

OFSTED – PROGRESS/ACTIONS TAKEN SINCE THE LAST INSPECTION

Continue to work with the local authority and other stakeholders to:

- **Ensure that the school has the appropriate site, staffing and facilities to support the large numbers of pupils being admitted to the school**
 - Full staffing restructure has taken place (implementation Easter-September 2017) to ensure that there is enough staff coverage in all areas and clear lines of accountability.
 - A more robust induction programme has been implemented for all new staff. This includes weekly training/ CPD sessions to ensure all staff feel secure in their understanding of key areas.
 - Work with the Engage Trust's 'Engage Educational Services' team and designated supply agencies has taken place to ensure that when supply staff are required they are either already familiar with/ have experience working with our specific cohort and understand the Trust.
 - All issues relating to the school sites are managed by the Engage Trust. The Executive Headteacher and/or Heads of School attend regular 'Trust Development Meetings' where site concerns are discussed and decisions made regarding future work
 - A new school building, providing six additional teaching spaces plus office space has been built on the Locksley site to enable the delivery of the new KS4 curriculum. This is fully equipped to deliver key vocational courses with an allocated start up budget and has significantly reduced the need to outsource this type of provision.
 - The SSSfN/ Engage Trust budget protocols have been reviewed and amended to allow the Executive Headteacher to target funds to areas of need more effectively.
 - The Engage Trust has been commissioned by the Local Authority to open an additional provision to manage the education of pupils for whom there is no school place at the SSSfN which has reduced the pressure on the SSSfN and allows the school to keep to their funded pupil numbers.
 - The Executive Headteacher is now part of the Norwich Opportunity Area Exclusion Working Group the focus of which is preventing exclusions
 - Leadership staff at the SSSfN have been working with CAMHS to identify key traits in primary aged pupils who have been permanently excluded. This information will be used by CAMHS to further develop their work with families who have children close to permanent exclusion.

- **Find suitable next-step permanent and sustainable provision for pupils when they are ready**
 - The staffing restructure has enabled us to develop a team of staff (the Transitions team) across the SSSfN to lead and manage 'next-step' provision more effectively.
 - The Transitions team are forming stronger links with mainstream Headteachers to build relationships and aid reintegrations. They currently aim to meet with each Head at least once per term
 - The Transitions Lead is working with the admissions team at the Local Authority to address the issues around schools not accepting pupils for reintegration.
 - An 'onward path report' has been designed and introduced to enable the SSSfN to more securely track next step provision timescales and identify barriers. The new transition meeting minutes, which are updated weekly, provide a secure audit trail.
 - The CEO of the Engage Trust meets regularly with the Local Authority Inclusion Commissioning manager to discuss next step provision for those

needing special school places in addition to the ongoing work by local leaders with EHCP coordinators.

- The Transitions Lead meets fortnightly with the Local Authority SEN Locality managers to discuss the onward path for pupils requiring specialist provision.
- Assistant Headteachers with responsibility for primary cohorts at the Short Stay bases now consult/ work directly with mainstream schools re possible reintegration in order to facilitate closer working relationships and more bespoke support for pupils on reintegration.
- **Ensure that Children Looked After are given every opportunity to have their 'voice' heard, especially in their personal education plans and how their additional funding is spent**
 - Improved working relationships with the Virtual School have resulted in the SSSfN now having greater access to LAC PP+ funding
 - All pupils have an opportunity to have their voice heard regularly following the implementation of the pupil tracker. This is designed to help pupils identify where they feel they need additional support and provides a framework to identify how funding could be spent.
 - Every pupil has a named keyworker and time allocated to meet with their keyworker. For secondary age pupils this is during tutor time. For primary age pupils this time is part of the pupil's timetable and a weekly. 'Wishes and Feelings' work is also captured through the admissions process.
 - The school assessment policy provides opportunities for pupils to comment on their learning via the Marking Grids.
 - The SSSfN Governors and CEO of the trust have established a Student Voice working party whereby pupils (including LAC) are interviewed regularly to seek their views on the school and their education
 - The Student Council has been redesigned and relaunched as of October 2017.

Improve the leadership and management by:

- **Further developing the key stage 3 and 4 curriculum, including alternative provision, to maximize the achievement of pupils, especially the most able, or those who show potential to achieve more**
 - The curriculum plan along with Programmes of Study and Schemes of Learning has been completely revised and were implemented September 2017.
 - The curriculum at KS3 and 4 now follows a 'Pathways' approach based on pupil academic ability, interests and aptitudes.
 - At KS3 this includes both an academic 'reintegration' timetable for KS3 pupils who are more able and/or likely to reintegrate to mainstream school and a more nurture/topic based path for those pupils awaiting a more specialist permanent placement.
 - At KS4 due to the fact that a number of pupils are likely to remain at the SSSfN until the end of Year 11 the curriculum has been designed to maximise outcomes. There are four pathways – Pathway 1 caters for the more academically able pupils and includes subjects that are primarily academic in nature. The remaining three pathways offer differing combinations of academic and vocational learning to ensure each pupil is able to access what is on offer and achieve the best outcomes they are capable of.
 - The Vocational Learning Hub has been built and opened on the Locksley site to ensure that pupils have access to good vocational learning that leads to a relevant qualification. This has greatly reduced the amount of

alternative providers the SSSfN uses and enabled staff to target external A.P. more effectively.

- The introduction of secondary Heads of Subject via the staffing restructure has ensured there are appropriately qualified staff driving individual subject curriculum planning
- The curriculum at KS1 and 2 has also been rewritten to ensure all staff and pupils across all bases have quality programmes of study and schemes of learning
- **Streamlining and embedding monitoring systems, especially those around assessment, so that leaders and governors can more easily compare their effectiveness across the sites and intervene with pupils more rapidly**
 - Assessment for all Key Stages is collated using 'Learning Ladders' – for primary pupils this is related to age expected levels and is now embedded in practice
 - At KS3 and KS4 the Learning Ladders used last academic year were evaluated by Leaders and deemed to not be effective enough to enable leaders and governors to compare progress across groups. These have subsequently been completely rewritten and matched to the new curriculum.
 - Progress targets, linked to Learning Ladders, that are both bespoke to pupil's ability and the programme of study have been introduced.
 - All pupil data (progress, behaviour, attendance) is now collected weekly and recorded on the pupil's tracker. This is then discussed with teaching staff and the pupil and targets set. Where issues are identified intervention can now be implemented swiftly.
 - Leaders and Heads of Subject use pupil tracker and Learning Ladder data (and subsequent data reports) to identify key trends and compare class level/ base level data and take action where required.
 - A whole school monitoring calendar has been put in place to ensure that all eight bases are quality assured by the senior leadership team regularly e.g. T & L; safeguarding; behaviour; LAC; attendance etc.

Bring further consistency in the quality of teaching, learning and assessment and achievement by:

- **sharing the stronger practice across the sites to raise the overall quality of teaching, learning and assessment across the school**
 - Weekly Teaching and Learning meetings now take place across all bases – these include cross base and cross phase work with key themes for discussion identified by leaders
 - A regular weekly CPD session has been built into the timetable to ensure areas for development are addressed swiftly
 - Staff with particular strengths/ areas for development are identified via the Teaching and Learning reviews and by line managers. Colleagues are then 'paired' to enable stronger teaching staff to share their good practice with others
 - Targeted learning walks in place across all bases every week
 - The introduction of Heads of Subject ensures that specialist support across bases is more easily accessible than in previous years.
 - A bespoke training package to support Instructors and those teaching staff who are currently not meeting teachers standards is currently being devised by key members of the leadership team.
 - A bespoke training package to support staff required to teach subjects other than their specialism is currently being devised by Heads of Subject

- An assistant Headteacher with responsibility for Teaching and Learning was appointed in January 2018.
- **Using assessment information more routinely to ensure that the most able pupils. And those that show the potential to achieve more, are challenged more effectively in their learning, especially in key stages 3 and 4**
 - Pupil progress targets are now based on ability (more able pupils are identified via standardised scores and baseline assessments; information from previous schools and subject staff recommendations) – more able pupils are set aspirational targets that cannot be reduced – teaching staff are held to account via fortnightly meetings with their line manager
 - Pupil progress is tracked weekly via Learning Ladders and discussed with the pupil via the Pupil Progress Tracker
 - More able pupils now follow a curriculum that is tailored to their ability

Further refining the personal development, behaviour and well-being of pupils by:

- **Ensuring that all administration of safeguarding reflects the high-quality, intensive and extensive work that goes on in the school to keep pupils safe**
 - Safeguarding administration procedures have been reviewed and changed to ensure that they reflect the work being done to keep pupils safe
 - Ongoing monitoring procedures show that procedures are secure across all bases
 - Review by Safeguarding Lead (Head of School Specialism) has taken place and learning points actioned
 - Joint review with safeguarding governor has taken place and learning points actioned
 - Safeguarding policy has been rewritten to reflect changes made with support from safeguarding governor (former senior social worker)

Developing the outdoor areas so that they provide a vibrant and creative learning environment for pupils

Site development is driven through the Trust – since the last inspection a key focus has been on the development of outdoor areas. This has resulted, so far, in the following:

- establishing a KS1 outdoor learning space at Locksley
- Earthsea outdoor area being redesigned
- The Engage Trust has written a Site Development Plan that includes further improvements to outdoor areas in the coming months e.g. the primary play area at Rosebery.