion of the calculation policy.</li> <li>• Embedded students stages in the front of book to ensure learning matched student's ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Guided reading is now part of the curriculum offer and is increasing student's skills in comprehension and inference, improved English results within this strand compared to last academic year.</li> <li>✓ Semi-formal and pre formal learning now includes autism attention practice.</li> <li>✓ Teachers using stages to inform planning.</li> </ul>
<p>Learners develop knowledge and skills that narrows the gap in identified skill deficits which allows them to achieve well.</p>	<ul style="list-style-type: none"> <li>• Review of the key skill deficit areas with training day dedicated to staff working in collaboration to create schemes of learning in key skill deficit areas.</li> <li>• Data analysis tools developed to allow for identification of low progress levels within strands.</li> <li>• T&amp;L workshops and other professionals providing training throughout the year regarding hearing impairments, speech and language,</li> <li>• Developed SLD Personalised learning intentions (PLI's) Mapp system.</li> <li>• Developed more challenging target formula.</li> <li>• Developed more robust data analysis system through a triangulated USM meetings.</li> <li>• Developed class and cohort analysis tools.</li> <li>• Introduction of Science data analysis.</li> <li>• Intervention plans have been quality assured and tracked.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Progress of SLD learners is good – see appendix 3.</li> <li>✓ <i>'Information from pupils' education, health and care (EHC) plans is used to inform teaching strategies and identify accurately pupils' personal and academic targets'</i> Ofsted 19.</li> <li>✓ <i>Teachers are raising their expectations of what pupils can achieve. They use good quality texts and resources to interest pupils in their learning. The majority of teachers expect pupils to review their learning and to look critically at their own work, as well as the work of their peers. Pupils understand that this helps them to improve their work'</i> Ofsted 19</li> <li>✓ <i>'Teachers ensure that, where possible, pupils gain a knowledge of phonics to communicate verbally or through the use of sign language or technology. Pupils from across the school who read to inspectors did so with enjoyment and expression. The majority read with fluency and most demonstrated good or developing comprehension skills.'</i> Ofsted 19</li> <li>✓ <i>'Disadvantaged pupils make good progress from their starting points, in line with their in-school peers.'</i> Ofsted 19</li> <li>✓ 2019/2020 curriculum offer now includes individual priorities three times a week where students will have access to intervention such as: rebound therapy, problem solving, emotional literacy, working memory training, visual and auditory processing intervention.</li> <li>✓ Year 11 students achieved excellent external accreditation with the most amount of entry level 3 achieved over the last three years and more students accessing and achieving in the Level 1 exams – <b>see appendix 2.</b></li> <li>✓ Target formulas are agreed by the curriculum leader in English and Math's based on the first full set of data last year with the most able having a formula that mirrors mainstream key stage expectations.</li> <li>✓ Student progress data is more in line with the national picture and staff are clear on each student's targets using the stages document.</li> <li>✓ Internal stages predictions also equated to external exam results confirming predictions and internal tracking.</li> <li>✓ A decrease in the number of students requiring intervention in both English and Maths.</li> <li>✓ Earlier identification of students causing concern in more than one area of progress, attendance and behaviour/wellbeing.</li> <li>✓ Data is now used to ask more questions about students' progress and the leadership team is encouraged to understand the data which allows more targeted intervention where there are patterns in class data as well as identified student cohorts.</li> </ul>



<p>Students are ready for the next stage of education, employment or training</p>	<ul style="list-style-type: none"> <li>• Assistant Head teacher worked closely with other leaders within the federation to develop policies and practice regarding annual reviews for post 16.</li> <li>• Year 11 work experience program completed. Students accessed.</li> <li>• Review of the work experience coordinator role.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>'Pupils are encouraged and challenged to gain relevant qualifications that are necessary for their chosen college courses and interests as well as for their future careers.'</i> Ofsted 19</li> <li>✓ <i>'In 2018, all pupils who left the school at the end of Year 11 achieved or exceeded their target qualifications in English and mathematics. In addition, all pupils achieved a level 2 pass in the employability course.'</i> Ofsted 19</li> <li>✓ <i>'In 2018, all Year 11 pupils gained a place at college or moved on to the school's post16 provision. Leaders provide good-quality impartial advice and effective guidance to pupils to help inform their future career choices. Pupils have meaningful work placements and experiences, which ensure that they are very well equipped for the next stage of their education'</i> Ofsted 19</li> <li>✓ All year 11 students successfully completed work experience with some continuing in school within their roles.</li> <li>✓ Work experience coordinator now working solely on work experience across the federation to implement the Gatesby benchmark in 19/20</li> </ul>
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## BEHAVIOUR AND ATTITUDES

2018 – 2019 BEHAVIOUR AND ATTITUDES PRIORITY AREAS (PREVIOUSLY PERSONAL DEVELOPMENT, BEHAVIOUR AND SAFETY):	<u>2019 – 2020 BEHAVIOUR AND ATTITUDES NEXT STEPS:</u>
<ul style="list-style-type: none"> <li>✚ Significant improvement are needed in the planning and delivery of PSHCE and SRE</li> <li>✚ Further work is needed to develop clarity around the reward systems given the wide range of students across all the phases.</li> <li>✚ Development of tracking and monitoring students' progress in communication and interaction is needed.</li> <li>✚ Develop students understanding of bullying, including online bullying.</li> <li>✚ Further work is needed use learning walls and associated scaffolding resources to strengthen student's independent skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further targeted work to challenge persistent absence attendance to increase whole school attendance to 96%.</li> <li>➤ More students accessing the BASSE in a more proactive response.</li> <li>➤ Further development of the learning environment to increase independent skills across all pathways.</li> <li>➤ Development of a student wellbeing mentor team.</li> </ul>

Intention	Implementation	Impact
Students have good attendance	<ul style="list-style-type: none"> <li>• Implementation of termly USM meetings for both pathways</li> <li>• Assistant head teacher training on legal proceedings.</li> <li>• Assistant head teacher carried out review meetings every 3 weeks.</li> <li>• Administrative support allowing teachers to carry out early intervention home phone calls.</li> <li>• Wellbeing team carried out home visits to challenge those students who were reluctant to come to school.</li> <li>• Head teacher provided clarity of attendance policy to all parents with specific focus on holiday request during school time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>'Pupils are keen to come to school and enjoy their learning. Attendance has been above or in line with the national average for at least three years. Leaders work very effectively with families and external agencies to ensure that pupils are safe and attend school every day.'</i> Ofsted 19</li> <li>✓ 94.47 % whole school attendance with increase in attendance on the majority of students being monitored.</li> <li>✓ Decrease in number of parents requesting to take students out of school for holidays.</li> <li>✓ 1 student with significant attendance issues successfully completed end of year 11 with improved attendance supported by the site team.</li> <li>✓ Successful escalation of legal proceedings using correct procedure.</li> </ul>
Students have a good attitude to their learning	<ul style="list-style-type: none"> <li>• Specific work on positive mind-set with identified students.</li> <li>• Specific wellbeing spaces created within classrooms</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase in students making positive choices and using effective emotional literacy to communicate their wants and needs.</li> <li>✓ Decrease in incidents in the classroom environment.</li> </ul>

<p>with good learning habits and are resilient learners.</p>	<ul style="list-style-type: none"> <li>• Introduction of zones of regulations to support student's emotional literacy.</li> <li>• Introduced working walls</li> <li>• Further implementation of red responders in learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Many students are now interacting with their learning environment more independently to seek out the information and resources with limited support.</li> <li>✓ More students using self and peer assessment with specific use of steps to success and red responder to proof read and edit their own work.</li> <li>✓ Reduction in number of on call requests to classrooms to respond to students who are disengaged.</li> <li>✓ <i>'From a young age, pupils are encouraged to develop their independence skills. For example, staff provide regular 'sabotage' experiences and attention-focusing activities as part of everyday learning to encourage pupils to think for themselves and cope with unexpected events. Inspectors saw examples where pupils could not find what they wanted because adults had made it deliberately difficult for them. Pupils were then supported to work out how to communicate what they needed to find the missing equipment themselves. In another lesson, where pupils were learning to sustain their attention by observing and listening carefully, pupils were thoroughly entranced when the teacher made a lemonade fountain.'</i> Ofsted 19</li> </ul>
<p>Relationships among learners and staff are positive and respectful resulting in good behaviour and conduct</p>	<ul style="list-style-type: none"> <li>• Introduced a lining up system after lunch to improve the re-entry to school.</li> <li>• Introduction of the BASSE provision for students demonstrating the highest degree of challenging behaviours.</li> <li>• Clearer expectations in classrooms using class charters.</li> <li>• Use of pupil premium money to create bespoke class reward systems.</li> <li>• ARC break out rooms are improved with sensory boxes and other resources.</li> <li>• Staff are kept up to date with their Team Teach training.</li> <li>• Wellbeing leads trained in Lego therapy</li> <li>• Wellbeing lead trained in SCERTS</li> <li>• More targeted work through annual reviews to get the most complex students to the correct provision.</li> <li>• Introduction of a student wellbeing mentor.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Significant reduction in advanced team teach holds.</li> <li>✓ Significant reduction in students requiring positive handling.</li> <li>✓ Reduction in number of high profile students absconding from their environment.</li> <li>✓ Reduction in number of incidents particularly with students with the most challenging behaviours</li> <li>✓ Staff feel that the wellbeing team have provided more capacity to respond to students in crisis.</li> <li>✓ <i>The behaviour of pupils is outstanding. Pupils are respectful and polite and have good attitudes to learning. There is a calm atmosphere across the school that is highly conducive to learning.'</i> Ofsted 19</li> <li>✓ <i>'Relationships between pupils and adults in the school are excellent. Staff know pupils very well and are nurturing and positive. Staff across the school use a range of effective strategies to keep pupils safe, reassure them and enable them to make progress in their learning and development. As a result, pupils trust staff, feel valued, are interested in their learning and are proud of their school.'</i> Ofsted 19</li> <li>✓ <i>'The school is inclusive. Staff are dedicated and have an insatiable drive to provide the very best to all their pupils.'</i> Parent response June 19</li> <li>✓ <i>'When pupils struggle to manage their behaviour or become extremely anxious, staff respond swiftly and skilfully to ensure that the behaviour does not disrupt other pupils. Pupils are given time and support to help manage their behaviour in a caring, safe environment. Older pupils spoke positively about how they are increasingly able to recognise when their behaviour maybe escalating and can independently take steps to remove themselves from a situation.'</i> Ofsted 19</li> </ul>

## PERSONAL DEVELOPMENT

2018 – 2019 PERSONAL DEVELOPMENT PRIORITY AREAS (PREVIOUSLY PERSONAL DEVELOPMENT, BEHAVIOUR AND SAFETY)	2019 – 2020 PERSONAL DEVELOPMENT NEXT STEPS:
<ul style="list-style-type: none"> <li>✚ Pre formal students and SEMH students need engagement scales incorporated into their targets.</li> <li>✚ Develop more opportunities for students to access life skills</li> <li>✚ Develop students and parents aspirations and understanding of careers and further education.</li> <li>✚ Develop further the student council so that they are more actively involved in decision making and capturing student voice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure the implementation of ASDAN program in post 16 and work experience opportunities</li> <li>➤ Development of student council and more frequent whole school student voice opportunities</li> <li>➤ Development of opportunities for students to have different life experiences with a wider range of community groups.</li> </ul>

Intention	Implementation	Impact
Students have the skills to stay safe and know how to keep physically and mentally healthy.	<ul style="list-style-type: none"> <li>• Introduction of the wellbeing team across the school with a caseload and referral model.</li> <li>• Development of wellbeing rooms and office.</li> <li>• Development of PSHCE curriculum</li> <li>• Development of the helping hand document to sign post students to safeguarding team.</li> <li>• Further work on displays to sign post students.</li> <li>• Specific work with healthy minds including parent group.</li> <li>• Introduction of the Keeping healthy, keeping safe topic across the middle school.</li> <li>• Use of Bauxall profiling and ELSA intervention.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>‘Teachers ensure that pupils who are anxious or in need of extra support socially and emotionally always have someone to turn to or somewhere safe to go’ Ofsted 19</i></li> <li>✓ <i>‘Pupils are taught how to stay safe in a range of situations, including when using social media and the internet. Older pupils learn vital life skills to help prepare them for living independently, including training in how to travel safely on public transport. Pupils receive very effective support for their mental health through the school’s curriculum and through the support of the ‘well-being team’. Ofsted 19</i></li> <li>✓ <i>‘The school’s work to promote pupils’ personal development and welfare is outstanding.’ Ofsted 19</i></li> <li>✓ Identified parents have more knowledge and skill to respond to students with heightened anxiety or low mood.</li> <li>✓ Students in the middle and upper school have begun to develop proactive strategies to self-regulate.</li> </ul>
Students have the necessary life skills and employability skills to make successful	<ul style="list-style-type: none"> <li>• Timetabling to embed life skills at the Annex provision.</li> <li>• Students in KS4 are provided with travel training.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All year 11 students have successfully moved onto post 16 providers.</li> <li>✓ Excellent parental feedback from careers fair, where parents stated they felt more informed and had clear direction as to the right option for their child. Stronger links with educational providers and other local organisations.</li> </ul>

<p>transition to adulthood.</p>	<ul style="list-style-type: none"> <li>● KS4 students provided with weekly opportunities to visit a wide range of post 16 providers.</li> <li>● Developed and improve the careers fair</li> <li>● Developed role of work experience coordinate provided with time to organise placements.</li> <li>● ASDAN qualification in personal development and employability implemented with a trained ASDAN lead who supports teachers with accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 2 year 14 students have placements in school. All year 11 students will have work experience placements in January linked to careers conversations.</li> <li>✓ Improved annual review process with clear transition plans in place for each year 11/14 student with students having a stronger voice through pupil centre plans (PCPs)</li> <li>✓ Year 11 students attend Lincoln college and Linkage every Friday morning.</li> <li>✓ Students are able to evidence their learning about employability and put in to practice their skills including one year 11 class having the opportunity every Friday afternoon to support younger students in their classes as mentoring opportunities.</li> <li>✓ <i>'Pupils are well prepared for transition to post-16 education and training by effective careers guidance and the careful planning of school visitors and work experience placements. Highly effective relationships with staff in the post-16 provision, the federated school and local colleges enable pupils to settle quickly into the courses of their choice.'</i> Ofsted 19</li> </ul>
<p>Students understand and appreciate diversity and are equipped with the skills to be respectful, active citizens who contribute positively to society.</p>	<ul style="list-style-type: none"> <li>● Specific work developing understanding of diversity particularly in key stage 4.</li> <li>● Development of sports leaders at key events.</li> <li>● Attended more competitive sport fixtures.</li> <li>● Implementation of the Joy foundation assemblies and other religious festivals such as harvest festival.</li> <li>● Development of the RE curriculum in line with statutory guidance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ One student and his family expressed his feeling of inclusivity and support throughout his transition.</li> <li>✓ Improved student leadership at key sporting events between older and younger students.</li> <li>✓ One student achieved the sporting value award achievement across the county with an outstanding case study of genuine support for others during an athletics fixture.</li> <li>✓ Positive feedback from the public regarding the conduct of our students during school trips and events in the community.</li> <li>✓ Students have increased knowledge of other cultures.</li> </ul>

## EARLY YEARS PROVISION

2018 -2019 EYFS PROVISION PRIORITY AREAS:	2019 -2020 EYFS NEXT STEPS:
<ul style="list-style-type: none"> <li>➤ Further work needed with the local authority to look at the local EYFS offer and to develop more outreach work with other nursery settings.</li> <li>➤ Develop opportunities to gain independent feedback on the quality of EYFS through further standardisation and collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop capacity in the staff structure within EYFS</li> <li>➤ Development of more opportunities to develop independence.</li> <li>➤ Development of TA2 roles across the provision.</li> </ul>

Intention	Implementation	Impact
Students have a positive a personalised transition into school setting.	<ul style="list-style-type: none"> <li>● Wellbeing team worked with EYFS team to implement a transition plan for all new students.</li> <li>● Social stories and other resources created to support student and parent’s knowledge of the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>‘The complex and varied needs of children entering the provision are carefully considered. Staff work closely with parents and external agencies to plan activities to meet children’s individual needs precisely.’</i> Ofsted 19</li> <li>➤ Positive feedback from parents about their experiences starting at the school.</li> <li>➤ Significant increase in the number of parents wishing to place their son/daughter.</li> <li>➤ Feedback from nursery settings and portage expressing thanks for work with parents and other professionals.</li> </ul>
Students make good progress	<ul style="list-style-type: none"> <li>● PLIs agreed and moderated with parents/carers and staff.</li> <li>● Introduced rebound therapy</li> <li>● Developed use of engagement scale</li> <li>● Staff training in the triangulation of personal learning intentions and ages and stages milestones.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>‘Teachers’ thorough and ongoing assessment of children’s needs and abilities is ensuring that all children, including those who are disadvantaged, make good progress from their starting points. Children are very well prepared for the next stages of their education. Skilled adult support and effective assessment procedures accurately contribute to subsequent steps in children’s learning and development.’</i> Ofsted 19</li> <li>➤ Successful moderation with the school being named as an example of good practice.</li> <li>➤ Students have developed early learning routines and individual successes in transitioning.</li> <li>➤ Students have made good progress against their PLI targets.</li> </ul>
Students have access to a continuous provision linked to the prime areas of: Communication & Language, Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>● Staff training to develop skills and knowledge</li> <li>● Staff created first EYFS trip to equine centre.</li> <li>● External EYFS health check completed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>‘The classroom environment is a calm and safe place for children to learn. They benefit from a well-structured curriculum that engages and stimulates their interests.’</i> Ofsted 19</li> <li>➤ Students increased participation with</li> <li>➤ <i>Engagement from learning is used to track children's wellbeing and engagement in activities. Outdoor environment is set up and available for children to access. Visuals are used throughout the session, small groups are used to embed language.’</i> EYFS health check</li> <li>➤ <i>‘Planning is very individualised, tapestry used to document learning and progress, prioritising Personal, Social and Emotional Development, and Communication and Language.’</i> EYFS health check</li> <li>➤ <i>‘Adults have the necessary skills to provide children with good-quality support and care. For example, adults competently use sign language and pictorial clues to communicate with children who are unable to</i></li> </ul>

and Physical Development		<i>verbalise their needs. Children are increasingly able to use these tools effectively to communicate with adults within the school and at home.’ Ofsted 19</i>
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### SIXTH FORM PROVISION

2018 – 2019 SIXTH FORM PROVISION PRIORITY AREAS:	2019 – 2020 SIXTH FORM PROVISION NEXT STEPS:
<ul style="list-style-type: none"> <li>✚ Staffs’ expectations within the sixth form need to be raised to ensure that students are challenged and make better progress.</li> <li>✚ The agreed curriculum needs to be embedded across the week.</li> <li>✚ Evidence against PLIs needs to be captured and recorded to evidence progress.</li> <li>✚ Further work is needed in developing quality curriculum that prepares students for adult hood including work with post 19 providers to ensure there are effective and supported transition plans for each student.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop a long term plan for post 16 provision</li> <li>➤ To develop work experience for all post 16 students</li> <li>➤ To develop planned sequenced learning opportunities out in the community.</li> <li>➤ Implement ASDAN into the post 16 provision.</li> </ul>

Intention	Implementation	Impact
Students access a curriculum that develops their independent and life skills.	<ul style="list-style-type: none"> <li>● Planned and implemented a cross site post 16 provision with St Francis School</li> <li>● Most able group accessed</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>‘The federation with St Francis Special School has enabled leaders of the federation to work collaboratively to ensure that students have access to courses across the federation that are relevant to their needs, interests and chosen career paths. For example, current students are studying courses such as horticulture, hair and beauty, cooking, animal care and functional skills in English and mathematics.’ Ofsted 19</i></li> <li>✓ <i>‘Students have regular opportunities to develop their understanding of independent living and skills necessary for everyday life such as travelling on public transport, shopping and cooking healthy meals. All students take part in work experience opportunities where they develop and practise the skills needed for possible future careers’ Ofsted 19</i></li> </ul>
Students are prepared and make successful transition to adulthood.	<ul style="list-style-type: none"> <li>● Assistant head observed annual review best practice at St Francis</li> <li>● Assistant Head lead on all year 11/14 transition and has been provided with training and observed other practice.</li> <li>● .</li> <li>● Planned and implemented travel training.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All year 14 students have successfully transitioned to further education, training or adult support provision.</li> <li>✓ Most able post 16 students have achieved their functional skills qualifications.</li> <li>✓ Group access an options block model at St Francis and an enrichment program at school.</li> <li>✓ The most able group access travel training of which 2 are now travelling independently to their provision.</li> <li>✓ The most able post 16 students have taken part in work experience.</li> <li>✓ All 5 students have accessed a transition plan for their next step in education in line with their annual review</li> </ul>

		✓ Improved annual review process with clear transition plans in place for each year 11/14 student with students having a stronger voice through pupil centre plans (PCPs)
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## APPENDIX 1: WHOLE SCHOOL CELEBRATION OF EVENTS

- ✓ 6<sup>th</sup> September: National read a book day. *All the students and staff took part in the day bringing in their favourite books and enjoying out new library.*
- ✓ 13<sup>th</sup> September: Roald Dahl day. *Teachers took the opportunity to celebrate Roald Dahl with different activities and events throughout the day.*
- ✓ 14<sup>th</sup> September: School book fair. *A hugely successful events with parents, students and staff buying books over a few days. The amount of money raised £869.38 as a result the school earned £528.83 worth of new books.*
- ✓ 21<sup>st</sup> September: Jeans for Gene's day. *Students came in non-uniform to raise money.*
- ✓ 26<sup>th</sup> September: Middle school Yorkshire Wildlife trip. *All of Middle school went a great day out to visit the animals which was a postponed summer trip*
- ✓ 28<sup>th</sup> September: Macmillan Coffee morning. *Students and staff worked together to bake for the coffee morning. Parents and students enjoyed meeting in the hall for a hot drink and cake to raise money for Macmillan.*
- ✓ 4<sup>th</sup> October: Parent coffee and contact event. *A good turnout of parents who were introduced to the new wellbeing team and lead by our Assistant Head teacher Helen Reed.*
- ✓ 31<sup>st</sup> October: Halloween event. *ARC/SLD classes provided opportunities for students to experience a range of sensory based activities through the theme of Halloween.*
- ✓ End of half term 'Celebration assemblies': *For the first time parents were invited to join students and staff in congratulating those who had been selected to receive a wonderful award.*
- ✓ 15<sup>th</sup> November: *Careers Fair with parents and students from year 5 onwards invited to attend a wide range of external providers.*
- ✓ 16<sup>th</sup> November: *Children in Need raising nearly £350*
- ✓ 30<sup>th</sup> November: *Year 11 presentation event inviting last year's year 11 students to return and receive their exam certificates.*
- ✓ 4<sup>th</sup> December: *Christmas fayre with a huge turn out and raising £1073 which has contributed to the Christmas events.*
- ✓ 12<sup>th</sup> & 13<sup>th</sup> December *Lower, Middle and upper school trip to the pantomime*
- ✓ 12<sup>th</sup> December: *Snow glove event for our ARC students.*
- ✓ 14<sup>th</sup> December: *Stay and play for ARC and lower school with a number of parents attending a taking part.*
- ✓ 18<sup>th</sup> & 19<sup>th</sup> December *Lower school play with a fantastic presentation from a wide range of ARC, SLD and lower school classes with a large number of parents attending. A CD was created of the event.*
- ✓ 19<sup>th</sup> & 20<sup>th</sup> December *Celebration assemblies*
- ✓ 21<sup>st</sup> December *Santa and Christmas party including school disco. Student had a wonderful time meeting Santa, receiving a selectin box and enjoying party food and activities in the afternoon*
- ✓ 15<sup>th</sup> January: *Middle school topic day with external speakers discussing how to keep healthy, how to keep safe including, fire safety, water safety, road safety, street safety and online safety.*
- ✓ 17<sup>th</sup> January: *Lower and upper school topic day with the same model as the 15<sup>th</sup>.*
- ✓ 25<sup>th</sup> January – *visit from the fire and rescue service with a fire engine on site for students to look around.*
- ✓ 5<sup>th</sup> February – *celebrated safer internet day with a range of activities taking place in lessons.*
- ✓ 8<sup>th</sup> February – *Heathy eating external workshops for middle school.*
- ✓ 11<sup>th</sup> February *Mayor visit speaking with school council.*
- ✓ 13<sup>th</sup> February – *Middle school Enterprise pop up restaurant with parents and governors invited.*
- ✓ 14<sup>h</sup> February – *Valentines disco.*
- ✓ 15<sup>th</sup> February – *School council invited up to St Francis to meet and join in the school disco*
- ✓ Thur 7<sup>th</sup> March – *World book day with students and staff dressing up as favourite character and parents invited in to read with students. Older students read with younger students*
- ✓ Fri 15<sup>th</sup> March – *Red nose day £413 raised.*
- ✓ Thur 21<sup>st</sup> March – *World down syndrome day*
- ✓ 3/4/5<sup>th</sup> April – *celebration assemblies*
- ✓ 4<sup>th</sup> April - *Easter Egg hunt*
- ✓ 5<sup>th</sup> April – *Football team won 13 – 4 at home.*

- ✓ 25<sup>th</sup> April – RSE parent workshop
- ✓ 2<sup>nd</sup> May – 1<sup>st</sup> lower school trip to Foxdale Equine Assisted Learning centre
- ✓ 7<sup>th</sup> May – Chocolate Bingo parent event
- ✓ 15<sup>th</sup> May – Coffee and contact with healthy minds speaking
- ✓ 24<sup>th</sup> June – Royal baby celebration with the whole school having an outside picnic and activities.
- ✓ 12<sup>th</sup> June – KS1 Sundown trip
- ✓ 18<sup>th</sup> – 20<sup>th</sup> June – Lincolnshire show.
- ✓ 24<sup>th</sup> – 27<sup>th</sup> June - Year 11 experience days
- ✓ Fri 28<sup>th</sup> June Year 11 leavers assembly and prom
- ✓ Mon 1st July – English data input/Semi formal progress conversations
- ✓ Mon 1st July Year 10 trip (NC)
- ✓ Tue 2nd July Lower school celebration assembly 10.00- 11.00
- ✓ Tue 2nd July EYFS/ARC stay and play 1.30 – 2.30pm parents invited
- ✓ Wed 3rd July Middle school Celebration Assembly parents invited 1.30 – 2.30
- ✓ Wed 3rd July – Full governors 10 – 12pm
- ✓ 4th July Upper school celebration assembly parents invited.1.30 – 2.30pm
- ✓ 5th July Terry O Toole.
- ✓ Mon 8th July First day of two week transition.
- ✓ Wed 10th July Coffee and contact -Special Olympics
- ✓ Tue 16th July sports day lower 10.30 – 12.00
- ✓ Tue 16th July ARC sports day 1.30 – 2.30 (HR)
- ✓ Wed 17th July Upper sports day 10.30 – 12.00
- ✓ Wed 17th July Middle sports day 1.30 -3.00

Appendix 2 - Year 11 2019 external accreditation.

## APPENDIX 3 – OVERALL PROGRESS ACROSS THE SCHOOL 2018/2019

### AAPENDIX 4 – Teaching and learning judgements

- Improvement in book scrutiny report.  
English (July 2018) 69.5% - (Dec 2018) 75.3%.  
Maths (July 2018) 67.5% – (Dec 2018) 74.5%
- T&L overall judgements have improved  
Autumn 16 - 55% good or better teaching  
Autumn 17 - 70% good or better teaching  
Autumn 18 – 80% good or better teaching
- Moderation data:

<b>English</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Internal	69%	73%	XXX
External	100%	70%	XXX

<b>Maths</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Internal	60%	80%	XXX
External	80%	90%	XXX

\*Science: External (100%) internal (100%) (only KS4 coursework)